STATE OF ARIZONA
ESEA FLEXIBILITY
REQUEST

July 13, 2012
(Amended August 28, 2013;
Amended May 21, 2014;
Amended July 31, 2015)

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Arizona Department of Education	Requester's Mailing Address: 1525 W. Jefferson Street Phoenix, Arizona 85007
State Contact for the ESEA Flexibility Request Name: Dr. Cecilia Johnson Position and Office: Associate Superintendent, Highly Effective Teachers and Leaders Contact's Mailing Address: 1535 W. Jefferson Street Phoenix, Arizona 85007 Telephone: 602.364.1957 Fax: 602. Email address: Cecilia.johnson@azed.gov	
Chief State School Officer (Printed Name): Diane M. Douglas	Telephone: 602-542-5423
Signature of the Chief State School Officer: Diane M Douglas	Date: As finalized on 7/31/2015
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 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 school-wide 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.

Optional Flexibilities:

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

☐ 10. 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.

☒ 11. 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.

☒ 12. 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 otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. 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 in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Principal 2, especially 2A, has been extensively edited. Pages 52 -106 are all new, while pages 107-136 are stricken.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Attachment 1AB – Double-testing waiver request.

The Arizona Department of Education (ADE) is requesting a waiver from requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The ADE requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level coursework to include both Mathematics and English/Language Arts. ADE has no state level policy that prohibits students to access advanced level courses prior to high school. Individual LEAs can provide the opportunity for middle school students to take advanced-level courses. The ADE would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics or English language arts assessment the ADE would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the ADE will use the results of

the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards and use the results in high school accountability determinations. Although ELA content in grades 9 to 11 implies sequential instruction, there is no mandated sequence allowing for various instructional approaches such as block scheduling, accelerated coursework, etc. A waiver from double-testing in either ELA and/or Mathematics aligns with the intent to promote College and Career readiness and reduce administrative burden on schools. Since AZ requires four years of mathematics and ELA in order to graduate, all high school students will also be required to take the End of Course assessments – the historical AYP requirement for assessment in ELA and mathematics at least once while enrolled in high school grades. Although advanced middle school students may complete some high school level ELA and Mathematics content and the subsequent End of Course assessment prior to Grade 9, all high schools will be held accountable for assessing all students, including these advanced students, in at least one high school level End of Course test by Grade 11.

ADE makes this waiver request beginning with the 2015-2016 school year. Middle school students taking high school credit courses aligned to the course content during the 2014-2015 school year will be assessed on both the high school End of Course (EOC) test for Math and/or English language arts as well as the enrolled grade-level assessment. The data will be reported for relevant federal accountability purposes, and Arizona will continue to calculate participation rates for students as outlined in Principle 2.

ASSURANCES

By submitting this request, the SEA assures that:

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

☒ 2. It has adopted 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 State's college- and career-ready standards. (Principle 1)

☒ 3. It will 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) no later than the 2015–2016 school year. (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 annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☐ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in

the 2016–2017 school year.

☒ 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 ESEA flexibility 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 SEA 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 its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 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, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): 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. In addition, it will 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. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

Additional consultation listed in Table C.2.

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

Index of Revisions

Pages 21-25: Standards implementation and continuous improvement
Pages 25-26: Standards alignment
Page 27: ELP Standards
Pages 28-31: Students with disabilities
Pages 31-32: Outreach
Pages 33-35: Professional development
Page 36: Instructional materials
Pages 37-39: Accelerated learning materials

Pages 39-40: Teacher preparation/IHE
Pages 42-43: Assessment
Page 43: Transition activities
Pages 44-47: Revised 1.C.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

Principal 2A has been completely rewritten Pages 52 -106 is all new, while pages 107-136 is stricken.

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Pages 151-158 contains stricken language to update the request to align with the Renewal Request, P. 159-165 contains specific language updates and the timelines p.162-164 have been updated, new tables and narrative page 164-166.

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no

later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;

b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school's reason for identification; and
c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Section 2.A. contains description of the full methodology used to identify a Focus school statewide. Language eliminated p. 166-170, New Focus Criteria p.170-171. Exit criteria 174-175

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

New language: Pages 186, 187-188, 194 Deleted language P. 193 Substantial editing p. 195-198

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

New language 198-202, 203-205, deleted language p. 202-203

Principle 3: Supporting Effective Instruction and Leadership
An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
b) The proposed change(s) and the SEA's rationale for each change; and
c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

Principal 3 edits not substantive, consist of updating and aligning with current request.

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
2. A	54-212	Replace the A-F Letter Grade Accountability System with interim criteria in order to recognize, identify, and differentiate	2014-2015 Year 1 of New Assessment; State law SB1289 prohibits issuance of A-F Letter Grades for the 2014-2015 and

		support to schools while the state develops a new accountability system.	2015-2016 school year.
2. B	97-98	Set AMO targets beginning in the 2014-2015 school year using Option A rather than Option B.	Arizona has no indication of how the new assessment administered in 2014-2015 will impact initial proficiency rates and subsequent annual targets to reach 100% proficiency by 2023. However, Arizona can work toward the goal of reducing the percentage of non-proficient students by half within six years or by 2020.

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, former 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 former 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 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: Regional Education Symposia

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.

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 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 link to the U.S. Department of Education ESEA Flexibility website. 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 historical list of the formal briefings conducted by ADE. A significant effort continues to be 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, in order to develop sound policies with buy-in from the education community. Below is an updated Table C.2, listing the various forums in which all aspects of the latest Renewal Request were discussed.

Table C.2: Arizona ESEA Flexibility Outreach Sessions
2012 –2015

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 9 – Principal Advisory Group
May 10 – Title I Committee of Practitioners Update
September 3, 2013 – District Superintendents Advisory Group
September 13, 2013 – Accountability Advisory Group
September 20, 2013 - Greater Phoenix Education Management Council Curriculum Council
September 23, 2013 – Charter Schools Advisory Group
October 3, 2013 – Western Regional Council
October 4, 2013 – Arizona Alternative Education Consortium
October 4, 2013 – Principal Advisory Group
October 23, 2013 – Arizona Mayor's Education Roundtable
November 14, 2013 – AZ Tribal Education Leaders
November 18, 2013 – African American Advisory Group
November 20, 2013 – Charter Schools Advisory Group
November 22, 2013 – GPEMC Curriculum Council
December 3, 2013 – District Superintendents Advisory Group
December 16, 2013 – Hispanic Advisory Group
January 7, 2014 – Teacher Advisory Group
January 13, 2014 – Accountability Advisory Group
January 23, 2014 – Accountability Forum
January 29, 2014 – Charter Schools Advisory Group
February 11, 2014 - Accountability Forum
March 7, 2014 – Title I Committee of Practitioners
March 12, 2014 - Accountability Forum
March 13, 2014 – AZLEARNS Subcommittee
March 24, 2014 – State Board of Education
March 26, 2014 – District Superintendent's Advisory Group
March 28, 2014 - Greater Phoenix Education Management Council Curriculum Council
April 11, 2014 – AZLEARNS Subcommittee
April 11, 2014 – GPEMC Curriculum Council
April 29, 2014 – Hispanic Advisory Group

11/07/14	ELL Advisory Group Meeting
11/14/14	Meet with AOI Providers
11/19/14	Special Education Advisory Group Meeting (SEAP)

02/02/15	ASU Partnership for State Accountability
06/17/14	Special Education Advisory Panel (SEAP)
08/21/14	Cochise County Special Ed. Director Meeting
08/22/14	Pima County Special Ed. Director Meeting
09/11/14	Tucson Regional Community Focus Group
09/19/14	Special Education Advisory Group Meeting (SEAP)
09/19/14	Phoenix Regional Community Focus Group
10/21/14	Santa Cruz County Special Ed. Director Meeting
10/23/14	Pinal County Special Ed. Director Meeting
10/2414	Tucson Regional Community Focus Group
11/03/14	Flagstaff Regional Community Focus Group
11/06/14	Tucson Regional Community Focus Group
11/07/14	ELL Advisory Group Meeting
11/14/14	AOI Accountability Workgroup Meeting
11/18/14	Special Education Advisory Group Meeting (SEAP)
11/21/14	Phoenix Regional Community Focus Group
12/02/14	CCRI Subcommittee
12/15/14	Charter Schools Association
12/22/14	Accountability Advisory Group (AAG) Meeting
01/20/15	Special Education Advisory Group Meeting (SEAP)
02/05/15	Center for the Future of Arizona
02/06/15	GPMEC
02/06/15	Discuss Accountability Proposal (conference call)
02/11/15	Meeting with NACEP and Rio Salado College
02/17/15	Accountability Advisory Group (AAG) Meeting
02/27/15	Accountability Advisory Group (AAG) Meeting
03/03/15	Special Education Advisory Group Meeting (SEAP)
03/05/15	High Flyers (webinar)
03/05-06/15	COP Meeting/Title I Spring Coordinator's Meeting
03/11/15	Press release to statewide media contacts **http://www.azed.gov/public-relations/files/2015/03/031115eseawaiverrequestpublicinput.pdf**
03/11/15	Email invitation to 3/17 webinar to over 40,000 educators and education stakeholders
03/16/15	Accountability Advisory Group (AAG) Meeting
03/17/15	Webinar -152 live attendees from 12 of Arizona's 15 counties; **ESEA Flexibility Renewal PowerPoint** posted to **www.azed.gov/eseawaiver/** on March 17, 2015 (updated on March 19, 2015)
03/18-19/15	**ESEA Flexibility Renewal Webinar Recording** and **ESEA Flexibility Renewal Webinar Questions and Answers** posted to ESEA Waiver web page
03/27/15	Pima County Special Ed. Director Meeting
04/01/15	Graham/Greenlee County Special Ed. Director Meeting
04/23/15	Pinal County Special Ed. Director Meeting

Extending Previous Outreach

Examples of the extensive outreach and details of concerns gathered from those contacts are contained in this section. ADE continues to consider these issues and new ones raised by our stakeholders, as the implementation of the Principles in the Request proceeds.

Participation and the level of engagement have varied by stakeholder group. One webinar held for teachers had 69 participants, while the AASBO, ASA, ASBA webinar welcomed 72. A 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 already 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 A-F Letter Grade System had just gone into effect the past school year (2011-2012).

Many stakeholders have been asked to help inform ADE's decisions throughout the application process and its implementation. This includes 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. Outreach has been extended to ensure representation of Native American communities, the Title I Committee of Practitioners, and the Accountability Advisory Group.

Meaningful stakeholder engagement is a priority for 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 November 2014 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. Participants continue to be strongly encouraged to send any comments, questions or concerns 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 former 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 were reflected in the final proposal.

It is also important to highlight continual 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.

ADE will continue to build on the concerns and comments of its stakeholders as its next generation student accountability system is being designed and its educator evaluation framework is being reviewed, as described below.
Arizona's application, as well as PowerPoint presentations, and handouts continue to be 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.

As we submit our request to continue the work started under Arizona's initial Flexibility Request, the landscape has shifted. Although we are heading in the same direction, we are currently navigating through a sea of change. As our schools begin to experience the first administration of the new statewide assessment aligned to Arizona's College and Career Ready Standards, we realize this is a huge opportunity for the Department and education leaders across the state to improve our A-F Letter Grade Accountability System. During this transitional period, the methodology proposed in this request will serve as the foundation for a stronger, more robust and valid system to provide accountability for Arizona's schools, students, parents and stakeholders. Principal 2, in particular, contains an extensive description of our overall plan; we are confident our proposal will continue our partnership under this Flexibility Request Renewal.

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. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process.	☐ 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) 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.

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 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, which were rebranded as the Arizona College and Career Ready Standards (ACCRS) in September 2013

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 College and Career Ready Standards in English Language Arts (ELA) and Mathematics in all schools by 2013-2014. Additionally, 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 Arizona's College and Career Ready Standards in ELA and Mathematics.

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 delivered 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, 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, ADE developed an aggressive grade-specific implementation timeline for the college- and career-ready standards, and a three-phase professional development plan that was rolled out by ADE in conjunction with a statewide cadre of standards experts, working closely with Arizona's five Regional Education Centers. The multi-year implementation plan (Attachment 1A AZCCRS-statewide-implementation-plan) was developed and published on the K-12 Academic Standards website. An overview and specific in depth information regarding the plan) is located on the K-12 Academic Standards website as well. (Attachment 1B Professional Development Phases)

To support the statewide implementation plan, two additional guiding documents were provided to support LEAs in their systemic planning to move towards full implementation. The Consideration for Implementation Document (Attachment 1C considerations-for-implementation-of-AZCCRS) provides activities and examples of activities to consider when moving through transitional to full implementation of new standards. Activities included Professional Development for Leadership and Teachers, and collaborative opportunities, including grade level and content team meetings focused on understanding the standards. The Considerations document was designed to assist in systemic planning for implementation and as awareness throughout the transition cycle.

The third support document is the Strategic Implementation Plan (Attachment 1D -detailed-azccrs-str-plan-3-18-14). Revised in March 2014, this plan outlines the strategic areas of focus for implementation as well as the goals, strategies and objectives to meet the end goal of full implementation. Components of the Strategic Implementation Plan include; Communication and Awareness, Resource Development, Professional Development, Evaluation of Success and Analysis of Transition Issues.

These transition documents began the transition process through strategic planning and support and continue to be revised as the state continues to refine standards implementation support while schools and districts continue to learn and provide feedback to us regarding the transition timeline.

To provide evidence and accountability regarding the implementation of the state standards in ELA and mathematics, a Declaration of Curricular and Instructional Alignment (Attachment 1E Declaration of Curricular and Instructional Alignment webpage) must be signed by Principals, Superintendents and individual School Board Presidents. 99% of LEAs completed a "Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards" for the 2013-2014 academic year. These standards include Arizona's College and Career Ready Standards for ELA and Mathematics, as adopted by the State Board of Education in 2010.

Organized and regularly occurring outreach efforts have been conducted by the Special Projects Unit, the Arizona College and Career Ready Standards Leadership Team, and other agency divisions working with the Arizona Hispanic /Latino, Native American, and African American communities to raise student academic outcomes for those student groups demonstrating critical need in statewide assessment data, graduation rates, dropout rates, and post-secondary enrollment and completion rates.

Arizona encompasses the two largest Native American reservations in the country, as well as the greatest number of high density schools in the nation. 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 meets quarterly with Education Directors of Tribal Councils, education leaders and educators of Native American students across Arizona. (Attachment 1F College and Career Readiness ASU Focus Group results)

Agendas (Attachment 1G Tribal Leader Mtg. Invite (2)) will focus on discussions and critical action steps to 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 continue to be addressed to ensure an informed and collaborative alliance is generated as part of a statewide Native American Education and Outreach effort. In these coordinated cross collaborative efforts a particular focus will be given to the state's reservation -based schools and high density Native American schools, where the greatest achievement gaps persist.

A tiered system of support will be put into place that will include statewide collaborative teams with members from LEAs, Tribal Education Departments, and the Arizona Department of Education. Native American Education and Outreach efforts will be coordinated internally with Title I, School Improvement, Standards, Assessment, and Research and Evaluation Units within the department to address the unique educational needs of Native American students at the state level. Native American Education and Outreach will work with other entities to provide -meaningful academic achievement reports, such as statewide Native American academic achievement data, the National Indian Education Study data from Arizona, and other related research publications and professional development to drive improved instructional outcomes and policy supporting Native American college-and career -readiness. ADE will showcase best practices and meaningful research supporting the meeting of unique educational needs of Native American students. Statewide conferences and events with external partners, including Tribal Education Departments, universities and colleges, and the West Comprehensive Center will focus on strengthening culturally appropriate and rigorous instruction throughout the state.

With the full implementation of the Arizona College and Career Ready Standards and the first administration of the aligned assessment occurring this year, there will be opportunity to open a dialogue to both improve the quality of the existing standards and ensure they are valid goals for students as we prepare them for challenges of the next grade level, postsecondary work, and careers. To this end, the State, in conjunction with a variety of stakeholders, will begin a comprehensive standards review process, which will seek to uncover any deficiencies in existing college-and career-ready standards. This will be a multi-stage process. As a first step, the State, through regional meetings and on-line environments, will gather broad input from educators, higher education, business, parents and students. As this information is gathered, the State will develop diverse committees to review public comment, categorize comments, and determine actionable items.

Actionable comments will then be used in conjunction with exemplary referent standards to improve existing college-and career-ready standards. Arizona is particularly fortunate to have a strong partnership with the West Comprehensive Center at WestEd, which has agreed to provide assistance to the State with national experts to advise us on our progress. Together, we will determine to what degree Arizona's College and Career Ready Standards in ELA and Mathematics:

- adequately represent the knowledge and skills that all students should know and be able to do at each grade level,
- reflect the appropriate depth and breadth of the content domains,
- contain the clarity and consistency needed to effectively guide instruction and assessment,
- are inclusive of and sensitive to the full range of cultural, language, and geographic diversity in this state, and
- are free of language endorsing or prescribing a particular pedagogy or curriculum,

Ultimately, the revision teams will provide the State with quality standards documents to assist in guiding what students need to know and be able to do by the end of a given school year in academic areas in order to be on track and achieve college-and career-readiness. Upon reflection of the development of previous Arizona academic standards, every time a group of Arizona constituents have written, implemented, assessed and reviewed standards, the final product represents an improvement, which ultimately supports Arizona educators and positively affects student outcomes.

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 K-12 Academic Standards facilitated master teacher teams in the analysis of the alignments between Arizona's previous ELA (2004) and mathematics standards (2008) and the Arizona's College and Career Ready Standards (2010). The ensuing guidance documents were developed and posted on the Department's website to 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 documents (Attachment 1H mathgrkcrosswalk_11_2013) were created and shared through technical assistance, newsletters, professional development, and through communication directly with LEAs and schools. A second mathematics support resource was also created by teacher teams, entitled the Summary of Changes documents (Attachment 1I - hsmathchanges2010__11_2013). The purpose of the Summary of Change documents was to provide educators with an "at-a-glance" summary of the content shifts from the previous standards to the college- and career-ready standards. The Summary of Changes documents allowed teachers to plan for transitional/full implementation of Arizona's College and Career Ready Standards in

Mathematics, while also including specific standards that were being assessed at the state level on the 2008 Mathematics Standards during the 2012-2013 and 2013-2014 school years.

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. . To provide support to districts the Informational Text Complexity Analysis Worksheet for Instruction (Attachment 1J t1.9-text-complexity) is located on the website within the K-12 Academic Standards and Exceptional Students Services (ESS) websites. 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.

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 an overall increase in the rigor of the standards. 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. The Mathematical Practices were represented in Strand 5 Concept 2 of the 2008 Arizona Mathematics Standards and emphasized problem solving and minimal mathematical processes. Analysis of the Mathematics Crosswalk revealed movement of topics across grade levels with an increased cognitive demand shown throughout Arizona's College and Career Ready Standards. These conceptual shifts 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 content shifts and the broader instructional shifts of focus, coherence and rigor, informed the implementation support ADE and other state providers continue to offer. Included is an agenda from a current Phase 1.5 (in between Phase 1 and Phase 2) course that ADE offers to teachers and administrators to assist in implementation in Mathematics (Attachment 1K - Intro to Mathematics Shifts Agenda).

The information from the different alignment documents created by ADE have been 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. Face-to-face professional development and webinars provide the professional learning support that has been and is continues to be offered.

(Attachment 1L - Sample ELA PD Flyer Fall 2014) Literacy has become an integral part of all content areas in Grades 6-12. Standards for Literacy in History/Social Studies, Science and technical subjects are an important vehicle for teaching and learning content and are the responsibility of all teachers. Professional learning support for literacy in grades 6-12 has been a collaborative effort involving all core content areas, including Arts and Physical Education (Attachment 1M - Disciplinary Literacy Facilitation Guide).

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. A sample mathematics professional development flyer for current face-to-face professional development and webinars documents the professional learning support that has been and continues to be offered through K-12 Academic Standards at ADE (Attachment 1Ma - Spring 2015 Flyer Math). A sample agenda (Attachment 1N– Agenda Statistics 1/7/2015) from a Statistics training offered to high school Algebra teachers is also included as an example. This professional learning experience is hosted and co-facilitated by the K-12 Academic Standards High School Mathematics Specialist, an ASU Professor of Statistics, and a current High School Mathematics Teacher. This course demonstrates the commitment to providing not only content training by experts but the connection to implementation within the classroom, focused on content that is new to a specific course in high school aligned to Arizona's College and Career Ready Standards in Mathematics..

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 has further analyzed 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 (Attachment 1O - common-core-timeline-for-ade-11-28-2.

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, 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 2011, ongoing professional development continued with face-to-face sessions and webinars dedicated to the revised ELP Standards work as aligned to Arizona's College and Career Ready 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 700 ELL 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. ADE established an Accommodation Taskforce to focus on how accommodations are being implemented during instruction and testing. The purpose of the taskforce is to recommend clarifications to state policy around testing accommodations; to develop a plan for training and dissemination of critical information to stakeholders regarding universal design, accessibility features, online tools, and testing accommodations for English Language Learners, students receiving special education services, and students with 504 plans. Data will be collected about accommodation use during the implementation of the new statewide assessments and alternate assessments. The analysis of this data will further help inform future test development.

Arizona served as a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC). However, Arizona Revised Statute §15-741 requires the State Board of Education (SBE) to adopt and implement a test to measure pupil achievement, according to state procurement code (A.R.S. Title 41, Chapter 23). Therefore it was necessary for the SBE to submit a Request for Proposal (RFP) for a new assessment aligned with the fully implemented Arizona College and Career Ready Standards for use in School Year 2014-2015. ADE withdrew from the PARCC consortium once the RFP was posted.

On March 6, 2014, the State Board adopted a statement of values (Attachment 1AA - adopted-essential-assessment-values-6mar14) that was used as the basis for the requirements of the Request for Proposals (RFP). These values included an assurance the assessment will be accessible to all students with optimal access to students with special needs and English Language Learners. Prior to the adoption, the values were vetted by parents, educators, and business and community leaders.

Arizona was the funding state 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 allowed states to examine student progress over time – in both performance and skills assessed. Western Carolina University managed all project activities with oversight by ADE and the University of North Carolina at Charlotte. This project also included partners from Maryland, South Dakota, and Wyoming. LEAAP informed states' future improvements in AA-AAAS systems, including accessibility and validity. The results of the analysis provided detailed information about Arizona's current Arizona's Instrument to Measure Standards Alternate (AIMS A) and the relationship between the Arizona's College and Career Ready Standards and Arizona's Alternate Academic Standards. The results will further provide guidance on how to support teachers' transition from using the alternate standards to the Arizona's College and Career Ready Standards for instructional purposes.

ADE staff with expertise in Special Education is also engaged in the National Center and State Collaborative (NCSC) which is an assessment consortium working on the development of an alternate for students with significant cognitive disabilities. This assessment will be administered in grades 3-8 and high school. Three staff members are on the NCSC work groups (Assessment, Curriculum and Instruction, Professional Development) and one serves on the management team.

Arizona identified 33 Community of Practice (COP) members who have begun to receive training on the College and Career Ready Standards, the relationship among content and achievement standards, curriculum, assessment, and access to the general curriculum. The COPs have been implementing model curricula and assisting ADE in providing continued trainings across the state to teachers serving students with significant intellectual disabilities.

As mentioned previously, the State of Arizona has adopted the Arizona's College and Career Ready Standards (AZCCRS) for ELA and Mathematics. Therefore it is also required to administer a new alternate assessment aligned to these standards. Arizona joined The National Center and State Collaborative (NCSC) a project led by five centers and 24 states (13 core states and 11 Tier II states) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. Arizona State Board of Education adopted the NCSC Alternate Assessments for ELA and Mathematics and it was administered as the operational test for spring 2015.

Through the development of Arizona's State Systemic Improvement Plan as a part of our State Performance Plan, the Exceptional Student Services (ESS) section has established a 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 collaboration with School Improvement, Title I, and the IDEA Data Center (a technical advisory center through the Office of Special Education Programs) ESS has established professional development opportunities for Local Education Agencies to engage in this process to develop an action plan that will improve student outcomes on the standards. LEAs examine why students with disabilities are not achieving academically at the same rate as their typical peers. The LEAs then develop an action plan based on their identified needs. This plan centers on systems-thinking, which includes general education as well as special education. Results of the improvement strategies support students with disabilities in accessing the college-and career -ready standards as the improvement plan is tailor-made to resolve system challenges identified in the data analysis. School Improvement and ESS are collaborating on expansion of the system.

ADE is also providing ongoing professional development and technical assistance to special education directors and school teams to support their site transition to the 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 standards with appropriate accommodations and modifications. Trainings also address how to align an IEP to academic grade-level standards. 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 Professional Learning and Sustainability Unit in collaboration with K-12 Academic Standards offers reading capacity building trainings that embed Arizona's College and Career Ready Standards.~~.~~ Reading trainings address the connections between instruction and grade level ELA standards' increased rigor and need for additional support in nonfiction literacy

instruction. Additional trainings regarding the effective use of assistive technology in the mathematics classroom, creating classroom routines and structures for students with autism, and best practices in inclusion are readily available to Arizona educators.

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?

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

- ADE's website for Arizona's College and Career Ready Standards– ELA and Mathematics and the AzMERIT 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/azccrs/)

- 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.

- 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.

- 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 collaborates 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 meets monthly with Regional Centers (RIST team) to discuss implementation plans, strategies, concerns, and progress in providing professional development and resources aligned to the standards. See Attachment 1P - RIST Agenda 7-24-14 and Attachment 1Q - RIST Virtual Meeting 7-24-14 for examples of a typical meeting and agenda.

- 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 began 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 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?

ADE continues 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 established a three phase professional development plan incorporating information for educators of all children including those with at-risk factors incorporating knowledge of the standards by grade level, significant shifts in instructional focus, effective instructional strategies, integrated content instruction and the purposeful use of data. Phases 1, 2, and 3 training continues with Phase 1 trainings being phased out, since the state is in full implementation of Arizona's College and Career Ready Standards for the 2014-2015 school year. Phase 2 and Phase 3 professional development experiences continue to increase in number through face-to-face experiences and webinars. Included on the K-12 Academic Standards website are a Phase 1, 2, and 3 Professional Development checklist for ELA (Attachment 1R ela_phases123pdchecklist-table_10102013) and a Phase 1, 2, 3 professional development checklist for mathematics (Attachment 1S math_phases123pdchecklist-table_10102013).

Professional development is a primary component of successful implementation for Arizona's College and Career Ready Standards and continues to be a collaborative effort among various sections within the ADE, including: K-12 Academic Standards, Office of English Language Acquisition Services, Early Childhood Education, Highly Effective Teachers and Leaders, and Career and Technical Education. Additionally, collaborative sections within ADE provide a two-day teacher conference in the summer that focuses on knowledge and implementation of the standards for all students. Differentiated professional development, technical assistance, and support continue to be provided based on the diverse and specific needs of educators and students in local regions and counties. A variety of examples have been included to demonstrate the ongoing collaborative commitment to providing quality professional growth opportunities that supports teachers in meeting the needs of all students.

The ADE two-day Teachers Institute (Attachment 1T - 2015 Teachers Institute webpage) specifically for teachers occurs in July. This collaborative effort brings in national and state level speakers with a focus on all students. July 2015 marks the second summer this conference for around 400 has been planned.

The Office of English Language Acquisition Services (OELAS) sponsors a state level conference every year in December. Collaborative presentations between different sections are a key component of this conference. OELAS and K-12 Mathematics Standards have collaboratively presented at the OELAS conference and in other conference venues sponsored by the state (Attachment 1U - ELL and Math 2014 Conference Descriptions).

Use of instructional materials has been approached through the EQuIP rubric. ELA and mathematics as well as combination trainings provided by K-12 Academic Standards Specialists have been provided for teacher preparation programs at ASU as well as state level trainings, and district/school specific trainings. The EQuIP rubric allows for evaluation of lessons/units for alignment not only to the standards but to the instructional shifts associated with instruction of Arizona's College and Career Ready Standards (Attachment 1V - Agenda - EQuIP TUSD 1-6-15).

Multiple collaborative experiences that bring together high school ELA and Mathematics teachers, Teacher Preparatory Professors and Higher Education Content Specialists have been made possible with funding from the Arizona Governor's office with support from the Arizona Board of Regents. The CCRP or College and Career Ready Partnership began with initial meetings in July 2014. Facilitation was provided by the K-12 Standards Section, Higher Education Content Specialists and

Teacher Preparation Professors and Teachers (Attachment 1W - July 18 Initial AZCCRP Meeting Agenda). Collaborative efforts continue in ELA with the development of twelfth grade ELA modules/units that will provide exemplary resources for this course in high school (Attachment 1X - CCRP Transition Course Project Meeting Agenda 2-27-15).

Formative Assessment has been a central focus for K-12 Academic Standards in collaboration with other sections within ADE since the winter of 2014. ADE works closely with Margaret Heritage and WestEd to provide experiences for teachers and administrators with a central definition of Formative Assessment accompanied by resources as a central component for instructional planning. Currently ADE K-12 Academic Standards, WestEd and Margaret Heritage are working collaboratively with other western states to pilot an online course that focuses on team support for instructional planning with an emphasis on Formative Assessment. Several districts from Arizona will be part of a select group from the partner states that will offer this online course to participating teams in September 2015 (Attachment 1Y - Heritage WestEd Invite Formative Assessment Practices).

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 previously referred to as AZRTI. Currently there is a multi-unit workgroup developing ADE's multi-tier system of supports (MTSS). Members include representatives from OELAS, Title I, School Improvement, Early Childhood, Assessment, ESS, K-12 Academic Standards, and School Safety. This group has been tasked with updating the RTI webpage and framework for MTSS.

The work has been divided into three phases. Phase One, which is completed, involved updating the mission, vison, beliefs, tiers of support, and decision making model. Presently the workgroup is in Phase Two, which includes developing definitions to include common language throughout the Agency and Arizona LEAs. These definitions include a common understanding for assessment, and creating a MTSS Rubric that focuses on six areas of MTSS: evidenced based decision making, leadership, integration and sustainability, assessments, instruction, and curriculum. When completed in May, this rubric will be the framework for the rest of the work being done by the MTSS workgroup. Another subgroup in ESS is presently working on a decision making tool for specific learning disabilities (SLD). Phase Three is scheduled to begin in August, 2015 and includes an implementation guide for behavior, progress monitoring tools and databases, a state structure for support and resources for the field, and input from the field.

Current 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).

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 continues the 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 (Attachment 1O - common-core-timeline-for-ade-11-28-2). 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. The ADE provided 3-day Leadership Institutes (Fall 2013, Spring 2014, and Winter 2015) to support school and LEA level leadership in understanding how standards, assessment, and evaluation systems interconnect. These sessions were facilitated by the K-12 Standards, Assessment, and Highly Effective Teachers and Leaders sections for approximately 40 participants (Attachment 1Z - Leadership Institute Agenda 2-9-15). At the end of each day, attendees were provided the opportunity to learn about best practices from administrators who had successfully implemented the standards and instructional shifts in their districts and schools. This structure allows leaders to learn from each, encourages leaders to build networks of support and disseminates effective, proven educational pedagogy across the state.

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 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 teacher teams with support from K-12 Academic Standards have developed and ADE has disseminated 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 include sample instructional units, lesson plans, curriculum maps, and formative assessments that reflect research-based best practices. ADE has drawn and will continue to draw on the experience of local curriculum leaders and master educators to assist in the development of these materials which are 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. ADE has also links to Arizona district resources, which include exemplar curriculum maps and mathematical practice 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 (Arizona Revised Statutes §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. LEAs are establishing methods to record scores into the school student data system, preparing for the full implementation 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. Since 2013, every Arizona graduate 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 mathematics 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. Schools must assure students enter, track and update the following attributes: Academic, Career, Postsecondary and Extracurricular participation at school or in their community.

  - ADE staff provides coaching for 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 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.

ADE personnel from Highly Effective Teachers and Leaders and ESS, along with school experts responsible for the ECAP process, actively work together to design guidance on the effective implementation and management of student Education and Career Action Plans (ECAPs) and Individualized Education Programs (IEPs). As part of this effort, the AZ Career Leadership Network was initiated in 2014. This workgroup, comprised of ADE personnel, school leaders, higher education staff, industry representatives, and other community stakeholders, is tasked with championing the development of a system in which all students become career literate through the implementation of high-quality ECAPs. The priorities of this workgroup include implementing a systems approach to ECAPs using technology, communications, and marketing, and engagement of leadership. This focus on individualized learning plans for all students is consistent with the ESS vision, which is that all students, including students with a disability, are well prepared for college, technical/trade school, career, job, or other means of engagement.

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 October 2014 the Arizona State Board of Education adopted a revised Educator Preparation Program (EPP) review and approval Rule language requiring all EPPs to provide evidence that all programs are aligned to relevant state and national standards. The Revised Rule, effective January 2015, requires evidence that all EPPs are addressing all professional and academic standards, and that intervention plans are included in all submissions for SBE approval. The revised requirements to address academic standards will improve both current content knowledge and content pedagogy of both new teacher and new leader program completers.

In 2011, ADE surveyed 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, 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 was continued in 2012 through 2014 and will provide longitudinal data to measure the progress of IHEs in addressing the needs of targeted student populations.

-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 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, ADE developed a new principal Arizona Educator Proficiency Exam (AEPA) aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. IHEs are required to ensure the alignment of their administrative programs to these standards as well as to sufficiently prepare their candidates to pass this rigorous exam.

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?

A.R.S. (Arizona Revised Statutes) §15-741 requires the State Board of Education (SBE) to adopt and implement a test to measure student achievement. A new assessment aligned with the fully implemented College and Career Ready Standards was selected the 2014-2015 School Year.

On March 6, 2014, the SBE adopted a statement of values (Attachment 1AA -adopted-essential-assessment-values-6mar14) that was used as the basis for the requirements of the Request for Proposals (RFP) (https://procure.az.gov/bso/external/bidDetail.sdo?bidId=ADED14-00004144). Feedback from parents, educators, and business and community leaders was incorporated in the document.

In June 2014, the RFP for the new statewide assessment was released, and responses were due in July 2014. At the time of the release, Arizona withdrew as a governing state from the Partnership for Assessment of Readiness for College and Career consortium. As allowed by Arizona procurement law, an independent evaluation team was assembled to review vendor proposals, assess the extent to which proposals address the requirements listed in the RFP, and recommend contract award to vendor that best addressed the state's requirements. The evaluation team unanimously recommended the private, not-for-profit American Institutes for Research (AIR) (http://www.azed.gov/state-board-education/new-statewide-assessment) to the State Board of Education, which announced the selection of AIR. The new state assessment, Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT), is managed by ADE and measures Arizona's standards (http://www.azed.gov/assessment/azmerit/).

AzMERIT is being developed with the intent that scoring proficient on AzMERIT, or passing AzMERIT, has a similar meaning to scoring proficient or passing other tests aligned to the Arizona's College and Career Ready Standards. The development of Performance Level Descriptors (PLDs) has been designed to support this intent.

The State Board will adopt the names for the 4 proficiency levels of AzMERIT and the policy level PLDs. The wording of these policy PLDs has been informed by the wording of the policy PLDs for other assessments aligned to the Arizona's College and Career Ready Standards.

Draft PLDs for use with standard setting and reporting are being written based on the existing PLDs for other assessments aligned to the Arizona's College and Career Ready Standards. ADE will offer a virtual training on the uses and purposes of PLDs to all Arizona educators who are interested in participating. From that group of Arizona educators, up to 100 subject matter experts per grade and content area will review and endorse or revise the draft PLDs, ensuring they represent Arizona's expectations for student proficiency and demonstrate the appropriate rigor to demonstrate that students are on track to be college-and career-ready upon graduation. In addition to Arizona educators reviewing the PLDs, representatives from IHEs will be invited to review the 11th grade PLDs and provide input about the proficiency expectations and how it matches what students need to know when entering credit bearing post-secondary courses.

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. The College and Career Ready

Partnership meetings will also investigate postsecondary pathways to ensure student success.

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 College and Career Ready Standards – ELA and Mathematics and its impact on an aligned assessment system.

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 held six Arizona Evaluation Summits from Fall 2011 to Spring 2015, focusing on bridging Arizona's College and Career Ready Standards instructional shifts and educator evaluation. The most recent, Summit VI - Designing Comprehensive Evaluation Systems: *Leading the Design and Implementation of a Comprehensive System to Improve Teaching and Learning*, was held in collaboration with the West Comprehensive Center (WCC) on March 1-2, 2015.

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.	☒ 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.

Overview

Arizona initially satisfied principle 1.C via Option A above through its participation in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium. Arizona participated in PARCC from its inception until May 29, 2014. Upon entering into a formal procurement process, ADE, in consultation with the Arizona governor, elected to withdraw from PARCC for reasons related to the procurement process required by Arizona law. Arizona retains the Arizona College and Career Ready Standards (ACCRS) adopted in 2010, and that satisfy the requirements of Principle 1.A. The State Board of Education has procured an assessment aligned to those standards in accordance with Arizona law. Because Arizona is no longer a member of PARCC, the following will outline Arizona's plan to adopt and implement an assessment aligned with Arizona's College and Career Ready Standards.

Historical Context

The Arizona State Board of Education (SBE) adopted Arizona's College and Career Ready Standards, based on the State Standards, in 2010. In June 2010, ADE entered into the PARCC consortium for development of a next-generation assessment. Arizona remained a governing state in PARCC through the field test conducted in the Spring of 2014. Throughout 2013 and into 2014, Arizona representatives to PARCC repeatedly raised concerns that the state's procurement laws would not allow SBE to unilaterally award a testing contract to PARCC without a competitive bid process, and that despite Arizona's status within PARCC, the consortium would likely have to compete against other commercial vendors in a public bidding process.

Concurrently, political pressure against the standards and the PARCC consortium in particular continued to build within the state, such that even if a unilateral contact award were possible, it became clear that such a maneuver would all but certainly provoke immediate legislative action to block its implementation. In addition to a flurry of standards-related legislation, three different members of the Arizona Legislature introduced measures aimed directly at new standards-aligned assessments, one of which specifically prohibited PARCC by name (See http://www.azleg.gov/legtext/51leg/2r/bills/sb1095p.pdf).

In late 2013, SBE released a Request for Information (RFI) inviting those interested in bidding on a new statewide assessment to respond. This RFI clearly stated the SBE's intent that the assessment be aligned to the ACCRS, and that it be fully implemented in the 2014-2015 academic year. SBE received six responses to the RFI, including one from Pearson on behalf of PARCC.

In early to mid-2014, SBE began preparing for the release of the request for proposals (RFP) to solicit bids for the statewide assessment. At the same time, following the 2014 field test, discussions at PARCC were moving toward full implementation for 2014-2015. ADE felt that continued active participate in the PARCC consortium would make the outcome appear pre-ordained should PARCC win the contract. This would almost certainly spark at the very least a procurement challenge by a competing vendor, at worst a new round of political backlash, further endangering or at least delaying the new assessment system rollout and perhaps threatening the standards altogether. It was at this point that ADE, SBE, and the governor's office jointly agreed to formally withdraw from PARCC prior to the release of the RFP. It was felt that Arizona had gained all the value it could gain from the consortium without fully implementing PARCC and, given the necessity of conducting a

competitive bid and awarding a contract before implementation of any assessment, it seemed the responsible thing to do.

Responses to the SBE statewide assessment RFP were due on July 18, 2014.

State Plan

Arizona intends to comply with principle 1.C. via option B by adopting and implementing a high quality assessment aligned to Arizona's College and Career Ready Standards in the 2014-2015 school year, selected from the respondents to the RFP issued by the State Board. The specific requirements for all respondents are listed in the solicitation, and comply with the requirements set forth in option B, according to the table below:

Table 1.2 Arizona Statewide Assessment RFP Provisions

Requirement	Corresponding RFP Provision	RFP Reference
Implementation in 2014-2015	Supply criterion referenced summative assessments for grades 3 through 8, and criterion referenced End-of-Course assessments in identified high school mathematics and English language arts courses for implementation in the 2014-15 school year	Pp. 20, Sec. B
Aligned to ACCRS ELA/L and mathematics	The Offeror shall provide the ADE with a criterion referenced achievement test that aligns to and measures mastery of the ACCRS in ELA/L and mathematics, for administration to Arizona public school students.	Pp. 32, Sec. C.2
High quality assessment	All language	Pp. 33, Sec. C.3, pp. 35, Sec. C.3.3, pp. 36, Sec. C.3.5, pp. 51, Sec. C.6, Sec. C.6.2, pp. 63, Sec. C.7.2
Measure growth in ELA/L and mathematics	establish vertical scales for ELA/L and mathematics assessments, equate the tests across years and equate test forms within years, as appropriate,	Pp. 51, Sec. C.6

	assist in defining achievement level descriptors,	
Measure growth in ELA/L and mathematics	As the State transitions to the new assessments in spring 2015, the Department requires technical assistance from the contractor so that the scales of these assessment systems can be linked to the current assessments through a special and defensible psychometric operation. The results of such linking would be used by ADE to inform and support decisions during the transition period.	Pp. 52, Sec. C.6.3
Grades 3-8, at least once in high school	1. CBT and PBT in ELA/L and mathematics in Grades 3-8 2. EOC CBT and PBT (a) in ELA/L in Grades 9-11 and (b) in mathematics in high school Algebra 1, Geometry, and Algebra 2	Pp. 21, Sec. C
Set academic achievement standards for those assessments	build cut scores with criterion-referenced meaning on the new scales,	Pp. 51, Sec. C.6

As allowed by Arizona procurement law, an independent evaluation team was assembled to review vendor proposals, assess the extent to which proposals address the requirements listed in the RFP, and recommend a contract award to the vendor that best addressed the state's requirements. The evaluation team unanimously recommended the private, not-for-profit American Institutes for Research (AIR) to the State Board of Education, which confirmed the selection of AIR in November 2014.

Attachment 1AB – Double-testing waiver request: Additionally, the Arizona Department of Education (ADE) is requesting a waiver from requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The ADE requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level coursework to include both mathematics and English/Language Arts. ADE has no state level policy that prohibits students to access advanced level courses prior to high school. Individual LEAs can provide the opportunity for middle school students to take advanced-level courses. The ADE would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics or English language arts assessment the ADE would otherwise administer to the student for the grade in which

the student is enrolled. For Federal accountability purposes, the ADE will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

Although ELA content in grades 9 to 11 implies sequential instruction, there is no mandated sequence allowing for various instructional approaches such as block scheduling, accelerated coursework, etc. A waiver from double-testing in either ELA and/or Mathematics aligns with the intent to promote College and Career readiness and reduce administrative burden on schools. Since AZ requires four years of mathematics and ELA in order to graduate, all high school students will also be required to take the End of Course assessments – the historical AYP requirement for assessment in ELA and mathematics at least once while enrolled in high school grades. Although advanced middle school students may complete some high school level ELA and Mathematics content and the subsequent End of Course assessment prior to Grade 9, all high schools will be held accountable for assessing all students, including these advanced students, in at least one high school level End of Course test by Grade 11.

ADE makes this waiver request beginning with the 2015-2016 school year. If approved, the ADE will include this option in its Accountability Workshops, which are held annually state-wide and in the annual Assessment Coordinators trainings, which are available as archived webinars on the AzMERIT web page for testing coordinators. The AzMERIT web page has additional guidance and information for teachers, students and their parents regarding AzMERIT testing. ADE will update those links to further explain the options for advanced coursework and the accompanying testing requirements. Middle school students taking high school credit courses aligned to the course content during the 2014-2015 school year will be assessed on both the high school End of Course (EOC) test for Math and/or English language arts as well as the enrolled grade-level assessment. The data will be reported for relevant federal accountability purposes and Arizona will continue to calculate participation rates for students as outlined in Principle 2.

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 Board of Education (SBE), and LEAs and schools. Since the 2010-2011 school year, Arizona has used the A-F Letter Grade Accountability System to hold schools accountable during the 2011-2012, 2012-2013, and 2013-2014 school years. The ADE has implemented the A-F system approved by the SBE and within parameters outlined in A.R.S. §15-241.

The formula used to calculate A-F Letter Grades was based on a point system where academic outcomes and academic growth are weighted equally. The state's ultimate goal for the Flexibility Request remains to hold schools accountable using a comprehensive accountability system putting ALL students 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 school performance. Taken together, these changes allows us to support every school where students are struggling and create a system focused on college- and career-readiness to support continuous improvement.

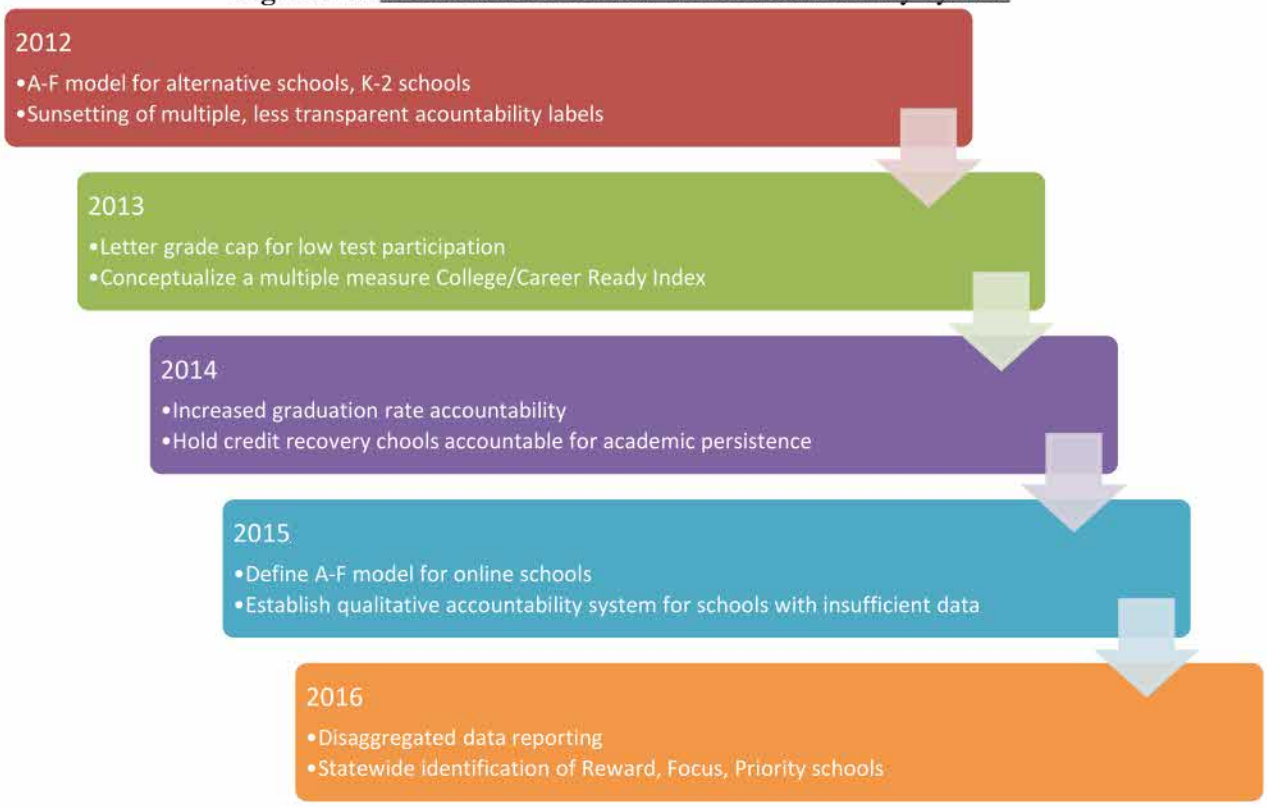
In the 2011-12 school year, Arizona public schools received multiple labels designed to promote accountability: AYP/NCLB Improvement Status and Persistently Lowest-Achieving (Tier I or Tier II); an AZ LEARNS-Legacy achievement profile, Arizona Charter Schools Board Academic Dashboard labels, and an A-F Letter Grade. Each label primarily utilized statewide assessment data but emphasized different criteria, resulting in confusing and mixed signals for educators, parents and the public about Arizona schools. By reducing the many systems under which schools were held accountable, the decrease in disparate information increased the reliability and credibility of the information provided to the public.

In our initial application for ESEA Flexibility, Arizona wrote: "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." This position holds true. Arizona still strongly believes an accountability system must be coherent, provide meaningful measures and reliable results to inform instruction and strengthen schools and provide accurate information to the public.

Under ESEA Flexibility 2012 through Present

Since Arizona received its first ESEA waiver, significant strides were taken to strengthen and validate the accountability system on an annual basis and the system has evolved in order to include and/or increase accountability for several measures such as test participation, on-time graduation, and credit recovery effectiveness (Figure 2A.i).

Figure 2A.i Evolution of Arizona's State Accountability System



In order to ensure all schools were held accountable and received the necessary support under a parallel and/or supplemental system, Arizona developed a differentiated recognition, accountability, and support system for all schools. These schools were identified as *Not Rated* prior to the 2014-2015 school year and were often not evaluated under AYP or the AZLEARNS (pre-2011) system due to insufficient and/or unique data.

For extremely small schools which do not have sufficient data to receive an A-F letter grade (at least 30 test records pooled over the current year and two prior years) a parallel monitoring system piloted in the 2014-2015 school year. ADE created a Supplemental Accountability Committee to prepare recommendations for SBE. The committee was composed of ADE' accountability, school improvement, research and evaluation, and policy development units, a representative from the Arizona State Board for Charter Schools (ASBCS), and a representative for alternative charter schools. Using a similar system applied to Arizona charter schools by the ASBCS, the Measure of Academic Progress (MAP) for Schools will monitor an extremely small school's curriculum, instruction, assessment, and teacher quality. Ultimately, the MAPs may evaluate schools which serve untested grades as well. Given their unique characteristics, the MAPs will identify extremely small schools and other schools with insufficient data in need of support or interventions. The MAPs will

be released for comment to some potentially affected schools in the fall of the 2014-2015 school year followed by necessary revisions. The survey was sent to over 100 schools that were contacted twice over a two month period.

After reviewing MAP with both internal and external stakeholders, the Department initiated partnerships with graduate programs in Educational Leadership and Administration at local universities in order to recruit experienced K-12 school administrators to volunteer their professional experience to the review and rate MAP submissions. The Department partnered with the ASBCS in order to utilize the charter school's submission of their Demonstration of Sufficient Progress (DSP) for state accountability purposes as well.

For schools that do not meet the criteria for an accountability determination under the state's standard A-F Letter Grade Accountability System, ADE must use substitute criteria to ensure accountability for student outcomes in the 2013-2014 school year. The Department began researching different methods of accountability for schools with extremely insufficient student achievement data by creating of a cross-divisional committee tasked with piloting various methodologies and surveying the field for input on the development of a new system that would not increase schools' administrative burden. The result, the Measure of Academic Progress (MAP), was created to apply to:

- Schools with less than 30 test records in the last three years OR
- Brick and mortar schools that did not receive an A-F Letter Grade OR
- Schools where 95% of students or more are enrolled only up to half-time

As described in Arizona's 2014 ESEA Flexibility Request, Arizona has been developing and piloting the MAP system. Schools which do not meet criteria for accountability determinations under the A-F Letter Grade system – or for which the A-F substantive appeals committee deems necessary – will demonstrate the quality of their academic program in a qualitative manner. The proposed recommendation for Measure of Academic Progress mirrors a component of the Arizona State Board for Charter Schools Academic Performance Dashboard (Demonstration of Sufficient Progress [DSP]). In order to reduce administrative burden for charter schools, the achievement profile determined by the Arizona State Board for Charter Schools (ASBCS) will be utilized by ADE includes:

- **Academic Program Introduction -** Brief description of the school's history and mission.
- **Professional Development –** An appropriate and robust Professional Development Plan and evidence showing teachers are appropriately evaluated, qualified to teach and meet state and federal guidelines for teaching in their content areas.
- **Curriculum -** Process used to create and implement a curriculum aligned to Arizona's College and Career Ready Standards (ACCRS) and how systemic processes are used, and evidence is collected, for monitoring, evaluating and implementation.
- **Instruction -** System used to monitor the integration of the ACCRS into instruction, including ensuring instruction is aligned and how students not at grade level are supported.
- **Assessment -** How student performance data is used to monitor their progress, especially underperforming students, during the year and to plan for teaching and learning.

The increased collaboration and communication between the ASBCS and ADE allows schools to focus more attention and resources on student achievement. To streamline accountability systems and reduce the administrative burden on schools, the Department developed MAP as a truncated version of the DSP to adequately cover content universal to all schools. For all schools not receiving a 2014 A-F letter grade or ASBCS label the following process will be applied:

- ADE notification of schools with no A-F grade of the use of MAP or the ASBCS DSP label as displayed on ASBCS label – ADE will coordinate DSP label with ASBCS.
- ADE verifies and provides all available data within related to student achievement and student outcomes for a MAP label.
- Schools submit narrative on their history, mission, professional development, instruction, curriculum, and assessment areas.
- ADE Accountability identifies qualified and experienced education practitioners to review and evaluate schools' submissions.
- The four areas will be independently evaluated and aggregated, (Table 2A.1.), the reviewers' ratings will be confirmed, and final MAP label will be assigned by ADE Accountability.

Table 2A.1a. Proposed MAP Accountability Ratings for Schools with Insufficient Data

A-F equivalent	ASBCS label	ADE MAP label
A	Exceeds Standard	Exceeds Standard
B	Meets Standard	Meets Standard
C	Approaches Standard	Approaches Standard
D	Falls Far Below	Falls Far Below

ADE worked with LEAs, as well as the ASBCS, in finalizing the MAP data collection tool (Attachment 2A Measures of Academic Progress). LEA personnel provided comments on multiple drafts to ensure MAP was a fair and successful accountability method for schools which lacked the quantitative data required in any A-F accountability formula. Because of a low response rate, ADE also collected survey data from schools for a two month period, which resulted in an overall agreement for MAP's purpose, methodology, and expectations. Because the MAP, as it relates to charter schools, depends on a cooperative and communicative relationship with the ASBCS, the ADE will closely monitor the alignment between MAP and ASBCS standards used for charter school accountability. At their March 2015 meeting, the State Board of Education voted unanimously to adopt this qualitative system of holding schools with insufficient assessment data accountable within the state system. Stakeholders acknowledged ADE's effort to reduce administrative burden on schools by utilizing information already available to the Department through collaboration with the ASBCS.

The vast majority of schools which will rely on a MAP or DSP for accountability purposes are not Title I eligible due to size. While a lack of student achievement data drove the need for an ulterior method of monitoring and supporting all schools, accountability for student achievement is included the evaluation of a MAP submission. The review of MAP includes any and all student achievement data and program effectiveness information available at the state level in order to counter or support the school's submission. For example, the school's graduation rate data are compared to the state rate. ADE may include other indicators of student achievement including information related to Title III and IDEA monitoring in evaluating a MAP label. Especially when the indicators suggest below average performance, the school must address these data points in their MAP submission and include any current state-required improvement plan. Regardless of narrative descriptions of Professional Development, Curriculum, Instruction, and Assessment, the following data included in every MAP review would support or challenge the effectiveness in each of the areas below:

Table 2A.1b. Student Achievement and Academic Outcomes in MAP

Indicator	School Result	State Average
Percent tested on statewide assessment		
3-Year percent passing on statewide assessment		
Average Daily Membership		
Average Daily Attendance		
4-Year Graduation rate		
5-Year Graduation rate		
Dropout rate		
Percent tested on AZELLA		
ELL reclassification percentage		

In the absence of standardized assessment data via the state, schools are encouraged to report other valid and reliable assessment data. A school with no valid or reliable assessment data on behalf of their students would not meet the standard in one of the key areas of the MAP nor would the school be able to demonstrate effectiveness of the overall academic program on student achievement. In addition to Accountability, the cross-divisional collaboration with units such as Exceptional Student Services and the School Improvement division ensure more comprehensive and thorough consideration regardless of the self-reported information a school may choose to include.

To further demonstrate Arizona's commitment to the tenets of ESEA Flexibility and shared goals in accountability for all schools, Arizona pioneered state-developed accountability for online schools at a time when traditional accountability lags and misaligns with new modes of educational instruction (Attachment 2B- Accountability In The Digital Age). Other schools previously classified as *Not Rated* (NR) are online schools, serving less than 100 FAY students. Many online schools serve concurrently enrolled students in non-tested subjects. Consequently, ADE developed an accountability model specifically for online schools, which places a larger emphasis on accountability for non-FAY students as well as a more appropriate measure for concurrently-enrolled students. The end-of-year data gathered from all Arizona Online Instruction schools (AOI) on July 17, 2014 will be used with data from prior years to pilot an accountability framework developed in collaboration with AOI stakeholders. The end goal is an A-F label for AOI schools based on their unique student data and instructional services.

Key issues in AOI accountability:

- Growing number of online schools – charter and district
- Legislative requirements for student mobility adjustment (FAY)
- Dual enrolled students; retention/attrition
- AOI schools for academic remediation/acceleration/supplementation
- Ratio of Non-FAY to FAY enrollment
- Measurement of and accountability for graduation rate
- Measurement of and accountability for test participation rates
- Inclusion of parents/student satisfaction regarding technology, support, etc.
- Indicators of College and Career Readiness of AOI graduates

In spring 2013, the State Board of Education took the first step toward recognizing the unique nature of the Arizona Online Instruction option by amending the *Full Academic Year* (FAY) definition to address 'extent of instructional exposure' rather than 'calendar days enrolled.' In the 2012-2013 school year, less than a quarter of approved AOIs (both district and charter) were included in the A-F Letter Grade Accountability System, which primarily utilizes data from FAY students only. By evaluating FAY status based on number of minutes of instruction, the AOI FAY definition aligned with the statutory requirements under A.R.S. §15-808 and addressed the student mobility issues unique to online education.

While most brick and mortar schools evaluated in the A-F Letter Grade Accountability System serve mainly FAY students, only 25% of students enrolled at an AOI qualified as FAY. Based on national research, as well as input from AOI operators statewide, students choose online instruction for a variety of reasons, including:

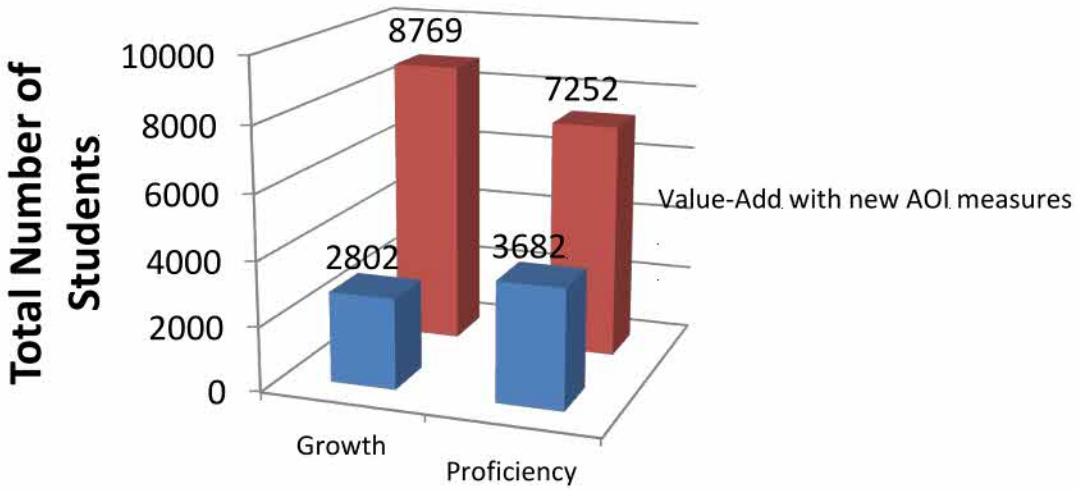
- Credit recovery (e.g., remedial mathematics, remedial English, etc.)
- Credit acceleration (e.g., early graduation, etc.)
- Meeting local-level graduation requirements
- Temporary or permanent preference for online instruction
- Other reasons such as health, environment, etc.

Unlike extremely small schools or schools with very few test records, most online schools provide instruction to students on an "as needed" basis and may have student achievement results which can be aggregated to produce an accountability determination. In prior years, this data produced letter grade determinations based on a small portion of the students who received instruction and/or were tested at the online school.

Since December of 2013, ADE conducted two dozen meetings on AOI accountability with external stakeholders in order to vet various methodologies which could fairly capture and reflect their unique data. ADE worked with schools who received A-F letter grades in prior years, as well as those who were not rated in prior years. In the end, AOI operators advocated for an accountability determination which addressed their concurrently enrolled students, high student mobility, and put an emphasis on growth. In order to ensure the accountability system was fairly applied to AOI schools for the 2013-2014 school year, only measures available to all schools were included. Importantly, this new model reinforces Arizona's position as a pioneer in not only school choice but also accountability systems specific to the unique educational options available to students. The model establishes comparability and accountability for K-12 online education and holds AOI schools to the same expectations for student achievement and growth as all other schools in

Arizona, while addressing their unique attributes. Most importantly, the model for AOI schools includes students considered to be non-full academic year (FAY) within the accountability system; school accountability has typically excluded non-FAY students from all measures of student achievement (Figure 2A.ii).

Figure 2A.ii Comparison AOI Students Included in Accountability Models



On March 23, 2015, the SBE voted unanimously to adopt a letter grading proposed methodology specific to AOI schools. AOI letter grades denoted by a *-DL* (i.e. B-DL) will be assigned to the 2014 A-F letter grade accountability determinations. This important decision establishes Arizona as a pioneer in developing an array of accountability models to accommodate the multiple school configurations of school choice options, which correspond with a system of accountability unique to those schools. This decision also sets the precedent for any future state-developed system of accountability to reflect accountability specific to the growing number of AOI providers. Through collaboration with stakeholders, ardent research of defensible accountability systems, and focus on inclusion in a state-developed system of accountability, Arizona can proudly match its diverse school choice system with a diverse set of methods to hold schools accountable in a fair and comprehensive manner. All Arizona schools can be held accountable for their performance in the 2013-2014 school year.

The AOI model does not deviate from the letter grading methodology required by A.R.S §15-241; however, measures like SGP used in the accountability for all other Arizona schools are adjusted to accommodate the limitations previously discussed. (Although the 2014 A-F AOI model (described in Attachment 2I) was only used for letter grades for the 2013-2014 school year, the methodology unique to online schools will continue to be improved and unique to this particular model of education delivery. The significant thought and development of this particular formula for online schools sets the precedent for any future accountability system developed for Arizona.

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 introduces a multiple measure component to the Arizona accountability system that

is not reliant solely on the state assessment. Assuming a weight of 25% overall in a high school's accountability determination, the full CCRI consists 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 rates); 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 2A.2). This index incentivizes schools to offer courses that will prepare students for success beyond high school. As ADE's data system matured over the 2012-2013, 2013-2014, and 2014-2015 school years, CCRI indicators will be clearly defined and will be applicable to all Arizona high schools.

Table 2A.2 CCRI Components and Points

Weight	Item and Points
10%	Annual 4-year grad rate
5%	Annual 5-year grad rate
	6-year grad rate and 7-year grad rate*
Cap of 30 points (15%) permitted for graduation rate	
5%	"On-track" to be College and/or Career Ready
5%	College and/or Career Ready Success

The State Board of Education adopted the more comprehensive CCRI graduation component because of its inclusion of all cohorts – particularly those six and seven year graduates. These delayed graduates tended to be disproportionately from economically disadvantaged and minority backgrounds and/or receiving special education services. Hispanic students comprised 46 and 48% of 5- and 6-year graduates respectively. Arizona boasts the country's largest Native American reservation; however, Native American students had the lowest 4-year graduation rate, though they were the highest subgroup to graduate within five years. Of all 7-year graduates, 59% were students participating in special education.

ADE continues to collaborate with stakeholders and develop data capacity to fully implement the CCRI Participation and Success indicators. At their May 2014 Board meeting, the SBE voted to include the CCRI graduation rate component of 15% in FY14, while preserving the existing point scale. 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. The State Board approved the use of a modified CCRI for alternative schools with low graduation rates, because of their intended purpose to serve over-aged, under-credited students. Therefore, the CCRI for alternative schools considers the "better-of" the 4, 5, 6, or 7 year cohort rate as well as the overall academic persistence rate for students in grades 6-12 for a total of 30 A-F points to parallel the implementation for traditional schools. Because an alternative school, by definition, will serve at least 70% of students who are academically behind or have struggled in the traditional school setting as evidenced by low achievement, the emphasis on academic persistence addresses the higher likelihood for students who may dropout. Schools received credit for academic persistence, if eligible, students (non-graduates) who were enrolled with them in the prior fiscal year enrolled in any Arizona public school in that following year.

In the winter of 2015, ADE completed Phase 1 of a two phase project designed to make data related to college- and career-readiness accessible for schools and the public alike. For full transparency,

ADE worked to provide external vendor assessment data to schools in a series of reports related to their students' postsecondary readiness and postsecondary outcomes. Providing the CCRI reports to schools brings Arizona one step closer to having a multiple measure accountability system. Even if these data are not included in a 2015 or 2016 letter grade, these new reports allow schools access to information for their own formative purposes. In order to make the CCRI universally accessible to all schools, ADE built the capacity to consume data from multiple vendors so as not to weight particular postsecondary assessments or preparation activities over others. Arizona's significant investment minimizes the amount of self-reported data needed for a multiple measure system, unlike other state accountability systems, which may consume multiple measures via self-report only. The following reports exemplify Arizona's on-going efforts to use longitudinal data for a state accountability system, which parallels the College and Career Ready Standards applicable to all students.

The first example, the Postsecondary Enrollment Report, summarizes the number of students who graduated from an individual school and enrolled in postsecondary education and/or training. To protect student privacy, this report is only provided at a summary level. After the student graduates from an Arizona high school, the National Student Clearinghouse provides the Department with enrollment information. ADE matches the SAIS ID number for each student to the high school which enters a valid end of year or exit code indicating graduation in the last fiscal year the student was enrolled. Students must pass enrollment integrity and have a graduation code in order to be included in the summary data. Below is a sample report for a small, alternative Arizona high school:

Postsecondary Enrollment Report

Report Parameters

District:

School: All Schools

Cohort Year: 2014

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	Type	2 - Year College	4 - Year College
In State (Click on the link above to see list of schools where students are enrolled)	Public	10	0
	Private	0	4
Out of State (Click on the link above to see the list of states where students are enrolled)	Public	0	0
	Private	0	1
	TOTAL	10	5

Another example, the Postsecondary Assessment Report, contains summary and student-level data for non-statewide assessment results. Schools may review a variety of assessment results for students who have a valid enrollment at the school within the same fiscal year as the test date. The student's overall result will reflect their postsecondary readiness, when a College and Career Ready indicator score is established by the test vendor. With the exception of CTE End of Program assessment data, students are matched to SAIS ID numbers based on name, date of birth, and grade level. The SAIS ID number is then matched to a valid fiscal year enrollment at an Arizona high school; schools may

only view assessment results for students with a valid end of year code. Assessments reported in this sample include:

- ACT
- SAT
- PSAT
- Advanced Placement(AP)
- CTE End of Program Skills Assessment
- GED

Postsecondary Assessment Summary Report

Report Parameters

District:	School:	Fiscal Year:	No. Of Students Tested:	No. of Students who Met CCR Target:
		2014	419	175

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Display 100 records per page Search: Print Download

Test Type	No. of Students Tested	No. of Students Met College & Career Ready Target
AP Art History	7	2
AP Biology	21	2
AP Calculus AB	8	7
AP Calculus BC	1	1
AP Chemistry	24	8
AP Chinese Language and Culture	1	1
AP Computer Science A	11	6
AP English Langauage and Composition	27	7
AP English Literature and Composition	22	10
AP European History	4	3
AP Macroeconomics	12	8
AP Microeconomics	12	8
AP Psychology	19	14
AP Spanish Language	1	1
AP Statistics	12	8
AP United States Government and Politics	44	9
AP United States History	2	1
AP World History exam score	134	28
PSAT	48	43
SAT	9	8

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Report Parameters

District: **School:** **Fiscal Year:** 2014

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Display 100 records per page Search: Print Download

SAIS ID	Entity	Cohort	Test Type	Course	Score
		2017	AP	United States Government and Politics	3
		2018	AP	Calculus AB	5
		2018	AP	Psychology	5
		2018	AP	World History exam score	4
		2018	AP	World History exam score	3
		2015	AP	Chemistry	2
		2015	AP	Computer Science A	4
		2015	AP	English Literature and Composition	4
		2015	AP	World History exam score	5
		2015	PSAT		207
		2017	AP	United States Government and Politics	2
		2017	AP	United States Government and Politics	3
		2015	AP	Chemistry	2
		2015	AP	English Literature and Composition	2
		2015	AP	Statistics	3
		2015	AP	World History exam score	2
		2015	PSAT		147
		2015	SAT		1620
		2016	PSAT		141
		2016	AP	English Literature and Composition	2
		2016	AP	World History exam score	2
		2016	PSAT		126
		2016	AP	Chemistry	3
		2016	AP	English Langauage and Composition	4
		2016	AP	Psychology	4
		2016	AP	World History exam score	3
		2016	PSAT		181
		2016	AP	Biology	2

ADE will only provide GED results for former students if the high school indicates the student's withdrawal reason was to pursue a GED. High schools do not receive GED results for students who exit the school for any other reason.

College and Career Ready Course Completion reports reflect data reported by the school/LEA through Student Teacher Course Connection (STC). This data relies on accurate and consistent reporting by the school. The data within this report may be used by ADE for accountability purposes to ensure students have access to rigorous course work, dual enrollment opportunities, and other vocational training while enrolled in high school. These data are available at the summary and student-level. This report will reflect changes to enrollment information entered into STC. For accountability purposes, only students who have completed the course as indicated by an End-of-Course grade entry as well as an indication of number of credits earned may be included. Schools with concurrently enrolled high school students will only be able to review their own submissions to STC – student course detail information will only be provided to the school where the course is completed.

ADE will add additional data sources as they become available including Indicator 14 Postsecondary Outcomes Survey for all high school students who exit with an IEP; this data collection, required by 34 CFR 300.601, 300.602 and 300.640 and Title I B section 618, provides the ability to ensure

students with disabilities are represented within the determination of high school students who exit College and Career Ready. International Baccalaureate and Cambridge assessments used in the awarding of Arizona's Grand Canyon Diploma for academically advanced students will also be included. In an effort to ensure access and ability to collaborate, schools have the ability to utilize this data and consider different elements, which should be included in a comprehensive College and Career Ready school accountability system. This increased data transparency and availability provides the opportunity to report more college and career ready data in annual school report cards.

Arizona's investment will minimize the amount of self-reported data needed for a multiple measure system by developing the capacity to consume data from multiple vendors and provide longitudinal data to schools – some of which have never had access to this level of student outcomes reporting. Schools no longer have to dedicate their limited resources to individually contracting with vendors for data which requires some level of data management and sophistication not available to all schools. The development of a CCRI graduation index and reports proves Arizona's commitment to implementation of a state accountability system oriented to measuring students' College-and Career-Readiness. This effort also illustrates Arizona's commitment to using actionable data relevant to schools in school and district accountability. Preservation of the CCRI and maintaining the momentum of effort and collaboration gained thus far remains a strategic goal throughout the transition of our assessment and accountability system.

Transition of Arizona's A-F Letter Grade Accountability System

The efforts outlined above demonstrate ADE's commitment to "ensure that all schools are held accountable and receive necessary support under a parallel and/or supplemental system" as described in its conditional ESEA Flexibility approval for the 2014-2015 school year. The growth and refinements of Arizona's accountability system in the last few years has resulted in increased accountability for all schools and all students more so than AYP or the AZLEARNS system each accomplished alone. However, stakeholder feedback given at several State Board of Education and subcommittee meetings warranted pursuing legislative relief from the current letter grading formula, while Arizona teachers and students acclimate to a new assessment to test relatively new standards using a new mode of administration.

SB 1289 establishes a transition process and prohibits ADE and the SBE from assigning schools and LEAs letter grade classifications during the 2014-2015 and 2015-2016 school years (transition period) as prescribed in A.R.S §15-241. This bill also requires the SBE and ADE to submit a report to the Governor, Speaker of the House of Representatives and the President of the Senate proposing legislation to implement the revised accountability system for schools and LEAs by December 15, 2015. The impact of a new assessment, the desire to include multiple measures, and the need for a rigorous letter grading scale justifies a meaningful and thorough review of the state's A-F system during this transition period.

Arizona has no intention of discounting low achievement during this transition period. The interim method to monitor student achievement and school progress preserves underlying components of the original A-F System. Disaggregated reports of student achievement and other indicators of school quality for all schools in the state, regardless of population or zip code, can increase transparency and expose areas ripe for improvement otherwise obscured by the compensatory model of the A-F System. Due to the need to focus on the academic achievement and academic outcomes of Arizona students versus the market driven education system fueled by school letter

grades, in this transition period Arizona will utilize the existing components of its letter grade system and assign consequences based on performance on those components.

Figure 2A.iii Three Scenarios - "A" Letter Grade Schools

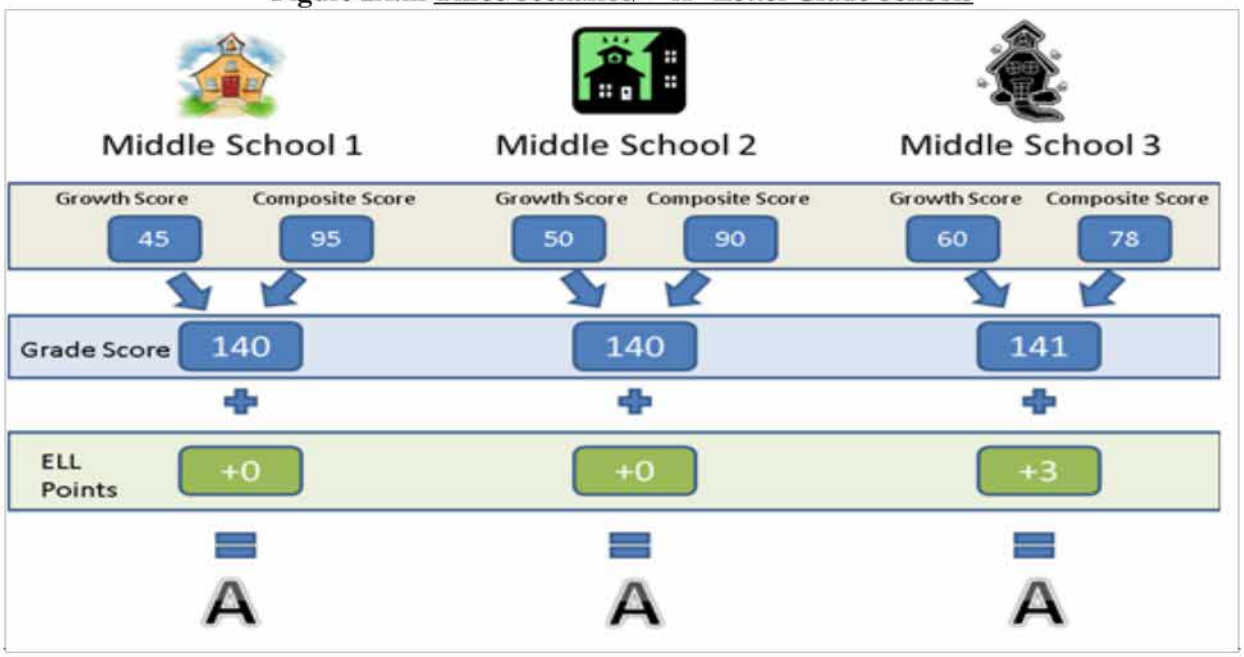
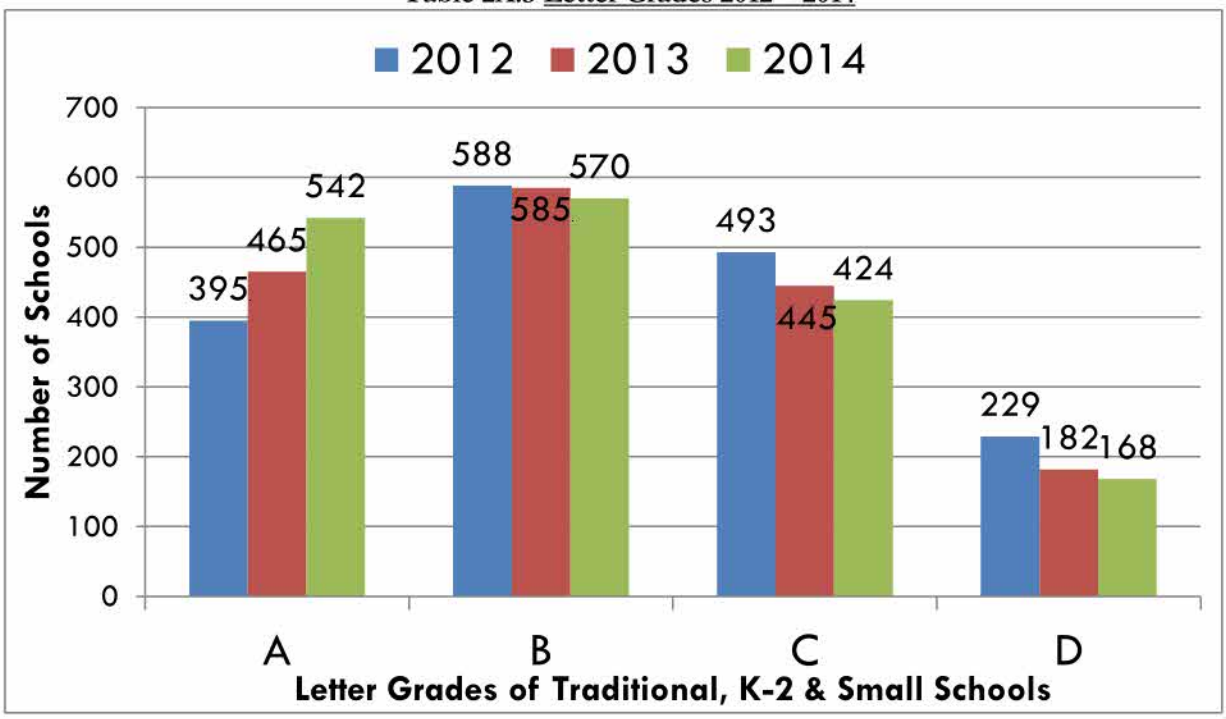


Figure 2A.iii illustrates how three different schools could earn an "A"; however, this single letter grade may not adequately identify shortcomings in specific areas – nor does a significantly lower letter grade convey strengths within a school. A hiatus from aggregating several components into a single letter grade will expose unintended consequences of current state statutory requirements or limitations related to assigning letter grades in the manner prescribed. Since 2012, the number of Arizona schools earning an "A" letter grade has increased; however, measures underlying the letter grading system such as proficiency and growth have not grown in parallel. The Table 2A.3 below shows the distribution of letter grade over the past three years.

Table 2A.3 Letter Grades 2012 – 2014



Many Arizona families taking advantage of the school choice system trust these labels to reliably inform their enrollment decisions, so it is especially important that performance on these measures represent the overall letter grade. With the first administration of a new assessment, it is important to disentangle artificial inflation from genuine gains being made by individual schools.

Similarly, it is also important to ensure the first administration of a new assessment does not produce unintended punitive consequences for schools. A closer analysis of the data underlying letter grades will identify regression due to measurement versus academic decline within a school. Unavoidable consequences of a brand new assessment measuring higher academic standards justify prudent analyses of how school accountability determinations will be impacted by a new assessment.

While all students can achieve and all schools can excel, unintended consequences of a highly compensatory model gives a school the ability to earn the highest letter grade possible despite a 64% four-year graduation rate – well below the state and national average. Furthermore, an above average school labeled a "B" may graduate only half of its students within four years and show average student growth scores (see Table 2A.4).

Table 2A.4 Graduation Rates Within Arizona's A-F Letter Grade Accountability System

By Letter Grade; 15% as approved by SBE		4-year Grad rate	5-year Grad rate	6-year Grad rate	7-year Grad rate	Percent passing	Growth points
A	Mean	91.66	93.26	93.48	92.14	81.91	60.55
	Median	92.74	95.34	95.62	94.67	82.00	60.00
	N	96	96	96	96	96	96
	Std. Deviation	6.533	6.909	6.749	7.940	9.750	7.804
	Std. Error of Mean	.667	.705	.689	.810	.995	.796
	Maximum	100	100	100	100	100	85
	Minimum	64	50	68	62	56	43
	Skewness	-1.624	-3.204	-2.039	-1.727	-.245	.426
	% of Total Sum	37.4%	36.9%	36.5%	36.4%	40.5%	39.2%
B	Mean	83.86	85.53	86.16	84.83	67.97	50.69
	Median	85.37	88.57	88.58	88.74	68.00	50.50
	N	104	104	104	104	104	104
	Std. Deviation	9.324	14.209	10.942	12.940	7.690	5.657
	Std. Error of Mean	.914	1.393	1.073	1.269	.754	.555
	Maximum	100	100	100	100	88	73
	Minimum	50	14	38	32	48	39
	Skewness	-1.264	-3.205	-2.324	-2.176	-.091	.862
	% of Total Sum	37.1%	36.7%	36.4%	36.3%	36.4%	35.6%
C	Mean	71.89	78.04	80.23	79.79	55.89	44.63
	Median	75.50	80.35	84.15	82.76	54.50	45.00
	N	64	64	64	64	64	64
	Std. Deviation	14.988	14.083	14.846	12.508	7.870	6.318
	Std. Error of Mean	1.874	1.760	1.856	1.563	.984	.790
	Maximum	95	100	100	100	73	62
	Minimum	17	28	8	42	31	31
	Skewness	-1.699	-1.631	-2.473	-1.010	-.059	.057
	% of Total Sum	19.6%	20.6%	20.9%	21.0%	18.4%	19.3%
D	Mean	58.81	59.21	63.83	63.73	37.00	36.25
	Median	62.50	65.21	70.62	72.08	39.00	37.50
	N	24	24	24	24	24	24
	Std. Deviation	19.392	23.660	22.136	25.180	13.221	6.771
	Std. Error of Mean	3.958	4.830	4.518	5.140	2.699	1.382
	Maximum	87	100	89	100	66	51
	Minimum	4	7	4	11	10	22
	Skewness	-1.104	-.471	-1.208	-.657	-.079	-.165
	% of Total Sum	6.0%	5.9%	6.2%	6.3%	4.6%	5.9%
Total	Mean	81.71	84.25	85.42	84.39	67.35	51.43
	Median	85.66	89.07	88.76	88.89	68.00	51.00
	N	288	288	288	288	288	288
	Std. Deviation	14.998	16.293	14.582	15.055	16.050	10.085
	Std. Error of Mean	.884	.960	.859	.887	.946	.594
	Maximum	100	100	100	100	100	85
	Minimum	4	7	4	11	10	22
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2A.5 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 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 signed by former Governor Brewer, enabled 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.

Table 2A.5 A-F Letter Grade Total Scores and Description

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 thresholds used to determine a school's final letter grade were derived through a rigorous, iterative process in collaboration with ADE's Technical Advisory Committee and guidance from the State Board of Education's AZ-LEARNS subcommittee. The adoption of the A-F Letter Grade scale was done by the State Board of Education. This scale was set more than five years ago and the number of points required in order to receive a particular letter grade has not changed since the beginning of Arizona's A-F System – with the exception of Arizona's A-F point scale for alternative schools. While the descriptive meaning of each letter grade remained constant, opportunities for schools to earn points toward a letter grade expanded over the years. To demonstrate, Arizona increased graduation rate accountability for the A-F Letter Grades of high schools, pursuant to conditions under the 2013 ESEA Waiver. Unlike other A-F states like Florida, which is statutorily required to monitor the robustness of their letter grading scale on a regular basis, there is no such provision in A.R.S §15-241, which mandates a rescale of Arizona's A-F point system whenever a significant shift occurs. Unfortunately, overall proficiency rates in Arizona high schools have not increased over the last three years despite the increased accountability for on-time graduation in the 2013-2014 school year – a measure Arizona believes to be essential in the accountability of high schools, as demonstrated in Table 2A.6.

Table 2A.6 Average High School Proficiency Rates by Letter Grade

Letter Grades	Average High School Proficiency Rates		
	2012	2013	2014
A	86	86	83
B	73	73	69
C	62	60	57
D	45	45	39

Table 2A.7 demonstrates how annual changes in the A-F System are not reflected in primary components, which determine a school's letter grade. Through the multiple opportunities to gain points attributed to a fixed scale using fixed criteria, Arizona schools' performance on the scale grew while student outcomes failed to grow in parallel. Table 2A.7 was presented to the State Board of Education in August 2014 to demonstrate how an overall A-F label can mask performance decreases, increases, and stagnancy in key areas when the number of points drives school accountability. High schools earned five additional points on average when accountability of graduation rate was increased to 15% within the A-F model; furthermore, over 90% of high schools under the traditional A-F model received an additional 3 "bonus" points based on meeting dropout rate criteria, which had not been re-scaled based on markedly lower dropout rates throughout the state.

Table 2A.7 2013 to 2014 Average Change on A-F Model Components by School Type

	Percent Passing	Median Student Growth	Growth Points	Total Points
Alternative Schools	+1% point	+2	+2	+8
Traditional Non-High Schools	No Change	No Change	No Change	+2
Traditional High Schools	No Change	+1	No Change	+5
Statewide	**No Change**	**No Change**	**No Change**	**+3**

While letter grade inflation is a significant concern, the opposite end of the A-F spectrum concerns high-stakes, low letter grades, which can discount a school's academic growth and exacerbate factors like poverty which impact student achievement. A low letter grade may steer a family away from enrolling their student in a school; however, a low letter grade also triggers consequences intended to improve the school in any areas of deficiency, even if those areas are predicated on socioeconomic conditions surrounding the school. Researchers at an Arizona-based non-profit specializing in Arizona charter schools found that Arizona's A-F model failed to adequately control for the effect of poverty on indicators of achievement in order to measure the school's contribution to learning, therefore limiting its utility as an indicator of school quality (Attachment 2C. Aportela and Laczko-Kerr 2013).

All LEAs and schools, both district and charter, are held accountable under the A-F System but charter schools are held accountable to additional requirements laid out in an Academic Performance Framework adopted by the ASBCS. The Academic Performance Framework examines Operational, Financial, and Academic Performance. Although it utilizes student achievement and growth data processed by ADE, the ASBCS Framework holds charter schools accountable in a much more demanding and nuanced manner. When the A-F Letter Grade system was compared to ASBCS's Academic Performance Framework, the results revealed that charter schools' data were applied to an additional, more rigorous set of business rules which produced less inflated labels compared to the A-F system. For example, under the A-F System 170 charter schools received an "A" or "A-ALT" but only 28 of those schools received an "Exceeds Standard" rating from the ASBCS. Similarly, 133 charter schools received a "B" or "B-ALT" which is defined as "above average" by statute, but 36 of those received a "Does Not Meet Standard" label from the ASBCS.

Alignment between the two systems occurs mainly at the lowest performance band – "Falls Far Below Standard" and the "D" or "D-ALT" grade – all charter schools that received a "D" from the A-F Letter Grade system (49) received either a "Does Not Meet Standard" (31) or "Falls Far Below Standard" (18) rating from the ASBCS. (Table 2A.8.) These inconsistent labels and conflicting information reported to the public regarding a school's performance disregards the intent of the A-F system as Arizona's primary method of holding schools accountable in a single, coherent manner.

Table 2A.8 Comparison - 2014 A-F Letter Grades and ASBCS Academic Performance Framework

		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total
A-F Letter Grade	A	0	0	135	27	162
	A-ALT	0	0	7	1	8
	B	0	33	68	1	102
	B-ALT	0	3	27	1	31
	C	1	68	7	0	76
	C-ALT	0	26	23	0	49
	D	15	17	0	0	32
	D-ALT	3	14	0	0	17
	Total	19	161	267	30	477*

*Excludes schools with 2014 Pending labels as of January 2015.

Acknowledging high achieving schools and identifying the lowest performing schools remains a shared goal for the ASBCS and ADE. To date, all schools assigned "F" letter grades have done so due to three year of performing "below average" rather than intervention by the State Board of Education – which is statutorily permitted under A.R.S §15-241. After the third full year of implementation, the number of schools labeled "F" after a third "D" more than tripled, based on 2013-2014 assessment data. The point band for a "D" letter grade spans 99 points; almost two dozen schools received "F" grades, despite implementing interventions for three years, which resulted in academic gains as evidenced by gains up to 33 points.

Table 2A.9a 3 year Change of A-F Points for FY 2014 "F" Schools

School Improvement Implementation	Number of School Year 2013-2014 "F" Schools	Average Difference of FY2014 Points and FY2012 Points
NO	25	-1.08
YES	40	4.7
Grand Total	**66**	**2.393939394**

The A-F school letter grades of Arizona charter schools initiates an intensive evaluation process which may lead to extreme high stakes consequences. The Academic Performance Framework (ASBCS label) aligns with the A-F letter grade accountability system in the identification of extremely underperforming schools, as evidenced by testimony made to the ASBCS in January 2015; the disposition of the schools of the 17 charter holders sponsored by the Board and one sponsored by the SBE that received a letter grade of F in FY14 due to earning 3 consecutive D's was:

6 schools' performance was reviewed by the ASBCS with only 3 schools providing evidence of systemic improvement;

- 3 charters were not renewed when their applications were considered last summer;
- 2 charters were required to close the sites that received an F, as part of the Board's approval for renewal of their charter contract, allowing them to continue operating their other schools;
- 4 chose to surrender their charter and close schools during the review process,
- 2 also earned F letter grades in FY13, 1 of those is appealing revocation and the other surrendered their charter;
- 1 withdrew its renewal application and the original charter expired at the end of FY14, and
- 1 SBE-authorized charter failed to submit a transfer application to ASBCS and their contract expires on June 8, 2015.

An intensive, lengthy confirmation of these schools' poor performance was initiated after three years of a "D" letter grade in order to determine the school's ability to continue operating. An overhaul of A.R.S. §15-241 after the transition period may decrease the number of years students remain in very low achieving schools, so they suffer from minimal academic regression. Still, the ability to evaluate schools on disaggregated data will help inform the criteria used to define a "failing" school in Arizona without putting so many students at risk of struggling academically for multiple years. Roughly 46,000 students were enrolled in schools with a failing label in the 2013-2014 school year; the current system used to identify a failing school has the potential to stifle a student's academic progress for up to three years before the school receives a failing label. The need to address these, among other issues, has been widely documented throughout the state (Attachment 2D- Robb 2014).

Given the information above, Arizona plans to use the summer and fall of 2015 to develop proposed legislation to address the unintended consequences which threaten both the validity and reliability of the A-F labels assigned to schools. During this same period of time, standard setting will occur on the inaugural administration of Arizona's new statewide assessment to measure students' growth toward college- and career-readiness. Due to the standard setting process, as well as the policy decisions required to identify and adopt achievement levels on the new assessment, schools and parents expect a delay in student achievement results for this year with scoring returning to a normal cycle in the subsequent year. SB 1289 and the transition plan gives Arizona schools the same thoughtful consideration afforded to students in the standard setting and policy adoption process. The State Board of Education's pursuit of a two-year transition of the state accountability system was widely supported by stakeholders (Attachment 2E. State Board Minutes December 2014).

Arizona believes its system of holding schools accountable must match the robustness and significance of its school choice system. The magnitude of the shift in standards and assessment justifies a disaggregation of data in order to identify low performing schools regardless of Title I status. While Arizona transitions both its assessment and accountability systems, the state can also focus on ensuring academic quality for all students, regardless of subgroup membership, socioeconomic status, or other educational needs.

After three full years of implementation of the A-F letter grade accountability system, Arizona schools and stakeholders have identified several areas to improve within the state's accountability system. Still, Arizona schools, parents, and policy makers have realized tangible benefits and favorable outcomes under ESEA Flexibility. The state believes we can continue to meet these goals when flexibility is granted by the U.S. Department of Education to apply the Reward, Focus, and Priority criteria statewide to both Title I and non-Title I schools. Components contained within Arizona's A-F Letter Grade Accountability System will continue in the interim application of the Reward, Focus, Priority criteria statewide. The state's ultimate goal for continued flexibility is to carefully merge to one seamless accountability system that measures all schools' ability to prepare students for college- and career-readiness. With Arizona's state-developed accountability system as the foundation, the state can enhance the identification and recognition system and further differentiate appropriate interventions without aggregation to a letter grade and with concentration on key areas. Taken together, these changes will allow Arizona to target support where students may be struggling and create a system focused on college- and career-readiness that supports continuous improvement and early interventions.

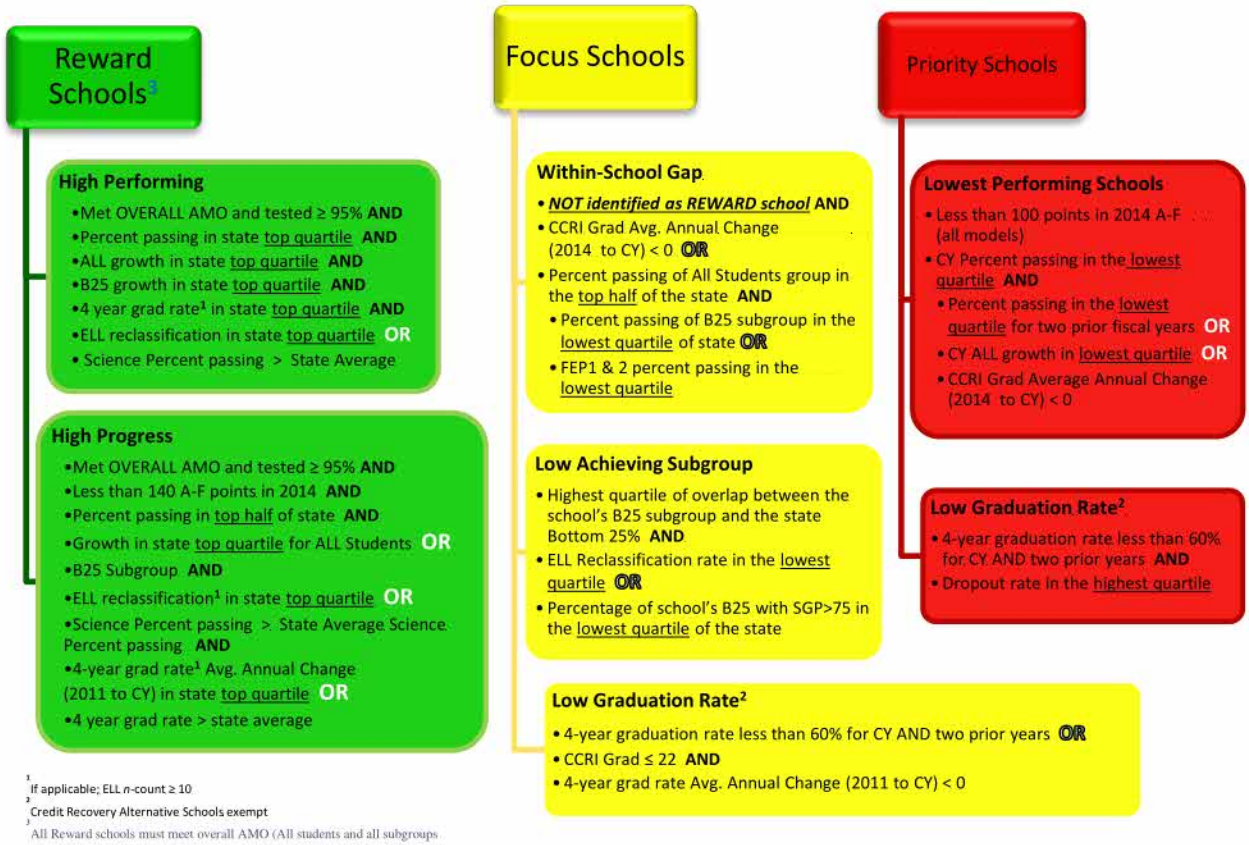
As indicated before, the legislature amended statute to prohibit ADE assigning letter grades to schools during the 2014-2015 and 2015-2016 school years; therefore, the state will monitor school performance by using criteria to identify the lowest performing schools and distinguished reward schools statewide. In the absence of an A-F Letter Grade or A-F Letter Grade points, ADE will amend the current criteria in order to use the underlying accountability measures to identify qualifying Reward, Focus, and Priority schools. This transition period allows ADE to work with stakeholders to gain input and analyze the criteria for developing a more robust A-F system once the transition period ends.

Accountability in the Absence of A-F Letter Grades

To continue the state-developed accountability system, ADE devised methodology to differentiate, identify, and support schools statewide during the transition to new assessments without the issuance of an A-F letter grade. In order to demonstrate a commitment to holding all schools accountable for the performance of all students, Arizona will continue to track and report school progress in order to *Reward* schools with high progress or performance, *Focus* on schools where subgroups demonstrate need, and ensure the lowest performing schools are a top *Priority* for receiving support.

Without aggregating to a final, value-laden, letter grade, ADE developed a differentiated recognition, accountability, and support system for schools, which accounts for the transition to a new assessment and identifies schools with "below average" performance based on several measures. Without issuing a letter grade during the 2014-2015 and 2015-2016 school years, ADE will continue to track and report school progress as described. Even in the absence of the A-F letter grade labels, the proposed Reward, Focus, and Priority criteria includes a far greater number of students than the alternative measure of Adequately Yearly Progress (AYP). Recognizing the importance of a state system, the revised Reward, Focus, Priority labels will be applied statewide.

Figure 2A.iv Identifying Criteria for Reward, Focus and Priority During Transition



Arizona believes the primary tenets of the system to identify schools for Reward, Focus, and Priority status are crucial for protecting the equitable access and progressive outcomes of students, regardless of all possible socioeconomic disadvantages or exceptional needs. As such, Arizona will preserve the intent of the A-F Letter Grade System by applying many of the core measures to the criteria used to identify Reward, Focus, and Priority schools (see Attachment 2J updated). All Arizona schools, regardless of Title I status, will be evaluated using the described criteria and receive corresponding labels in order to identify schools in need of support as well as schools which truly deserve recognition for high performance on all measures or high progress in key areas. This is consistent with the historical application of the AYP determination for non-Title I schools. Also consistent with previous practice, schools which do not meet the AMOs in the current year would not be eligible for any Reward distinction as a safeguard from recognizing schools with persistent and/or growing achievement gaps. The new criteria will also integrate additional measures currently absent from the A-F system.

Table 2A.9b Arizona's Accountability Transition

Arizona's Accountability Transition Years: Reward, Focus, & Priority								
School Year	August	October-November	December	January	February	March	June	July
2014-2015	**Year 1 of new Assessment aligned to Arizona standards**							
					Suspend A-F for FY15 and FY16 based on SB1289; Develop criteria for Reward, Focus, & Priority	SBE adopts new Priority criteria to identify "below average" schools for FY15 and FY16 as required by SB1289	Request ESEA Waiver with updated criteria, current priority & focus schools	Begin reporting available 2014-2015 data ASAP
2015-2016	**Development of Arizona's new state accountability system**							
		2014-2015 student achievement data available, reported	Submit revised accountability legislation	Submit AMOs	**Use new criteria** to **exit** Cohort 1 Focus & Priority schools based on 14-15 data.		**Use new criteria** to **identify and/or exit** qualifying Reward, Focus, & Priority schools using FY14 (Priority), FY15, and FY16 data.	PILOT new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	**First year of Implementation of Arizona's Revised State Accountability System**							
	Begin Year 1 of implementation for newly identified Focus & Priority schools						**Use new criteria** to **identify and/or exit** qualifying schools using FY14 (Priority A-F points) thru FY17 data.	Issue 2017 Accountability determinations based on 2016-2017 data; Request to realign ESEA criteria with new state system.

In 2014, Arizona policymakers added performance on the statewide Science assessment as a component of A-F Letter Grades. Pursuant to A.R.S §15-241 G., Arizona must integrate assessment results from the 2014-2015 AIMS and AIMS A Science administration into state accountability. Previously, the A-F System only incorporated Mathematics and Reading assessment results. These two subjects showed small gains annually during the operationalization of A-F accountability; despite the absence of an assigned A-F letter grade for schools, Arizona will fulfill the intent of the legislation by incorporating Science performance into the criteria for recognition as a Reward school.

In 2014, all tested grades (8, 9 and 10) experienced decreased pass rates for AIMS Science, while Grade 4 was the only grade to increase from 2013. Grade 10 continues to show a downward trend line since 2010 of 39% passing AIMS Science in 2014. This is the second year Grade 9 students were permitted to take the AIMS Science assessment, so when comparing their percent passing to last year's results, they showed a slight decrease in percent passing (61%) than the previous year.

With the ultimate goal of weighing Science achievement at an equal significance as Mathematics and Reading; the initial incorporation of Science assessment results in the state accountability system will recognize relatively high student achievement in this content area as part of the criteria to be among the top performing schools in the state. Approximately one-third of Arizona schools achieved accountability determinations describing their overall performance as "Excellent" without consideration of achievement on AIMS and AIMS A Science. Arizona's interim method will consider student achievement on Science in order to retain a label suggesting exceptional performance.

The criteria for Reward schools include schools receiving over 140 points in 2014 – or letter graded "A" – cannot be eligible for "high progress status." Schools may demonstrate high progress over the 2013-2014 school year through high academic achievement as well as high student growth for either the Bottom 25% subgroup or all students. This produces possible overlap for focus and high progress status; however, it is the intention to target support to schools in most need where little to no evidence of upward trajectory exists. Schools showing high progress may have areas identified for improvement; regardless, a school that exhibits high growth for their Bottom 25% subgroup won't be identified as a Focus school. Focus criteria will be run annually; high growth of a school's lowest achieving students indicates progress to correct any gaps in student achievement.

In addition to student achievement in Science, the interim method developed to hold schools accountable for the achievement of subgroups will utilize the success of Arizona's large population of reclassified ELL students, or Fluent English Proficient (FEP) students. English language acquisition, as measured by Arizona's English proficiency assessment, AZELLA, can contribute up to 1.5% to a school's overall letter grade. During ADE's outreach to practitioners of English Language services to evaluate areas of improvement for services to and accountability of LEAs, the continued and improved inclusion of AZELLA results, in addition to other academic outcomes of this subgroup, were emphasized. Therefore, the interim accountability method will maintain a focus on English language acquisition and increase accountability for academic achievement of students deemed to be Fluent English Proficient (FEP).

Arizona has an obligation to monitor FEP students for a minimum of two years following their exit from an ELL program (reclassification). This obligation is clearly defined in Federal law and Arizona Administrative Code R7-2-306 (I)(1). Arizona's Structured English Immersion (SEI) Models are designed to ensure rapid English language acquisition. Therefore, it is imperative to monitor students after reclassification to ensure students are receiving any necessary supports or intervention services to be successful in the mainstream classroom. FEP students are monitored on their academic performance, as well as the statewide assessment. Unlike the A-F system, the interim accountability method will account for their continued progress and incentivize the upward mobility of ELL and former ELL students. Additionally, it recognizes an important part of a school's ability to serve all students and ensure ELL and FEP students are acquiring English and succeeding in grade level classes.

In FY 2013, achievement on AZELLA became more rigorous, requiring students to score proficient in Reading, Writing, and the Total Combined scores. If all three expectations are met, a student will be classified with an Overall Proficiency Level of "Proficient." Despite these changes, 72% of students who were first year ELL in FY 2012 (ELL Cohort 2012) reclassified within three years. Having a majority of ELL students reclassify within three years is a trend for Arizona with 91% of ELL Cohort 2011 and 95% of ELL Cohort 2010 reclassifying within three years.

Figure 2A.v ELL Cohort Percent Reclassified Within 3 Years

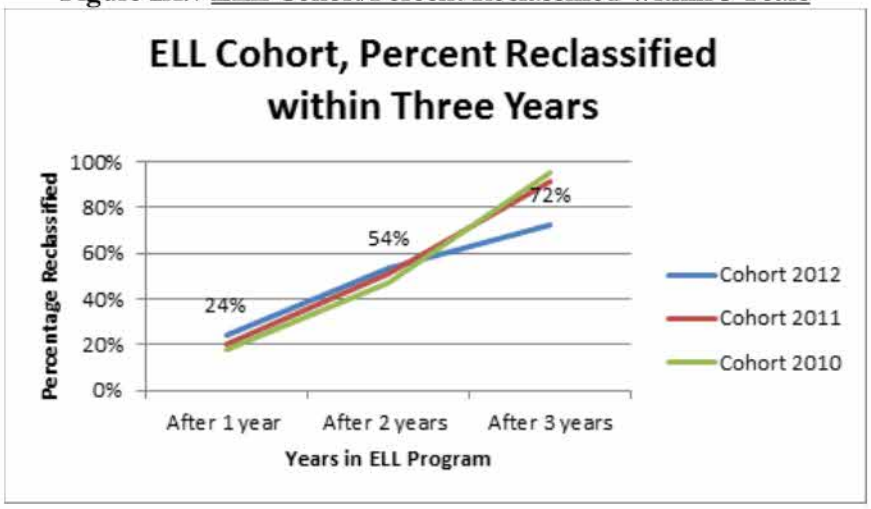
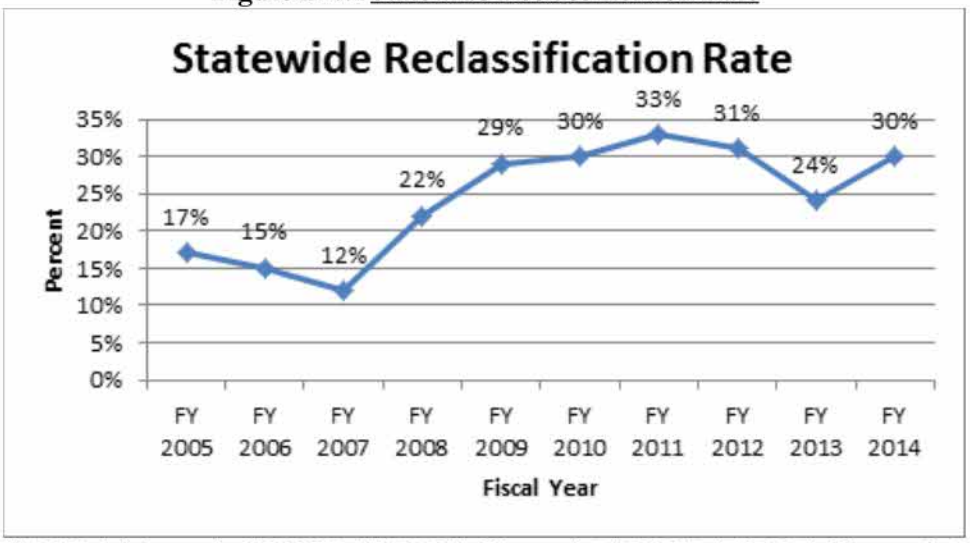


Figure 2A.vi Statewide Reclassification Rate



Notes: AZELLA 1 began in FY 2007, AZELLA 2 began in FY 2009, AZELLA 3 began in FY 2013

Arizona's Structured English Immersions Models improved the reclassification rates of ELL students when comparing rates of exit from years prior to the implementation of the Models, 72% of all English language learners receive services in a Structured English Immersion (SEI) classroom, where the teacher provides instruction using the English Language Proficiency (ELP) standards. The areas of reading, writing, listening, speaking, vocabulary, and grammar are the foci of this instruction. The remaining 27% receive services through an Individualized Language Learner

Plan (ILLP). The plan specifies the ELP standards the teacher will then use for differentiation during the lessons in the mainstream classroom.

Additionally, FEP students out perform their native speaking peers on state academic assessments. Specifically, in FY 2014 all FEP students (FEP 1 – first year after reclassification; FEP 2 – second year after reclassification; FEP 3 – third year after reclassification; FEP 4+ - four or more years after reclassification) students matched or exceeded the rate of passing AIMS Reading in grades 3, 4 and 5. In grades 6 and 7, FEP 3 and FEP 4+ students held constant or outperformed non-ELLs. In grades 8 and HS FEP students do not perform as well, often because the content becomes far more complex. Identical trends are found for AIMS Mathematics with FEP students by grade. These trends are consistent over time; however, compared to prior years in FY 2014 a large increase in FEP 1 student performance on AIMS Reading and Mathematics occurred due to the new exit criteria. See figures below for details of aggregated statewide FEP performance compared to non-ELL performance on AIMS.

Figure 2A.vii Comparison – FEP and Non-ELL AIMS Reading Performance

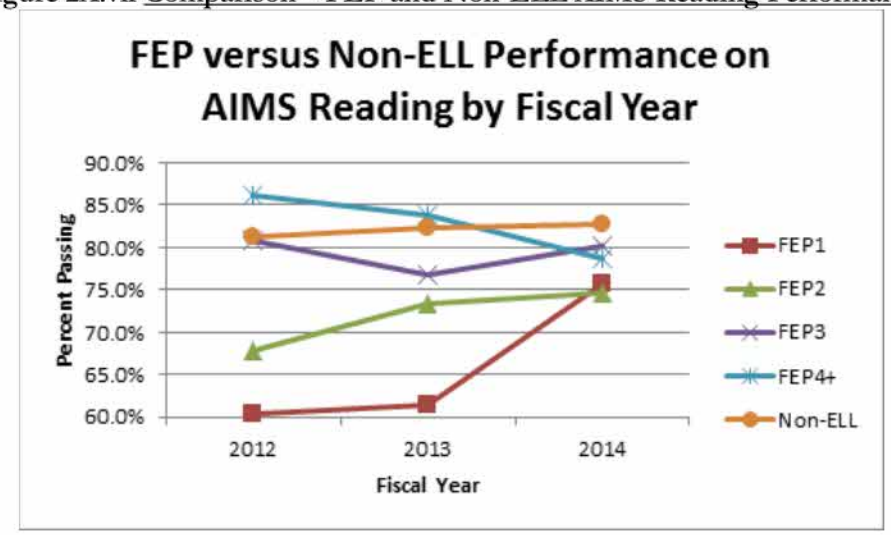
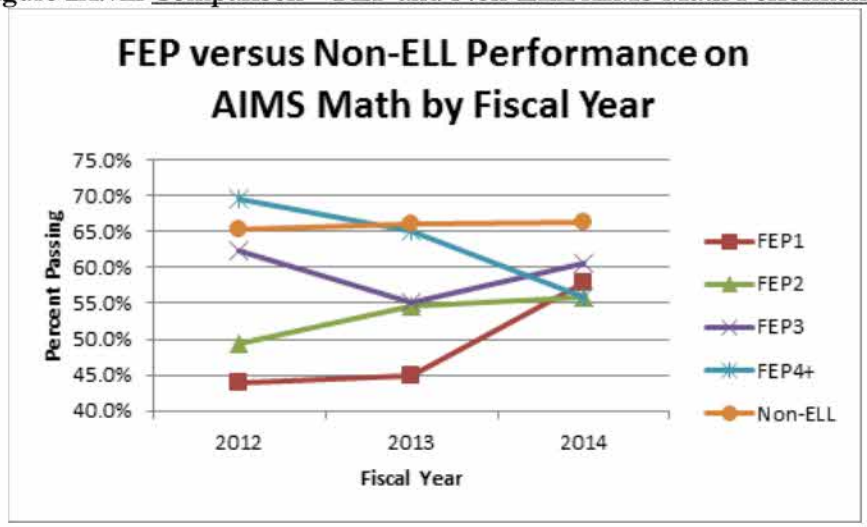


Figure 2A.viii Comparison – FEP and Non-ELL AIMS Math Performance



Arizona must continue to ensure these FEP students (roughly 98,000 in FY 2014) continue to grow academically alongside their peers. The observed decline in this past year on Arizona's statewide assessment by FEP 4+ students in addition to the FEP 1, FEP 2, and FEP 3 students overall in the state performing below the non-ELL students warrants the inclusion of FEP performance in order to identify and close achievement gaps.

Moreover, when comparing ELL student growth on the statewide assessment to non-ELL student growth, ELL students showed the highest average scale score gains from FY 2012 to FY 2013 and FY 2012 to FY 2014 in both AIMS Reading and AIMS Mathematics compared to non-ELL students.

Figure 2A.ix Comparison – ELL and Non-ELL AIMS Reading Performance

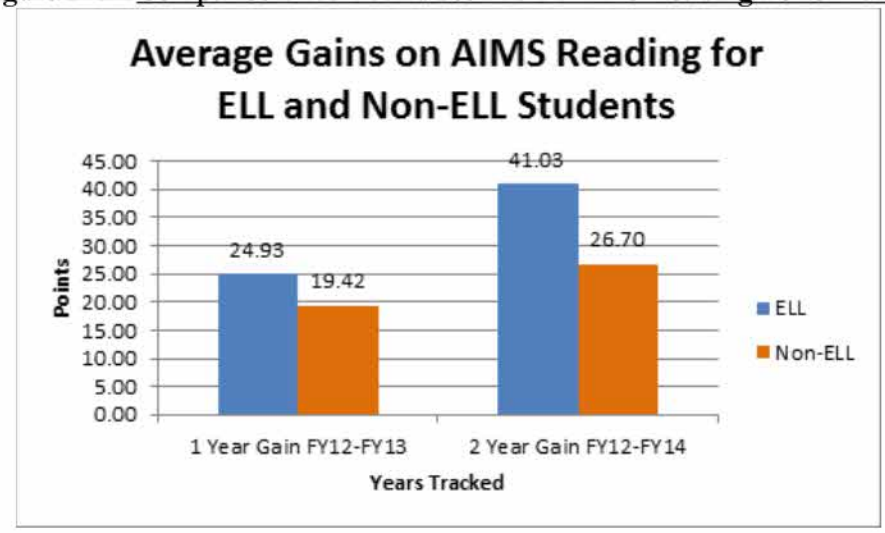
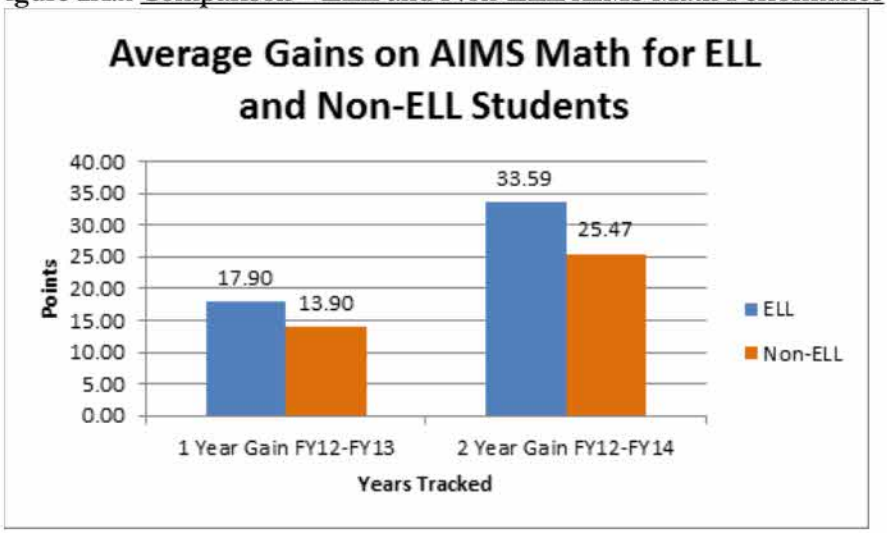


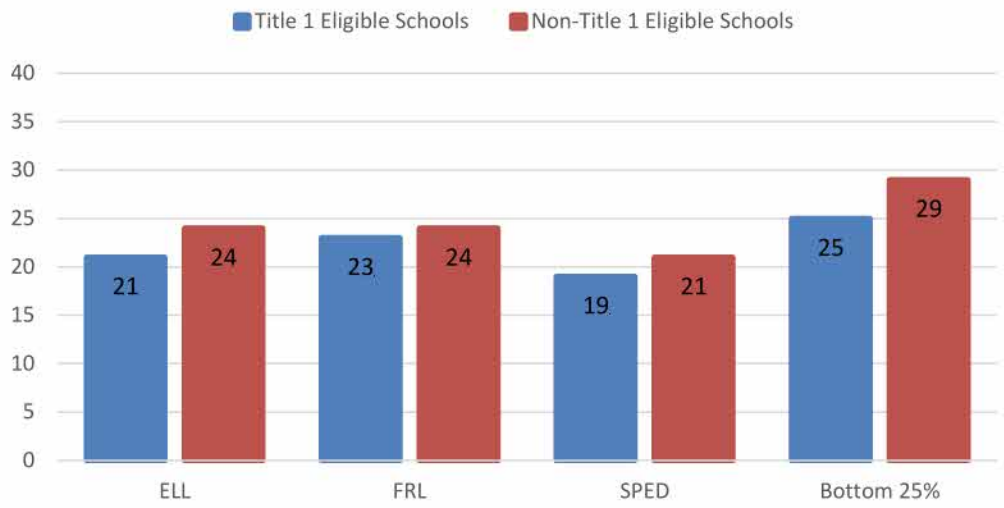
Figure 2A.x Comparison – ELL and Non-ELL AIMS Math Performance



While ELL students continue to show immense improvement on the statewide assessment, their scores remain well below non-ELLs. Schools with exaggerated gaps in ELL and FEP student achievement yet rated highly overall suggest that the exceptional education program may not benefit all students to the fullest extent possible.

The primary method for incorporating subgroup performance in Arizona's A-F letter grade accountability system had been demonstration of student growth scores. Operationalization of SGP in the A-F formula utilized a method which exacerbated residuals to the mean in efforts to identify "typical" student growth at the school level for all students as well as overweighting of the Bottom 25% subgroup. Independent research of Arizona's SGP model explored other methods for inclusion in the A-F formula in hopes of more adequately controlling for the relationship among a school's socioeconomic factors and the number of A-F points assigned (Attachment 2C-. Aportela and Laczko-Kerr 2013). The criteria to identify Reward, Focus, and Priority schools throughout the state utilizes both the "typical" growth identified by the median as well as the percentage of growth scores considered to be exceptionally high. Regardless of socioeconomic factors and subgroup membership, the SGP should only consider the academic achievement of like students.

Figure 2A.xi Percentage of Students with High SGP (>75) by Subgroup



Students considered to be in the Bottom 25% of performance at their respective schools may represent a variety of achievement levels; however, the intended focus of the Bottom 25% of students at all schools emphasizes the academic achievement of these students in order to close achievement gaps, whether they exist among extremely affluent schools or extremely impoverished schools. Still, non-Title I schools show greater proportions of students with high growth scores even when considering subgroup membership (Figure 2.A.xi.). For this reason, Arizona will include both the percentage of students in the B25 with high SGP as well as the percentage of students in the B25 who score below the 25th percentile in the state in its determination of Focus schools. These two pieces of data were absent from the A-F data reported to schools for summative, high stakes purposes and formative, program planning purposes. The interim method of holding Arizona schools accountable takes into consideration the legacy of the information provided to schools as well as an increase in potential utility for Arizona educators to use these data for formative as well as summative purposes. Part of the criteria to identify a Focus school includes students who perform in the lowest quartile within the school level and the lowest quartile within the state for that subject and grade level for purposes of intensive intervention. The application of the Reward, Focus, Priority criteria statewide will provide much more information to schools about the performance of their lowest achieving students, which will better align school accountability with student achievement.

Table 2A.10 shows the number of students excluded in 2014 from AYP calculation because of the "*n*-count" rule, by subgroup. The state system does not allow schools to forego evaluation for any qualifying student. The Department pools two additional years of data in order to increase the *n*-count appropriately for any school with less than 30 FAY test records in a single fiscal year. The state system also differs from ESEA in that all schools are accountable for the academic achievement of their combined subgroup – the school's Bottom 25%. The interim state system also prioritizes the gaps between the lowest performing students and their peers and maintains the high rate of inclusion not possible under ESEA/AYP.

Table 2A.10 FY 2011 Title I Schools - # of Students Excluded from AMO Determinations and # of Schools not held Accountable for Subgroups under ESEA for Reading

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).

Assessment Participation Rates

ADE strongly believes schools should administer the statewide assessment to all students, as mandated in state statute (A.R.S. §15-241 and §15-755), because we believe 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 the statewide assessments in the current year. Table 2A.~~17~~ 11 below illustrates how schools are held accountable to the percentage of students tested.

Table 2A.11 Maximum Allowable Points and Letter Grades based on Percent of Students Tested

Percentage of Students Tested	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 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 testing 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 failing 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 this policy of LEA's testing at least 95% of their student population, starting school year 2012-2013 a criterion was added to the final determinations of AMOs, so if a school is out of compliance, the school and LEA will be designated as "Not Met" for AMOs.

In the initial year of the AzMERIT assessment, Arizona will hold all schools accountable for testing all students enrolled in grades 3-8 in Mathematics and ELA on the corresponding grade level assessment. Arizona will use the grade level assessment in Mathematics and Reading only in order to

measure test participation rates for students enrolled at these grade levels. Whereas AIMS was administered after a student's second year in high school, the shift to a new assessment for high school students requires student enrollment in a high school level course corresponding to an appropriate End-of-Course test in either English/Language Arts or a high school level Mathematics course. The sequence of courses and when students are exposed to the instructional content are local decisions based on the LEA protocol but especially based on the needs of students. To ensure all students are assessed at least once in high school prior to graduation, Arizona will use NCSC for high school students with significant cognitive disabilities in Grade 11. The incongruence among the use of End-of-Course testing in high school for the general population of students and a high school content assessment for students with significant cognitive disabilities presents unique challenges. Arizona previously used a cohort based measure of test participation in the second year of high school. However, this means students with significant cognitive disabilities currently in Grade 11 will assess on NCSC after subsequently testing on AIMS A in the 2013-2014 school year.

With the introduction of End-of-Course testing and a new high school content assessment for students with significant cognitive disabilities, Arizona pledges to ensure all students are assessed in Mathematics and English/Language Arts at least once during their high school tenure. While schools will be held appropriately accountable for student achievement on all End-of-Course tests administered, all End-of-Course tests correspond with the minimum course credits needed for an Arizona high school diploma. Until all students eligible to enroll in high school level courses can assess on the corresponding AzMERIT End-of-Course exam, Arizona will build a longitudinal bank of AzMERIT assessments for students to ensure test participation in grades 3 through 8 as well as high school, beginning in the 2014-2015 school year. Cohort 2018 will be the first graduating cohort eligible to assess on all End-of-Course assessments. At this point, Arizona can use a bank of End-of-Course tests to establish if the high school student had been assessed the appropriate number of times by Grade 11.

Due to the nature of End-of-Course testing, as well as the timing of assessment for high school students with significant cognitive disabilities, all high school schools will be held accountable for the assessment in Mathematics and English/Language Arts for all students by the time they complete Grade 11. This approach also minimizes the occurrence of punitive consequences for high schools which serve a larger proportion of advanced middle school students who complete all high school required coursework prior to the year in which they enroll in Grade 11. However, this approach also requires the Department to consider whether a Grade 11 student assessed on a high school level test while enrolled in the two prior years.

All ELA and Mathematics assessments administered at the school may count toward the calculation of the percent of students passing at the school; this includes students assessed on any End-of-Course exam, students who assess on an End-of-Course exam and a grade level assessment, as well as students who complete the alternate assessment. Arizona will continue to hold schools accountable for the percentage of students passing Mathematics and Reading by aggregating these results so each record is counted.

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.

To ensure test participation for all students, a school's proficiency rates would be impacted if the school tests less than 95%. The method to calculate the school's passing rate might affect the ability to compare these data points from year to year. However, since more than 95% of Arizona schools assess at least 95% of their students on the statewide assessment, there is no major deviation statewide by counting untested students as a "zero" or not passing, so that the percent passing is based on 95% of students who should have assessed at the school.

The treatment of schools with small n-counts could result in a "pass" for AYP and AMO evaluation; however, the A-F System used three years of pooled data in order to determine an overall letter grade. Arizona will continue to pool three years of data so small schools are no longer exempt from particular labels under the former criteria. For schools which qualify for three year data pooling due to low current year assessment data, the methodology to hold schools accountable for low test participation in the current year will impact proficiency results by allowing only up to 95% of the pooled proficiency results to be counted. For small schools which do not test the minimum requirement of students in a single year, the inclusion of prior year's data allowed for a greater adjusted proficiency rate when the method for holding traditional schools accountable were applied. To clarify, the adjustment of the denominator based on a single year for pooled data had the potential to increase the proficiency rates for small schools which tested less than 95% in a single year. However, adjusting the proficiency rate of the pooled data to allow only the proportion tested in the single year caused disproportionately punitive results due to the weight of a single student in a single year for small schools. All schools regardless of size are held accountable for testing up to 95% of students and the proficiency rates used for accountability purposes are directly associated with this requirement. Arizona's criteria for identifying Reward, Focus, and Priority schools ensure all schools are evaluated regardless of size and type.

Table 2A.12 Comparison - Average Statewide Assessment Proficiency Rates for 3 Years with 95% Adjustment

School Year	Mean	Std. Deviation
2013-2014 (2014 A-F calculation)	.70	.149
2013-2014 (New 95% adjusted)	.70	.158
2012-2013	.70	.147
2011-2012	.69	.156

A Pearson correlation coefficient confirms a high level of agreement amongst the original calculation of the percentage of students passing the statewide assessment and the adjustment for schools which tested less than 95% of all students required to assess. Test participation for the majority of Arizona schools and students has typically exceeded 95% with the exception for populations with high mobility rates such as English Language Learners and at-risk students attending Alternative (Credit Recovery) schools. Although a larger percentage of schools fall short of testing at least 95% of ELL students on AZELLA, these schools typically fail the minimum

requirement due to a very small number of students; thus, the correlation between the true proficiency rates and the adjusted proficiency rates are minimally impacted for even our ELL subgroup (Table 2A.13).

Table 2A.13 Comparability of Proficiency Rates Adjusting for > 95% Test Participation

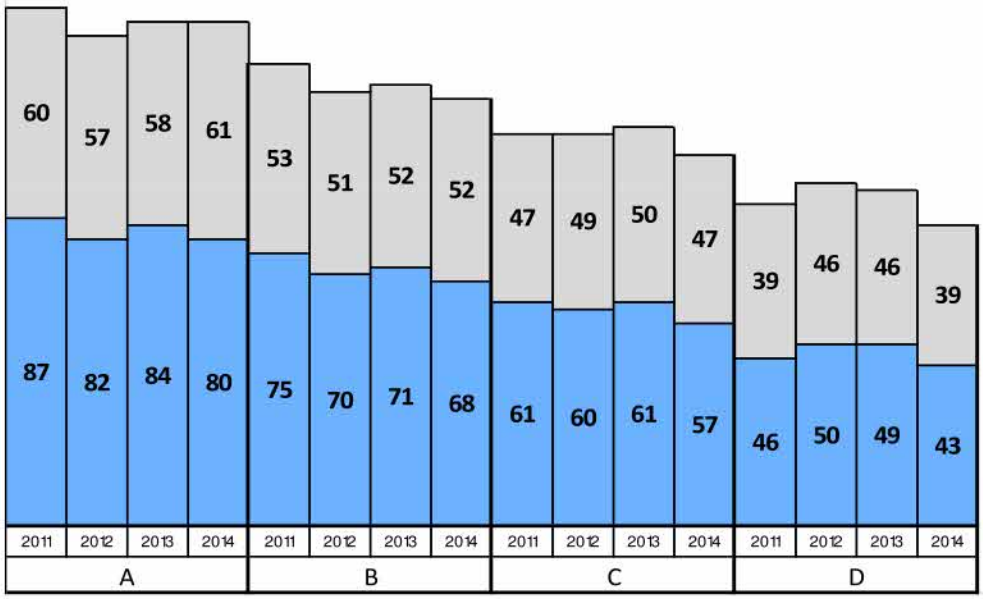
Percentage of schools by type which tested ≥ 95% on assessment		Pearson correlation
AIMS and AIMS A Traditional Schools	95.75%	.989
AIMS and AIMS A Alternative Schools	87.07%	.945
AZELLA (all schools)	*80.6%	.994

*Schools with min *n*-count only

Student Growth Percentiles (SGP)

Arizona's move to new assessments measuring College and/or Career Ready Standards will impact the production and release of growth data during the fall of 2015. Growth percentiles can be calculated between AIMS and AzMERIT results; quantile regression underlying the student growth percentiles allows for a robust growth measure with appropriate inference. However, analyses will need to be conducted to determine the validity of the growth results. The calculation of student growth percentiles will take place once all relevant assessment data is provided by the test vendor. ADE will consult a technical advisory group then conduct a series of studies to estimate the validity of the derived student growth percentiles (SGP) paying special attention to the distribution of student rankings as they relate to the mode of test administration. Given the SGP prove valid and reliable for purposes of estimating normed student growth, these SGP data based on the 2014-2015 test administration will be reported publicly in the winter of 2016. Figure 2A.xii outlines the annual impact of a school's growth score in relation to proficiency for each letter grade for the last four years. Compared to proficiency, the use of SGP does offer more reliability across fiscal years and performance levels.

Figure 2A.xii Annual Impact of School Growth Scores versus Proficiency Scores on A-F Letter Grades



Researchers of Arizona's A-F system posit SGP as a fairer method to measure a school's contribution to student learning, but "its use in the A-F Letter Grading system does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating" (Attachment 2C- Apportela and Laczko-Kerr 2013). Until Arizona's final system is adopted, growth scores outside a letter grade will be utilized in a less processed manner by evaluating the distribution of students with high versus low growth scores across the achievement spectrum. Regardless of Title I status and/or other demographic data, alternative application of SGPs in the state accountability system can impact the overall accountability determination.

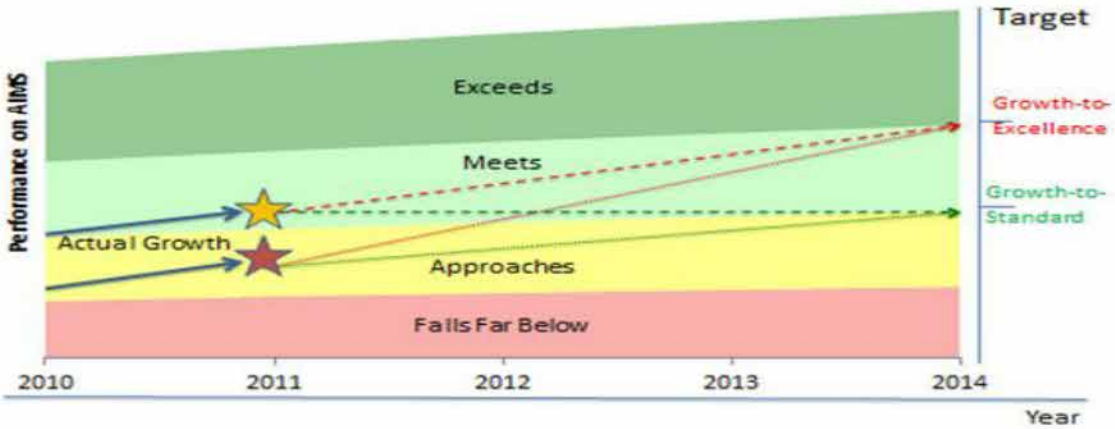
The purpose of the growth component is to acknowledge the academic growth of students within a school or LEA, even if a student has not yet reached grade-level proficiency. Arizona uses a student-level growth measure – Student Growth Percentiles – to describe each student's academic gains relative to 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. Arizona originally proposed use of Student Growth Targets 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. SGT can be calculated after three complete test administrations of Arizona's new assessment.

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 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.

To illustrate how the SGT can be understood, take the example provided in Figure 2.A.xiii. 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 2A.xiii Examples of Student Growth



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.

Student Growth Targets data can help LEAs and school administrators guide appropriate instructional interventions and supports based on site-specific needs. In 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. In addition to SGP, SGT will provide educators with additional data to inform instruction; however, three years of assessment data are required in order to produce these SGT data points. Whereas SGP might be used to measure the growth compared to academic peers for students on outer, opposite ends of the achievement spectrum, SGT can provide criterion based information regarding student performance compared to their prior years' scores. To illustrate dual usage, a low-achieving student might require significant gains in order to "catch up" to peers using the SGT

metric; however, the SGP may reveal high performance or gains relative to prior year achievement and the achievement of similar academic peers.

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 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 within the ESEA subgroups of ELLs and special education, students were predominantly in the bottom quartile (Table 2A.14). 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 2A.14 Percentage of Students by Subgroups in Each Quartile - Reading and Mathematics

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 (Table 2.A.15.). 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.A.xiv and 2.A.xv, the bottom quartile has more African-American, Hispanic, and Native American students, relative to the remainder of quartiles.

Table 2A.15 Percentage of Students by Race/Ethnicity in Each Quartile - Reading and Mathematics

	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%

AIMS Reading, by Ethnic Group

Figure 2A.xiv Bottom Quartile

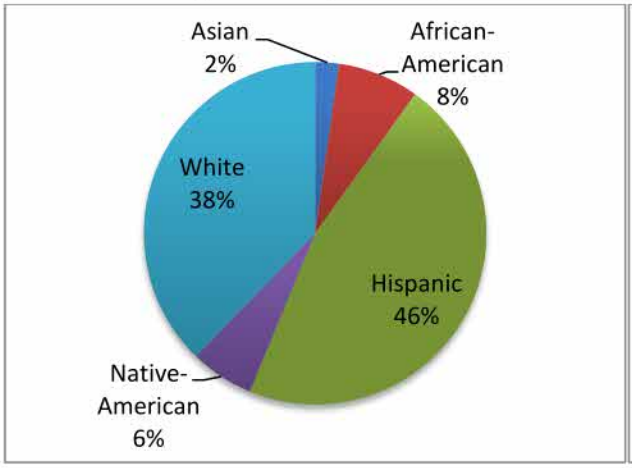
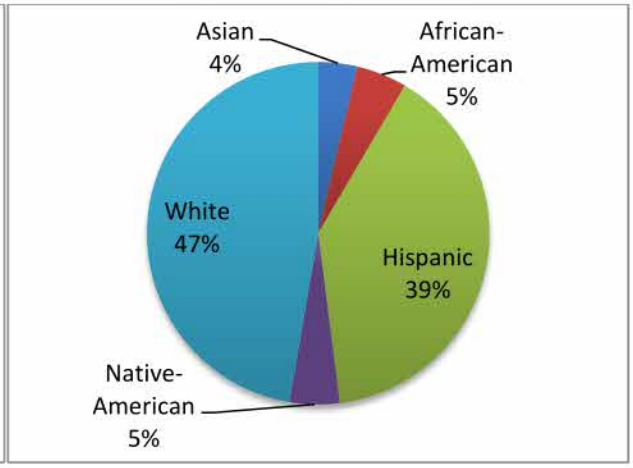


Figure 2A.xv Quartiles 2-4



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.

Identifying the Bottom Quartile Student Subgroup

A continued intention of Arizona's ESEA Flexibility Request is to meet the needs of more students under the state developed 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 methodology described, 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.

Calculating the bottom quartile of students is based upon achievement on the reading and mathematics sections of the 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 3-8 and 10, the first step is to calculate the difference between each student's prior year 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 is 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 *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.

The method described above may be adjusted appropriately in response to the new scale presented by Arizona's new statewide assessment.

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.

A.R.S §15-241 requires that the accountability determination for a school include the school's lowest achieving students. The A-F Letter Grade Accountability System emphasized the growth of this particular group of students at every school because regardless of geographic location or the socioeconomic status of the surrounding community, every school has its lowest achieving students who should be identified and supported. Arizona will continue to emphasize the importance of supporting the lowest achieving students by identifying the scale score at the 25th percentile for each subject and grade level and identifying the percentage of a school's Bottom 25% Subgroup which also fall below statewide Bottom Quartile at each subject and grade level (Table 2.A.16.). Furthermore, Arizona's focus on increasing the scale score at the 25th percentile at each subject and grade level as a measure for improving student performance statewide aligns with other efforts for results-driven accountability.

Table 2A.16 2012-2014 AIMS Pass Score and Scale Score at 25th Percentile

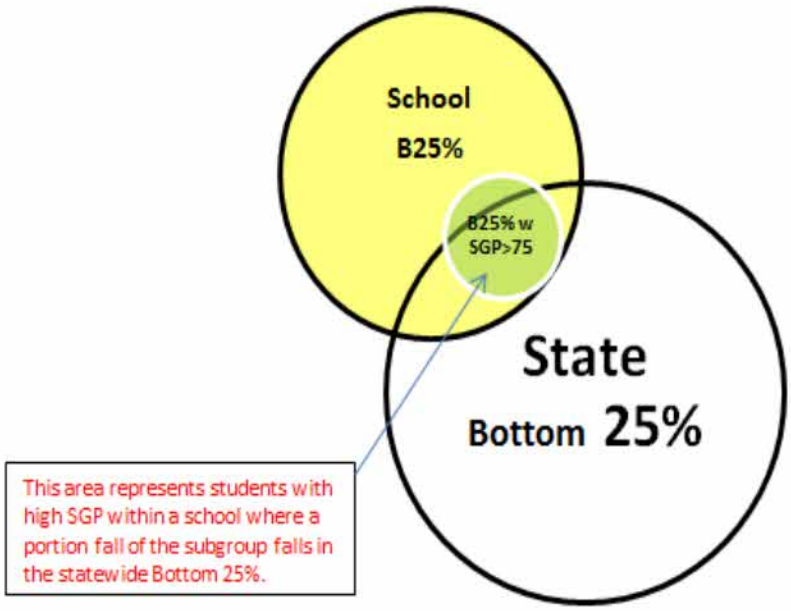
AIMS	Grade/ Cohort	Pass Score	FY2012	FY2013	FY2014
Mathematics	3	347	335	335	337
	4	366	352	350	346
	5	381	364	364	364

	6	398	377	381	379
	7	411	392	395	397
	8	426	402	402	406
	9-12	487	468	470	474
Reading	3	431	428	429	435
	4	450	449	452	452
	5	468	473	473	476
	6	478	486	488	487
	7	489	503	503	509
	8	494	494	492	494
	9-12	674	681	688	689

Still, the scale score at the 25th Percentile in both Mathematics and Reading show small upward projections from 2012 through 2014. Over the last three AIMS administrations, the 25th percentile scale score across all grades for Mathematics and Reading increased only 1 and 2 points respectively. Analyses of those students who performed in the Bottom Quartile at each subject and grade level statewide provides another opportunity to focus on the academic achievement of the traditional NCLB subgroups in true need of support. To illustrate, the percentage of a school's bottom 25% subgroup which also falls below the 25th percentile statewide may range anywhere from 0 to 100%. Schools where a large percentage of their Bottom Quartile Student Subgroup score under the 25th percentile statewide may implement more drastic interventions than those schools where only a portion of their subgroup also performed under the 25th percentile. Traditionally disadvantaged groups of students over represent the percentage of students who score under the 25th percentile in the state at each subject and grade level. These data which were not previously reported through A-F accountability are especially important for Title I schools; specifically, the percentage of FRL and SPED students who scored under the 25th percentile has incrementally increased in both subjects from 2012 to 2014 although the percentage of ELL and FEP students who scored within this score band has decreased in that same time frame and those same content areas. Placing a greater emphasis on our schools' lowest achieving students as well as the state's lowest achieving students upholds the true intent of NCLB in a more data-driven, results-oriented manner than was afforded by AYP.

Arizona schools can make a collective effort to ensure all students benefit from the transition toward higher standards without leaving certain groups behind based on their demographics. All schools identified as Reward, Focus, or Priority, regardless of Title I status, will meet criteria which are clearly identified based on multiple measures absent from the A-F Letter Grade Accountability System as well as AYP. Without a doubt, the number of points a school receives under any accountability system should not show strong associations with zip code; a disaggregated focus on student achievement, subgroup gaps, and increasing annual goals can also address the increasing proportion of economically disadvantaged students and students with exceptional needs falling into the lowest quartile of student performance statewide. In the short time period since higher standards were introduced, Arizona schools have reported measurable improvement; however, the transition of our accountability system will ensure that all students benefit from these higher expectations of educators and schools.

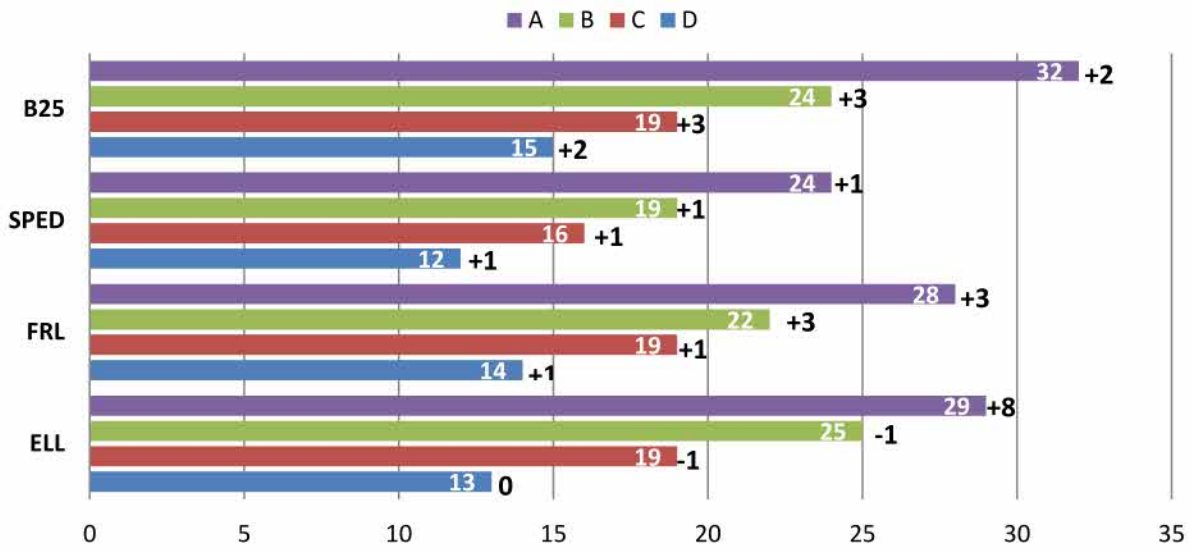
Figure 2A.xvi Increased Focus on the Bottom 25%



In Figure 2A.xvi, the State Bottom 25% refers to all students who scored under the 25th percentile in their respective subject and grade level in that single year (Table 2.A.16.). School B25% refers to the lowest achieving students within a school across all subjects and grade levels as described previously. B25% with SGP greater than 75 identifies students considered among the lowest achieving students at the school (School B25%) and possibly within the state also who had higher growth than their academic peers statewide. In theory, an accountability system should credit a school when a high percentage of their combined subgroup (B25) posts growth greater than 75% of their academic peers (SGP>75) but still has a high overlap in the state bottom 25%. Arizona may consider adding other measures of student growth when it has acquired enough assessment data to reliably estimate growth on the new statewide assessment.

Understanding the student growth target and the multiple years of new assessment data required for this type of student detail will delay the ability to utilize this metric in our state system until FY2018; however, the increased focus on Arizona's bottom 25% subgroup will recognize high growth of students considered to be among the lowest achieving within a school as well as within the state. The inclusion of this measure will acknowledge the effectiveness of schools with the most challenged populations while directly crediting schools for effective interventions on its lowest achieving students. The underlying tenets of Title I and No Child Left Behind align with the assumption that targeted supports and interventions can bolster student achievement; although not explicitly called out, the percentage of students with high SGP matched the gradation of the 2014 A-F Letter Grade Accountability System among letter graded Title I and non-Title I schools. Title I schools tended to outperform non-Title I schools in the percentage of Bottom 25% students (school subgroup) with high SGPs (Figure 2A.xvii); the percentage of students in an NCLB subgroup with high SGPs also played a larger role in the letter grade performance of Title I schools which further validates the expanded yet modified inclusion of SGPs in the state accountability system.

Figure 2A.xvii Percentage of High SGP Students by Grade Level and Subgroup - Non-Title I Schools vs. Title I Schools



Inclusion of English Language Learners' Achievement on AZELLA

All students with an ELL Need in the current or prior fiscal year must be tested on the spring 2015 AZELLA Reassessment (see ARS 15-756.05). All schools are accountable to testing at least 95% of their students with an ELL Need in the current or prior fiscal year. Schools are also accountable to reclassifying their ELL students as fluent English proficient (FEP), which means that students obtain an Overall Proficiency Level of proficient on the AZELLA. ADE will adjust the percentage of students tested in order to acquire an accurate percentage of AZELLA Percent Proficient. First, the percentage of students with an ELL Need tested will be calculated using the following formula:

$$\text{Percentage of students with an ELL need tested on AZELLA} = 100 * \frac{\text{No. of Students with an ELL need Tested on the Spring 2015 AZELLA Reassessment}}{\text{No. of Students with ELL Need Enrolled on Last Day of Spring AZELLA Reassessment}}$$

Schools testing less than 95% of their students with an ELL Need on the spring 2015 AZELLA Reassessment will receive an adjustment to their percentage of students counted as proficient, while schools that tested 95% or more of their students with an ELL Need on the spring 2015 AZELLA Reassessment will receive no adjustment. This adjustment will be utilized to calculate the final AZELLA percent proficient at each school. Schools that require an adjustment will have untested students added to the denominator of the calculation; essentially, the difference between 95% of the students required to test and the number of students tested will count as "zero" or not passing in the numerator. For all schools which assess less than 95% of students on AZELLA, all students

required to test multiplied by (.95) and subtracted from the number of students required to test will be added to the denominator:

$$\text{Percentage of ELL students proficient} = 100 * \frac{\text{No. of ELL students with an Overall Proficiency Level of } \textbf{Proficient} \text{ on the Spring 2015 AZELLA Reassessment}}{\text{No. of ELL students with an Overall Proficiency Level on the Spring 2015 AZELLA Reassessment}}$$

Quartiles will be identified with the **adjusted** percent proficient data. Schools identified in the lowest quartile have the potential to be Focus schools specifically for low-achieving subgroup. With a total number of 85,042, ELLs accounted for approximately 7% of all K-12 students in Arizona during FY 2014. In order to best serve our ELL population, the Arizona State Department of Education (ADE) developed a system to identify, assess, and reclassify English Language Learners (ELLs). According to the Department of Education Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the *No Child Left Behind Act of 2001* (NCLB), State Educational Agencies (SEAs) and LEAs are to ensure that students who have limited English skills "attain English language proficiency, attain high levels of academic achievement in English, and meet the same challenging State academic content and student academic achievement standards that all children are expected to meet." ADE is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's ELL population.

Arizona will continue to monitor the progress of English Language Learners during the A-F hiatus by integrating results of the AZELLA in the identification of Reward and Focus schools. Requiring high rates of ELL reclassification in order to identify Reward schools statewide prioritizes the English language acquisition of this subgroup beyond the statewide assessment. Also, acknowledging low rates of ELL reclassification by using AZELLA reclassification rates as a criterion for Focus status highlights the performance of this subgroup whereas previous Focus criteria did not include this measure.

In FY 2013 AZELLA exit criteria became more rigorous with students needing to score proficient in Reading, Writing, and the Total Combined scores. If all three of these criteria are met, a student will be classified with an Overall Proficiency Level of "Proficient." Despite these changes, 72% of students who were first year ELL in FY 2012 (ELL Cohort 2012) reclassified within three years. After reclassifying, fluent English proficient (FEP) student performance is compared to non-ELL students on the statewide assessment (AIMS in FY 2014). Specifically, in FY 2014 all FEP students (FEP 1 – first year after reclassification; FEP 2 – second year after reclassification; FEP 3 – third year after reclassification; FEP 4+ - four or more years after reclassification) students matched or exceeded the rate of passing AIMS Reading in grades 3, 4 and 5. In grades 6 and 7, FEP 3 and FEP 4+ students held constant or outperformed non-ELLs. In grades 8 and HS FEP students do not perform as well, often because the content becomes far more complex. Identical trends are found for AIMS Mathematics with FEP students by grade. When comparing ELL student growth on the statewide assessment to non-ELL student growth, ELL students showed the highest average scale score gains from FY 2012 to FY 2013 and FY 2012 to FY 2014 in both AIMS Reading and AIMS Mathematics compared to non-ELL students.

Schools have ample opportunity to appeal an accountability determination which may impact their ability to operate a charter or afford students and teachers rights for schools deemed "below average" according to criteria adopted by the State Board of Education. In the past, a "D" or "D-ALT" letter grade defined these schools. As required by A.R.S. 15-241(N), ADE affords local education agencies (LEAs) an opportunity to substantively appeal (see Attachment 2F. Accountability Determination Appeal Documents) its accountability profile before it is finalized. The process, which was approved by the State Board of Education in spring 2014, allows LEAs to challenge the accountability determination assigned by the ADE. FY 2014 was the inaugural year of the Expedited (desktop review) and Non-Expedited (in-person) appeals process. ADE expanded the appeals process allowing for appeal of final letter grade, to increase transparency and guidance in the appeals process, and to give schools more opportunity to demonstrate their appeal by conducting in-person appeals and providing written feedback of the appeal decision.

Arizona does not allow appeals of the formula upon which accountability profiles are based, demographic make-up of student population, data within the control of the school/LEA at any point in time, and individual student characteristics. Appellants who selected the Non-Expedited appeal were given an opportunity to appear before a committee of Arizona education professionals to present the basis for the appeal. The committee may engage the appellant in questioning and also reviews data to determine whether the appeal should be granted. Determinations of the committee become the final decision of Arizona for the LEA. The committee conducts both the desktop review and the in-person appeals making final decisions for all appeals submitted. Additionally, the committee determines if the appeal is substantive and whether it should be discussed; appeals that are deemed non-substantive are not reviewed. All substantive appeals are reviewed on a standard rubric that was returned to the appellant with any notes taken by the committee members, if applicable. Non-substantive appeals were reviewed on a separate rubric that was also returned to the appellant. The committee is comprised of members of K-12 Academics in Arizona. Committee members were selected from the pool of applicants who applied. Additionally, committee members were sought from diverse backgrounds and levels (i.e., traditional schools, alternative schools, charters schools, Superintendents, Directors of Research, etc.) to ensure that all school types were represented. Committee members were asked to recuse themselves from an appeal if a conflict of interest existed. This thoughtful review process exemplifies Arizona's commitment to operationalizing the soundest system possible while still affording rights to schools based on high stakes decisions.

The multiple criteria which compose an aggregate label may reduce the number of schools appealing a letter grade since those will no longer be issued under SB 1289. However, the new criteria quantitatively align with the 2014 A-F Letter Grades where expected; for example, all Reward High Performing schools received the "A" letter grade. Among alternative schools, only schools rated "A-ALT" or "B-ALT" qualified as high performing. However, no alternative schools qualified as Reward High Progress label whereas 34 traditional schools rated "B" received the High Progress recognition. The lack of emphasis of subgroup achievement within the A-F system was most evident when 58 schools previously rated as "A" or "B" under the traditional model qualified as Focus schools.

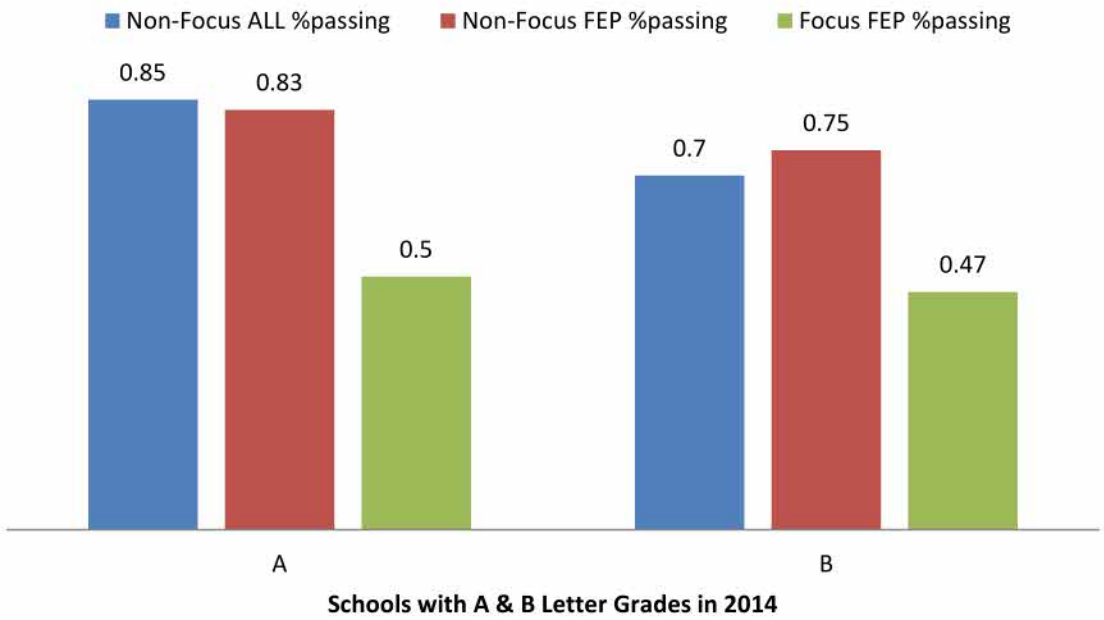
The criterion for High progress status requires a school to have earned less than 140 points on the A-F Letter Grade System; for traditional schools, this represents the cut score for the A Letter grade. For alternative schools, this represents the lower end of the "B-ALT" letter grade span.

Arizona is prepared to address achievement gaps which may exist among its higher rated schools – approximately 26% of schools identified as a Focus school were rated A or B.

Of the 15 "A" rated schools, the criteria used to identify these schools as meeting the Focus criteria found areas of concern. For example, although one "A" rated high school had proficiency rates in the top half of the state and median growth of all students at the school were rated in the top quartile of the state, the school averaged a 4-year graduation rate of 58% with their most recent four year cohort posting a graduation rate of only 31%. Despite their 82% pass rate, their 4-year graduation rate decreased annually by 11 percentage points on average since 2011. Furthermore, two-thirds of the students in this "A" rated high school's Bottom 25% subgroup scored below the 25th percentile in the respective subject and grade level. The criteria used to identify a Focus school based on their graduation rates effectively detected this school's area of deficiency which did not impact the overall A-F letter grade. The state-developed Focus criteria prove to be much more rigorous and fulfill the intent of supporting schools which may struggle in key areas.

The relatively low achievement of the FEP students compared to all students qualified 13 "A" schools for Focus status. Similar to business rules employed for ELL accountability within the state's former A-F formula, only schools which met the state's *n*-count criterion of 10 students were evaluated on the academic achievement of FEP students. While the Bottom 25% subgroup is typically much larger than the number of FEP students served within the school, proficiency rates of FEP students remained in the lowest quartile of the state for these schools recognized for high achievement. FEP students in non-focus schools rated as A or B in 2014 performed similarly to ALL students (including FEP, ELL, Bottom 25%, etc.), but schools identified as Focus showed notably lower performance for this particular group of students (Figure 2.A.xviii.).

Figure 2A.xviii Comparison - FEP Percent Passing by Letter Grade and NEW Focus Status



This is particularly distressing considering the overall performance of FEP students tends to outperform non-ELL peers statewide. Disaggregation of data from multiple perspectives will ensure that students with former English language learning need continue to receive the supports necessary to perform to their full potential at every school including those which have attained the highest label possible in the state system of accountability. Arizona has high expectations for all schools, and all students will have access to excellent education services at schools rated as excellent in a new accountability system.

The majority of schools qualified for Focus status due to Low Achievement of the subgroup; 275 out of 285 of these schools were rated C or D under the A-F system. For both alternative and traditional schools, low Achievement of a subgroup was the primary reason for identification. However, traditional schools tended to be identified just as often for low graduation rate as they were for a within school gap whereas alternative schools were exempt from this criterion. Arizona's lowest performing schools will be identified based on their low performance for multiple years.

The transition to a new assessment and a new accountability system requires thoughtful identification of Priority schools. ADE will recommend the Priority criteria outlined here for the identification of below average schools as outlined in SB1289. Several state laws depend on the identification of a "below average" school – a "D" school under the former A-F system. Rights afforded to teachers, students, and the community within a school deemed "below average" will ideally match the Priority criteria for Title I support and school improvement purposes. However, it is the prerogative of the State Board of Education to adopt the Department's ultimate recommendation that the Priority criteria replace the "D" letter grade implications. The policy decision to streamline the Title I Priority criteria with the identification of below average schools does not impact the Department's ability to identify Priority Low Performing or Priority Low graduation rate schools for support and intervention. The priority criteria currently outlined identifies schools which were among the lowest performing under the A-F system and showed no signs of upward trajectory on a new assessment and over multiple years. The priority criteria also

consider any negative drop in CCRI composite graduation points. Whereas the A-F system may have omitted extremely high dropout rates in the identification of the lowest performing schools, the priority criteria for low graduation rate captured 7 schools previously rated as average in the A-F system – though the typical dropout rate among this handful of schools was 19%. Although these schools were not identified as "alternative schools" in 2014, these schools averaged less than 40% four year graduation rates in each of the last four fiscal years. Although the statewide application of the Reward Focus Priority criteria may bring to light the performance of certain schools unaccustomed to this level of analysis, the intention of rewarding schools which perform excellently or above average as measured by the former A-F system. Similarly, the identification of focus schools annually will constantly measure the effectiveness of academic programs for all students on a continuous basis.

The Reward Focus Priority criteria overlay at both the upper and lower performance levels of the state accountability system. This period of transition will reveal potential growth opportunities for our schools as well as our state system of holding all schools accountable in a manner which exceeds a solely punitive purpose. In the interim, schools labeled as Reward, Focus, or Priority will exhibit performance justifying recognition and/or support as demonstrated by the means and standard deviations indicated below (Mean/SD).

Traditional **Reward Schools**

- **High Performing**
  - Tested ≥ 95% (1.00/0.01) **AND**
  - Percent passing in state top quartile (0.91/0.05) **AND**
  - ALL growth in state top quartile (62.92/5.78) **AND**
  - B25 growth in state top quartile (67.81/7.69) **AND**
  - 4 year grad rate* in state top quartile (96.10/2.88) **AND**
    - ELL reclassification in state top quartile (0.48/0.18) **OR**
    - Science Percent passing > State Average (84.01/10.71)
- **High Progress**
  - Tested ≥ 95% (1.00/0.01) **AND**
  - Met overall AMOs (including subgroup AMOs)
  - Less than 140 A-F points in 2014 (135.59/2.81) **AND**
  - Percent passing in top half of state (0.74/0.02) **AND**
    - Growth in state top quartile for ALL Students (55.06/4.40) **OR**
    - B25 Subgroup (58.16/5.83) **AND**
    - ELL reclassification* in state top quartile (0.33/0.16) **OR**
    - Science Percent passing > State Average Science Percent passing (62.18/12.74) **AND**
  - 4-year grad rate* Avg. Annual Change (2011 to CY) in state top quartile (3/3) **OR** 4 year grad rate > state average (73.00/15.59)

Traditional Focus Schools

- **Within-School Gap**
  - CCRI Grad Avg. Annual Change (2014 to CY) < 0 **OR** (TBD/TDB)
  - Percent passing of All Students group in the top half of the state (0.77/0.06) **AND**
    - Percent passing of B25 subgroup in the lowest quartile of state (34.31/14.18) **OR**
    - FEP1 and 2 percent passing in the lowest quartile (0.46/0.11)
- **Low Achieving Subgroup**
  - Highest quartile of overlap between the school's B25 subgroup and the state Bottom 25% (0.90/0.06) **AND**
    - ELL Reclassification rate in the lowest quartile (0.13/0.11) **OR**
    - Percentage of school's B25 with SGP>75 in the lowest quartile of the state (0.17/0.07)
- **Low Graduation Rate****
  - 4-year graduation rate less than 60% for CY **AND** two prior years (Cohort13: 33.17/19.10; Cohort12: 41.12/26.09; Cohort11: 41.33/27.78) **OR**
  - CCRI Grad ≤ 22 (12.87/6.12) **AND** 4-year grad rate Avg. Annual Change (2011 to CY) < 0 (-4.92/8.88)

Traditional Priority Schools

- **Lowest Performing Schools**
  - Less than 100 points in 2014 A-F (all models) (85.96/13.02) **AND**
  - CY Percent passing in the lowest quartile (0.44/0.10) **AND**
    - Percent passing in the lowest quartile for two prior fiscal years (FY13: 0.48/0.12; FY12: 0.48/0.14) **OR**
    - CY ALL growth in lowest quartile (35.80/8.40)**OR**
    - CCRI Grad Avg. Annual Change (2014 to CY) < 0 (TBD/TDB)
- **Low Graduation Rate****
  - 4-year graduation rate less than 60% for CY **AND** two prior years (Cohort13: 26.74/15.08; Cohort12:28.63/18.98; Cohort11: 26.93/17.33) **AND**
  - Dropout rate in highest quartile (16.89/12.31)

When applied statewide, 256 distinct schools (Title I and non-Title I) qualified for Focus status whereas 185 distinct schools qualified for Priority status among both traditional and alternative schools. The criteria captured at least 5% of schoolwide Title I participating schools as Priority status and at least 10% of schoolwide Title I participating schools as Focus. Again, any school which posts a negative CCRI score due to a lower graduation rate and/or persistence rate in the 2014-2015 or 2015-2016 school year could qualify for Focus status.

Additional evidence of concurrent validity exists when comparing the currently identified schools with impact data using new criteria and the most current achievement data availability. Comparing the new criteria to identification based on old criteria, no Reward schools currently submitted in Table 2 for federal identification labels based on prior year AIMS data schools were identified as Focus or Priority status under the new criteria. One school previously identified as a Focus school

would be considered a Reward High Progress school under the new criteria; this school raised proficiency rates by 5% from 2012 to 2014 and increased their annual four year graduation rate by 6% points on average since 2011.

Because the new criteria emphasize the performance of subgroups within the school as opposed to the normed growth of a subgroup or the combined points under all measures within the A-F system, 32 schools previously identified as Focus schools received neither a Focus nor Priority label under the new system. None of these schools received less than a C in 2014; none of these schools decreased a letter grade over the prior year; one-third of these schools increased a letter grade over the prior year; and average proficiency rates on AIMS Mathematics and Reading increased from 53.6% in 2012 to 56.7% in 2013 and then to 57.9% in 2014. After removing the single school which switched methods for calculating points between the two fiscal years, the remaining 31 schools which were previously recognized as Focus schools gained an average of 6 points in the A-F system from 2013 to 2014. Although high schools points were inflated in the two years due to a change in the measurement, only three of these schools were qualifying high schools indicating a genuine improvement among these schools formerly labeled as "focus".

Of the 45 traditional schools currently carrying a Priority label, 27 continued to carry a priority label and 6 became Focus schools under the new criteria. The 10 of the 12 schools identified as neither Priority nor Focus increased a letter grade over the prior year so none of these schools received a "D" in 2014. These 12 schools jumped in AIMS Mathematics and Reading proficiency rates from 43% in 2012 to an average of 56% in 2014. None of these 12 schools qualified under the low graduation rate criteria either. These data do not categorize the alternative schools formerly identified as Priority. The 8 of the 13 remaining alternative schools previously identified as priority would be captured with a focus or priority label under the new criteria. The 5 schools which went from priority to receiving no label based on 2014 data and new criteria all posted a letter grade gain or maintained a B-ALT letter grade in 2014. None of these schools were qualified for Reward status, however. Two schools labeled as Focus under the former criteria became priority schools under the new criteria based on 2014 achievement data. Both schools declined in A-F points despite the credit of a CCRI composite score in 2014. One school, rated D-ALT in the last two fiscal years, became a Priority Lowest Performing school based on the fact its students scored in the bottom quartile for the last three fiscal years with an average of 21% of students passing in each of those years. The other school also showed declining performance; proficiency remained in the lowest quartile for the last two fiscal years and the typical student growth was at the 28th percentile – the lowest quartile for student growth among alternative schools. Two schools formerly labeled Priority based on prior years achievement data will be evaluated on the recently approved qualitative framework – the Measure of Academic Progress – due to untested grades and/or other insufficient data.

Table 2A.17 Reward, Focus and Priority Categories by Letter Grade – Alt Status

	2014 Letter Grade (+ Alternative)					
RFP Category	**A**	**B**	**C**	**D**	**P**	**Grand Total**
Reward High Performing	161(3)	0(3)	0	0	0	161(6)
Reward High Progress	0	34	0	0	0	34
Focus Within-School Gap	14	33(5)	2(8)	0(1)	0	49(14)
Focus Low Achieving Subgroup	0	10(9)	141(17)	130(10)	4	285(36)
Focus Low Graduation Rate	1	1	17	23	10	52
Priority Low Graduation	0	0	7	15	5	27
Priority Lowest Performing	0	0	1(2)	156(13)	0	157(15)
Focus Final	15	43(10)	151(19)	5(4)	9	223(33)
Priority Final			8(2)	157(13)	5	170(15)
NOT Labeled	366(7)	499(25)	270(46)	8(5)	47(13)	1190(96)

In order to receive alternative status, schools undergo a thorough vetting process to ensure a mission aligned with credit recovery for students in need of non-traditional academic settings (Attachment 2G- Alt School Guidance). Because alternative schools are compared to the performance of other alternative schools on each criterion, the number and distribution of alternative schools identified as Focus and Priority are impacted. However, this allows for alternative schools to demonstrate Reward status. Performance of alternative schools qualifying under each criterion is described below (Mean/SD).

Alternative Reward Schools

High Performing

- Tested ≥ 95% (0.99/0.02) **AND**
- Percent passing in state top quartile (0.59/0.10) **AND**
- ALL growth in state top quartile (57.33/8.62) **AND**
- 4 year grad rate* in state top quartile (59.00/13.80) **AND**
    - ELL reclassification in state top quartile **OR**
    - Science Percent passing > State Average (28.67/16.67)

Alternative Focus Schools

Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 (TBD/TDB) **OR**
- Percent passing of All Students group in the top half of the state (0.39/0.03) **AND**
    - Percent passing of B25 subgroup in the lowest quartile of state (0/0) **OR**
    - FEP 1 and 2 percent passing in the lowest quartile (0.35/0.21)

Low Achieving Subgroup

- Highest quartile of overlap between school's B25 subgroup and state Bottom 25% (1/0) **AND**
    - ELL Reclassification rate in the lowest quartile (0.25/0.19) **OR**
    - Percentage of school's B25 with SGP>75 in the lowest quartile of the state (0.01/0.08)

Alternative Priority Schools

Lowest Performing Schools

- Less than 100 points in 2014 A-F (all models) (84.53/8.86) **AND**
- CY Percent passing in the lowest quartile (0.20/0.06) **AND**
    - Percent passing in the lowest quartile for two prior fiscal years (FY13: 0.26/0.08; FY12: 0.26/0.12)**OR**
    - CY ALL growth in lowest quartile (22.27/6.02)**OR**
    - CCRI Grad Avg. Annual Change (2014 to CY) < 0 (TBD/TDB)

Three A-ALT schools are identified as Reward High Performing schools, as well as three B-ALT schools. These schools are identified because each of them tested more than 95% of their students and ranked in the top quartile in terms proficiency rates for the students tested. In addition to the high pass rates, the growth scores associated with tested students are also in the top quartile. For the B-ALT schools identified as Reward High Performing schools, although exempt from ELL reclassification evaluation, almost all of them had a high current year 4-year graduation rate. No alternative school qualifies as a Reward High Performing school because High Progress recognizes a school's continuing improvement over time on ELL and Graduation rate, in addition to the current year achievement schools made.

Compared to 6 schools recognized as Reward schools, a total of 14 alternative schools qualified as Focus schools due to identified Within-School Gap, and all of them ranked the lowest in percent passing for B25 subgroup. In more detail, with an average pass rate of 39%, all 14 schools had 0% passing for their B25 subgroup. For alternative schools identified as Focus Low Achieving, all of them had 100% overlap between the school's B25 subgroup and the state's bottom 25%. In addition, almost none of those schools had B25 subgroup students who received SGP value larger than 75.

All schools identified as Priority Lowest Performing received a C-ALT or D-ALT label in FY2014. The average percent passing and average growth of this group of schools are 20% and 22%, respectively. The average pass rates of these schools were also quite low (about 26%) for the past two years.

Comparing to the old criteria, the proposed criteria recognized 6 High Performing schools. None of them were identified as High Performing schools and 1 was identified as a Focus school when using the old criteria. This Reward High Performing school identified as a Focus school when using the old criteria exhibited a largely improved percent passing rate compared to the FY2012 and FY2013 rates and an above average growth value of 57. Four Focus schools (1 B-ALT, 2 C-ALT, and 1 D-ALT) were identified as Priority schools based on old criteria. But these schools showed some growth, as the average growth of the three B- and C-ALT schools is 46 and their growth scores all ranked in the top half quartile of the state. The D-ALT school identified as a Focus school has a current year percent passing rate in the top half of the state, which is the reason they were barely kept it in the Focus school category. Using the new criteria, the school will be given a chance to either improve to remain as a Focus school or higher, or fall back to the Priority pool if no improvement was gained. Overall, using the new criteria and procedure, alternative schools were compared among each other rather than to traditional schools as in old criteria, which will provide more insight on how alternatives actually performed during the course of one or more year.

The new criteria address not only chronically low graduation rates, but unacceptably high dropout rates as well. Although alternative schools are exempt from identification based on the low graduation rate criterion alone, the system will account for any negative trend through the composite CCRI score which includes graduation rate as well as the academic persistence of all students. Although the 2014 school year was the first year the CCRI graduation rate composite score was used, any school regardless of alternative status will be identified as a focus school. Because the criteria rely on relative performance on several measures compared to other schools, the criteria to identify Reward, Focus, and Priority schools will be applied to the state's list of alternative schools separately to avoid comparing traditional schools to schools known to have a high concentration of students with low achievement.

Arizona's plan to transition its accountability system emphasizes evaluation of student achievement and continuous improvement at a more granular level than otherwise allowed within the A-F Letter Grade System. The method of holding schools accountable through Reward, Focus, Priority labels depends on student achievement on AZELLA, Mathematics, Reading, and Science. The system accounts for low test participation, as well as the academic performance of former ELL students. During the rebuilding of the state accountability system which will label all schools; the identification and achievement of the lowest performing students throughout our state will drive accountability.

The following list and tables annotate Arizona's timeline followed while implementing the initial Waiver proposal, as well as the changes added over the past 3 years and the planned timeline for those included in the 2015 Renewal Request. 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 outlined what this implementation will entail for ADE.

PROPOSED IMPLEMENTATION TIMELINE:

2012

February

- ADE submits ESEA Flexibility Request to converge the state's new accountability system (adopted in June 2011) with new Student Growth Target (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)

February - April

- Worked with stakeholders and the State Board of Education to make adjustments to the 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

March - May

- Worked with U.S. Department of Education and stakeholders statewide to fully develop the February ESEA Flexibility Request Proposal into an operational guideline.

April - May

- Write syntax and troubleshoot for three new A-F Letter Grade accountability models for K-2 schools, Alternative schools, and Small schools

- Research and Evaluation Accountability Advisory Group met to develop and set new SGT targets

June - July

- Run current A-F Letter Grade System and three new 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 and LEAs

August

- Communicate with schools and LEAs what the "Focus" and "Priority" labels schools means to them

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.
- Troubleshoot with ADE IT on automating and making available to every Arizona school new Student Growth Targets for each Arizona student
- Developed training on individual Student Growth Targets and pilot utilization with Arizona Priority Schools
- Calculated 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

February - May

- Continued to communicate with stakeholders on how to incorporate the SGTs into the A-F Letter Grade System (pending legislation)

June - September

- Run the A-F Letter Grade models (including all parallel models) assigning letter grades to all public schools and LEAs
- Calculated the new proposed SGTs for all students statewide
- Calculated and reported AMOs for schools and LEAs

September - May (2014)

- Arizona high schools held accountable for a 15% CCRI graduation component added to the A-F Letter Grades including an emphasis on a four-year graduation rate but incorporates 5-year, 6-year, and 7-year rates
- Began second year of educator evaluation pilot incorporating SGTs
- Calculated the Bottom 25% of students to be used for school accountability for SY14
- Planned with ADE IT the timeline and the amount of data to be collected
- Communicated with State Board on the transition to the new assessment

2014

June - July

- Fully operationalized the A-F Letter Grade System and all parallel models possibly incorporating the SGT system including the Reward designation and updating the list of Focus and Priority schools

August - October

- Piloted evaluation systems for extremely small schools and an A-F Letter Grade System for online schools not receiving a letter grade
- Completed the calculations for the remaining 10% of the CCRI

2015

February

- Identified criteria for Reward, Focus, and Priority; also "below average" (state)

March

- Propose new timeline and criteria to identify "below average" schools to State Board of Education for information only

April

- Recommend criteria to identify "below average" schools to State Board of Education for the 2014-2015 and 2015-2016 school year

July

- Begin reporting available 2014-2015 data ASAP

August

- Continue Waiver
- A-F Hiatus
- Graduation 4, 5, 6, and 7 year Rate(s)
- Persistence rate
- Dropout rate
- Reclassification on AZELLA rate
- AZELLA Test participation rate
- AIMS and AIMS A Science Proficiency

October – November (estimated)

- 2014-2015 student achievement data available

November

- College and/or College Readiness Index Information
- ELA/Mathematics/Science Test Participation Rate
- AzMERIT (all subjects) Pass or CCR Rate

December

- Draft proposed accountability legislation for upcoming session

2016

January

- Submit new AMOs
- Report Student Growth Percentiles
- Report NCSC Pass Rate

February

- PILOT Reward, Focus, and Priority Criteria statewide on 2014-2015 data (informational purposes)
- Use new criteria to exit qualifying Cohort 1 Priority and Focus schools, based on 2014-2015 data

June

- Public report of 2015-2016 student achievement data

July

- PILOT new state accountability system based on 2015-2016 data (informational purposes)
- Use new criteria to exit qualifying Cohort 1 Priority and Focus schools and identify Focus and Priority qualifying schools based on 2015-2016 data

August

- Begin Year 1 of implementation for newly identified Focus and Priority schools

2017

June

- Use new criteria to exit qualifying Cohort 1 Priority and Focus schools and identify Focus and Priority qualifying schools based on 2016-2017 data

July

- Issue 2017 Accountability determinations based on 2016-2017 data
- Request to realign ESEA Flexibility Request with new state accountability system

Arizona will identify priority schools by January 31, 2016 based on school year 2014-2015 data for implementation beginning no later than the 2016-2017 school year.

Table 2A.18 Proposed Timeline for Implementation

School Year 2011 -2012

	February	March	April	May	June - July
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 and LEAs (pending approval from USED
A-F Letter Grades	Pending SBE approval: Amend A-F Letter Grade System, 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.).					

School Year 2012 - 2013

	August	September - December	January - May	June - July
ESEA				Compute AMOs, and report AMO designation on School Report Cards
A-F Letter Grades	Work with LEAs with Focus and Priority schools	Identify Bottom 25% students Communicate new SGT system with stakeholders Work on SGT algorithm Work with IT to automate SGTs	Trouble-shoot SGT system Stakeholder communication Work with IT to put AMO designations on School Report Cards	Compute 2013 A-F Letter Grades all 5 models (4 school models and an LEA model)
Other Federal deliverables throughout the year (e.g., CSPR, ED-Facts, deliverables for Special Education, AMAOs for Title III funding, etc.)				

School Year 2013 - 2014

	August	September - May	June - July
ESEA			Produce SGTs for ALL students Report AMO designations on School Report Cards Identify Reward, possibly update Focus and Priority schools
A-F Letter Grades	All schools using ACCRS	Identify students in the Bottom 25% for SY14 Troubleshoot A-F Letter Grade calculation programming Provide PD statewide on utilizing new SGTs in the classroom Work with IT on from the new assessment Communicate with SBE on assessment transition	Replace 15% of high school letter grade determinations with CCRI graduation rate component. 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.)			

School Year 2014 - 2015

	August	September - May	June - July
ESEA			Pending new assessment data: Report test participation rates
A-F Letter Grades	All schools	Research impact of new assessment on A-F Letter Grade System's growth model and proficiency rates Identify College and Career Ready indicators for use in the Participation and Success components of CCRI. Rescale A-F Letter Grade scales for high schools	Report full CCRI data to LEAs Analyze new assessment data upon earliest availability
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

A.R.S. §15-241 D(3) requires the inclusion of academic performance and academic gain on the Science portion of the AIMS assessment in all achievement profiles assigned to schools and LEAs beginning in FY 2015. During the transition period adopted by the legislature this year (SB 1289), Arizona intends to include Science performance in the identification of Reward schools. Science is assessed statewide all students in grades 4, 8, and once in high school. This will be the first year AIMS and AIMS A Science will play a role in Arizona's accountability system. Schools may qualify for Reward status based Science proficiency of all students.

Additionally, schools may also receive a Reward designation due to ELL reclassification rates on AZELLA. Pursuant to A.R.S. §15-756.05, all students with an ELL need are required to annually reassess until proficient in English. In FY14, 97% of students with an ELL need tested on the AZELLA Spring Reassessment with 28% testing proficient. A.R.S. 15-752 mandates English only in Arizona instruction; thus, the statewide assessment to measure College and Career Readiness is in English only. English language proficiency should be emphasized in the Reward and Focus criteria especially in regard to identifying low achieving subgroups – the intent of Focus.

An extensive description of the criteria to be used in identifying Reward, Focus and Priority schools during the transition period is included in the previous section.

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.

Arizona will discontinue Option B and begin setting AMOs based on Option A, starting 2014-2015 school year with the goal to reduce the percentage of non-proficient students by half within six year. The targets and baseline year will reset because of the initial implementation of AzMERIT in the 2014-2015 school year. The AMOs will be set for all students and each subgroup in each grade, separately for mathematics and reading. Scale scores from full academic year students are used; the cohort graduation rate will continue to be used. 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. That is, to make the "overall AMO", schools must meet targets for ALL students as well as all subgroups. To emphasize the importance of achieving proficiency for all students, the state will monitor the progress yearly and if necessary, re-evaluate the targets based on statewide performance which may vary significantly in the second year of a new assessment due to practice effect. The baseline year of 2014-2015 will also serve as the first year of the AMOs for which schools will be held accountable.

These AMOs follow, philosophically, the AMOs set under the AYP system. The AMOs will remain 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 2B.1 shows the AMOs for each year, by grade and subject from 2012 through 2020.

The following AMOs will be reset in January 2016 based on 2014-2015 student achievement data on Arizona's new statewide assessment of English/Language Arts and Mathematics.

Table 2B.1.: 2012-2020 AMO for AIMS Percent Proficient by Grade and Subject

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						
	Read	77	80	82	85						
4	Math	66	70	74	77						
	Read	76	79	81	84						
5	Math	64	68	72	76						
	Read	80	82	84	87						
6	Math	61	65	70	74						
	Read	82	84	86	88						
7	Math	63	67	71	75						
	Read	83	85	87	89						
8	Math	56	61	66	71						
	Read	73	76	79	82						
9-12	Math	63	67	71	75						
	Read	79	81	84	86						

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.

Section 2.A. contains the description of the full methodology used to identify Reward schools statewide. In order to ensure schools with insufficient quantitative data can be recognized, schools which must rely on the qualitative label solely in 2014 and subsequent years may be recognized for high progress, if they increase two levels to either Meets or Exceeds Standards in the current year. Because the Reward High Performance label requires schools to demonstrate a level of performance that Exceeds peers statewide on several measures, a school solely evaluated within the MAP or ASBCS Framework will demonstrate a minimum of exceeds standard in the current year. The utilization of the MAP or ASBCS Framework labels will only apply when a school qualifies for MAP evaluation as previously described.

The requirement to meet the annual AMO prevents any school with persisting or widening achievement gaps to become identified as a Reward School. Also, schools identified as Focus or Priority cannot receive Reward distinction

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

See Attachment Table 2 – Reward Schools

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 Reward School status will be demonstrated on ADE's new school report cards. 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. Reward Schools will be recognized at the annual Title I Mega Conference and each teacher will receive a Title I Reward School recognition pin.

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 a school improvement peer network partner, a network of support for educational ideas and innovations where highly performing schools partner with schools in need of improvement so that districts and schools have opportunities to learn from colleagues and peers to support and sustain continuous school improvement; and presenting at state sponsored conferences, such as ADE's Leading Change Conference and the Title I Mega Conference.

Financial Rewards

Beyond public recognition and to support leadership opportunities, ADE will provide financial rewards. Reward Schools form the pool of schools eligible for Distinguished School status. Annually one school is selected from the High Progress and one from the High Performing Schools to be recognized as a Title I Distinguished School. A separate application process is used to select up to 10 finalists for on-site visits. A team of ADE staff and peer reviewers from the Committee of Practitioners makes the final determination. The two successful schools each receive a cash reward of $5,000 at a recognition event held at the school. They are also invited to attend a national recognition ceremony and conference held each January/February.

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.

See Section 2.A. for a description of the full methodology used to identify a Priority school statewide. To integrate the recently approved MAP system in a way which parallels the proposed criteria, a school may be eligible for priority status based on 2014 below average performance (2014 A-F points less than 100) or a 2014 label below meet standards according to MAP or the ASBCS Academic Performance Framework. To be identified as a Priority school, the school would have to receive a falls far below standard label in the current year. Other Title I schools will be supported if they do not meet or fall far below standard according to their most recent Charter Board or MAP label only – these schools are not included in the number of Title I Focus schools but would be eligible for support.

The current list of Priority schools being submitted in this renewal reflects the former methodology. The revised table reflects the most current numbers of Priority schools after the former Exit criteria have been applied.

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

See Attachment Table 2 – Priority and Focus

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

It is ADE's contention, based on research and prior experience in working with failing schools, that the entry point for systemic 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. ADE's system of support for priority schools is focused on building the internal capacity necessary in LEAs to support and sustain effective turnarounds in the LEA's lowest performing schools. LEAs with priority schools are responsible for the adoption of one of the four federal intervention models currently in place for SIG schools or developing a compelling and comprehensive plan of intervention that meets all of the seven turnaround principles outlined in the ESEA Flexibility Guidance.

It is ADE's contention, based on research and prior experience in working with failing schools, that the entry point for systemic 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. ADE's system of support for priority schools is focused on building the internal capacity necessary in LEAs to support and sustain effective turnarounds in the LEA's lowest performing schools.

All LEAs in Arizona receiving Title I funds are required to submit an annual LEA and School Continuous Improvement Plan. ADE expects the LEA and School Continuous Improvement Plan to be the action plan for the meaningful interventions that an LEA with priority schools will implement aligned with the turnaround principles.

Prior to selecting an intervention model, LEAs with priority schools will submit either an annual Self-Readiness Assessment (SRA), a local needs assessment or an on-site readiness report. The SRA, needs assessment and/or on-site readiness report is designed to engage the school community in an in-depth evaluation of the seven turnaround principles and must be completed by a team of stakeholders. Primary concerns, successes, and root causes will be identified and action steps necessary to either maintain successes or address concerns will be recorded. The findings are intended to direct the school's improvement plan development and the LEA's strategies and action steps to support the implementation of the selected model. Additionally, the findings serve to target ADE's feedback and technical assistance for LEAs and schools in priority status.

For each priority school, LEA's will be required to identify annual performance targets and milestones in mathematics, reading and/or graduation rate, for each of the three years, for all students. Targets must be aligned to the exit criteria and needs assessment findings, and are likely to substantially raise student achievement each year. LEAs will also be expected to address the needs of specific subgroups, particularly the bottom quartile, including English Language Learners, students with disabilities, and the lowest-achieving students, by identifying annual performance targets and milestones for each of the applicable subgroups for each priority school in mathematics, reading and/or graduation rate for each of the three years. The annual performance targets will be identified in the schools continuous improvement plan as school-wide goals.

ADE fully expects research-based improvement strategies to be described in the continuous improvement plans, and reviews both the LEA's and priority school's plans to ensure strategies include all components of the selected intervention model and are likely to result in rapid increases in student achievement. Each plan must include the specific action steps the school will take to implement each of its identified improvement strategies with fidelity. In the development of improvement strategies for each of the intervention models, ADE expects LEAs to identify interventions specific to the priority schools' greatest performance challenges and root causes of these challenges. ADE will provide LEAs with priority schools technical assistance in identifying appropriate interventions. Priority schools are expected to disaggregate achievement results and address low performance for all students; as well as the student groups that are furthest behind or making the least amount of progress. If English Language Learners and/or students with disabilities are identified as the school's focus, the expectation would be that the improvement strategies include interventions for these subgroups.

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 the LEA's plan to rapidly turnaround the struggling school to parents, community members and local stakeholders (A.R.S §15-241 subsection K, Q and S). 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.

An LEA's plan will vary depending on their readiness and existing capacity to lead turnaround efforts. In the event that an LEA does not demonstrate the readiness, capacity or commitment to fully and effectively implement an intervention model, ADE will work with the LEA to develop and implement a capacity building plan for pre-implementation in order to establish the conditions necessary for a systemic and sustainable turnaround.

Per A.R.S. 15-808, the Arizona State Board of Education and State Board for Charter Schools has approved over 70 Arizona Online Instruction (AOI) Schools. These schools may operate virtual classrooms; computer assisted classrooms or blended models which include virtual instruction along with classroom instruction. Currently, there are 3 AOI priority schools.

Meaningful Interventions Aligned with Turnaround Principles

LEAs with priority schools are responsible for the adoption of one of the approved SIG intervention models under the FY 14 SIG Requirements or developing a compelling and comprehensive plan of intervention that meets all of the following seven turnaround principles outlined in the ESEA Flexibility Guidance:

> ***(i) providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;***

Review of Leadership: An LEA with a priority school is required to review the effectiveness of the school's leaders to determine if the capabilities of the leader fit the specific demands of turning around a low performing school. LEA's with priority schools must select school leaders using locally adopted competencies identified by the LEA, that are based on the foundational competencies identified in the Public Impact report, "Turnaround Leadership Competencies", and necessary to turn around a priority school. Locally adopted competencies mean the knowledge, skills and abilities, developed by the LEA, which are associated with effective performance as a turnaround leader and supported by research-based evidence. The review will be in collaboration with ADE staff.

LEAs are required to use data from an approved evaluation system that is fully aligned to Arizona Framework for Measuring Educator Effectiveness to inform selection, placement, retention and incentive decisions for principals in priority schools. If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment.

LEAs will submit evidence to ADE in the form of a required assurance that the LEA has selected or retained an effective school leader for the priority school based on the above requirements. The LEA must replace school leaders deemed ineffective based on the above requirements. LEAs must include documentation to support the decision to retain effective school leaders or replace ineffective school leaders. The required assurance will include the principal's performance classification for the most recent school year.

In addition, LEAs are responsible for providing ongoing comprehensive, differentiated and individualized support to selected school leaders based on the LEA's plan for turning around its priority schools.

ADE recognizes that many of Arizona's priority schools are located in rural or extremely remote areas or are very small schools and, therefore, struggle to identify leaders with the turnaround competencies. ADE continues to look for innovative strategies to support these rural and extremely remote schools with recruitment, hiring and retention of a turnaround leader as well as effective teachers. In cases, where a turnaround principal is unable to be identified, ADE will continue to work with the LEA to identify the appropriate leader for the priority school, at the same time providing leadership development support for the priority school principal in place, along with a leadership coach and/or an ADE approved Implementation Specialist. LEA leadership will be expected to participate alongside the principal in the leadership development program.

LEAs with AOI priority schools are required to meet all of the above requirements for Review of Leadership.

Differentiated Support: The LEA must ensure that principals placed in priority schools have sufficient **operational flexibility** (including staffing, school schedules, and budgeting) to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. The LEA must demonstrate commitment and capacity to align and prioritize the necessary resources to provide extensive supports for each priority school; to ensure flexibility, modify its practices, policies or oversight structures, outside of normal LEA constraints, if necessary to enable its school(s) to implement the interventions fully and effectively.

LEAs with AOI priority schools must ensure that principals placed in AOI priority schools have the autonomy to meet goals for achievement and online instruction and to manage continuous, digital operations effectively to be able to fully implement a comprehensive approve approach in order to substantially improve student achievement outcomes and increase high school graduation rates. The LEA must establish policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades and governing graduation requirements if issuing a diploma.

> ***(ii) 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 have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;***

Effective Staffing: LEAs are required to use data from an approved evaluation system that is fully aligned to Arizona Framework for Measuring Educator Effectiveness to inform selection, placement, retention and incentive decisions for teachers in priority schools. 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 is required to retain instructional staff determined to be effective and reassign or replace instructional staff determined not to be effective. Based on the results of teacher evaluations which include student growth data, LEAs will make relevant staffing decisions to ensure that the strongest talent is working with students with the most need.

LEAs with AOI priority schools are required to meet all of the above requirements for Effective Staffing. *Transferring Teachers:* LEAs are required to prevent ineffective teachers from transferring to priority schools. LEAs will be required to submit evidence to ADE that they have policies and practices in place to prevent ineffective teachers from transferring to a priority school.

LEAs with AOI priority schools are required to meet all of the above requirements for Transferring Teachers.

Staffing Support: Teacher performance is a leading indicator that has one of the strongest impacts on student achievement. In order to improve student learning, LEAs with priority school must hire and develop effective teachers. Priority schools must implement a walk-through classroom observation and feedback protocol that includes ongoing coaching and support to change teacher behavior and instructional practices that addresses the needs of a diverse group of learners.

LEAs with a priority school must provide professional development that is data-driven, relevant to school needs, based in classroom practice, and reinforced through ongoing support. LEAs must 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. In addition, LEAs are encouraged to provide the priority school an academic coach to assist teachers in developing and modeling effective lessons, provide job embedded professional development, analyze data, and spend at least 80% of contracted time in the classroom or working with teachers.

LEAs with AOI priority schools must hire and develop effective teachers in online learning environments. Teachers must engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations. AOI priority school principals must monitor and support the improvement of instructional practices of teachers to ensure student success. AOI priority schools must implement an observation and feedback protocol using standards for quality online teaching. LEAs with AOI priority schools will submit the most recent results of the teacher observations twice a year to ADE in a data summary.

LEAs with AOI priority schools must provide professional development that is data-driven, relevant to school needs, based in classroom practice, and reinforced through ongoing support. LEAs with AOI priority schools must implement a formal policy for teacher collaboration time during the work day for the purpose of improving instruction for all students including students with disabilities and ELLs.

(iii) redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

Instructional Infrastructure: ADE 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 will 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 maximize current instructional time in core academic subjects; extend the school day, week and/or year; and/or extend programs outside the school day (before, after, weekend, intersession, online, or summer).

If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-701. 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.

LEAs will incorporate structures to ensure that each priority school has sufficient time for the practice of professional learning communities (PLCs) providing a minimum of 60-90 minutes per week of data-driven discussions about student learning to inform instructional strategies. This PLC time should support deep item analysis and teacher action planning and will include participation from the priority school principal.

LEAs with AOI priority schools will perform an instructional time audit to ensure:

- *Equity and Access*-the online program's policies and practice support students' ability to access the program and accommodations are available to meet a variety of student needs;
- *Effective Curriculum and Course Design*-curriculum and courses are designed with consideration for time and place limitations of students; and
- *Effective Instruction*-includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction.

LEAs with AOI priority schools must incorporate structures to ensure that each AOI priority school has sufficient time for the practice of professional learning communities (PLCs). LEAs with AOI priority schools must implement a formal policy for weekly teacher collaboration (PLC) which must incorporate best practices for collaboration in digital environments.

(iv) 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;

Instructional Infrastructure: An LEA with a priority school is required to implement a rigorous standards-based curriculum, along with corresponding pacing guides, 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 the Arizona's College and Career Ready Standards (AZCCRS). LEA's must (Reference A.R.S §15-701) complete a 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; and if curriculum implementation is producing high academic outcomes for all grades and subgroups, including students with disabilities and students with limited English proficiency.

LEAs with AOI priority schools are required to implement a rigorous 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. Implemented content and assignments for core courses must be explicitly and thoroughly aligned with the Arizona's College and Career Ready Standards (AZCCRS), curriculum frameworks and assessments. LEAs with AOI priority schools must design monitor and systematically revise curriculum, instruction and assessments in response to data from multiple assessments of student learning and an examination of professional practice of digital education. A variety of activities, assignments, assessments, and resources are used to provide students with different paths to master the content.

(v) using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

Instructional Infrastructure: An LEA with a priority school is required to use data to inform instruction. LEAs must demonstrate implementation of a balanced assessment strategy, data systems, effective

data analysis processes, and data-driven instructional practices. The LEA's plan must include: common interim assessments aligned to curriculum for reading and mathematics; assessments that will take place at least 3x per year; and a data management process to ensure that the system provides up-to-date data reports to allow for deep analysis of student, teacher, and school level data. Additional PLC time should be scheduled within a couple days of the interim results, to support deep item analysis and teacher action planning and will include participation from the priority school principal.

In addition, the LEA must ensure that the priority school has an effective intervention system in place for struggling students and that the effectiveness of the intervention practice is measured regularly.

LEAs with AOI priority schools must take a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. LEAs with AOI priority schools must meet the above requirements for using data to inform instruction. LEAs with AOI priority schools are required to implement a rich variety of instructional and assessment methods. Engaging materials and authentic assessments must be used throughout the course to allow students to demonstrate achievement of the goals and objectives of the course.

LEAs with AOI priority schools must ensure the priority school offers courses that provide options for the instructor to adapt the course to meet the students' needs by providing additional assignments, resources, and activities for remediation and/or enrichments for the course.

(vi) 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; and

Leadership: 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 contributed 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. Key factors impacting school climate may include, but are not limited to, a person's perception of their personal safety, interpersonal relationships, teaching, learning, as well as the external environment.

ADE recognizes the connection between school climate and culture and staff member satisfaction, parent engagement and community support. LEAs with priority schools must conduct a bi-annual review of the priority school's non-academic factors that impact student achievement, including the social and emotional environment, using a valid and reliable survey instrument that measures the school's climate and culture.

LEAs with AOI priority schools are required to implement support services to meet the learning and safety needs of the student population being served within the digital learning environment. Services provided must support the counseling, assessment, referral, educational and career planning needs of all students. LEAs with AOI priority schools must have sufficient qualified professional and support personnel to fulfill their roles and responsibilities necessary to support the institution's

purpose and direction and student success in the digital learning environment. In addition, LEAs with AOI priority schools must establish standards for teacher to student communication. LEAs with AOI priority schools are required to conduct a bi-annual review of the priority school's non-academic factors that impact student achievement, including the social and emotional environment, using a valid and reliable survey instrument that measures the school's climate and culture.

(vii) providing ongoing mechanisms for family and community engagement?

Leadership: 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 LEA must include strategies and action steps in their continuous improvement plan for increased parental and community involvement that is communicated to all stakeholders (parent/community coordinator, parent organization, parent workshops, marquee, newsletters, websites, meeting, parent/teacher conferences, etc.). In addition, LEAs with priority schools must provide evidence that effective communication is used to gather stakeholder feedback and support in order to implement the selected intervention model.

In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. LEAs with AOI priority schools must provide families with information about the program, successful online student practices and supportive learning environments.

LEAs with AOI priority schools are required to meet the above requirements and submit a plan for increased parental and community support that ensures families receive critical information about student progress and are encouraged to communicate with faculty and administrators to best support the online learning student.

Meaningful Interventions Aligned with Turnaround Principles for AOI Schools

AOI priority schools are not exempt from implementing one of the required models. However, in order for ADE to address the unique needs of the models represented in the AOI schools and to ensure AOI priority schools are implementing meaningful interventions aligned with all of the turnaround principles, ADE will require LEAs with AOI priority schools to align their chosen intervention model with either the International Association for K-12 Online Learning (iNACOL) National Standards or the AdvancED Standards for Quality in Digital Learning Institutions. A crosswalk of the Turnaround Principles with iNACOL and AdvancED Standards is listed in Attachment 2H.

Templates for Meaningful Interventions Aligned with Turnaround Principles

Each LEA must complete the model template in the ADE grants management system as part of their school improvement grant application for their priority schools based on which intervention model or plan the LEA intends to implement. LEAs that are implementing a SIG model with 1003(g) funds will have completed the template as a part of their SIG application. The template will

be used as a guide to ensure that all of the turnaround principles have been addressed.

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.

Arizona has identified 68 Priority schools for the 2015-2016 school year (submitted in Table 2) (Arizona identified 69 priority schools for the 2014-2015 SY. One school closed prior to the 2014-2015 school year.) Exit criteria from the approved flexibility request was run for each of the Priority schools, using the most recent data from 2013-14 school year. There are 10 Priority schools that have met the Priority exit criteria.

The currently served 24 Cohort I and II SIG schools have already been implementing meaningful interventions aligned with the turnaround principles for at least three years. The additional 46 priority schools are comprised of 25 newly identified priority schools that will begin year 1 of implementation in the 2014-2015 SY.

The remaining 21 priority schools consists of 11 priority schools that began full implementation of meaningful interventions aligned with all of the turnaround principles in the 2012-2013 SY. The remaining 9 priority schools did not implement interventions aligned with all of the turnaround principles beginning in 2012-2013 or 2013-2014, specifically turnaround principle 1.

The plan to address newly identified priority schools and the ten priority schools that did not implement interventions aligned with turnaround principle 1 in 2012-2013 or 2013-2014 and to ensure that their first year of implementation occurs no later than the 2014--2015 school year includes the following:

1. At the end of the 13-14 school year, each LEA will submit evidence to ADE as to whether or not they will replace or retain the current principal. The evidence will be in the form of a required assurance and must include documentation to support the LEA decision to retain or replace. The required assurance will include the principal's performance classification for the 2013-2014 school year. June 2014. Seven schools retained principals in the 2014-2015 school year and two schools replaced their principals.

2. For those principals the LEA is retaining, ADE will review the SY 2013-2014 state assessment outcomes for each of the priority schools to determine if the principal had improved achievement with the leadership development support provided in 2013-2014. In order to demonstrate improved achievement the priority school will have improved at least one letter grade, and/or had at least a 10% increase in proficiency in mathematics or reading. July 2014 After the review of outcome data, three of the ten priority schools that retained their principal met the criteria and are fully implementing in 2014-2015.

3. For those principals the LEA will be replacing, the LEA will be required to submit evidence to ADE that the principal has a track record of improving student performance, once the new principal has been identified to support the hiring decision. The LEA will also be required to provide evidence that the LEA reviewed the effectiveness of the school leader using locally adopted competencies identified by the LEA, that are based on the

foundational competencies identified in the Public Impact report, "Turnaround Leadership Competencies", and necessary to turn around a priority school. June-August 2014 Two schools replaced their principals and meet the criteria to be fully implementing in 2014-2015.

4. If the priority school has met the criteria to demonstrate improved achievement or provided evidence the newly hired principle has a track record of improving achievement, the priority school will be considered to be fully implementing all of the turnaround principles, including principle 1, for the 2014-2015 school year. Five of the nine schools are fully implementing all of the turnaround principals in the 2014-2015 school year.

The plan to address all priority schools that do not met the criteria to consider the 2014-2015 as their first year of full implementation all of the turnaround principles including principle 1 includes the following:

1. If the LEA is unable to provide evidence the principal in place for the 2014-2015 school year has a track record of improving achievement, ADE will provide leadership development support through trainings along with a leadership coach/mentor and/or an ADE approved Implementation Specialist. LEA leadership will be expected to participate alongside the principal in the leadership development program. ADE recognizes that many of Arizona's priority schools are located in rural or extremely remote areas and/or very small and therefore struggle to identify leaders with the turnaround competencies. ADE continues to look for innovative strategies to support all priority schools with recruitment, hiring and retention of a turnaround leader as well as effective teachers. Leadership support continues to be provided for the four schools that are not fully implementing principle 1.

2. If a priority school is not demonstrating sufficient progress of performance targets, milestones or full implementation of the selected intervention model or plan, a mid-course adjustment to the plan or a corrective action plan will result. LEAs with priority schools will be required to submit a data summary three times a year to the ADE's School Improvement and Intervention Section through ALEAT. ADE will use evidence provided by the LEA in the data summary to determine if the priority or focus school is making sufficient progress in meeting established milestones and performance targets. ADE will provide the LEA and school feedback through ALEAT on their progress of meeting the school's targets. LEAs are expected to meet a minimum of 75% of their established performance milestones for student achievement in reading and mathematics for all students and for bottom quartile students. In addition, ADE will provide the LEA and school with a level of implementation rating for the selected model or plan during a 90 day cycle check. LEAs will be required to make any necessary mid-course adjustments to their continuous improvement plans after the 90 day cycle check.

3. At the end of the 2014-2015 school year, ADE will apply the same criteria that were used at the end of the 2013-2014 school year to determine if the principal has improved student achievement. The LEA will also be required to submit results of the principal's performance at the end of the 2014-2015 school year as evidence of fully implementing principle 1. June-July 2015. Due to the transition to a new assessment, ADE will not use the same criteria for growth but will review the 2014-2015 outcome data to determine if the school fully implemented Principle 1.

4. For LEAs with priority schools that continue to demonstrate insufficient progress of performance targets, implementation of the selected model or are resistive to implementing the interventions, ADE will re-evaluate capacity to determine continuation of school improvement funding. If the LEA does not provide evidence of implementation within 6 months of the corrective action plan, the school improvement grant funds will be discontinued, if received.

LEAs with priority schools that have not made sufficient progress to exit Priority status after three years must increase the rigor of interventions and supports in these schools. In order to ensure that implementation of more rigorous interventions are focused on the root causes for not making sufficient progress and exiting priority status, ADE will conduct a solutions team review of LEAs with priority schools focused on the current state of implementation of the seven turnaround interventions. These findings will assist the LEA in determining gaps in implementation of the turnaround interventions as well as the more rigorous interventions that must be implemented. ADE will assist the LEA in identifying and developing interventions that will specifically address data gaps and root causes as well as assure that every priority school will implement more rigorous interventions. LEAs with priority schools that have not met the exit criteria must address these interventions in the LEA and School Continuous Improvement Plans. Consistent with A.R.S §15-241 (K), LEAs with priority schools that have not met the exit criteria after three years will be required to inform their school community and local school board of their solutions team findings and how they intend to address the findings.

LEAs with priority schools that have not met the exit criteria after three years will also receive more intensive support and monitoring from the ADE. Section 2.G describes ADE's Differentiated System of Support for priority and focus schools. This year ADE will be piloting the Aligning Efforts: Integrated Support Model in LEA's with priority and focus schools that have been implementing interventions for over three years and have not met the exit criteria. These schools will receive more intense and aligned support from all of the program areas at the agency such as ESS, OELAS, K12 Standards, Title I, Highly Effective Teachers and Leaders as well as the Support and Innovation Unit. The level of support these schools will receive will be significantly focused and require individual schools and the district to commit to a series of assurances that demonstrate their willingness and capacity to engage in turnaround reforms.

Finally, LEAs with priority schools that continue to not make sufficient progress and exit priority status four years of intervention ADE may consider other options identified in A.R.S §15-241 (V-Z).

Timeline	Requirement	Persons/Group Responsible
April 2014	Notify all LEAs with newly identified priority schools	ADE
April 2014	Webinar for SIG application	ADE-SII
April 2014	Release Cohort 3 SIG application for all eligible priority schools	ADE-SII
May 2014	Priority school webinar (orientation for newly identified)	ADE-SII
May 2014	Priority school Cohort 3 SIG Awards	ADE-SII
June 2014	Cohort 3 SIG pre-implementation activities	LEA and School
May-July 2014	Current non-SIG priority schools continue year 2 implementation activities	LEA and School

July 2014	Release of 2014 Letter Grades	ADE
July 2014	ADE determine which of the 11 priority schools were fully implementing in 2013-2014; ADE notify those schools who will begin full implementation in 2014-2015	ADE
July 2014	LEAs submit Principal assurance to ADE	LEA
July-Aug. 2014	SRA completed; newly identified priority schools first submission; current priority schools second submission	LEA and School
July- Aug. 2014	Priority school grants released for schools non-SIG funded	ADE
August 2014	Continuous Improvement Planning workshops conducted by ADE	ADE
August 2014	If a school is assigned a "D", 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. If a school is assigned a "D", within 30 days of public release of letter grades, including priority status, Charter schools must notify the parents of the students attending the school of the classification. The notice shall explain the improvement plan and process and provide information regarding the public meeting.	LEA and School
Sept. 1, 2014	Turnaround Plan template submitted-ALEAT/SII	LEA and School
Sept. 30, 2014	ADE approves all Turnaround Plan Templates	ADE-SII
October 2014	Continuous improvement plans submitted to ADE	LEA
October 2014	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
November 2014	Within 30 days of submitting the continuous improvement plan the LEA shall hold a special public meeting in each priority school and present the CIP	LEA
2013-2014 SY	SII will provide technical assistance, professional learning, progress monitoring for each priority school	ADE-SII
2014-2015 SY	SII will provide technical assistance, professional learning, progress monitoring for each priority school	ADE-SII

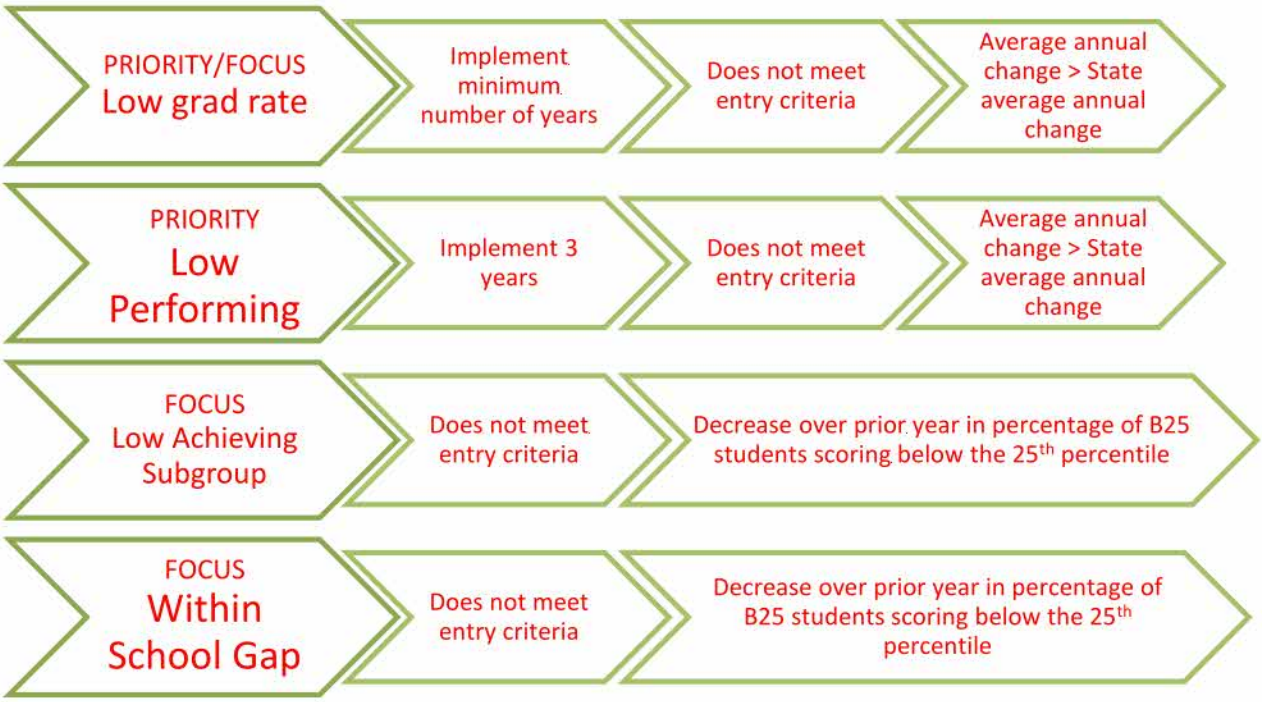
Cohort	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Cohort 1 SIG	Year 3 Implementation of SIG Intervention Model	Year 4 Implementation of SIG Intervention Model	Continued support and monitoring for Cohort 1 SIG schools not meeting exit criteria			
Cohort 2 SIG	Year 2 Implementation of SIG Intervention Model	Year 3 Implementation of SIG Intervention Model	Year 4 Implementation of SIG Intervention Model	Year 5 Implementation of SIG Intervention Model. Continued support and monitoring for Cohort 2 SIG schools not meeting exit criteria		
Cohort 3 SIG		Pre-Implementation of SIG Intervention Model	Year 1 Implementation of SIG Intervention Model	Year 2 Implementation of SIG Intervention Model	Year 3 Implementation of SIG Intervention Model	Year 4 Implementation of SIG Intervention Model
Cohort 4 SIG-P and F Schools					Year 1 SIG Implementation	Year 2 of SIG Implementation
Priority Schools			New State Assessment-AzMERIT	Identify Priority schools based on new criteria	Year 1 Implementation of Selected Intervention Model	Year 2 Implementation of Selected Intervention Model
Priority Schools (10 schools)	Year 1 Implementation of Selected Intervention Model	Year 2 Implementation of Selected Intervention Model	Year 3 Implementation of Selected Intervention Model			
Priority Schools (11 schools)	Did not fully implement all of the turnaround principles	Evidence of full implementation to be TBD after 2014 achievement data released-if met Year 1 Implementation of Selected Intervention Model	Year 1 Implementation of Selected Intervention Model	Year 2 Implementation of Selected Intervention Model	Year 3 Implementation of Selected Intervention Model	
Newly Identified Priority Schools (25 schools)			Year 1 Implementation of Selected Intervention Model	Year 2 Implementation of Selected Intervention Model	Year 3 Implementation of Selected Intervention Model	

ADE in collaboration with the LEA will ensure that all priority schools are implementing

meaningful interventions aligned with the turnaround principles no later than the 2014–2015 school year.

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.

Figure 2D.i Exit Criteria – Focus and Priority Labels



The exit criteria used to evaluate whether a school has improved in the areas qualifying it for a focus or priority label correspond with the reason for identification. The exit criteria require a school to demonstrate it no longer meets the entry criteria as well as demonstrating improvement in student achievement or graduation rate. Stakeholder feedback identified the complexities of exit criteria for the former system to identify Reward, Focus, and Priority as an area for improvement. The exit criteria going forward emphasizes a collective focus on moving Arizona students forward and assigns responsibility to every school in doing so.

Although new focus criteria will allow a school to exit annually, the criteria are rigorous enough so that the school must show evidence that the conditions within the school have improved to the extent it no longer meets any criteria which would identify the school as Focus. The additional condition for Focus Low Achievement and Focus Within School Gap require unequivocal evidence that the school's lowest achieving students can no longer be considered amongst the lowest achieving in the state as well. While the scale score at the 25th percentile on the former statewide assessment may have corresponded with proficiency rates using an instrument which measured

lower standards, a Focus school must provide sufficient evidence that their lowest achieving students are not also trending negatively when compared to their peers statewide.

Schools which have been implementing for three years or more at the conclusion of the 2014-2015 school year may exit Priority or Focus status if their 2014-2015 student achievement and academic outcomes data meet the exit criteria outlined in Figure 2D.i. In February 2016, the Department expects to have the necessary data from the 2014-2015 AzMERIT test administration to identify schools which do not meet the new criteria to qualify for the respective labels. If the number of schools which exit in February 2016 brings the number of schools served to less than 5% of all Title I schools, the Department will not replace these exited schools with new schools based on 2014-2015 data. The Department will ensure that any Priority schools which close operations do not affect the obligation to support a minimum of 5% of Title I schools.

In June of 2016, the determination of which schools may exit after implementing Priority interventions for at least three years will include 2015-2016 student achievement data. This timeline assumes receipt of assessment data returns to a normal cycle in the second year; however, there is no expectation that the assessment cycle would impact Priority Low Graduation Rate schools eligible to exit.

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.

Section 2.A. for a description of the full methodology used to identify a Focus school statewide.

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

See Attachment Table 2 – Priority and Focus.

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.

Focus schools are unique in that they may not require whole school reform measures, rather school interventions that focus on low achieving subgroups not making progress and achievement gaps between high achieving and low achieving subgroups in the school. As with whole school reform efforts for priority schools, ADE believes the entry point for systemic and sustainable targeted reform efforts at the school level is at the LEA.

Currently 41% of the focus schools in Arizona are charter schools. As with priority schools, ADE is committed to fully and effectively serving these focus school charters in the school improvement and intervention process

LEAs with focus schools that have not made sufficient progress to exit focus status after three years must increase the rigor of interventions aligned to the reason for identification and supports in these schools. In order to ensure that implementation of more rigorous interventions are focused on the root causes for not making sufficient progress, address the reason for identification and lead to exiting focus status, ADE will conduct a solutions team review of LEAs with focus schools focused on the current state of implementation of the interventions identified in the LEA and School Continuous Improvement Plans. These findings will assist the LEA in determining gaps in implementation of the turnaround interventions as well as the more rigorous interventions that must be implemented. ADE will assist the LEA in identifying and developing interventions that will specifically address data gaps and root causes as well as assure that every focus school will implement more rigorous interventions. LEAs with focus schools that have not met the exit criteria must address these interventions in the LEA and School Continuous Improvement Plans. Consistent with A.R.S §15-241 (K), LEAs with focus schools that have not met the exit criteria after three years will be required to inform their school community and local school board of their solutions team findings and how they intend to address the findings.

LEAs with focus schools that have not met the exit criteria after three years will also receive more intensive support and monitoring from the ADE. Section 2.G describes ADE's Differentiated System of Support for priority and focus schools. This year ADE will be piloting the Aligning Efforts: Integrated Support Model in LEA's with priority and focus schools that have been implementing interventions for over three years and have not met the exit criteria. These schools will receive more intense and aligned support from all of the program areas at the agency such as ESS, OELAS, K12 Standards, Title I, Highly Effective Teachers and Leaders as well as the Support and Innovation Unit. The level of support these schools will receive will be significantly focused and require individual schools and the district to commit to a series of assurances that demonstrate their willingness and capacity to engage in turnaround reforms. LEA's with focus schools will receive specific support aligned to their reason for identification.

In addition, ESS grants for team training in examining data to improve student achievement (EDISA) will target LEAs with focus schools that have not met the exit criteria. This invitation-only grant will support five staff members from each identified LEA to participate in the team-training program. Each team will develop a dynamic, sustainable action plan outlining the application of evidence-based practices to be implemented during the school year. An additional grant will be available to those LEAs that have an approved plan to assist in its implementation.

Finally, LEAs with focus schools that continue to not make sufficient progress and exit priority status four years of intervention ADE may consider other options identified in A.R.S §15-241 (V-Z).

Continuous Improvement Plans

All LEAs in Arizona receiving Title I funds are required to submit an annual LEA and School Continuous Improvement Plan. ADE will implement the same Continuous Improvement Planning Process used for priority schools (described in priority section 2D.iii) for LEAs with focus schools. ADE will provide technical assistance and collaborate with LEA's in any and all aspects of the school improvement planning process for focus schools. LEAs with focus schools must assure that the continuous improvement plan is fully aligned to the needs of the school, addresses the root causes for not making progress, addresses the reason for identification, and addresses the selected interventions aligned to the turnaround principles. The plan must be appropriate for the different levels of schools (elementary, middle, and high) as well as different types of student needs.

LEAs with focus schools will be expected to address the needs of specific subgroups, particularly bottom quartile, including English Learners, students with disabilities, and the lowest-achieving students by identifying annual performance targets and milestones for each of the applicable subgroups for each focus school in mathematics, reading and/or graduation rate for each of the three years. These targets and milestones must be established using baseline data, achievable as well as rigorous, and set to close achievement and performance gaps. LEAs with focus schools will also be required to identify annual performance targets and milestones for all students in mathematics, reading and/or graduation rate for each of the three years. All performance targets must be aligned to the reason for identification and needs assessment findings and are likely to result in the focus school meeting the exit criteria. The annual performance targets will be identified in the schools continuous improvement plan as school-wide goals. ADE support teams will work collaboratively with LEAs and school(s) to develop meaningful detailed performance targets for low-performing subgroups to include timelines, in order to meet school improvement exit criteria.

ADE fully expects research-based improvement strategies to be described in the continuous improvement plans, and reviews both the LEA's and focus school's plans to ensure strategies include interventions aligned to the turnaround principles that are most likely to improve the performance of the students who are furthest behind. Each plan must include the specific action steps the school will take to implement each of its identified improvement strategies with fidelity.

Interventions Aligned to the Turnaround Principles

LEAs with focus schools are required to select appropriate interventions aligned to the turnaround principles (described in priority section 2D.iii) to develop and implement a comprehensive improvement plan that adequately addresses the reason why a school has been identified as a focus school, ensures the academic needs of students in each of the subgroups in the school are met and ensures the focus school has the greatest probability of closing the identified achievement gaps. LEAs must use data to determine which of the turnaround principles most closely align to the reason for identification. While LEAs with focus schools will have discretion on which turnaround interventions to implement that address the reason for identification, all focus schools must implement interventions aligned to principle (v): using data to inform instruction for continuous improvement and providing time for collaboration on the use of data. Focus schools will be required to implement interventions at a minimum of one year before meeting exit criteria. Focus schools that do not meet exit criteria will be required to continue implementation. ADE will provide LEAs with focus schools technical assistance in identifying and appropriate interventions.

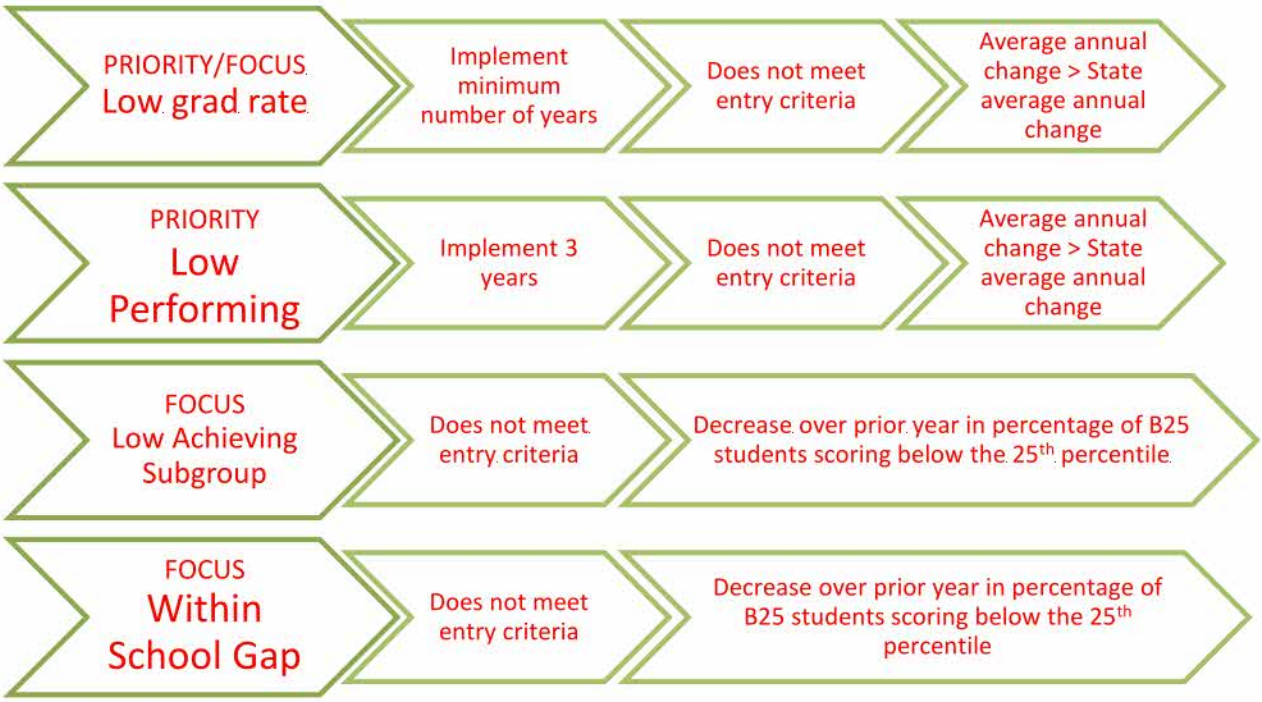
ADE is confident that interventions aligned with the turnaround principles, when implemented with fidelity, will have a significant impact on student learning as well as staff practices. These prescriptive interventions approach leadership, assessment, curriculum, data, and school climate in a format 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). ADE will hold LEAs with focus schools accountable for effective implementation of selected interventions aligned the turnaround principles. Interventions must address the focus schools reason for identification and will be monitored by ADE and the LEA to ensure that focus schools are effectively improving the performance of low-performing students and reducing achievement gaps among subgroups, including English Learners and students with disabilities.

Template for Interventions Aligned with Turnaround Principles

Attachment 2.E contains the intervention template each LEA must complete in the ADE grants management system as part of their school improvement grant application for their focus schools based on which interventions aligned to the turnaround principles the LEA intends to implement. The template will be used as a guide to ensure that the appropriate turnaround principles have been addressed including using data to inform instruction.

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.

Figure 2E.i Exit Criteria for New Focus and Priority Labels



The exit criteria used to evaluate whether a school has improved in the areas qualifying it for a focus or priority label correspond with the reason for identification. The exit criteria require a school to demonstrate it no longer meets the entry criteria as well as demonstrating improvement in student achievement or graduation rate. Stakeholder feedback identified the complexities of exit criteria for the former system to identify Reward, Focus, and Priority as an area for improvement. The exit criteria going forward emphasizes a collective focus on moving Arizona students forward and assigns responsibility to every school in doing so.

Although new focus criteria will allow a school to exit annually, the criteria are rigorous enough so that the school must show evidence that the conditions within the school have improved to the extent it no longer meets any criteria which would identify the school as Focus. The additional condition for Focus Low Achievement and Focus Within School Gap require unequivocal evidence that the school's lowest achieving students can no longer be considered amongst the lowest achieving in the state as well. While the scale score at the 25th percentile on the former statewide assessment may have corresponded with proficiency rates using an instrument which measured lower standards, a Focus school must provide sufficient evidence that their lowest achieving students are not also trending negatively when compared to their peers statewide.

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.

See Attachments

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 student support for All Title I Schools

In order to identify the Title I schools most at risk for becoming a Priority or Focus school ADE will be revising the originally approved pre-intervention criteria. In June of 2016 ADE will apply the newly approved RFP criteria statewide. This will allow ADE to capture all of the Title I schools that meet the Priority and Focus criteria. From this list ADE will identify 5% of the Title I schools for Priority Status and 10% of the Title I schools for Focus Status. The remaining Title I schools that meet the Priority or Focus criteria will then be identified as either At-Risk Priority or At-Risk Focus schools. At-Risk Priority and At-Risk Focus schools will receive a range of supports aligned to their reason for identification. ADE will support and hold accountable LEAs with At-Risk schools and LEAs will be expected to support At-Risk schools.

During the transition, ADE is committed to holding schools accountable and identifying low performing schools in accordance with the priority and focus criteria. Arizona's identification of At-Risk Priority and At-Risk Focus schools will capture the schools that miss AMOs or graduation rate targets, or both. In order to capture the most at-risk Title I schools, for the 2015-2016 school year, ADE will use 2014 data to identify the At-Risk Priority and At-Risk Focus schools in addition to the list that was generated to identify the Priority and Focus schools for Table 2 (based on 2014 data) and will identify the remaining schools as At-Risk Priority or At-Risk Focus schools. This will ensure that the Title I schools most at-risk of Priority or Focus status are being held accountable and receiving the necessary supports from ADE.

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.

LEAs with At-Risk Priority or At-Risk Focus schools will be required to address their specific reason for identification with specific interventions in their LEA and School Continuous Improvement Plans. ADE will annually review the LEA and School Continuous Improvement Plans for implementation of these interventions and will provide targeted on-site and desk-top support as needed.

LEAs with At-Risk Priority or At-Risk Focus Title I schools, which includes those that do not meet graduation AMOs, must set aside Title I funds 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 System of Support for Arizona Schools, as further described in Section 2 G.. Building the capacity of the LEA to support all of its schools with specific attention to those in At-Risk Priority or At-Risk Focus status is the explicit intent of the System of Support for Arizona Schools. When a school is identified as a At-Risk Priority or At-Risk Focus 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 At-Risk Priority or At-Risk Focus 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 Priority or Focus criteria listed above must amend their plans to address the reasons for identification. ADE will provide additional professional development specifically to address how the CIP must be revised to include those specific interventions that are proven to be effective in addressing the reason(s) for identification.

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.

ADE is requesting Wavier 13 to allow funding for other Title I schools at risk. The process to ensure, on an annual basis, that all priority and focus schools have sufficient funding to implement their required interventions prior to distributing the ESEA section 1003(a) funds to other Title I schools is as follows:

1. LEA's with Priority and Focus schools will submit either a 1003(g) SIG or 1003(a) Priority or Focus grant application to ADE in the Spring of FY 15.

2. LEAs with Priority and Focus schools will describe their current conditions in regards to the each of the 7 Turnaround Principles in their grant application. If the LEA demonstrates that they have conducted a thorough needs assessment, their application aligns with the reason(s) the school(s) were identified as a Focus and/or Priority school(s) and meets all of the requirements of Priority and Focus schools in section 2 D and 2E the LEA will be awarded grant funds.

3. In addition, the LEA must demonstrate that the plan for each school consists of requested funds and/or resources that support evidence-based practices, materials and programs, improvement of instructional opportunities, increased learning time, interventions for low performing students.

4. Reviewers will evaluate the budget alignment plan to ensure the plan for each school addresses the identified needs and will lead to progress towards the performance targets and fully addresses the allocation of resources and consists only of reasonable, necessary and allowable expenses directly related to full and effective implementation of the required 7 Turnaround Principles.

5. The review process will ensure that funded Arizona School Improvement Grants address all the critical components necessary for a comprehensive plan. LEAs may be asked to submit revisions in any section to more fully meet the standards.

6. ADE will provide technical assistance for LEAs with Priority and Focus schools throughout the grant process to ensure that 1003(a) grant money is first and foremost used to guarantee that all priority and focus schools have sufficient funding to implement their required interventions.

7. ADE will approve the grants for LEAs with Priority and Focus schools by June 30th. This will allow for LEAs with Priority and Focus schools time to plan for the upcoming school year and ensure that the LEAs with Priority and Focus schools have sufficient funding to implement their required intervention prior to allocating any funds to At-Risk Priority or At-Risk Focus schools.

8. Once 1003(a) grant money has been allocated to LEAs who applied for grant funding to provide interventions for their identified Focus and Priority schools, any unallocated funding will be used to support other Title I schools identified as at risk.

9. ADE will develop a At-Risk Priority and a At-Risk Focus grant application for eligible LEAs with At-Risk Priority or At-Risk Focus schools. The grant will be available for LEAs to submit beginning in July once all of the Priority and Focus grants have been approved. The grant application will be modeled after the Priority and Focus grants.

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. 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

During the 2012-2013 school year, the ADE revised the format for the LEA-level CIP, in conjunction with its LEAs, to replace the format designed at the beginning of NCLB implementation. This redesign moved the focus of the plan to how an LEA can meet Standards of Effective LEAs. Integral to this new format is a demonstration by the LEA of its commitment to the Continuous Improvement Planning Process LEAs addresses 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.

Engaging in Continuous Improvement is one of the most important processes that an LEA can undertake. Developing a Continuous Improvement Plan (CIP) demonstrates that the LEA has a systemic and systematic approach to the work of educating its students. In the summer of 2013, after an extensive review of the research, a team from ADE, with representation from Title I, Title II-A, Title II-D, Title III, ESS and School Improvement, synthesized the most common descriptors of significant practices and developed the Standards for Effective LEAs and Continuous Improvement Plans. Using the Standards to assess the critical aspects of LEA operations empowers the LEA – no matter the size or the types of programs and services offered – to reach goals, improve results, and become more effective by aligning plans, processes, and decisions. ADE took the opportunity to reframe the organization of the LEA CIP to reflect two purposes.

- A plan that reflects how the LEA has assessed its position in relation to achievement of Standards for Effective LEAs and how it intends to implement a continuous improvement process to drive student achievement efforts, and, as in previous years,
- A plan that allows an LEA the authority to receive and expend federal funds, especially ESEA funds.

A detailed description to the revised requirements for the LEA and School Continuous Improvement Plans can be found in the Standards for Effective LEAs and Continuous Improvement Plans.

School Level Plans

A detailed description to the revised requirements for School Continuous Improvement Plans can be found in the Standards for Effective LEAs and Continuous Improvement Plans.

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 was a partnership with the Southwest Comprehensive Center from 2006 – 2012. 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.. 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 fiscal allocations and accountability decisions are announced. School Improvement and Intervention staff also 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 as At-Risk Priority or At-Risk Focus, Focus or Priority, 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 state's current fiscal application combines Titles I and II-A. This necessitates a coordinated effort among Title I, Title II-A, and School Improvement staff so that acceptable plans are aligned with approvable budgets, based on the status of each LEA. OELAS staff ensure that ELL-related items in the plan align with the appropriate Title III applications.

Each of the goals 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 continues to 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.

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 attend 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.. 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. (Note: Arizona's RTI process is undergoing improvement under a multi-tiered approach, described in Principle 1 as MTSS.) 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 2F.1: Analysis: CSR Models

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 specifically dealing 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 provides 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. 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 has been wrapped into a single Continuous Improvement Process that will be made available for all Arizona schools.

Continuous Improvement Process

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.

The ADE Family Engagement Initiative is emerging as a collaborative effort within the agency to promote family, school, and community partnerships throughout the state. The cross-agency Family Engagement Initiative supports LEAs to build and sustain programs that enhance student achievement and school improvement. As a new state member of the Johns Hopkins University, National Network of Partnership Schools (NNPS), the Initiative offers LEAs access to research-

based resources and consultation. LEA and school leadership teams that use the NNPS model, or best practices from other evidence-based frameworks, to formulate SMART family engagement and partnership goals in their CIP will likely experience improved student achievement and school improvement. Ongoing Family Engagement Initiative collaborations will guide LEAs in the development of systematic, integrated, and effective family, school, and community partnership programs.

Table 2.F.2: Areas of Support and Strengths of ADE Divisions

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, MTSS	School climate, and culture; student engagement
Adult Education	Adult Education	Literacy, Family engagement
Gifted Education	Gifted Education	Curriculum, assessment, instruction
Response to Intervention	MTSS	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	MTSS	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
Family Engagement Initiative	Cross-Agency Collaboration	Family Engagement

At-Risk Priority and At-Risk Focus Schools

When an LEA is alerted to a school being in, At-Risk Priority or At-Risk Focus 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 At-Risk Priority or At-Risk Focus 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 At-Risk Priority or At-Risk Focus 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 At-Risk Priority or At-Risk Focus status will be assigned a Title I and School Improvement staff member.

Once 1003(a) grant money has been allocated to LEAs who applied for grant funding to provide interventions for their identified Focus and Priority schools, any unallocated funding will be used to support other Title I At-Risk Priority and At-Risk Focus schools. ADE will develop a At-Risk Priority or At-Risk Focus grant application for eligible LEAs with At-Risk Priority or At-Risk Focus schools. The grant will be available for LEAs to submit beginning in July once all of the Priority and Focus grants have been approved. The grant application will be modeled after the Priority and Focus grants.

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.

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

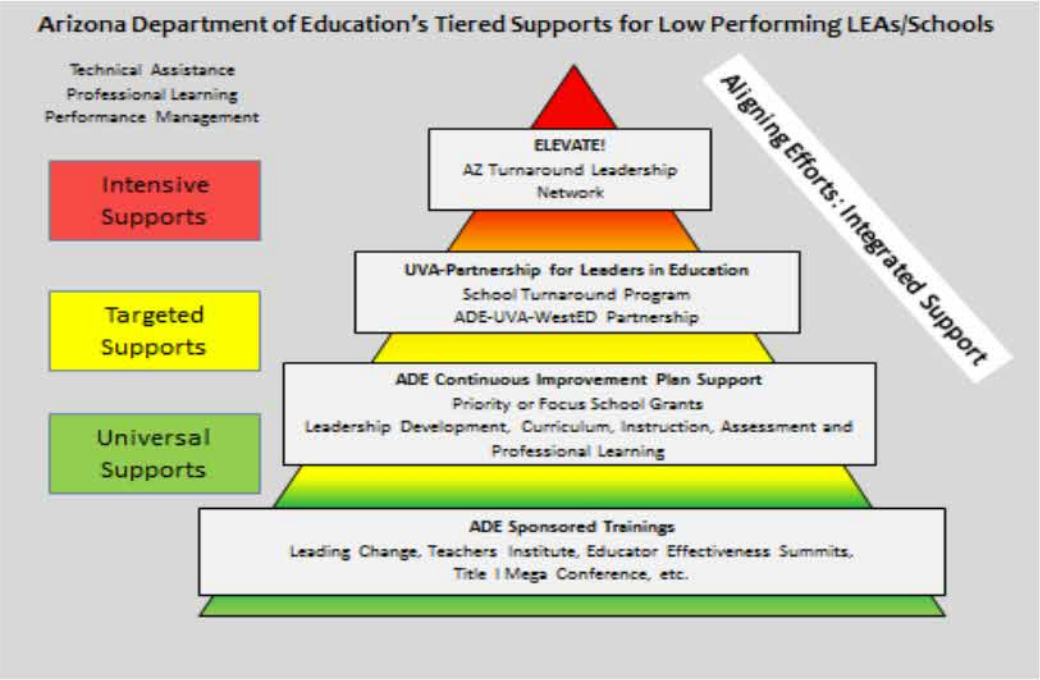
iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

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

Building Capacity at the SEA, LEA and School

In order for ADE to align and prioritize resources to build the capacity at the LEA and school level, LEAs with low performing schools are supported and held accountable within a multi-tiered system of support. This system of support has been revised based on feedback from both internal and external stakeholders. They system of support differentiates the types of support for all low performing schools based on their needs and aims to "Educate and empower LEA and school leaders to focus on improving teaching and learning that results in significant gains in student achievement."

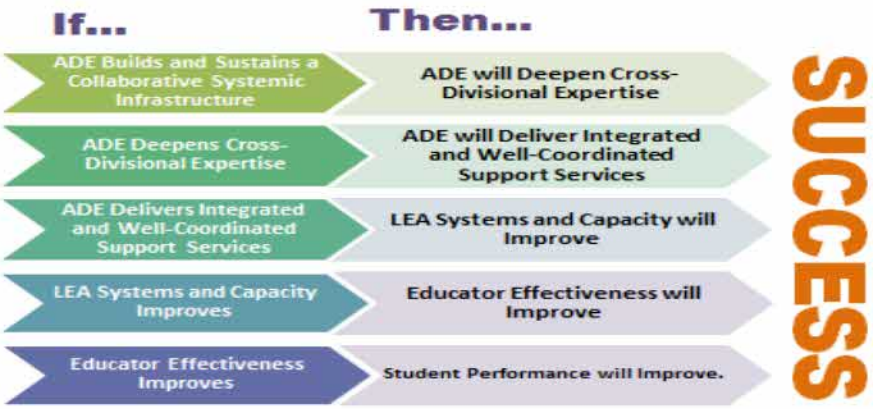
Figure 2G.i ADE's Tiered Supports



Aligning Efforts: Integrated Support Model

In place of the previous ADE Technical Oversight Team, ADE will be piloting the Integrated Support Model beginning in the spring of 2015. The Integrated Support Pilot is a delivery model aimed at leveraging and coordinating the expertise of the Arizona Department of Education to support and empower districts and schools as they work to dramatically improve student achievement. The theory of action for the Integrated Support Model is as follows:

Figure 2G.ii Integrated Support Model



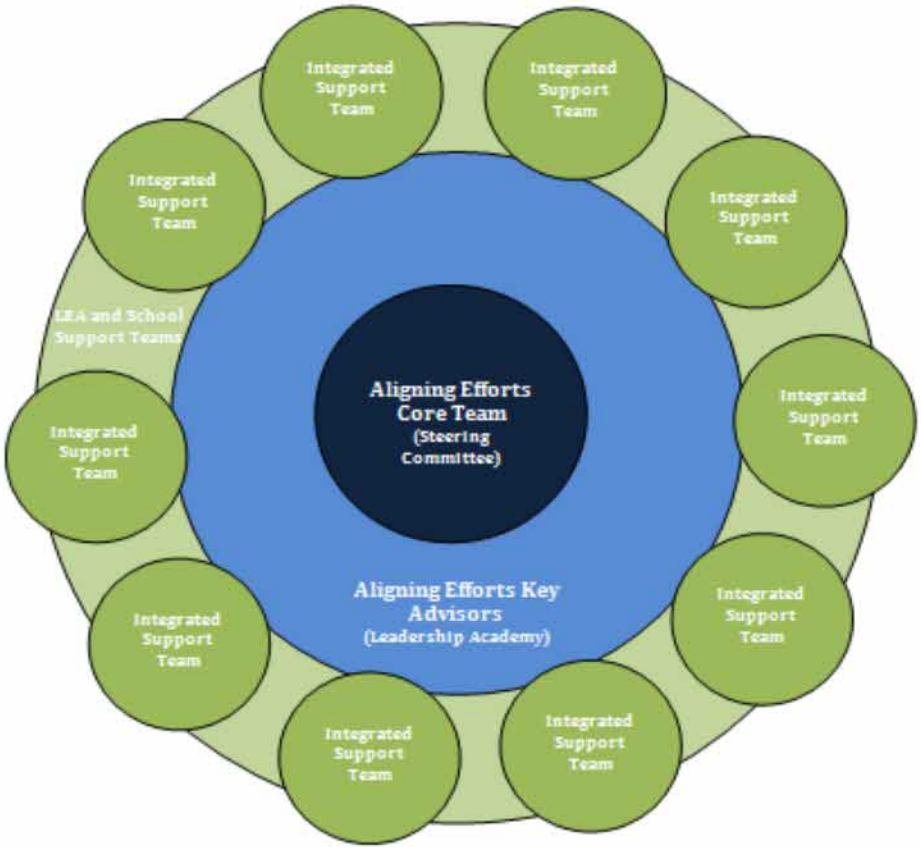
ADE commits to:

- Collaborating with LEAs to prioritize and align agreed upon areas of support based on LEA and school needs.
- Operating as ONE support system and sharing data more seamlessly.
- Providing efficient and effective services that streamline/reduce monitoring and reporting duplication and burden on LEAs and schools.
- Providing increased meaningful and strategic support and accountability for LEAs and schools in the areas of professional development, technical assistance, resource sharing, data literacy, educator recruitment and retention and results-driven accountability.

This Community of Practice (COP) is part of a larger Integrated Support Model that serves as part of the collaborative infrastructure at the Department. The mission of the Aligning Efforts COP is to ensure that ADE delivers integrated and well-coordinated monitoring and support to LEAs and schools.

The COP will work to align and coordinate the systems and structures of ADE's various units so that they operate as one support network. Creating these effective and efficient services will enhance our technical assistance, as well as streamline and reduce monitoring and reporting duplications for the LEAs and schools we serve.

Figure 2G.iii Support Network



ELEVATE!: Arizona's Turnaround Leadership Network

ELEVATE! Arizona's Turnaround Leadership Network is designed to educate and empower LEA leaders and principals to focus on improving teaching and learning that results in significant gains in student achievement. It accomplishes this goal using a two-year Cohort model that includes:

1. Quarterly professional development sessions over a two-year period (eight total for each Cohort). Professional development builds on the work of Public Impact (Turnaround Leader Competencies) and Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data) and other research and proven best practices;
2. Coaching and mentoring between professional development sessions from trained Implementation Specialists.
3. Progress monitoring and adjustment to ensure continuous improvement.
4. Schools and LEAs that are selected to participate must commit to the two-year program

ADE will partner with ClearView Consulting to provide training for staff working in the ELEVATE! Program as well as training for participants. Since 2010, ClearView Consulting has partnered with top-flight organizations, such as the University of Virginia's (UVA) School Turnaround Specialist Program to identify the principals and districts ready for school turnaround success.

ClearView Consulting is unique in their relationship with UVA, having designed UVA's process for District Readiness and leading in the design and implementation of competency-based interviews with district staff and school leaders. ClearView also led the research effort that led to a criterion valid Leadership Competency Model for School Turnaround.

ClearView Consulting will assist ADE with the following:

1) District Readiness for ELEVATE! schools
2) Behavior Event Interviews for ELEVATE! participants; 2)
3) Build the capacity of staff supporting districts and schools in ELEVATE!
4) Facilitating ELEVATE! Sessions for participants with sessions such as coaching conversations for increased effectiveness.

University of Virginia-Partnership for Leaders in Education-School Turnaround Specialist Program

In order to achieve quick, dramatic, and sustainable gains in student achievement in our states lowest performing schools and schools with the largest achievement gaps, as well as maintain consistency with the ADE's School Improvement model to support our states lowest performing schools, ADE has entered into a Memorandum of Understanding with the SWCC, the UVA, WestEd and other southwest consortium states that establishes the joint agreements for the Southwest consortium. Arizona's membership in the consortium obligates ADE to fully participate in the UVA-STSP program. Arizona currently has 5 SEA top-level representatives participating in the Southwest consortium UVA cohort. 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. The UVA-STSP utilizes a systemic approach to change by working collaboratively with state-level, district and school leadership teams to build internal capacity and ensure leadership is seen as a primary lever to drive student outcomes. ADE's School Improvement and Intervention Section is currently in the process of refining structures for technical assistance, monitoring and resources, for LEAs and schools to closely align to the UVA-STSP model. As part of the ADE tiered system of support, ADE will continue to partner with UVA for services for districts with schools in improvement.

Arizona Charter Board and Arizona Charter Association Partnerships

As ADE is committed to both districts and charters and has a collaborative relationship with the Arizona Charter School Board, ADE will also be partnering with the Arizona Charter Schools Association to provided tailored support through the Quality Schools Program. The Quality Schools Program is an initiative of the Center for Student Achievement. The Quality Schools Program is a three year program that includes a series of job-embedded professional development and intensive on-site coaching for teachers and school leaders looking to improve student achievement. Through data-driven instruction and Professional Learning Communities, schools will create, implement, and sustain a systematic approach to curriculum, instruction, assessment, and professional development. After three years, schools will be equipped with the necessary knowledge and skills to positively

affect student learning and increase student achievement.

The Quality Schools Program takes a three-pronged approach to improve student achievement in schools around Arizona. All components of the program are grounded in the research and best practices of effective schools, transformative leaders, and master teachers.

Additionally, the Center offers leadership development for emerging and veteran leaders. Participants focus on how to implement effective and practical leadership strategies to improve school culture and outcomes.

Arizona was awarded $25 million through the U.S. Department of Education's Race to the Top Phase 3 (RTTT) competitive grant program to help advance Arizona's education reform efforts in December 2011. The ADE, in close collaboration with the Governor's Office of Education Innovation, Arizona's County School Superintendents and other Arizona education stakeholders have engaged together to support LEAs, schools and educators with implementing Arizona's College and Career Ready Standards in English Language Arts and Mathematics using STEM as an important vehicle, and to further enhance the capacity of the state's data system to support data-driven decision making.

The following are systems and supports that have been developed through Race to the Top to help increase the state's capacity to both strategically align and provide professional development, technical assistance and support, and monitoring of improvement efforts statewide:

- Augmentation the capacity of the ADE to effectively support statewide Arizona's College and Career Ready Standards collaborative implementation efforts – to include professional development, resource development and communications and awareness activities.

- Establish five (5) Regional Education Centers throughout the state, in collaboration with Arizona's County School Superintendents, to support and provide regional-based Arizona's College and Career Ready Standards implementation support services in collaboration with the ADE and the Governor's Office of Education Innovation. The Regional Education Centers include (* indicates lead county): East-Central Regional Service Center (Gila County*, Graham County, Greenlee and Pinal County), Maricopa County Education Service Agency (Maricopa County*), Northeast Arizona Regional Center (Apache County, Coconino County, Navajo County*) , Southern Arizona Regional Education Center (Cochise County, Pima County*, Santa Cruz County) , and West-Central Regional Service Center (Mohave County, La Paz County, Yavapai County*, Yuma County).

Figure 2G.iv Regional Centers

- Enhanced data quality, access, and utility to better inform educational decision-making. This has included the completion of the Student-Teacher-Course Connection, which established the framework and data to operationalize the release of teacher and administrator dashboards, the development and implementation of a new agency online Content Management System (CMS) to manage content more efficiently and effectively and to provide education stakeholders a new tool to find and access the agency's content and resources online, and the creation of the College and Career Ready Index, from a data systems perspective, to further inform school and LEA accountability.

- 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 and enhancement of data dashboards for the Arizona Ready State Report Card, and a collaborative process for supporting communications and awareness relative to Arizona's education reform efforts statewide.

- The provision of $12.5M to 221 Participating LEAs through grants to build their capacity and support their locally-developed plan, in alignment with a general scope of work framework, for implementing Arizona's College and Career Ready Standards in English Language Arts and Mathematics

ADE's system of support and accountability for LEAs with priority schools is intended to create opportunities for LEAs to establish conditions to systematically support and sustain successful turnaround initiatives in priority schools. ADE understands that each priority school's readiness may vary and that there is no specific formula for turning around a school.

In addition to collaboration within the agency, SII has participated with external providers. These include National Institute on School Leadership (NISL) – turnaround leader training, Darden/Curry Partnership for Leaders in Education-University of Virginia's (UVA)School 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 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 participating 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.

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

Monitoring

ADE understands that transparent monitoring and reporting helps accelerate progress throughout the turnaround process. ADE support teams will work collaboratively with LEAs and school(s) to develop meaningful detailed performance targets, milestones and timelines in order to meet priority and focus school improvement exit criteria. ADE will implement a gradual release model for accountability based on a schools' progress towards meeting these targets.

ADE support teams will monitor LEAs with priority and focus schools through on-site visits and desktop implementation checks to ensure that full and effective implementation of the selected intervention model is occurring in each priority school for three years and that full and effective implementation of the selected interventions aligned to the turnaround principles that address the reason for identification is occurring in each focus school.

Assurances: LEAs with priority and focus schools will be required to submit signed assurances to ADE to demonstrate their commitment and capacity to fully meet all of the priority and/or focus school requirements. In addition to the assurances, LEAs with priority and focus schools will be required to submit in ALEAT or provide evidence during on-site visits of non-negotiable documents to support the assurances. The assurances will become part of the LEAs monitoring documents in ALEAT and will be submitted annually. ADE's School Improvement and Intervention Section in the process of completing the final list of priority and focus school assurances and non-negotiable supporting documents based on the requirements outlined in section 2.D.iii and 2.E. iii.
On-Site Visits: ADE will conduct annual on-site visits to each LEA and priority school to: evaluate

and verify the progress on meeting performance targets and milestones; verify progress on full and effective implementation of the selected intervention model; and check for programmatic and fiscal compliance. ADE will conduct annual on-site visits to each LEA and focus school to: evaluate and verify the progress on meeting performance targets and milestones; verify progress on full and effective implementation of the selected interventions aligned to the turnaround principles that address the reason for identification; and check for programmatic and fiscal compliance. The site visit protocol will align to the on-site readiness visit protocol and will include the following activities: stakeholder (leadership, teachers, support staff, students, parents and/or community members) focus group interviews at the school and LEA level, classroom observations, data presentations from the LEA focused on student and teacher performance and verification of fiscal compliance. The number of on-site visits provided will be based on the LEA and school need.

Reporting: LEA and School continuous improvement plans will be continuously monitored during LEA and school on-site progress monitoring reviews as well as through desktop reviews and updated as necessary., with final revisions annually for both priority and focus schools. ADE will monitor goals, strategies, as well as timelines and implementation of activities reported by the LEA on its implementation plan for the selected intervention model or plan using ALEAT. The plan includes descriptions of the goals and strategies, detailed action steps (start and end dates, person(s) responsible, specified budget allocations and expenditures), and related tasks with due dates and assignments.. The ADE will review, provide feedback as necessary and approve these plans in the ALEAT system.

One of the lessons learned by using an additional tool such as the progress monitoring of implementation tool (PMI) is that it caused additional burden and duplication for LEAs and schools as they had to focus on both the Continuous Improvement Plan and the PMI. In order to reduce the burden and duplication, ADE will use the LEA and School Continuous Improvement Plan in ALEAT to guide the discussion during the leadership team meetings at priority and focus schools and to document progress of implementation. By focusing on the continuous improvement plans and not a separate tool ADE ensures the LEA and school is fully and effectively implementing their comprehensive LEA and School Continuous Improvement Plans which will include their selected intervention models and plans. ADE will provide feedback in ALEAT on progress of implementation the LEA and school plans which will include goals, strategies and action steps for the selected intervention model or intervention plans aligned to the turnaround principles. This method of documentation still allows ADE to document the progress on implementation of each of the SIG intervention models and/or the seven turnaround principles and to identify next steps that must be addressed. ADE will provide the LEA and school with a level of implementation rating for the selected model or plan during the 90 day cycle checks.

If a priority or focus school is not demonstrating sufficient progress of performance targets or implementation of the selected intervention model or plan, a mid-course adjustment to the plan or a corrective action plan will result.

ADE may request additional documentation from the LEA or employ more intensive support or monitoring (e.g. more frequent on-site monitoring, fiscal monitoring, etc.) as deemed necessary by ADE staff. In addition, ADE as part of its accountability and technical assistance responsibilities will schedule and implement targeted compliance monitoring reviews at any time during the year when potential programmatic or fiscal concerns have become apparent.

Technical Assistance

ADE has refined its systems and processes to provide technical assistance and professional learning for LEAs in supporting and holding accountable LEAs, priority and focus schools with leadership, effective staffing, instructional infrastructure and differentiated support and accountability to significantly increase and sustain the performance of the LEA's failing and lowest performing schools and schools with the largest achievement gaps.

Within the ADE School Improvement and Intervention Section there will be assigned staff to specifically support LEAs with priority schools implementing one of the-SIG intervention models or the LEA's own plan for intervention that meets all of the turnaround principles .

Technical assistance and professional learning for LEAs with priority schools will be provided through on-site visits; desktop support; webinars and go-to meetings; and face to face workshops throughout the year. Support will be differentiated and focus on the following:

LEA and School Leadership:

- ✓ Effective system-wide infrastructure for quick, dramatic and sustainable improvement
- ✓ Resource alignment-(fiscal, human, programs) to assist LEA and school leadership in strategic decision making to support development and implementation of LEA and School continuous improvement plans
- ✓ Identifying dramatic achievement and leading indicator performance targets for all students that will ultimately lead to meeting the established exit criteria
- ✓ Developing, implementing and monitoring continuous improvement processes that are systematic, systemic and sustainable and will lead to increases in student achievement

Effective Staffing:

- ✓ Principal Turnaround Competencies
- ✓ Teacher Turnaround Competencies
- ✓ Effective strategies to recruit, replace or retain skilled staff
- ✓ Effective and rigorous evaluation and observation
- ✓ Support plans for struggling teachers

Instructional Infrastructure:

- ✓ Data-driven instruction-improving a school's instructional capacity
- ✓ Aligned and rigorous curriculum
- ✓ Balanced assessment strategy (summative, interim, formative)
- ✓ Data systems and analysis
- ✓ Effective intervention systems-

Differentiated Support and Accountability:

- ✓ Readiness Assessment
- ✓ LEA support and accountability structures for schools
- ✓ Continuous improvement plan development, implementation and monitoring of proven effective strategies and action steps that align with the chosen intervention model (these strategies and action steps are above and beyond the typical Title I plan) and are likely to lead to dramatic gains in improvement
- ✓ Operational Flexibility

ADE has also refined its systems and processes to provide targeted technical assistance and professional learning for LEAs in supporting and holding accountable LEAs and focus schools for implementing interventions aligned to the turnaround principles that adequately address the reason why a school has been identified as a focus school, and to ensure that the academic needs of students in each of the subgroups are met. In order for ADE to align and prioritize resources to support LEAs with focus schools in implementing and monitoring interventions, focus schools are placed within the same multi-tiered system of support as priority schools.

Within the ADE School Improvement and Intervention Section there will be assigned staff to specifically support LEA's with focus schools implementing interventions aligned to the turnaround principles. In addition to school improvement staff, ADE will develop collaborative support teams to assist focus schools that are identified due to the performance of English learners and students with disabilities in addressing the needs of those students. Technical assistance and professional learning for LEA's with focus schools will be provided by the support teams through on-site visits; desktop support; webinars and go-to meetings; and face to face workshops throughout the year. Support will be differentiated for different levels of schools (elementary, middle, and high) and the different types of school needs (e.g., all-students, targeted at the lowest-achieving students). LEAs with focus schools will also have access to the same supports described for priority schools based on the focus school needs.

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's ii. 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);

Financial Resources

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 will be required to operate a school wide 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 priority school of the school's status.

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. An LEA must implement student-based financial decision making models and strategies to ensure that funds are effectively and efficiently used to address the reason for identification and improve the performance of low-performing students and reduce achievement gaps among subgroups, including English Learners and students with disabilities. LEAs with focus schools will be required to operate a school wide 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.

One of the key accomplishments identified through the ESEA monitoring was the collaboration efforts between the ADE Exceptional Student Services Section and the School Improvement and Intervention Section on behalf of focus schools. Specifically, "To support focus schools in targeting interventions to address schools' needs, ADE's Office of Exceptional Student Services (ESS) reviewed focus schools, which were identified based on the performance of the bottom quartile of students, for high concentrations of students with disabilities within that bottom quartile. ESS created a grant program specifically for these schools to be able to target interventions toward supporting students with disabilities." In an effort to continue this type of collaborative support for priority and focus schools, ADE will continue to seek funding opportunities for both priority and focus schools through Title II, III, IDEA, 21st CCLC, and CTE.

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.

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 or 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.

The amounts that LEAs will be required to set aside will vary widely, due to the variety of sizes and location of 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, 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 if an increase in demand occurs after the budget is approved but within the LEA's deadlines.
ADE has conferred with the Title I COP and has proposed guidance for LEAs on the uses of previously reserved funds. The COP will continue to meet to discuss emerging strategies and technologies to serve our unique rural and remote areas. 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.

Notice to LEAs with Title I funds that were formerly set aside for SES

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 for 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:
Revise school plans and programs –
   i. by using a continuous improvement process that includes a longitudinal analysis of achievement results, 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
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 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.

Use of External Providers

In addition to the supports provided by ADE staff, LEAs with priority schools will have an opportunity through their grant funding to request an Implementation Specialist to provide frequent and intensive technical assistance and job-embedded learning. LEAs with focus schools will have an opportunity through grant funding to request an Implementation Specialist to provide frequent and intensive technical assistance related to the school's reason for identification and job-embedded learning. LEAs with priority and focus schools who have requested an Implementation Specialists will have a minimum of 10 on-site technical assistance visits each year at the LEA and school site.

ADE Approved Implementation Specialist: LEA and School Improvement Implementation Specialists (IS) are contracted ADE providers to provide **on-site support** for LEA's and schools in developing, implementing and monitoring continuous improvement plans and processes aligned to the selected intervention model and in deepening capacity to implement processes that are systematic, systemic and sustainable leading to substantial increases in student achievement. If the LEA request an IS, the LEA will need to sign a letter authorizing ADE to utilize a portion of the LEA's school improvement grant assistance funds to assign an IS to the priority school. An ADE approved Implementation Specialist is an optional resource and will not affect a LEA's ability to receive or be awarded funds.

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.

Before an external provider can be hired with school improvement funds, the LEA needs to submit a scope of work, and describe how they will evaluate the effectiveness of the provider, and how the provider will address one or more needs cited in the LEA and/or school improvement plan. As Arizona LEAs and schools 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.

Differentiated System of Support

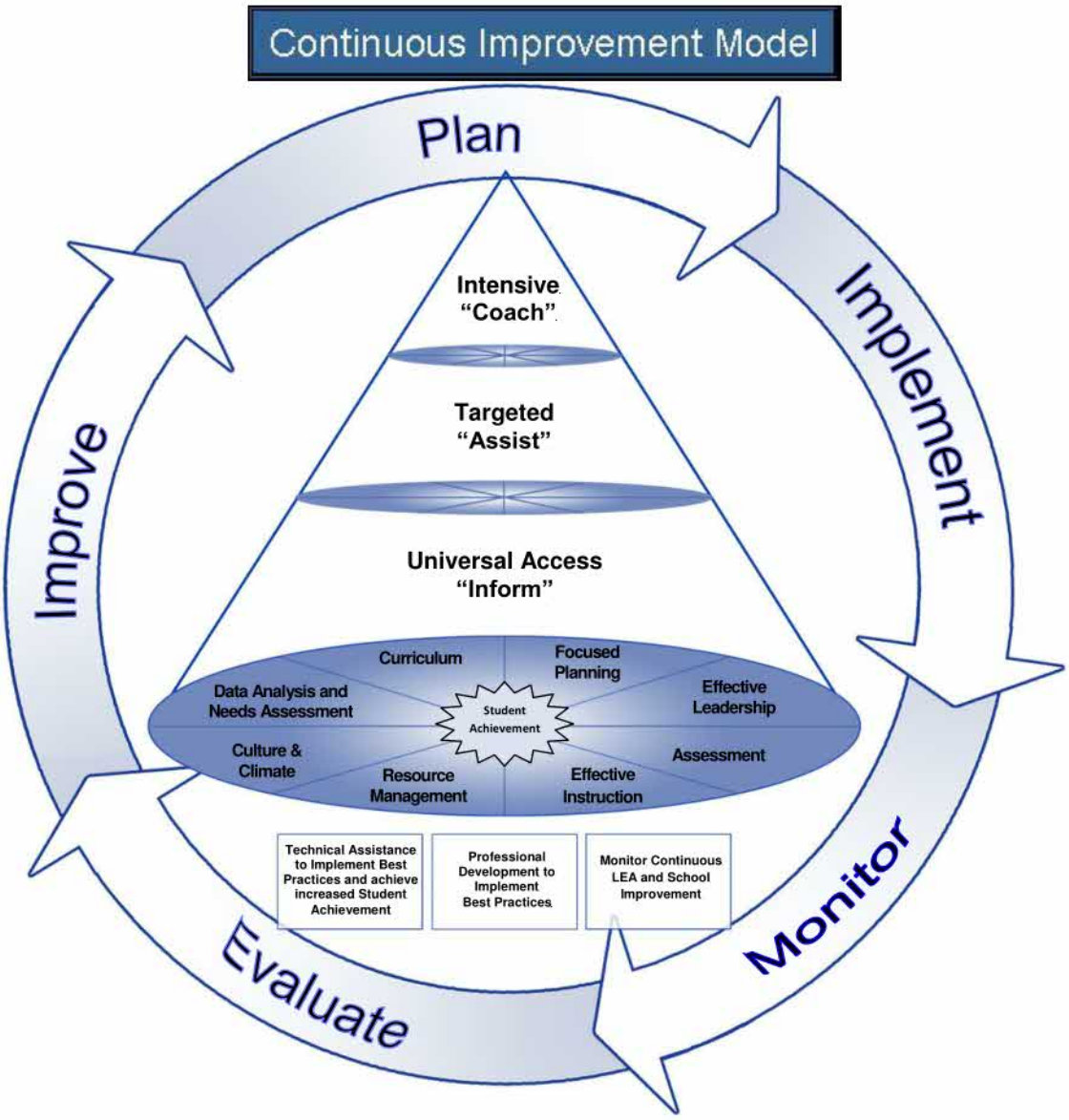
With A.R.S §15-241 providing the foundation, over the last two years, Arizona has redesigned and implemented a strong system for intervening in schools and LEAs identified as lowest performing in the state under both accountability systems. The system of support has been enhanced each year to meet the 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 the federal School Improvement Grant 1003g. One lesson 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 identifying the appropriate tier for all 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 LEAs 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 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 progress monitoring of implementation. Arizona has created a Differentiated Statewide System of Support and Accountability that addresses the needs of all the schools in the state.

Figure 2G.v Continuous Improvement Model



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

Accountability

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. Through evidence collected during the monitoring process previously described, ADE will hold LEAs with priority and focus schools accountable for:

- establishing bold annual performance targets and milestones for student achievement, school culture and teacher performance;
- making sufficient progress on meeting established annual performance targets and milestones;
- full and effective implementation of the selected intervention model for priority schools and full and effective implementation of the selected interventions aligned to the appropriate turnaround principles for focus schools, including but not limited to principle (v): using data to inform instruction, that address the focus schools reason for identification in order to ensure that focus schools are effectively improving the performance of low-performing students and reducing achievement gaps among subgroups, including English Learners and students with disabilities;
- development, implementation and monitoring of LEA and School continuous improvement plans which include required priority and focus interventions
- fiscal and programmatic compliance

The ADE School Improvement and Intervention Section has included objectives in the ADE strategic plan focused on priority and focus schools meeting the school's annual performance targets for student achievement, school culture and teacher performance. By including these objectives in the ADE strategic plan the SII team will ensure that all methods used to support and hold LEAs accountable are aligned to meeting school performance targets and school improvement exit criteria.

If a priority or focus school is not demonstrating sufficient progress on performance targets, milestones or implementation of the selected intervention model or plan, a mid-course adjustment to the plan or a corrective action plan will result. ADE may request additional documentation from the LEA or employ more intensive support or monitoring (e.g. more frequent on-site monitoring, fiscal monitoring, etc.) as deemed necessary by ADE staff. In addition, ADE, as part of its accountability and technical assistance responsibilities, will schedule and implement targeted compliance monitoring reviews at any time during the year when potential programmatic or fiscal concerns have become apparent.

For LEAs with priority schools that continue to demonstrate insufficient progress on performance targets, implementation of the selected model or are resistive to implementing the interventions, ADE will re-evaluate capacity to determine continuation of school improvement funding, if received. If the LEA does not provide evidence of implementation within 6 months of the corrective action plan, the school improvement grant funds will be discontinued.

Pursuant to A.R.S §15-241 (V), ADE is required to evaluate LEAs with schools that have been assigned an F letter grade "to determine if the school failed to properly implement its school improvement plan, align the curriculum with academic standards, provide teacher training, prioritize the budget or implement other proven strategies to improve academic performance." Upon discontinuation of school improvement grant funds, the Department, pursuant to A.R.S §15-241(V), "shall submit to the [SBOE] a recommendation...that the school be subject to a public hearing to

determine if the school failed to properly implement its improvement plan."
Upon the ADE's recommendation to hold a public hearing, pursuant to A.R.S §15-241(W) the SBOE is required to meet and, "may provide by a majority vote at the public hearing for the continued operation of the school as allowed by this subsection. The [SBOE] shall determine whether governmental, nonprofit and private organizations may submit applications to the [SBOE] to fully or partially manage the school. The [SBOE's] determination shall include:
1. If and to what extent the local governing board may participate in the operation of the school including personnel matters.
2. If and to what extent the state board of education shall participate in the operation of the school.
3. Resource allocation pursuant to subsection Y of this section.
4. Provisions for the development and submittal of a school improvement plan to be presented in a public meeting at the school.
5. A suggested time frame for the alternative operation of the school."

Additionally, A.R.S §15-241(X) requires the SBOE to: "periodically review the status of a 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. Before the [SBOE] makes a determination, the [SBOE] or its designee shall meet with the school district governing board or its designee to determine the time frame, operational considerations and the appropriate continuation of existing improvements that are necessary to assure a smooth transition of authority from the other organization back to the school district governing board."

A.R.S §15-241(Z) provides for revocation of a charter school's charter if the SBOE determines that a charter school failed to properly implement its improvement plan.

For LEAs with focus schools that continue to demonstrate insufficient progress on performance targets, implementation of the selected interventions aligned to the turnaround principles that address the reason for identification, or are resistive to implementing the interventions ADE will:

- 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 ADE determines that the school should be reclassified as a priority school, the LEA must then meet all priority schools requirements.
    a. If the school is a Charter School, ADE will notify the Charter authorizer and the Arizona Charter Schools Board of the reclassification.

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 of 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%). Based on 2013 data, 80% of Cohort 1 SIG schools showed an increase in percent passing in both reading and mathematics from 2010-2013 with the average growth at 15.50%. Based on 2013 data, 92% of Cohort 2 SIG schools showed an increase in percent passing in both reading and mathematics from 2010-2013 with the average growth at 15%. From 2012-2013, priority and focus schools also showed improvement in their letter grades based on Arizona's A-F Accountability System. There was a 14.8% reduction in the number of schools designated with a D and/or F label.

ADE continues to refine its differentiated system of support and accountability based on outcome data and lessons learned. 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.

Through the methods that ADE has described regarding differentiated recognition, support and accountability for all schools to be able to improve, LEAs and schools will have the capacity to sustain the improvement efforts beyond ADE's involvement.

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 3-10) 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 3-11); 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 then served as the State Superintendent of Public Instruction from 2011-2015.

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." [1]

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[2] (see Attachment 3-11 - SBE minutes of framework adoption 04-25-11) 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[3] (see Attachments 3-10, 3-10A and 3-10B - original and amended ArizonaFrameworkforMeasuringEducatorEffectiveness).

While SB 1040 offered 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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[1] SB 1040

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

[3] 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.[4] [5]The bill became law on August 2, 2012 amending A.R.S.§15-203 and adding A.R.S.§15-537.01. 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

[4] HB 2823 Legislative Summary

[5] HB 2823 Chaptered Law

teacher evaluation systems by September 15, 2012 that shall include:
  - Implementation process for teacher/principal evaluation systems.
  - Evaluation weightings.
  - Qualitative and quantitative elements used.
  - Methods by which the evaluations guide professional development.
  - 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.

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. After receipt of the final USED letter in November 2013, the Arizona Department of Education submitted 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 West Comprehensive Center (WCC) at WestEd is also a critical partner with ADE in the planning and hosting of six major statewide Educator Evaluation Summits tied to the Framework. ADE has adopted WCC's format of presentations by national experts along with ample LEA time to reflect and plan. The foundation of all six 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 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 are able to provide more focused technical assistance and support to all regional LEAs.

Helping Arizona understand what is happening in other states has been the focus 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 WCC. 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 3A.1: Implementation Timelines and Milestones). The Highly Effective Teachers and Leaders Division of ADE is committed to providing LEAs with the technical assistance and support necessary to implement this framework.

This will be accomplished by:

- ~~A~~ Continuing the series of Arizona Educator Evaluation Summits sponsored in partnership by ADE, WestEd's West Comprehensive Center and the Regional Education Centers;
- ADE Title IIA staff will 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.

Table 3A.1: Implementation Timeline and Milestones

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. ADE informed stakeholders through trainings across the state.
November 13 & 14, 2011:	ADE, in partnership with the Southwest Comprehensive Center at WestEd and in collaboration with the Regional Education Centers hosted its first Summit to Improve Teaching and Learning. Information on this and subsequent Summits is included in Section 3B.
December, 2011:	ADE begins development of the Arizona Teacher & Principal Evaluation Model.
February 26 & 27, 2012:	ADE-collaborates on Summit II.
March, 2012:	ADE begins a discussion with the State Board to amend the Framework to include the requirement of at least 3 performance levels.
April 29 & 30, 2012	ADE-hosts Summit III.

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: 2.0 Plan of Action for Development of Statewide Teacher and Principal Evaluation Model).
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 determined the effectiveness of implementing the requirements of the Framework through a two year pilot project.
February 23 & 24, 2013:	ADE-hosts Summit IV.
2013-2014 School Year:	All LEAs must use teacher and principal evaluation systems aligned to the Framework.
February 9 & 10 2014:	ADE hosts Summit V.
March 1 & 2, 2015	ADE hosts Summit VI.
2014-15 School Year	ADE provides technical assistance to LEAs in the implementation of the Arizona Framework for Evaluating Educator Effectiveness. In lieu of available AzMERIT (the adopted state assessment) data, LEAs are permitted to use other valid, reliable assessments aligned to standards.
October 2015	Data from the first year of AzMERIT implementation is scheduled to be available in October 2015, approximately eight weeks after the State Board of Education sets the cut scores for the new assessment. The requirement for state assessment data to be included as part of the evaluation framework is planned to continue in 2016-17 following the collection of two years of data.
January/February 2016	Student growth percentiles from 2014 AIMS to 2015 AzMERIT available (tentative)
August 2016	Student growth percentiles from 2015 AzMERIT to 2016 AzMERIT available

	(tentative) – first year of state assessment (AzMERIT) data for LEAs to use for personnel decisions for the 2017-18 school year
August 2017	Student growth percentiles, student growth targets, and any other growth model identified and approved for use in the state will be available (tentative) – second year of state assessment (AzMERIT) data for LEAs to use for personnel decisions for the 2017-18 school year.

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 and 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 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 held AZ Educator Evaluation Summits in February 2013, 2014 and 2015 focusing on bridging instructional shifts in Arizona's College and Career Ready Standards with educator evaluation systems.

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 3-10).

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 in any adopted model that measures 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.[6]

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 3-10).

b. Meaningfully differentiate performance using at least three performance levels?

In line with HB2823, 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[7].

> **"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, 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."

These levels were adopted by school districts and charters into their evaluation instruments by December 1, 2012. Districts and charters adopted their own definitions and began using 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

[6] State Board of Education December 5, 2011 minutes

[7] LEA Communiqué September 2011

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 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 requires 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 valid and reliable assessments in those areas where currently none exist. The Framework defines validity as "The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement." Eventually, this will transition all teachers out of Group B (non-tested subjects) and into Group A (tested subjects).

It should be acknowledged that the Teacher Incentive Fund (TIF) grantee at the Maricopa County Education Service Agency has, through its assessment development team, developed and implemented eighteen content specific and twelve performance based assessments allowing 95% of the teachers in its eleven partner districts to have valid and reliable measurements of instruction.[8]

(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 500 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 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

[8] *MCESA: A Closer Look at Assessments 2014-15

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 were allowed to amend their evaluation systems during the 2013-2014 school year to align with the 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 previously measured student growth ~~on~~ with the Arizona Instrument to Measure Standards in mathematics and in reading. The state 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 assessment 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 adoption of AzMERIT as the new statewide assessment in November 2014 allows Arizona to continue SGP although a minimum of two years data will be necessary to establish a baseline to determine appropriate academic growth. Data from the first year of AzMERIT implementation is scheduled to be available in October 2015, approximately eight weeks after the State Board sets the cut scores for the new assessment. In Summer 2016, ADE will seek approval from the State Board for an approach to student growth on the state assessment (AzMERIT) that will be the same for all LEAs. At this time, it is unclear how that approach may be structured and what the options are, but it will apply uniformly to all educators. Following approval from the Board, the approach will be incorporated into final SY 2015-2016 ratings.

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

implemented a definition of "academic progress" that was 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 is 20%.

Sixteen schools participated in the model program and used Student Growth Percentiles and Student Growth Targets. ADE also piloted 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:

- Implementation process for teacher/principal evaluation systems.
- Evaluation weightings.
- Qualitative and quantitative elements used.
- Methods in which the evaluations guide professional development.
- 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?

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 assisted ADE in establishing a process/system for ensuring LEAs utilize valid and reliable measures through its evaluation of the Framework and the use 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 3A.2 and 3A.3 on the following pages detail these measures and the weights that must be given to each measure (See page 10 of Attachment 3-10).

Table 3A.2: Teacher Evaluations

	Classroom-Level Data	School-Level Data	Teaching Performance
GROUP "A"	• State Administered	• State	Evaluation instruments shall

(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.)	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 total evaluation outcomes.*** ***AzMERIT data, when available, shall be used as at least one of the classroom level 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.***	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 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.***	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. ***Required*** ***Teaching Performance results shall account for between 50 - 67% of the total evaluation outcomes.***
GROUP "B" (Teachers with **limited or no available classroom-level student achievement data that are valid and reliable**,	• District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Student Learning Objectives (SLOs) • Other valid and reliable	• State Administered Assessments (aggregate School, department, grade, or Team-level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school,	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

aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	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.*** ***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.***	department or grade- level results). • Survey data • Student Achievement Profiles. • Other valid and reliable school-level data e.g. grade level goals ***Required: The sum of available school-level data and classroom-level data shall account for between 33% and 50% 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.***	Education. **See standards below ***Required*** ***Teaching Performance results shall account for between 50 - 67% of the total evaluation outcomes.***

****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 3A.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.*** ***AzMERIT data, when available, shall be used as at least one of the school level 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.	• 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 outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome***	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 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 AzMERIT, when available, AZELLA (Arizona English Language Learner Assessment), AIMS and AIMS-A (prior to 2014-15) and other assessment data that LEAs utilize to determine student growth.

The Arizona Framework requires the use of statewide data, which is provided to the LEAs when available, 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, ADE has taken the following critical steps:

1. A cross-divisional Assessment Team was 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, February 26-26, 2012 [9].
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."[10] 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?

[9] Summit II Agenda
[10] Senate Bill 1040

- ***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 best practices for professional development and evaluator training . . ."

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, 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 student achievement. These teams 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.
- 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 3-10).

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[11]. 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.

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

[11]. HB 2011 Laws 2009 3rd SS ch12

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 3A.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[12]	Page 9
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 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)?	A.R.S §15-203(A)(38)	N/A	Pages 9-13
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? (following the receipt of Spring 2017 state assessment (AzMERIT) results LEAs will use 2 years data to inform personnel decisions for the 2017-18 school)	A.R.S §15-537, 15-538, 15-539(C), 15-203(A)(38)	N/A	Page 3

[12] LEA Communiqué September 2011

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 3-10).

At the end of the 2013-2014 school year, ADE required 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 shared 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 facilitates the work of this Advisory Committee. The Effective Teachers and Leaders Unit (housed within the HETL Division) briefs the committee on the technical assistance provided to LEAs and the results of monitoring implementation for LEAs that are in Corrective Action, known as Priority Schools, or are identified as "persistently low achieving". This information is 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?

- **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:

- ***2011-2012 LEA Improvement Plans and Grant Applications:***

Even though the Flexibility Request will change the reporting requirements for LEAs, ADE has proactively used 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.[13]

"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."

[13] 2011–2012 Arizona Guidance for Title II

Furthermore for LEA applications of Title IIA, funds may include expenditures to support these goals[14].

"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 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.

- ***Educator Evaluation Summits:***

ADE, in cooperation with its partners, sponsored six Summits to address the key components of Arizona's framework. These Summits assist LEAs in aligning their teacher and principal evaluation systems to the Arizona Framework for Evaluating Educator Effectiveness.

Summit I: ***Using Multiple Measures in a Comprehensive System to Improve Teaching and Learning,*** **November 13 and 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. LEA teams used the information from this summit to

[14] Guidance- Title II-A Funding Use of Title II–A to Support the Development, Implementation, & Evaluation of Educator Evaluation Systems

assess the components and measures they had in place that align to the Framework, and to 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 and 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. 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 including 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.

Summit IV: *Bridging Educator Evaluation with AzCCRS Implementation Teaching and Learning*, February 24 and 25, 2013
The fourth Summit in the series focused on deepening the understanding between implementation of Arizona's College and Career Ready Standards and educator effectiveness initiatives.

Summit V: *Supporting Principals as Instructional Leaders in the Observation Process*, February 9 and 10, 2014
The fifth Summit in the series focused on integrating Arizona's College and Career Ready Standards and the work required of principals to positively impact their evaluation systems.

Summit VI: *Comprehensive System to Improve Teaching and Learning*, March 1 and 2, 2015
The sixth Summit in the series gave participants the opportunity to hear from national experts and reflect on the research, resources and various approaches to supporting school leaders in implementing performance evaluations aligned to Arizona's College and Career Ready Standards.

- **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 building-level administrators and teachers/teacher leaders on their committee to develop their grant application for Title IIA funds. All current LEA Improvement Plans must address their strategies for implementing their new teacher and principal evaluation systems as of 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. Performance of certificated teachers; evaluation system
> 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 the 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.

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 was 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 submitted 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 was 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.[15]

ADE monitors district implementation of local evaluation systems by collecting data. This data includes 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.

[15]. Summit II Agenda

Additionally, 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) is conducting an extensive evaluation of the implementation of both Arizona's Framework for Evaluating Educator Effectiveness and the State Teacher and Principal Evaluation Model.[16]

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, ADE 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 mathematics class or is the primary teacher for language arts and/or mathematics, 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 mathematics curriculum and not the primary content area teacher for students with disabilities, then they would be evaluated as part of the Group B teachers.

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 passed two key pieces of legislation, a State Board adopted framework and implemented many opportunities for training and outreach.

Arizona's implementation plan exceeded the timeline requirement by a year. The State Teacher and Principal Evaluation Model was 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 is comprised of a number of school districts and charter schools that, as a whole, are 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. School districts or charter schools may have elected to postpone full implementation of the teacher/principal evaluation until school year 2013-2014 **if** the governing board adopted a plan that included a detailed timeline, a plan to

[16] The scope of work for the processes and protocols for approving new projects has not yet been set by Institute of Education Sciences (IES)

engage teachers and other stakeholders and how evaluations would 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."***

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?

The Implementation Timeline and Milestones, Table 3.1, demonstrate some of the key events that ADE achieved 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.[17]
- Summits I-VI. The LEAs who have participated in all six summits received information to adjust and implement their teacher/principal evaluation system aligned to the Framework.
- 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.[18]
- 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.[19]
- A Fact Sheet has been sent to all LEAs and is available on the Teacher Principal Evaluation webpage[20].

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

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[17] State Awareness Presentation

[18] Teacher / Principal Evaluation webpage

[19] Teacher and Principal Evaluation Press Release

[20] Teacher and Principal Evaluation Fact Sheet

support system?

The ADE State Teacher and Principal Evaluation Model, which is currently being designed with key stakeholders, was 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). Feedback was gathered from a variety of content educators and school and district leaders that will assist with the modification and implementation of each LEA's chosen evaluation model.

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 is a top priority of 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.[21]

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 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, completed, along with a contractor, a review of e processes and procedures. This review identified seven key processes for continuous 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);
4) Increase grantee knowledge around ADE processes for grants management; and,

[21] ADE Five Year Strategic Plan

5) Reduce inconsistency in requirements across programs, when possible.

The Grants Management Unit continues to 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 allows the ADE to reduce the time in currently takes to disburse payments to schools/districts from 45 days to 5 working days. With the new system, ADE has been able to issue multiple checks to LEAs in a single month in as few as 5 days. This change alone is expected to 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 long-term commitment to customer service, the Department's annual Strategic Plan and its longer term Five-Year Plan contain the following goals with objectives that address issues of ineffective systems:

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, 2015.*
2. *Continue to 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.*
3. *Increase efficiency through the implementation of an on-line teacher certification system by October, 2015*

4 Complete 95% of reimbursement requests within 5 working days

5 Pilot the new State Opt-In Student Information System in at least 6 LEAs in FY 15 school year.

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

The process of changing the ADE from a singular focus on either compliance, or technical assistance depending on the program, to a service organization continues to evolve. 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. 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.

Arizona Department of Education

March 11, 2015

Dear Education Stakeholder,

Next Tuesday, March 17, at 3:30 p.m. the Arizona Department of Education (ADE) will be hosting an Arizona ESEA Flexibility Renewal Webinar.

This informational session will give parents, teachers, school administrators, and other community members the opportunity to learn about and share their feedback on Arizona's pending renewal request for Elementary and Secondary Education Act (ESEA) flexibility.

REGISTER NOW

Topics discussed will include proposed changes to Arizona's accountability and school support systems, expectations for all students, and ways to support effective instruction and school leadership.

Attendees will be invited to ask questions about the process and Arizona Department of Education employees will be on hand to provide answers and capture audience members' thoughts.

Questions and feedback about the renewal process can be sent to eseawaiver@azed.gov.

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Questions and Answers: ESEA Renewal Webinar – March 17, 2015, 3:30-4:30 p.m.

Q: Will the PowerPoint be made available?
A: The presentation used during the webinar is available here.

Q: Does the waiver include charter schools?
A: Yes, the waiver covers all schools and districts in Arizona.

Q: What aspect does the waiver cover and how is this flexibility beneficial to Local Educational Agencies (LEAs)?
A: ESEA Flexibility modifies the implementation of specific sections of Title I's requirements for accountability and school improvement. Benefits to LEAs include elimination of certain requirements for the expenditure of Title I and Title II funds because LEAs are no longer subject to identification for improvement, the number of schools identified for improvement is limited to 5% of the lowest performing and 10% of those with achievement gaps, and the 100% achievement goal has been extended through 2020. The Flexibility Request also includes description of how Arizona is implementing its college- and career-ready academic standards and assessments and an evaluation system for teachers and principals.

Q: There has been a lot of discussion about moving away from the AZCCRS since the new superintendent of instruction came on board. Is this something that can actually happen?
A: Yes, states are allowed to adjust their standards; however, they have to be significantly rigorous to be approved as "college and career ready." As we enter a review process, we will work closely with higher education to make sure that any new or revised standards will meet these requirements.

Comment: Good plan to avoid double testing middle schoolers.

Q: As a school administrator I am very concerned as to whether or not AzMERIT has been proofed and is a quality assessment that will do our students justice. Can you explain this process as to set our minds at ease?
A: It is a requirement that ADE ensure that the state assessment is valid and reliable. We adhere to the Standards for Educational and Psychological Testing. In addition to meeting the test development standards we include Arizona educators to participate in review of items as well other pertinent resources. As part of the work that is done with the vendor we have a quality check system in place where ADE conducts the final review of materials.

Q: Will AMO's for AzMERIT be created after the 2nd year of AzMERIT implementation?
A: Arizona will identify AMO's based on 2014-2015 statewide assessment results; ESEA waiver compliance requires states to submit these AMO's in January 2016.

Q: The state legislature is currently considering a bill to suspend A-F letter grades for two years. Will the Arizona Department of Education (ADE) wait for this vote to happen? And if this vote is not in the affirmative what is the likely outcome?
A: The ADE will apply for a waiver by the deadline – March 31; the Department's waiver application outlines a transition plan which is not dependent on the A-F letter grade system. The Department is prepared to operationalize a transition plan consistent with the timeline described in SB1289.

Q: When can we see the pilot proposal for school and district accountability?
A: The new criteria to identify Reward, Focus, and Priority schools are included in the PowerPoint. The criteria apply at the school level only.

Q: Will charter schools have to complete ECAPs? Currently, it's a choice.
A: There are no proposed changes to charter schools and the use of ECAPs.

Q: So, even though we are trying to suspend school labeling through this transition to a new assessment, you are still going to label schools?
A: The new criteria to identify Reward, Focus, and Priority schools are included in the PowerPoint. The criteria apply at the school level only. Schools which meet the criteria will receive a label which allows them to receive support. The ESEA waiver application describes criteria for federal labels only – not A-F labels. Federal labels of Reward, Focus, Priority are developed by the State and submitted for approval through the ESEA flexibility process. If the state does not have a system in place to identify these schools, Arizona schools will revert to AYP labels and AYP implications.

In the absence of a state-developed accountability system, which has been the A-F Letter Grade Accountability System up until 2014, Arizona must have a method to identify schools in need of support in order to continue to receive Title I funds. Schools which receive Title I support will receive Title I support under ESEA flexibility if the state has an approved system in place which can replace AYP. Prior to ESEA flexibility and the A-F letter grade accountability system, ALL schools in the state received AYP determinations since Arizona is a Title I participating state. While there are no A-F labels proposed in this transition plan or Arizona's application for ESEA flexibility for the next school year, there is still a system in place to ensure that schools and the state can continue to receive and use their Title I funds in a manner more flexible than what is allowed under AYP/ESEA. Not all schools will receive a label; not all schools which qualify for Reward, Focus, Priority labels will realize any tangible outcomes from these labels. Also, SB1289 requires that schools continue to be identified as "below average" during the transition period. The "below average level of performance" is described in ARS 15-241 as a "D" letter grade. Implications of having "below average level of performance" continue for schools during the 2014-2015 and 2015-2016 school year.

Q: Who is considered a sub group?
A: Arizona uses the Bottom 25%. Part of Arizona's current ESEA flexibility allows Arizona to identify the subgroup based on the lowest performing students at a school regardless of NCLB subgroups such as special education status, race/ethnicity, etc.

Q: Why are you calling it a hiatus? Is the intention to go back to letter grades?
A: The State Board has instituted a process to review accountability for Arizona schools. In the interim the Department will not issue an A-F letter grade. While the new state accountability system has not yet been adopted, we anticipate that there will still be a requirement to identify the lowest performing schools, using criteria yet to be finalized.

Q: Just clarifying - For the criteria, the percent passing and growth are using AZMerit results?
A: For the most part, yes. The Priority – Low performing criteria considers multiple years of low achievement. This may also include performance on 2014 AIMS. The Reward – High Progress and Priority – Lowest Performing criteria also consider performance on the 2014 A-F point scale.

Q: How does this work with charter schools?
A: This applies to both charter and district schools.

Q: So rewards schools cannot use Waiver 13?
A: The state receives the waiver – not the school. Waiver 13 allows ADE to allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

Q: How/when will we know if we are "pre-focus" or "pre-priority"?
A: The criteria are currently posted and the timeline for identification is included in the PowerPoint.

Q: Will there be new exit criteria for Focus and Priority Schools?
A: Yes, we will be using the current exit criteria before we transition to implementing this proposal. Exit criteria will determined by annually reviewing the designations of priority and focus. The new Focus and Priority criteria will use new, corresponding exit criteria.

Q: Current evaluation criteria do not account for instructional models that leverage technology and face-to-face (blended) instruction. Whole group teaching is often absent in this model and teachers are coaches or facilitators. How does this work with current requirements and accountability when multiple teachers facilitate the same student but in different roles and modalities?
A: LEAs could match an individual student's assessment data to a teacher of record or teachers could share the student's data either fully or weighted based on the percent of time they spend in actual instruction of each student.

Q: What about schools that opened in 2014/2015? How are they being held accountable?
A: The proposed transition plan uses the first year of AzMERIT results mainly to develop a statewide baseline. The new criteria will be applied after the 2015-2016 test administration. This would give us two years of data based on the new assessment.

Q: What about charter schools that solely rely on online curriculum with students working independently at their own pace in terms of teacher accountability?
A: The student assessment data would be connected to the teacher of record that is responsible for planning and implementing the curriculum and overseeing the students' progress.

Q: What is the AZELLA reclassification percentage rate for the SY15?
A: There is no minimum AZELLA reclassification rate percentage in the absence of "ELL points" contributing to A-F points for a final letter grade; however, performance on AZELLA is included in the Reward, Focus, Priority criteria.

Q: Please clarify...for Group B teachers do I understand that the student progress data component for school-wide data can be no more than 17%?
A: Group "B" teachers (those with limited or no available classroom-level student achievement data appropriate to their individual content areas), can use school-level data which can account for 33-50% of the total evaluation outcome. Group "A" teachers should have at least 33% from classroom-level data and then up to 17% of school-level data to account for their student achievement measurements.

Q: If the legislators, Gov. Ducey and Supt. Douglas are pushing to eliminate the Common Core/Arizona College & Career Readiness Standards, and the AzMERIT assessment (which I disagree with), then why would Arizona reapply for the waiver? This seems like a waste of time and effort.
A: States are allowed to adjust their standards; however, they have to be significantly rigorous to be approved as "college and career ready." As we enter a review process, we will work closely with higher education to make sure that any new or revised standards will meet these requirements. We will discuss any changes to state testing that result from legislative action with USED to determine what impact they may have on the renewal process.

Q: Does SB1289 include charter schools?
A: There is no exemption of charter schools in SB1289.

Q: You state that the waiver is in request for students who aren't enrolled in high school but are taking high school level work, which is fine, but what about double testing of high school students who are behind in credits and will be "double- tested" if they are enrolled in, for example, an English 9 course and an English 11 course?
A: The waiver is only allowable for students being double tested in middle school. The expectation for high school students would be to take an End-of-Course (EOC) test when they have completed the appropriate course (Algebra I, Geometry, Algebra II, ELA 9, ELA 10, ELA 11). Unfortunately, students in credit recovery will be required to take the assessment as appropriate. While the high school assessment is currently not high stakes, LEAs might want to use the results as part of high school students' course grades. This is not a requirement by ADE or the State Board of Education (SBE) but an option that LEAs can consider.

Q: Why are only some schools receiving labels?
A: The flexibility process describes the 3 categories—reward, priority and focus—and limits the number of schools in priority and focus to 5% and 10% of the total Title I schools, respectively. The purpose is to target resources from school improvement to those schools that need most support. All schools will be evaluated. Schools that don't meet any of the listed criteria will not receive any designation

Q: How would the scores for those students in middle school who are taking high school courses affect the school's overall accountability level? Would the school be given credit for the number of students taking advanced courses?
A: The new criteria are described in the PowerPoint.

Q: How will the waiver be impacted by any change in the state's implementation of AZCCRS?
A: States are allowed to adjust their standards; however, they have to be significantly rigorous to be approved as "college and career ready." As we enter a review process, we will work closely with higher education to make sure that any new or revised standards will meet these requirements.

Q: So do I understand correctly that schools will not earn a rating of A-F for 2015-2016 and 2016-2017, but rather, would receive a rating of R, F, or P?
A: The Department does not intend to issue A-F letter grades in FY15 or FY16; however, Title I schools will continue to be identified for Reward, Focus, and Priority status. Non-title I schools which meet these criteria will also be identified.

Q: When will we know if the waiver is approved?
A: This is an iterative process with the US Department of Education. Some states' applications are approved faster than others.

Q: Please list the accountability pieces for next year, in lieu of AIMS.
A: Please see the bullets in the PowerPoint.

Q: What is the approximate timeline for the "new criteria for all schools during A-F hiatus" to be approved?
A: Use of these criteria to identify schools for Reward, Focus, Priority status will come from USED if our waiver is approved. Use of any criteria to identify an Arizona school as “below average” (the equivalent of a “D” letter grade) must be approved by the State Board of Education.

Q: The exit criteria for Focus schools previously had AIMS as a component. How will that factor in?
A: New criteria correspond with new exit criteria. We will be using AIMS data until the new assessment data is available.

Q: What if the school is not Title I?
A: Non-Title I schools have received AYP determinations in the past; Arizona is a recipient of Title I funds. Only Title I schools identified as Reward, Focus, Priority would be eligible to receive financial support.

Q: For schools that are not R, F, or P, will they retain their 2014 A-F label, or will there simply be no label?
A: The 2014 A-F letter grade is the last letter grade issued by the ADE. There is no plan to issue a 2015 letter grade at this time.

Comment: EOC testing is great, as long as students test when they actually finish the course. Otherwise, we will be having students finish courses, moving onto another course and having to "go back" to test.
Response: Beginning in 2015, EOC tests will be administered every spring. The Arizona Department of Education (ADE) plans to offer them at two additional times (summer and fall) for students on alternate schedules. Students will take the exams while they are enrolled in the corresponding course. For more information, click here.

Q: On an early slide, two assessments were listed: AZ Merit and NCSC. Please explain NCSC.
A: The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states (13 core states and 11 Tier II states) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. Arizona will administer the NCSC Alternate Assessments for ELA and Mathematics.

Arizona Department of Education
Office of Superintendent of Public Instruction Diane M. Douglas

FOR IMMEDIATE RELEASE

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Arizona Department of Education to Solicit Public Feedback on ESEA Flexibility Renewal Request

(Phoenix, Ariz. March 11, 2015) – The Arizona Department of Education will be hosting an online public meeting on March 17 at 3:30 p.m. to discuss its proposed renewal request for Elementary and Secondary Education Act (ESEA) flexibility.

"Gathering and responding to public input from families, teachers, school administrators and community members is a crucial part of this renewal process," said Superintendent of Public Instruction Diane Douglas. "We will work with everyone to ensure our request reflects the values and concerns of Arizonans."

The session will provide participants the opportunity to learn about and share their feedback on ESEA waiver flexibility. Participants will be invited to ask questions about the process and Arizona Department of Education experts will be on hand to provide answers and record participants' input.

Topics discussed will include proposed changes to Arizona's accountability and school support systems, expectations for all students, and ways to support effective instruction and school leadership.

Registration is available at https://attendee.gotowebinar.com/register/5051254639597901825.

Arizona's original application for relief from some of the most burdensome federal education regulations was approved in July 2012. The approved Flexibility Request means Arizona is no longer subject to many elements of the Elementary and Secondary Education Act.

End

Focus Group Results
Native American College Students on College and Career Readiness
Focus group conducted February 26, 2014 at ASU Discovery Hall

Report submitted by D. Norris

Purpose:

The Native American Education and Outreach Program at the Arizona Department of Education (ADE) seeks to learn from Native American college students firsthand about how ADE can better support their needs. This group focused on the college preparedness of Native American college students. Educators use this term freely, however it the students who are experiencing this concept in many practical contexts. This focus group was designed to answer the following questions: What does it mean to students once they arrive and thrive on college campus from urban and reservation based schools? Do they feel they were adequately prepared? Where do they wish they had better preparation? What are examples of how students realize whether or not they have been adequately prepared for college? What do they wish they had known in terms of preparedness? What subjects do they feel prepared in and what subjects do they feel unprepared? What would have given them advantages in this transition to college life? Does college preparedness impact their course of study and career plans?

Background

On February 26, 2014 a focus group consisting of Native American College students was conducted at ASU's Discovery Hall. This focus group was semi-structured in nature, meaning an outlined discussion guide of questions was prepared in advance and followed but yet flexibly organic (free flowing when appropriate) enough for other topics to be explored as they arose. The main focus was on college preparedness in our K-12 public schools as realized by current Native American college students.

There were 8 students participating with a diverse mixture of educational backgrounds, communities, and tribal affiliations. More than half attended high school in urban areas, most had attended schools in reservation communities for part of their educational experience. There were more female students than male, and more degrees pursued in the liberal Arts than the sciences. There were many topics presented by students but there were also clearly reoccurring themes for consideration. Since the format was very open and flexible students spoke about whatever they wanted to talk about though the questions were all based in the context of college preparedness.

Tribes represented: Hopi, Navajo, White Mountain Apache, Havasupai, Ho-Chunk

- Participant #1 Male, Attended urban high school

    - Freshman : Science major
    - A.P. Math, Honors student, active in sports.
    - President, Native American Group in H.S.
    - Mentors included: Aunts/Uncle. Friends who were college graduates, teachers.
- Participant #2 Female
    - Senior, Major: Sociology.
    - Not active in sports, interests included spending time with friends and art.
    - First in her family to go to college.
    - Mentors included father.
- Participant #3 Female
    - Senior, Major: Political Science, Minor: Native American Studies
    - Gates Williams Scholarship.
    - Active in sports in H.S. and Upward Bound.
    - Mentors included: Her uncle who encouraged her to go to school.
- Participant #4 Female
    - Major: Communications. Minor in French.
    - Lived on a reservation for 1 year. Family very well educated.
    - Involved in sports and French club.
    - Mentors included: Mother.
- Participant #5 Male
    - Major: Human Development.
    - Father was a veteran. Mother was a cosmetologist.
    - Mentors included: Nephew who was older and had different point of view. Father who encouraged him to challenge himself.
- Participant #6, Female
    - Bachelors: Criminal Justice. Master's program: American Indian Studies
    - Father H.S. graduate. Mother: Did not graduate.
    - Mentors included: Grandmother who did not want her to continue to live on the reservation until she received her college degree.
- Participant #7, Female, Major: Education (bilingual ed)
    - Graduated from H.S. when she was 16.
    - 3rd generation college student.
    - Grandfather was a code talker soldier.
    - Involved in sports and set goals in H.S.
- Participant #8, Male
    - Graduate student.
    - Lived on the Reservation
    - No strong academic mentors.

The focus group session went from 1:00 P.M. to 2:45 P.M. (about 2 1/2hours) and was co-facilitated by Director of Communications and Partnerships Ryan Ducharme and DAS of Native American Education and Outreach Debora Norris. AA Kelley Santillanes took notes along with DAS Norris.

Focus Group Results

- **Male students experience schools differently from female students. Two thirds of male students spoke about experiencing hostile school environments, with specific instances of discrimination against them because of race. There was also a lot of exposure to violence and discouraging messaging. Intergenerational discrimination was mentioned as an influence on educational choices. Students spoke about experiencing discrimination from Non-Natives as well as Native on Native discrimination based on things other than race like socio-economic indicators and verbal accents. Male and female students spoke of being teased and ostracized for being ahead academically or being perceived as "smarter" than their peers. More Girls spoke of being encouraged, but with limited difficulties with other female students, and they did not speak of specific instances or similar experiences that boys had with discrimination and hostility. What is interesting is that both male and female students were attending similar schools and in one case the very same schools as their female peers. This means they are experiencing the same schools very differently.**
    - #1 he said he felt a lot of discrimination in school both from Non-Indian and also by other Native students.
        - He said *"There was a lot of discrimination in High School. It was bad."* He said *"at high school I walked in on non-Indian students talking badly about Native students."* He would not elaborate but to say, *"It was bad. It hurt"*, he said *"like being stabbed here. (Motioning to his heart)"*. It was a form of discrimination that made him question his own abilities.
        - In elementary school he was "picked on" a lot by other Natives (in a reservation based school) since he excelled in math other Native kids would nag and make fun of him. *"It was confusing",* he said of this.
    - #5 spoke of generational discrimination and hostile school environments.
        - His father left school in the 8th grade because of discrimination in the schools in another state. Later in his own life he would be a recipient of a lot of discrimination himself. His father made the decision to move to Arizona so his kids "*would go to school around other Indians".*
        - He said there were many types of people in the schools and some of them made school unwelcoming and hostile. He experienced violence in school with fights. He enrolled in a boarding school in New Mexico where he excelled.
    - Female students were more likely to be teased for having accents in their speech or for affluence.
        - When #3 attended school off the reservation for two years, she was immediately told to "talk right" by her teachers and was placed in speech therapy. When she returned to the reservation she was teased by other Native students for "talking like a White girl". Her uncle encouraged her to use it to her advantage.
        - #4 Grew up in the Phoenix Valley form an affluent professional family. When she attended school on the Navajo Nation for a couple of years it was hard for her because she *"was teased for having a White girl accent".* She *"felt out of*

place" because the kids would tease her for her nice clothes and because she was ahead in her studies. Although she was unapologetic for having been labeled *"rich and intelligent"* by her peers on the reservation, she spoke of this memory as a painful one. She also spoke about not fitting in with the Native American club in her urban high school having been deemed "not Navajo enough" by her peers.

- **All students felt they were not prepared for college by their schools. There was a lot of blame, anger and incredulity of schools' lack of their preparation for college. 7 out of 8 students said they were not academically prepared. 1 out 8 was academically prepared, though not mentally prepared. Half specifically mentioned their school had no interest in promoting higher education. These students felt like the schools only wanted for them to graduate from high school and did not encourage pursuing post-secondary education goals. Many of the students who took advantage of advanced level classes, and dual credit programs were dismayed to find they were still unprepared for college level coursework. Academic recognition and aggressive recruiting by post-secondary institutions often contributed towards a false sense of preparedness. Unfamiliarity of college level expectations for coursework, how academic assessment translate into college preparedness, and lack of study skills development and time management all contributed towards a what only be described as a *rude-awakening* for these students.**
    - #1 said of this *"Yes, I was prepared except for academically. Academically it was difficult. They didn't care. They didn't care about the curriculum. They didn't care. They just wanted us to graduate. There was no higher education emphasis.", "English was my only challenging class.",* and *"If my school challenged me I would be prepared."*
    - #6 said *"They prepared me to get in* (to college), *but not to do the work."*
    - #8 said *"I wasn't prepared. School fooled me into thinking I was good at English. I already knew I was bad at math. In college I was put in basic intermediary classes from the start. The classes* (at high school) *weren't up to par."*
    - #5 said there was a gap from high school (to college). He explained that since he did really well on the ASVAB scoring in the high 90's percentile and since the Air Force recruiter really pursued him to enlist; he thought he was prepared for college.
- **When given many chances to elaborate on the academic unpreparedness yielded by their k-12 experience, math programs were described as being less rigorous in reservation based schools. Students take this personally.**
    - #1 spoke of his experience moving from an urban community back to the reservation for 5th and 6th grades. He understood immediately that on his reservation they were 2 years behind his studies gained at an urban school. "No disrespect ", he said "but it was kind of sad". He mentioned he felt self-conscious about his advanced abilities, being so far ahead of his new peers.
    - # 8 went to school at a reservation-based school; about his math abilities he said *"I already knew I was bad at math"* (before he came to college.)

- **Teachers were hardly mentioned by students, administrators were not mentioned at all. Only one student mentioned a teacher by name, at all other times they were referred to as *"they"* and most of examples were unfavorable.**
    - *(#4) "They didn't care. They just wanted us to graduate"*
    - Of the positive influence one student mentioned a teacher by name and said Mr *"H."* saw him on campus everyday and encouraged him. He called this teacher a mentor.

- Student #4 mentioned a school counselor by name stating that she only said how much fun college would be. She agreed that it is! She also stated although she these comments were encouraging to her; the same counselor offered no specific help or other encouragement on going to college.

- **Reservation based schools were experienced as lacking rigor and high expectations.**
  - All students who went from urban or high performing border schools to reservation based schools commented on how the rigor on reservations was years behind their own schooling. Specifically, #1 mentioned that the reservation school was two years behind his own math instruction in Flagstaff; this was in the 5th and 6th grade. Therefore, his experience was seeing middle school students on his reservation doing elementary level math.
- **Students spoke of extracurricular activities in school which helped them gain confidence, keep focused in school, gain familiarity with other communities and exposure to non-Indian students. Sports was mentioned the most, then the arts. Two were active in cultural pageants.**
  - #2 stated her interest in music was a big reason for her participation in high school and staying connected with other like-minded students.
  - #3 began to engage in a variety of extra-curricular activities. She specifically mentioned the Upward Bound Program and competition in pageants.
  - #4 was active in sports, music, and other clubs.
  - #5 found he was good in sports at school and it helped him find his place in school. Athletics and going to the gym were good for stress management.
  - #7 addresses intergenerational ties to sports in Native American communities. She specifically mentioned that her mother was a basketball player. She also said she was able to travel a lot in high school with her association through basketball. Because of this travel transitioning to college *"wasn't a big deal"* since she was already familiar with campus.
- **The overwhelming majority spoke painfully of cultural identity issues that surfaced in school experiences. Some students were of mixed heritage or of mixed tribal affiliation. Many were urban Indians who expressed discomfort with "not being Indian enough" or being singled out for their differences in their respective reservation communities while in school. Other cultural identity issues stemmed from negative stereotypes and associations with being Native American. Moving from one community to another exacerbated these internal conflicts. Not conforming to peer norms left some feeling excluded or even ostracized. Judgment by peers is confusing. Elders are looked to for direction and guidance.**
  - Two female students were teased because of their accents. One was teased by both Non-Native then later, by other Native American students for speaking like a Non-Native.
  - One female student expressed frustration that she felt she was deemed "not Navajo enough" by her peers.
  - One was ambivalent about his extraordinary academic abilities compared with his reservation student peers. He questioned whether he deserved to college. Why him and not them? He questioned whether or not the stereo types about academic failure for Native American students was true and wondered if to would apply to him.
  - Students were open about "reservation life" being hard. They spoke of examples of poverty, teen pregnancies, low academic expectations, and the temptation for peers to become involved in illegal activity. Yet, they were sensitive about seeming disloyal

for wanting life to be different for themselves and exercising that choice through pursuing education.

- **Native American students overwhelmingly choose non-STEM studies, fields, and programs. Sometimes they are pushed out of STEM fields of study or denied inclusion in programs of choice. One student was in astrophysics studies. Another student had an intention on pursuing the same major however, was not accepted into the major once in college. This student is now a Liberal Arts major. Very few had members of family in STEM fields. One student mentioned she had engineers and architects in the family. Lack of confidence in math was palpable when discussed.**
- **Native American students remain positive in face of challenges. Despite Native American students' many challenges faced in schools and at home, specific instances of lack were not emphasized. Students instead mentioned specifically who encouraged them, who expected them to do well in spite of the many omissions of disadvantages. Strong ties to families and culture we deemed to overcome instances of lack and poverty. Students emphasized how the Native American extended family is truly beneficial to supporting and encouraging student aspirations.**
- **Native American Extended families are very influential and are dynamic sources of support for students. Parents were mentioned as role models. However, grandfathers were mentioned most as encouraging mentors, then uncles. When it comes to encouraging messaging grandfathers and uncles were the most effective. Finally, students want to be sources of pride for their parents and siblings.**
- **Education is seen as a way to obtaining a higher quality of life, meeting family expectations, having more choices in life, and also for helping their communities. Not all students want to return to the reservation. Some were ambivalent about how their majors would translate into careers at home.**
    - #3 spoke directly of wanting a better life realizing at some point she wanted an education and *"wanted off the reservation"* explaining she saw people living in poverty and did not want to live that way herself. She later softened this stance and went on to say she felt a responsibility to go back and change what she didn't like about reservation life.
    - #5 said he was encouraged by his influential uncle who said "Do something with yourself".
    - #6 had a grandmother who was a tribal judge and she encouraged her to go to college and then come back to the reservation with an education.
    - #8 said he didn't have any money or college mentors, but his family elders gave him a strong work ethic and he knew he could work hard. He said about education *"Without education I'd probably be working at a gas station in Tuba City."*
- **Schools are not adequately preparing Native American students to think about education after high school. A majority of students from urban and reservation based schools aid they were not asked to think about higher education. Many felt they had no direction, couldn't identify a major or having concrete educational plans beyond college. This caused difficulty in college selecting studies, identifying majors, and progression towards degree completion.**
    - None of the students said they have always known what they wanted their career to be.
    - Most expressed that their high schools did not provide any direction or encouragement towards pursuing college studies. Many said they had trouble

identifying majors once in college. #4 and #5 left community college programs because they couldn't connect with studies. They later enrolled in ASU.

- **When given a chance to advise younger siblings on college preparedness, they gave minimal academically based advice, but provided plenty of philosophical encouragement taking on the role of elders to the next generation of Native American college students. They said:**
    - Get a mentor
    - Look for new opportunities
    - Be confident in self and abilities
    - Don't stop
    - Get out of shell, overcome shyness.
    - Learn to manage time and stress
    - Listen to what People tell you especially teachers
    - Ask questions
    - Pray- be thankful
    - Get involved and take advantage of resources like the library, counselors, etc.
    - Do summer programs and enrichment programs
    - Seek rigor
    - Have a plan, mind your responsibilities
    - Ask questions, say something, speak up!
    - Learn how to study
    - Be proud of where you came from
    - Develop a strong work ethic-understand you will be doing a lot of work
    - Leave your comfort zone

- **Reasons for peers dropping out of college were largely related to bad grades, family issues, and finances.**
    - #2 said her childhood friend dropped out in sophomore year of college because she struggled academically. She intended to come back after one semester and never returned.
    - #3 said Out of her high school graduating class of 150, 10 went to college, 5 went to ASU. Of these 5 one left because she had a child, two other left for financial reasons, and another left because of bad grades. Some she said "were just in party mode." "*I don't think they wanted it!...Sad!*"

Recommendations

Have response to discrimination in all schools. Students report discrimination affects their school experience; this is especially true for male students. Discrimination affects student school choices, their interaction with peers and staff, and also impacts self-concepts of ability and worthiness.

Promote positive school culture for Native American students. School culture is extremely important to Native American students. When asked about college preparedness in the K-12 system Native American students talk most about school culture issues rather than academic issues.

Conduct response based inquiry of school culture concerns of Native American male students since they report more examples of experiencing schools as hostile environments and report less encouraging messaging than female students.

Promote STEM fields as viable options for Native American youth. Expose students to exciting careers in STEM fields that may not be accessible to Native American youth.

Promote Rigor in Reservation based schools, especially in Math. Native American students report having less rigorous instruction in reservation based schools.

Promote time management and practical study skills. Students mentioned not having appropriate study skills and time management skills in college. Many said they wished they had learned more of these in high school including the importance of turning in work in a timely manner.

Work with school counselors to promote post-secondary education opportunities with students. Many of the top performing students did not report meaningful interaction with academic counselors. Interactions were described as glib, superficial and non-specific in intention other than the need to graduate from high school. Students want more specificity on college opportunities, possible careers, and exploration of college majors. School counselors should encourage exploration of College courses, fields of study, and syllabi with Middle school and High School students.

Utilize extended family to encourage Native American students. School leaders and personnel should understand the importance of the extended family in Native American culture where grandparents, aunts and uncles, and older siblings take responsibility for students in their families. Students mention parents a lot in the context of role models. However, students described grandfathers as uncles as the most influential in encouraging academic success. Students also had a strong drive to be good examples to younger siblings, nieces and nephews in their families.

Support Extracurricular activities like sports and music to keep students engaged in school. Students spoke of music, sports and art as keeping them interested in school, building connections with other students, and gaining exposure to other communities and college campus life.

Promote tolerance of diversity in academic achievement, socio economic indicators, verbal accent, and degree of cultural ties. Not conforming to peer norms leaves some feeling excluded or even ostracized. Affluent students, students who are ahead academically, or have differences in verbal accent, or cultural connection are made to feel self-conscious, and uncomfortable for their differences even among peers.

State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

April 18, 2013

Dear Tribal Educator,

I am pleased to invite you to the second in a series of very important meetings regarding the students in your community who are attending Arizona public schools. Recently the US Department of Education provided approval of the Elementary and Secondary Education Act Waiver for the State of Arizona. Arizona's ESEA Flexibility request allows the state to move to a more aligned system of school accountability and also provides more flexibility in meeting the academic needs of all students. This includes full and ready access to Arizona's Common Core Standards in English Language Arts and Mathematics

The Arizona Department of Education is committed to meeting with Tribal governments and Tribal education leadership on a quarterly cycle to explore where common interests and greater working partnerships can lead to better outcomes for Native American students in your community. During our first meeting, we received very good feedback from the participating tribes. During this second meeting we will be able to report on progress made on your valuable suggestions and guidance. Please join us on May 7, 2013 at Ak-Chin Him Dak Eco-Museum and Archives Conference Room located at 47685 North Eco Museum Road off Farrell Road. The agenda is attached for your review. The meeting will begin at 9AM.

The Arizona Department of Education staff and the Office of Indian Education will share information about the ESEA Flexibility Request and the expectations and implementation plans for the Arizona Common Core Standards in all schools. Collectively, meeting participants will develop plans for supporting and assisting schools in Native American Communities and building greater partnerships with tribal governments and Native American Communities. We hope you will be able to join us. We greatly appreciate the Ak-Chin Indian Community for hosting this meeting.

Please RSVP to Debora Norris at Debora.Norris@azed.gov

Sincerely,

Kathy Hrabluk

Debora Norris

Kathryn Hrabluk
Associate Superintendent, Academic Standards Division
Arizona Department of Education

Debora Norris
DAS Native American Education
Arizona Department of Education

Arizona's College and Career Ready Standards
Mathematics

Crosswalks: AZCCRS / 2008

Grade Kindergarten

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students
State Board Approved June 2010
November 2013 Publication

Counting and Cardinality – (CC)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Know number names and the count sequence.	K.CC.A.1	Count to 100 by ones and by tens.	M00-S1C1-02	Count forward to 20 and backward from 10 with or without objects using different starting points. (Limited to counting forward to 20 by ones; includes counting backward from 10: extends beyond expectations of 2010 Mathematics Standards)
			M01-S1C1-02	Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s. (Extends beyond expectations of 2010 Mathematics Standards by including counting backward from 100 and counting forward by 2s and 5s)
	K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	M00-S1C1-02	Count forward to 20 and backward from 10 with or without objects using different starting points. (Limited to counting forward to 20; extends beyond expectations of 2010 Mathematics Standards by including counting backward from 10)
			M01-S1C1-02	Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s. (Extends beyond expectations of 2010 Mathematics Standards by including counting backward and counting forward by 2s, 5s, and 10s)
	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	M00-S1C1-01	Express whole numbers 0 to 20 using and connecting multiple representations.

* This standard is new to the Arizona College and Career Ready Standards

Counting and Cardinality – (CC)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Count to tell the number of objects.	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
		a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	M00-S1C1-01	Express whole numbers 0 to 20 using and connecting multiple representations.
			M00-S1C1-02	Count forward to 20 and backward from 10 with or without objects using different starting points. (Extends beyond expectations of 2010 Mathematics Standards by including counting backward from 10)
		b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	*	
		c. Understand that each successive number name refers to a quantity that is one larger.	M00-S1C1-03	Identify numbers which are one more or less than a given number to 20.
	K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	M00-S1C1-01	Express whole numbers 0 to 20 using and connecting multiple representations. (Objects are counted but not in specific arrangements; includes multiple representations)

* This standard is new to the Arizona College and Career Ready Standards

Counting and Cardinality – (CC)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Compare numbers.	K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	M00-S1C1-04	Compare and order whole numbers through 20. (Extends beyond expectations of the 2010 Mathematics Standards to 20 objects instead of 10 objects)
			M00-S1C3-01	Identify quantities to 20 as more or less than 5 or as more or less than 10. (Compares to benchmark numbers of 5 and 10 only)
	K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	M00-S1C1-04	Compare and order whole numbers through 20. (Extends beyond expectations of the 2010 Mathematics Standards to 20 as written numerals)

* This standard is new to the Arizona College and Career Ready Standards

Operations and Algebraic Thinking – (OA)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Understand addition as putting together and adding to, and understand subtractions as taking apart and taking from.	K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)	M00-S1C2-02	Develop and use multiple strategies to determine • sums to 10 and • differences with minuends to 10.
			M00-S1C2-03	Create word problems based on sums to 10 and differences with minuends to 10.
	K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	M00-S1C2-01	Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols. (Includes subtraction also)
	K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	M00-S1C2-02	Develop and use multiple strategies to determine • sums to 10 and • differences with minuends to 10. (Extends beyond expectations of the 2010 Mathematics Standards by including subtraction also)
			M00-S3C3-01	Record equivalent forms of whole numbers to 10 by constructing models and using numbers. (Extends beyond expectations of the 2010 Mathematics Standards by including subtraction also)
			M02-S2C3-01	List all possibilities in counting situations.

* This standard is new to the Arizona College and Career Ready Standards

Operations and Algebraic Thinking – (OA)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Understand addition as putting together and adding to, and understand subtractions as taking apart and taking from.	K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	M00-S1C2-01	Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols.
			M00-S3C3-01	Record equivalent forms of whole numbers to 10 by constructing models and using numbers. (Extends beyond expectations of the 2010 Mathematics Standards by including subtraction also)
			M02-S2C3-01	List all possibilities in counting situations.
	K.OA.A.5	Fluently add and subtract within 5.	M00-S1C2-01	Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols. (Extends beyond the expectations of the 2010 Mathematics Standards by including within 10)

Number and Operations in Base Ten – (NBT)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Work with numbers 11-19 to gain foundations for place value.	K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	M01-S1C1-01	Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations. (Extends beyond the expectations of the 2010 Mathematics Standards by including to 100)

* This standard is new to the Arizona College and Career Ready Standards

Measurement and Data – (MD)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Describe and compare measurable attributes.	K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	M00-S4C1-02	Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (Does not specify measurable attributes)
	K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	M00-S4C1-02	Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (Does not specify measurable attributes)
			M00-S4C4-01	Compare and order objects according to observable and measureable attributes.
			M00-S4C4-02	Use the attribute of length to describe and compare objects using non-standard units. (Limited to length only)
Classify objects and count the number of objects in each category.	K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(Limit category counts to be less than or equal to 10.)*	M00-S2C3-01	Sort, classify, count, and represent up to 20 objects and justify the sorting rule. (Extends beyond the expectations of the 2010 Mathematics Standards by including to 20)

* This standard is new to the Arizona College and Career Ready Standards

Geometry – (G)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Identify and describe shapes (squares, circle, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	M00-S4C1-01	Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments. (Does not include as many shapes or positional terminology)
			M03-S4C1-03	Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.
	K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	M00-S4C1-01	Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments. (Does not include as many shapes; only 2-D shapes)
			M03-S4C1-03	Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.
	K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	M00-S4C1-02	Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (Includes 2-D shapes only)
			M03-S4C1-03	Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms. (Includes 3-D shapes only)

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Geometry – (G)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Analyze, compare, create, and compose shapes.	K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	M00-S4C1-01	Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments. (Includes 2-D shapes only)
			M00-S4C1-02	Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (Includes 2-D shapes only)
			M03-S4C1-04	Describe and compare attributes of two- and three-dimensional figures.
	K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	M00-S4C1-02	Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (Builds and draws 2-D shapes only)
	K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	M01-S4C1-03	Describe the results of composing and decomposing 2-dimensional figures. (Includes 2-D shapes only)

* This standard is new to the Arizona College and Career Ready Standards

Standards for Mathematical Practice – (MP)				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
	K.MP.1	Make sense of problems and persevere in solving them.	M00-S5C2-01	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.
			M00-S5C2-02	Identify the given information that can be used to find a solution.
			M00-S5C2-03	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
			M00-S5C2-04	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M00-S5C2-05	Explain and clarify mathematical thinking.
			M00-S5C2-06	Determine whether a solution is reasonable.
	K.MP.2	Reason abstractly and quantitatively.	M00-S5C2-05	Explain and clarify mathematical thinking.
	K.MP.3	Construct viable arguments and critique the reasoning of others.	M00-S5C2-05	Explain and clarify mathematical thinking.
	K.MP.4	Model with mathematics.	M00-S5C2-03	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
			M00-S5C2-04	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	K.MP.5	Use appropriate tools strategically.	M00-S5C2-03	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
			M00-S5C2-06	Determine whether a solution is reasonable.
	K.MP.6	Attend to precision.	M00-S5C2-05	Explain and clarify mathematical thinking.
	K.MP.7	Look for and make use of structure.	M00-S5C2-05	Explain and clarify mathematical thinking.
	K.MP.8	Look for and express regularity in repeated reasoning.	M00-S5C2-06	Determine whether a solution is reasonable.

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Removed or Moved 2008 Performance Objectives				
CLUSTER	**AZCCRS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
		REMOVED	M00-S1C1-05	Recognize and compare the ordinal position of at least five objects.
		REMOVED	M00-S2C1-01	Construct simple displays of data using objects or pictures.
		REMOVED	M00-S2C1-02	Ask and answer questions by counting, comparing quantities, and interpreting simple displays of data.
		REMOVED	M00-S3C1-01	Recognize, describe, extend, create, and record simple repeating patterns.
		REMOVED	M00-S3C1-02	Recognize, describe, extend, and record simple growing patterns.
	1.OA.7	MOVED TO GRADE 1	M00-S3C3-02	Compare expressions using spoken words and the symbol =.

* This standard is new to the Arizona College and Career Ready Standards

Arizona's College and Career Ready Standards
Mathematics

Summary of Changes

High School

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students
State Board Approved June 2010
November 2013 Publication

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
MHS-S1C1-02 (2008) Sort sets of numbers as finite or infinite, and justify the sort.	MHS-S1C1-03 (2008) Express that the distance between two numbers is the absolute value of their difference. MOVED to 7.NS.1b	MHS-S2C4-01 Solve network problems using graphs and matrices. SUBSUMED WITHIN OTHER CONTEMPORARY MATHEMATICS STANDARDS.	HS.N-CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.
MHS-S2C2-03 (2008) Use simulations to model situations involving independent and dependent events.	MHS-S1C2-03 (2008) Calculate powers and roots of rational and irrational numbers. MOVED to 8.EE.1	MCWR-S2C4-01 Study the following topics related to vertex-edge graphs: Euler circuits, Hamilton circuits, the Travelling Salesperson Problem (TSP), minimum weight spanning trees, shortest paths, vertex coloring, and adjacency matrices. MOVED TO CONTEMPORARY MATHEMATICS AZ.HS.CM-DM.1.	HS.N-CN.8 Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
MHS-S4C1-02 (2008) Visualize solids and surfaces in 3-dimensional space when given 2-dimensional representations and create 2-dimensional representations for the surfaces of 3-dimensional objects.	MHS-S1C2-04 (2008) Compute using scientific notation. MOVED to 8.EE.4	MCWR-S2C4-02 Understand, analyze, and apply vertex-edge graphs to model and solve problems related to paths, circuits, networks, and relationships among a finite number of elements, in real-world and abstract settings. MOVED TO CONTEMPORARY MATHEMATICS AZ.HS.CM-DM.2.	HS.N-VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, $\|v\|$, $\|\|v\|\|$, v).
MHS-S4C1-05 (2008) Explore Euclid's five postulates in the plane and their limitations.	MHS-S1C3-01 (2008) Determine rational approximations of irrational numbers. MOVED to 8.NS.2	MCWR-S2C4-03 Devise, analyze, and apply algorithms for solving vertex-edge graph problems. MOVED TO CONTEMPORARY MATHEMATICS AZ.HS.CM-DM.3.	HS.N-VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
MHS-S4C1-07 (2008) Use the hierarchy of quadrilaterals in deductive reasoning.	MHS-S1C3-04 (2008) Estimate the location of the rational or irrational numbers on a number line. MOVED to 8.NS.2	MCWR-S2C4-04 Extend work with adjacency matrices for graphs, such as interpreting row sums and using the nth power of the adjacency matrix to count paths of length n in a graph. MOVED TO CONTEMPORARY MATHEMATICS AZ.HS.CM-DM.4.	HS.N-VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.
MHS-S4C1-09 (2008) Solve problems using the triangle inequality property.	MHS-S2C1-01 (2008) Draw inferences about data sets from lists, tables, matrices, and plots. MOVED to 7.SP.2	MCWR-S1C2-04 (2008) Define polar coordinates; relate polar coordinates to Cartesian coordinates. MOVED FROM 4TH CREDIT TO ALGEBRA 2 HS.N-CN.4	HS.N-VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
MHS-S4C4-03 (2008) Determine the effect that changing dimensions has on the perimeter, area, or volume of a figure.	MHS-S2C1-05 (2008) Determine which measure of center is most appropriate in a given situation and explain why. MOVED to 7.SP.4	MCWR-S1C2-05 (2008) Convert complex numbers to trigonometric form and then multiply the results. MOVED FROM 4TH CREDIT TO ALGEBRA 2 HS.N-CN.4 & HS.N-CN.5	HS.N-VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
MHS-S5C1-01 (2008) Select an algorithm that explains a particular mathematical process; determine the purpose of a simple mathematical algorithm.	MHS-S2C2-05 (2008) Use concepts and formulas of area to calculate geometric probabilities. MOVED to 7.SP.7b	MCWR-S1C3-01 (2008) Recognize the limitations of estimations by assessing the amount of error resulting from estimation and determining whether the error is within acceptable tolerance limits. MOVED FROM ALGEBRA 2 TO 9-10 HS.N-Q.3	HS.N-VM.12 Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
MHS-S5C1-02 (2008) Analyze algorithms for validity and equivalence recognizing the purpose of the algorithm.	MHS-S4C1-06 (2008) Solve problems using angle and side length relationships and attributes of polygons. MOVED to 8.G.5	MCWR-S2C1-01 (2008) Solve problems by estimating and computing with one-variable and two-variable data. STAYED IN 4TH CREDIT HS.F-LE.2 AND REDISTRIBUTED TO 9-10 HS.S-ID.1 AND ALGEBRA 2 HS.F-LE.2	HS.A-SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*
MCWR-S1C2-06 (2008) Apply DeMoivre's Theorem to calculate products, powers, and roots of complex numbers.	MHS-S4C2-03 (2008) Sketch and describe the properties of a 2-dimensional figure that is the result of two or more transformations. MOVED to 8.G.3 & 8.G.4	MCWR-S2C1-02 (2008) Compare data sets using graphs and summary statistics, including variance and standard deviation, with or without technology. STAYED IN ALGEBRA 2 HS.S-ID.2 AND REDISTRIBUTED TO 4TH CREDIT HS.S-ID.2	HS.A-APR.4 Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity $(x^2+y^2)^2=(x^2-y^2)^2+(2xy)^2$ can be used to generate Pythagorean triples.*
MCWR-S3C2-08 (2008) Find the major and minor axes, intercepts and asymptotes of conic sections.	MHS-S4C2-04 (2008) Determine the effects of a single transformation on linear or area measurements of a 2-dimensional figure. MOVED to 8.G.3 & 8.G.4	MCWR-S2C1-03 (2008) Compute and explain summary statistics for distributions of data including measures of center and spread, including variance and standard deviation. STAYED IN 4TH CREDIT HS.S-ID.4 AND REDISTRIBUTED TO ALGEBRA 2 HS.S-ID.4	HS.A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
MCWR-S3C2-16 (2008) Identify the degree of a given polynomial function and write a polynomial function of a given degree	MHS-S4C3-02 (2008) Illustrate the connection between the distance formula and the Pythagorean Theorem. MOVED to 8.G.8	MCWR-S2C1-04 (2008) Explain how sampling methods, bias, and the phrasing of questions asked during data collections impact the conclusions that can be drawn. MOVED FROM 4TH CREDIT TO 9-10 HS.S-IC.6	HS.A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*
MCWR-S4C1-02 (2008) Explore geometries other than Euclidean geometry in which the parallel postulate is not true.	MHS-S4C3-07 (2008) Determine the solution to a system of linear equations in two variables from the graphs of the equations. MOVED to 8.EE.8b	MCWR-S2C1-05 (2008) Identify misleading uses of data and explain why they are misleading. MOVED FROM 4TH CREDIT TO 9-10 HS.S-IC.6	HS.A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MCWR-S4C3-07 (2008) Graph equations given in polar coordinates.		MCWR-S2C1-07 (2008) Determine when arguments based on data mistake correlation for causation. MOVED FROM 4TH CREDIT TO 9-10 HS.S-ID.9	HS.F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*
MCWR-S5C1-01 (2008) Use a variety of approaches (inductive and deductive reasoning, estimations, generalizations, formal and informal methods of proof) to analyze algorithms.		MCWR-S2C1-08 (2008) Draw a line of best fit for a scatterplot with or without technology, describe how the correlation coefficient relates to fit, and explain when it is appropriate to use the regression equation to make predictions. STAYED IN ALGEBRA 2 HS.S-ID.6a-c; HS.S-ID.8 AND REDISTRIBUTED TO 4TH CREDIT HS.S-ID.6a-c	HS.F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S2C1-09 (2008) Use matrices to organize and represent data. MOVED FROM ALGEBRA 2 TO 9-10 HS.N-VM.7	HS.F-LE.4 For exponential models, express as a logarithm the solution to $a\,b^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.
		MCWR-S2C2-02 (2008) Use the principal characteristics of the normal distribution to estimate probabilities. STAYED IN ALGEBRA 2 HS.S-ID.4 AND REDISTRIBUTED TO 4TH CREDIT HS.S-ID.4	HS.F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
		MCWR-S3C1-01 (2008) Analyze sequences and series and use them in modeling, including • explicit formulas for nth terms, • sums of finite arithmetic series, and • sums of finite geometric series. STAYED IN ALGEBRA 2 HS.A-SSE.4 AND REDISTRIBUTED TO 4TH CREDIT HS.A-SSE.4	HS.F-TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
		MCWR-S3C1-02 (2008) Apply recursive formulas for arithmetic and geometric sequences to solve problems. MOVED FROM 4TH CREDIT TO 9-10 HS.F-BF.1 & HS.F-BF.2 AND ALGEBRA 2 HS.F-BF.1	HS.F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C1-03 (2008) Distinguish between explicit and recursive formulas and convert between them, making good choices about when to use which. MOVED FROM ALGEBRA 2 TO 9-10 HS.F-BF.2	HS.F-TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
		MCWR-S3C1-04 (2008) Solve problems involving recursion. STAYED IN ALGEBRA 2 HS.F-BF.1 AND REDISTRIBUTED TO 9-10 HS.F-BF.1	HS.F-TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
		MCWR-S3C1-05 (2008) Use and interpret sigma notation to represent summation. STAYED IN ALGEBRA 2 HS.A-SSE.4 AND REDISTRIBUTED TO 4TH CREDIT HS.A-SSE.4	HS.F-TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
		MCWR-S3C2-01 (2008) Express and solve problems that can be modeled using linear, quadratic, logarithmic, exponential, cubic, reciprocal, absolute value, and step and other piecewise-defined functions; interpret their solutions in terms of the context. STAYED IN ALGEBRA 2 HS.F-LE.2 AND REDISTRIBUTED TO 4TH CREDIT HS.F-BF.1 & HS.F-LE.2	HS.G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C2-02 (2008) Use function notation flexibly and evaluate a function at a value represented by an algebraic expression. MOVED FROM ALGEBRA 2 TO 9-10 HS.F-IF.2	HS.G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
		MCWR-S3C2-03 (2008) Graph absolute value, and step and other piecewise-defined functions identifying their key characteristics. STAYED IN ALGEBRA 2 HS.F-IF.7 AND REDISTRIBUTED TO 4TH CREDIT HS.F-IF.7	HS.G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
		MCWR-S3C2-09 (2008) Find domain, range, intercepts, period, amplitude, and asymptotes of trigonometric functions. MOVED FROM 4TH CREDIT TO ALGEBRA 2 HS.F-IF.7	HS.G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
		MCWR-S3C2-10 (2008) Given a function • find the inverse of the function, • determine whether the inverse is a function, explain why the graph of a function and its inverse are reflections of each other over the line $y = x$. MOVED FROM ALGEBRA 2 TO 4TH CREDIT HS.F-BF.4	HS.G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C2-12 (2008) Use theorems of polynomial behavior (including but not limited to the Fundamental Theorem of Algebra, Remainder Theorem, the Rational Root Theorem, Descartes Rule of Signs, the Conjugate Root Theorem) to find the zeros of a polynomial function. STAYED IN 4TH CREDIT HS.A-APR.2 AND REDISTRIBUTED TO ALGEBRA 2 HS.N-CN.9	HS.G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
		MCWR-S3C2-14 (2008) Combine functions by composition, as well as by addition, subtraction, multiplication, and division including any necessary restrictions on the domain. STAYED IN ALGEBRA 2 HS.F-BF.1 AND REDISTRIBUTED TO 4TH CREDIT HS.F-BF.1 & HS.F-BF.4b,d	HS.G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
		MCWR-S3C2-15 (2008) Determine if functions are even, odd, or neither both algebraically and graphically. MOVED FROM ALGEBRA 2 TO 4TH CREDIT HS.F-BF.3	HS.G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C2-17 (2008) Develop an informal notion of limits. STAYED IN 4TH CREDIT HS.G-GMD.1 AND REDISTRIBUTED TO 9-10 HS.G-GMD.1	HS.G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
		MCWR-S3C3-01 (2008) Rewrite and describe the need for equivalent forms of algebraic expressions. STAYED IN ALGEBRA 2 HS.F-IF.8 AND REDISTRIBUTED TO 9-10 HS.A-SSE.3 AND 4TH CREDIT HS.A-SSE.3	HS.G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
		MCWR-S3C3-02 (2008) Apply the laws of exponents including rational and negative exponents to rewrite expressions in alternative forms. STAYED IN ALGEBRA 2 HS.N-RN.1 & HS.N-RN.2 AND REDISTRIBUTED TO 4TH CREDIT HS.A-SSE.3	HS.G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C3-03 (2008) Solve systems of three linear equations in three variables with or without technology. STAYED IN ALGEBRA 2 HS.A.REI.8 & HS.A-REI.9 AND REDISTRIBUTED TO 9-10 HS.A-REI.6	HS.G-SRT.4 Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
		MCWR-S3C4-01 (2008) Analyze and describe how a change in an independent variable leads to a change in a dependent variable. STAYED IN ALGEBRA 2 HS.F-LE.1a-c AND REDISTRIBUTED TO 4TH CREDIT HS.F-LE.1a-c	HS.G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
		MCWR-S3C4-03 (2008) Analyze change in various contexts by modeling and solving word problems using functions and equations. STAYED IN ALGEBRA 2 HS.F-LE.1a-c AND REDISTRIBUTED TO 4TH CREDIT HS.F-LE.1a-c	HS.G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.
		MCWR-S3C4-05 (2008) Solve problems involving compound interest. STAYED IN 4TH CREDIT HS.F-LE.1a; HS.F-LE.2 & HS.F-LE.5 AND REDISTRIBUTED TO ALGEBRA 2 HS.F-LE.1a; HS.F-LE.2 & HS.F-LE.5	HS.G-SRT.9 Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C4-06 (2008) Demonstrate the relationship between • simple interest and linear growth and • compound interest and exponential growth. STAYED IN 4TH CREDIT HS.F-LE.1a-c AND HS.F-LE.5 AND REDISTRIBUTED TO ALGEBRA 2 HS.F-LE.1a-c AND HS.F-LE.5	HS.G-C.1 Prove that all circles are similar.
		MCWR-S3C4-07 (2008) Determine the total cost of purchasing consumer durables over time given different down payments, financing options, and fees. STAYED IN 4TH CREDIT HS.A-SSE.4 AND REDISTRIBUTED TO ALGEBRA 2 HS.A-SSE.4	HS.G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
		MCWR-S3C4-08 (2008) Apply a variety of strategies to use tax tables and determine, calculate, and complete yearly federal income tax. STAYED IN 4TH CREDIT HS.F-IF.7b AND REDISTRIBUTED TO ALGEBRA 2 HS.F-IF.7b	HS.G-C.4 Construct a tangent line from a point outside a given circle to the circle.

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S3C4-09 (2008) Develop a personal budget including debit, checking, and savings accounts by interpreting multiple personal budget examples. STAYED IN 4TH CREDIT HS.N-Q.2 AND REDISTRIBUTED TO 9-10 HS.N-Q.2 AND ALGEBRA 2 HS.A-CED.1	HS.G-GMD.2 Give an informal argument usng Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
		MCWR-S3C4-10 (2008) Determine an effective retirement savings plan to meet personal financial goals including IRAs, ROTH accounts, and annuities. STAYED IN 4TH CREDIT HS.A-SSE.4 AND REDISTRIBUTED TO ALGEBRA 2 HS.A-SSE.4	HS.G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
		MCWR-S3C4-11 (2008) Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options. STAYED IN 4TH CREDIT. HS.S-MD.5b AND REDISTRIBUTED TO ALGEBRA 2 HS.S-MD.5b	HS.G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
		MCWR-S4C1-01 (2008) Perform basic geometric constructions using a variety of methods, including • perpendicular bisector of a line segment, • bisector of an angle, and • perpendicular or parallel lines. MOVED FROM 4TH CREDIT TO 9-10 HS.G-CO.12	HS.G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S4C1-03 (2008) Apply the law of cosines and the law of sines to find missing sides and angles of triangles. STAYED IN 4TH CREDIT HS.G-SRT.10 & HS.G-SRT.11 AND REDISTRIBUTED TO ALGEBRA 2 HS.G-SRT.10 & HS.G-SRT.11	HS.G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
		MCWR-S4C2-01 (2008) Describe how changing the parameters of a quadratic function affects the shape and position of its graph ($f(x) = a(x-h)^2+k$). MOVED FROM ALGEBRA 2 TO 4TH CREDIT HS.F-BF.3	HS.S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
		MCWR-S4C2-02 (2008) Describe how changing the parameters of an exponential function affects the shape and position of its graph ($f(x) = ab^x$). MOVED FROM ALGEBRA 2 TO 4TH CREDIT HS.F-BF.3	HS.S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
		MCWR-S4C3-01 (2008) Graph the solution set of a system of two or three linear inequalities and given an ordered pair, determine whether it is a solution to the system. MOVED FROM ALGEBRA 2 TO 9-10 HS.A-REI.12	HS.S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
		MCWR-S4C3-02 (2008) Determine an equation of a circle given its center and radius; given an equation of a circle, find its center and radius. STAYED IN ALGEBRA 2 HS.G-GPE.1 AND REDISTRIBUTED TO 9-10 HS.A-CED.3	HS.S-MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
		MCWR-S4C3-04 (2008) Graph all six trigonometric functions identifying their key characteristics. MOVED FROM 4TH CREDIT TO ALGEBRA 2 HS.F-IF.7e	HS.S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
		MCWR-S4C3-06 (2008) Convert between rectangular and polar coordinates. MOVED FROM 4TH CREDIT TO ALGEBRA 2 HS.N-CN.4	HS.S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*
			HS.S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*

HIGH SCHOOL			
Removed	**Moved to a Different Grade Level**	**Moved within the Grade Level**	**New Standards**
			HS.S-MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
			HS.S-MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Informational Text Complexity Analysis Worksheet for Instruction

Title:	Author:

Quantitative Measures and Grade Bands

ACCS Grade Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	Lexile	Reading Maturity	Source Rater
2-3	2.75-5.14	42-52	1.98-5.34	420-820	3.53-6.13	0.05-2.48
4-5	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
6-8	7.00-9.98	57-67	6.61-10.43	925-1185	7.04-9.57	4.11-10.66
9-10	9.67-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
11-12	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

Text Description-

Quantitative Measure and Recommended Grade Band Placement

Qualitative Analysis

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	Notes/Evidence
Purpose	The text contains multiple purposes, and the primary purpose is subtle, intricate and /or abstract.		The primary purpose of the text is not stated explicitly but is easy to infer based upon the context or source; the text may include multiple perspectives.		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective.		
Text Structure	Connections among an expanded range of ideas, processes or events are often implicit, subtle or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to the comprehension of content.		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content.		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content.		
Language Features	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses.		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses.		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences.		
Knowledge Demands	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusion or references have no content and require inference.		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in the context.		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text.		
Use of Graphics (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text.		Graphics are mainly supplementary to understanding the text; they generally contain or reinforced information found in the text.		Graphics are simple and may be unnecessary to understanding the text.		

Qualitative Complexity Level (Very Complex, Moderately Complex, Easily Accessible)

Reader and Task Considerations **Professional Judgment: 1. Knowledge of Students as Readers 2. Understanding Text Complexity 3. Ability to use a range of instructional approaches/scaffolds 4. Does the text match the task?**

Potential Challenges this text poses	Instructional Supports/Scaffolds	Text/Task Match

Placement Recommendation –Grade Level Band and Complexity Level	Briefly explain recommended placement

Literary Text Complexity Analysis Worksheet for Instruction

Title:	Author:

Quantitative Measures and Grade Bands

ACCS Grade Bands	ATOS	Degrees Of Reading Power	Flesch-Kincaid	Lexile	Reading Maturity	Source Rater
2-3	2.75-5.14	42-52	1.98-5.34	420-820	3.53-6.13	0.05-2.48
4-5	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
6-8	7.00-9.98	57-67	6.61-10.43	925-1185	7.04-9.57	4.11-10.66
9-10	9.67-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
11-12	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

Text Description-

Quantitative Measure and Recommended Grade Band Placement

Qualitative Analysis

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	Notes
Meaning	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text.		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety.		One level of meaning; theme is obvious and revealed early in the text.		
Text Structure	Prose or poetry includes more intricate elements such as subplots, shifts in point-of- view, shifts in time, or non-standard text structures.		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g.; in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements.		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements.		
Language Features	Language is generally complex, with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures, including complex sentences with subordinate phrases and clauses.		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g.; language); text uses a variety of sentence structures.		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences.		
Knowledge Demands	The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have no context and require inference and evaluation.		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context.		The text explores a single theme; if there are any references or allusions, they are fully explained in the text.		
Use of Graphics (Optional)	The visual presentation is essential for gaining a deeper understanding of the text with which it is paired; it may provide additional information not otherwise conveyed in the text.		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand but not entirely predictable.		The visual presentation is easy to understand; it engages the reader more than it enhances understanding of the text with which it is paired.		

Qualitative Complexity Level (Very Complex, Moderately Complex, Easily Accessible)

Reader and Task Considerations **Professional Judgment: 1. Knowledge of Students as Readers 2. Understanding the Complexity of Texts 3. Ability to use a range of instructional approaches/scaffolds 4. Does the text match the task?**

Potential Challenges this text poses	Instructional Supports/Scaffolds	Text/Task Match

Placement Recommendation-Grade Level Band and Text Complexity Level	Briefly explain recommended placement

Text Complexity Analysis Worksheet Guidance Document

Purpose

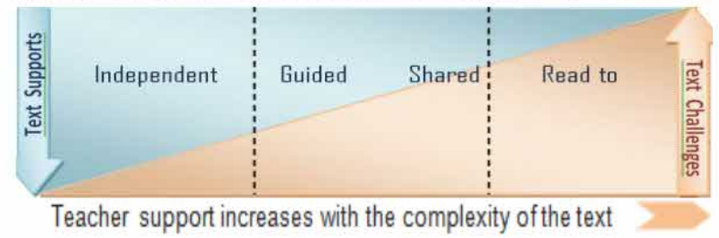
This document serves as a tool to assist teachers in selecting texts that are supportive of established learning objectives for lessons and units. The process of text analysis is meant to be collaborative, where groups of teachers work together rather than in isolation. Similar to the experience using the 6-Trait Writing Rubric, it is expected that over time, inter-rater reliability will be established among groups that engage in this work.

Three Part Model of Text Complexity

The Common Core Standards introduce a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of text.

1. **Quantitative measures** – readability such as: word difficulty, sentence length and syntax, and text cohesion (grammatical links with a text or sentence) best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader (see examples on the next page).
3. **Reader and Task considerations** professional judgment based on:

- **The teacher's knowledge of students as readers**
- **The teacher's understanding of text complexity**
- **The teacher's ability to use instructional supports/scaffolds** *For example, a close read, a graphic organizer, multiple opportunities to read and discuss*
- **The teacher's consideration of matching the text to the task the students are expected to complete, a teacher may ask, "Does this text lend itself to the expected task?"** *For example, purpose for reading: to gain knowledge, skim for information, identify text structure, compare and contrast across texts*



Balancing the supports and the challenges

The more complex the text, the more support students will need. Students should be introduced to increasingly complex texts through middle school and high school. This is done through a gradual release of responsibility where complex texts are introduced in a supportive context that facilitates higher levels of independence.

Directions

1. Determine the **Quantitative** measure of the selected text, noting that a book/text may fit into a few different grade bands.
2. Carefully compare the **Qualitative criteria** and **descriptors** on the Text Complexity Analysis Worksheet with selected text.
3. Place an X in the appropriate column for each criteria listed. Utilize the **Notes** column to support decisions.
4. After considering each of the criteria, notice where the majority of the X's occurred. Determine if the text is **Readily Accessible**, **Moderately Complex** or **Very Complex.**
5. Apply the **Reader and Task considerations**. Determine which grade band is most appropriate for the selected text when considering what students **should** be able to do.
6. With the understanding that text complexity is important and students should continually be exposed to increasingly complex text, determine which sections or passages may be difficult for students. Consider the **instructional supports or scaffolds** that might be necessary for students when they are first exposed to complex texts.

Source: EngageNY.org

Example of Text Complexity, Literary
The Book Thief by Markus Zusak

-Of course, an introduction.

A beginning.

Where are many manners?
I could introduce myself properly, but it's not really necessary.
You will know me well enough and soon enough,
depending on a diverse range of variables.
It suffices to say that at some point in time, I will be
standing over you, as genially as possible.
Your soul will be in my arms.
A color will be perched on my shoulder.
I will carry you gently away.

Narrator is not identified until part way through the text.

Figurative Language

At that moment, you will be lying there
(I rarely find people standing up).
You will be caked in your own body.
There might be a discovery; a scream will dribble down the air.
The only sound I'll hear after that will be my own breathing,
and the sound of the smell, of my footsteps.

Personification reference to death

Figurative Language

The question is, what color will everything be at that moment
when I come for you? What will the sky by saying?

Personally, I like a chocolate-colored sky.
Dark, dark chocolate. People will say it suits me.
I do, however, try to enjoy every color I see the whole spectrum.
A billion or so flavors, none of them quite the same, and a sky to slowly suck on. It takes the edge of the stress. It helps me relax.

A Small Theory

People observe the colors of day only at its beginning and ends. But to me it's quite clear that a day merges through a multitude of shades and intonations, with each passing moment. A single hour can consist of thousands of different colors. Waxy yellows, cloud-spat blues. Murky darkness.

In my own line of work, I make it a point to notice them.

Innovative stylistic techniques are used. The narrator's use of bold print to rely information

Exemplar Text for Grades 9-10 730 Lexile

Students are likely to find the following characteristics challenging

- **Historical Setting**
- **Extensive use of Figurative Language**
- **Stylistic Technique**
- **Interrunning, multiple themes**
- **552 pages**

The Amateur Scientist

Thinking about physics while scared to death (on a falling roller coaster) by Jearl Walker

Challenging abstract

The rides in an amusement park not only are fun but also demonstrate principles of physics. Among them are **rotational dynamics and energy conservation**. I have been exploring the rides at Geauga Lake Amusement Park near Cleveland and have found that nearly every ride offers a memorable lesson.

To me the scariest rides at the park are the roller coasters. The Big Dipper is similar to many of the roller coasters that have thrilled passengers for most of this century. The cars are pulled by chain to the top of the highest hill along rack. Released from the chain as the front car begins its descent, the unpowered cars have almost no speed and only a small **acceleration**. As more cars get onto the downward slope the acceleration increases. It peaks when all the cars are headed downward. The peak value is the product of the acceleration generated by gravity and the sine of the slope of the track. A steeper descent generates a greater acceleration, but packing the coaster with heavier passengers does not.

Nominalization

When the coaster reaches the bottom of the valley and starts up the next hill, there is an instant when the cards are symmetrically distributed in the valley. The acceleration is zero. As more cars ascend, the coaster begins to slow, reaching its lowest speed just as it is symmetrically positioned at the top of the hill.

A roller coaster functions by means of transfer of energy. When the chain hauls the cars to the top of the first hill, it does work on the cars, endowing them with gravitational potential energy, the energy of a body in a gravitational field with respect to the distance of the body from some reference level such as the ground. As the cars descend into the first valley much of the stored energy is transferred into kinetic energy, the energy of motion.

Many complex sentences with phrases and clauses

Domain-Specific Vocabulary

Exemplar Text for Grades 9-10 Text Complexity Band
Flesch-Kincaid: 8th grade

Students are likely to find the following challenging:

- **Domain-Specific vocabulary**
- **Knowledge demands of physics and motion and force**
- **Small, densely packed print**
- **Nominalization**
- **Little or no use of diagrams to illustrate directions of forces**

Introduction to Shifts and Instruction

AZCCRS Mathematics

K-12 Academic Standards

8:30 – 8:40	**Welcome and Introductions**
8:40-9:20	**Problem Solving Fun!** • **Tug-of-war** • **Discuss and Share**
9:20-10:15	**Module 1: Standards for Mathematical Practice** • **Non-Linguistic Representation** • **Traditional Instruction vs. Math Practices**
10:15-10:25	**Break**
10:25-11:40	**Module 2: Focus** • **Why is it necessary?** • **Major Content by grade-level**
11:40-12:40	**Lunch**
12:40-2:00	**Module 3: Coherence** • **Across grade levels** • **Within grade level**
2:00-2:10	**Break**
2:10-3:15	**Module 4: Rigor** • **What it is, what it isn't** • **Influence of MP on Rigor**
3:15 – 3:30	**Wrap Up**

Disciplinary Literacy Facilitation Guide

Materials

Developing Readers in the Academic Disciplines Buehl, Doug (2011) Newark, DE: International Reading Association
Color Monte, by Royal Magic handout

Introduction (All presenters)
Slide 1- Introduce the presenters.
Identify the purpose of the workshop:

- Develop literacy for students within content areas.
- For students to engage with text the same way a scientist, historian, literary author, or mathematician would.
- To create insiders.

Engage (Jena)
Slide 2-
Have participants read the directions for the magic trick, "Color Monte". Have them demonstrate their understanding by performing the trick correctly for their groups.

Note: It is unlikely that they will be able to understand the directions and be able to perform the trick correctly since most of them will not be insiders to the language of magic.

Discussion (Jena)
Slide 3-
After the participants have had enough time to struggle through the text, pose the following questions.
"Was this piece of informational text difficult for you? Why or Why not?"
"What strategies did you use in order to understand the text?"
Share out responses with the whole group.
Pose the following question to the table groups and give them a few minutes to discuss.
Does this experience resemble what happens in our classrooms? Why or why not.
Ask participants to share out to whole group one idea from their table discussions.

Disciplinary Literacy workshop goals (Cheryl)
Slide 4
Read goals aloud.

ACCS Standards (Jen)
Slide 5-9
Explain the purpose and intent of the ACCS standards.
These are separate standards developed specifically for content areas other than English Language Arts
Reading different materials
Define Technical Subjects
The Anchor Standards are the foundational standards for literacy in all subject areas.
They are common throughout all of the standards.
Over-arching standards to guide teachers as they implement their grade level standards.
They were created first and then the other standards were "back mapped" from the anchor standards.

Confirming to Extending Grid (Cheryl)
Slide 10
Distribute the Confirming to Extending Grid worksheet for the day. We are going to use this today to help you build your knowledge of disciplinary literacy.

Note: This worksheet is an example of one strategy that Doug Buehl uses within his book *Developing Readers within the Academic Disciplines*. This strategy is used to activate current knowledge and help frontload any gaps in understanding to build new knowledge.
Have participants fill in the "what they know" box.
** Have participants share their "what they know" sections with their table partners to find the connections and augment their "what they know" section lists.
** Have participants share the "what they know" section lists with the whole group while you make a class list of the section on chart paper.
This is done to stimulate student conversation and sharing related to the topic and to provide students who bring low access to this academic knowledge with a heads-up on the material from their peers.

Identity (Cheryl)
Slide 11
Share with participants the information about identity. We are going to build the idea that the identity of our students impacts their success within our academic classrooms.
Slide 12
Share Cheryl's Reading and Identity profile. Explain that some texts that are read are for "fun" and some are obligatory.
Slide 13
Have participants create their reader profiles. Have them reflect on their experiences reading obligation texts throughout their education by posing the following question to the group.

How did your experience reading obligation texts as you progressed through school impact you?

Identity Activity (Frankie)
Slide 14
Ask participants to read "Identities and Literacy" on pages 7-8.
Have them consider a response to the question,

How can we encourage our students to develop new identities?

Have them share their groups' main take-aways within our Poll Everywhere open response questions.

Defining Disciplinary Literacy – Talking the Talk (Frankie)
Slide 20

Ask participants to read the section titled, "Talking the Talk of an Academic Discipline", page 42- 46 and complete their Disciplinary Literacy- Teaching Reading in Content Courses grid while they read.

Purpose: Provide participants with knowledge of what an insider is and the language that is unique to their discipline.

Slide 21

Share the definition of Disciplinary Literacy.

Share with participants the idea that being literate is not just about being able to read and write. It is also about the ability to think critically about the text they read and communicate with each other about the ideas within the text.

Teaching Comprehension with Complex Texts (Jena)
Slide 22

Goal: provide strategies for mentoring our students to become insiders in our disciplines and be able to use the discourse of our content area.

Activity directions:

Divide the group into three expert groups by having them count off by 3's.

Move to expert group based on number. Read your section (see below) and record notes on the corresponding section on the "Disciplinary Literacy – Teaching Reading in the Content Courses" worksheet.

Discuss your understanding of the section with your table mates and add/change your notes.
Group 1 – Comprehension Processes of Proficient Readers, pages 32-36
Group 2 – The Nature of Complex Test, pages 37-41
Group 3 – Complex Texts in Academic Disciplines, pages 47-53

When finished in expert groups return to original table/group and round robin share.
After table discussions complete the take-away section of the grid "Disciplinary Literacy – Teaching Reading in Content Courses"

Have them respond to our Poll Everywhere poll.

Navigate Discipline Specific Text (All)
Slide 25
Goal: Expose heterogeneous groups to samples of text that a student might see during a normal school day. Some teachers may identify with the given text because it will be in their specific discipline, but some may not. It is important for the participants to experience what it is like to be an insider and an outsider since this is what students experience on a daily basis.

Provide discipline specific text to the heterogeneous groups.
Ask participants to read the given text and answer the questions

Click to show reflection question, "Are you an insider to the language of the text at your table?"

Comprehension Checkdown (Jen)
Slide 26
Hand out "Comprehension Checkdown" worksheet.
Discuss how these questions can help make sense of the text.
Ask if anyone was thinking of any of these questions while reading the text

Lunch

Afternoon goals (Jena)
Slide 28

Define the characteristics inherent in discipline specific text
Develop discipline specific questions for mentoring our student to comprehend text like an insider.

Slide 29
Share with the participants the Portrait of Literate Students CCSS slide.
Explain that being literate within the 21st century is not just about reading and writing.

Developing Insiders (Frankie)
Slide 30

Divide participants into content area expert groups.
Ask them to read through the discipline specific texts provided at their table.
Ask them to create a list of text characteristics that are inherent within their discipline specific texts.
Record lists on chart paper.
For guidance identifying characteristics refer them to pages 54-69

Gallery Walk
Group Discussion

Variables for Disciplinary Learning (all)
Slide 31
Share with the group

Discipline Specific Questioning (all)
Slide 32

Participants are still in their content area groups
Have participants develop specific focusing questions that students should think about while reading discipline specific texts.
Use the "Self-questioning Taxonomy for ……" worksheet.
Have participants return to their heterogeneous groups from the beginning of the workshop to discuss their findings.

Gradual Release of Responsibility for Reading Workshop (Jen)
Slide 33

Show participants the slide titled Gradual Release of Responsibility for Reading Workshop slide and have them discuss the following with their groups.

What kinds of modeling, instructional support, and scaffolding would make it possible for students to gradually develop, grade by grade, the capacity to meaningfully interact with texts in these four disciplines?

Next Steps (Cheryl)
Slide 34
As a reflection activity for the day ask participants to identify 3 action items within the Extending Grid

Professional Development
English Language Arts
Winter 2013-2014

November	Date	Time	Location	Fee
Webinar- K-2 Writing Foundations: Sentence Construction	11-4	3:30-4:30	Online	Free
Academic and Argument Writing Grades 6-12	11-5	8:30-3:30	ADE	$25
Webinar-Research and Information Fluency	11-6	3:30-4:30	Online	Free
K-2 Writing Foundations-ACCRS Implementation	11-6	8:30-3:30	ADE	$35
Socratic Seminar – Level II (pre-req: Level I)	11-12	8:30-4:00	ADE	$65
Webinar-Close Reading	11-18	3:30-4:30	Online	Free
Webinar-Text Complexity	11-19	3:30-4:30	Online	Free
Close Reading	11-20	8:30-3:30	ADE	$80
December				
Special Event: Doug Fisher: Close Reading	12-10	8:00-4:00	K12 Center	$150
Webinar- Equip Part 1	12-10	3:30-4:30	Online	Free
Research, Information, and Writing Fluency (grades 4-12)	12-2	8:30-3:30	ADE	$40
Webinar – Digital Writing and use of Media Tools in ELA	12-11	3:30-4:30	Online	Free
Webinar-Equip Part 2	12-15	3:30-4:30	Online	Free
January				
Webinar- Argument Literacy	1-6	3:30-4:30	Online	Free
Academic and Argument Writing 6-12 Classroom	1-8	8:30-4:00	ADE	$25
Learning Through Reading and Writing in Content Areas K-12	2 day training 1-13 and 2-19	8:30-4:00	ADE	TBD
Webinar- Text Complexity	1-13	8:30-4:30	Online	Free
3-5 Writing Foundations-ACCRS Implementation	1-28	8:30-4:00	ADE	$40
Multisensory Grammar (OELAS Collaboration)	1-21	8:30-4:00	ADE	$60
Socratic Seminar Level I	1-29	8:30-4:00	ADE	$65
February				
Equip ELA/Math	2-4	8:30-4:00	ADE	TBD
Webinar-Instructional Shifts, Literacy Practices Student Outcomes	2-12	8:30-4:30	Online	Free
Webinar-ELA Review	2-17	3:30-5:00	Online	Free
Socratic Seminar Level II (pre-req: Level I)	2-18	8:30-4:00	ADE	$65
Special Event: Doug Fisher: Creating a Culture of Achievement	2-24	8:00-4:00	K-12 Center	$150
Close Reading	2-24	8:30-4:00	ADE	$80
Webinar-K-2 Writing Foundations-Overview	2-25	3:30-4:30	Online	Free

Audience Teachers, district professional development trainers, coaches, regional representatives, English Trainer of Trainer participants, content teachers.

Visit our website for more information and online Registration http://www.azed.gov/azcommoncore/pd/

(Click on face to face training icon—some fall dates are not yet posted. Dates and times are subject to change)

Mathematics

Professional Development
Spring 2015

Courses subject to cancel due to low enrollment

March 2015

AZCCRS Introduction to Shifts and Instruction K-12	3/23	$15
Problem-Solving (CGI) for K-2 Teachers (Day 1)	3/24	$45
Webinar: Evaluating Lessons and Aligning to AZCCRS-Math, EQuIP Part 2	3/24	Free
Geometry in Middle School 6-8	3/31	$15
Extending Fluency in K-2 through Understanding Equality & the Equal Sign	3/31	$25

April 2015

Webinar: Teaching Subtraction in K-2	4/6	Free
The Progression of Fraction Understanding grades 3-6	4/8	$40
Statistics in College and Career Ready High School Algebra	4/9	$35
Webinar: Addition and Subtraction Problem Types in K-2	4/20	Free
Problem-Solving (CGI) for K-2 Teachers (Day 2)	4/21	N/A
Integrating Mathematical Practices in Instruction, 6-12	4/22	$45
Webinar: Geometry in Middle School Grades 6-8	4/22	Free
Writing in Mathematics Grades K-5	4/23	$40
Webinar: Math Journals in K-2	4/27	Free
Webinar: Writing in Mathematics, grades 6-12	4/28	Free
Problem Solving in 4-8: Implementing Math Tasks that Promote Reasoning and Problem Solving	4/28	$15

May 2015

Developing Fluency with Addition and Subtraction in K-2	5/4	$40
Statistics in Middle School Grades 6-8	5/4	$15
Webinar: Measurement in K-2	5/5	Free
Understanding Ratio and Proportion in Middle School	5/12	$40
Functions and Modeling	5/12	

June 2015

Summer Math Institute with Arizona K12 Center	6/2nd - 4th	$250
The Progression of Fraction Understanding grades 3-6	6/15	$40
Webinar: Development of Number Sense in K-2	6/15	Free
Webinar: Addition and Subtraction in K-2	6/16	Free
Webinar: Student Strategies for Addition and Subtraction	6/17	Free
Webinar: Parents as Partners in K-2	6/18	Free

July 2015

Mathematics

Professional Development
Spring 2015

Webinar: Development of Fraction Sense Grades 3-5	7/13	Free
Webinar: Problem Solving in Grades 3-5, Using Table 2	7/14	Free
Webinar: Student Strategies for Multiplication and Division	7/15	Free
Webinar: Parents as Partners in the 3-5 classroom	7/16	Free
Problem Solving in 4-8: Implementing Math Tasks that Promote Reasoning and Problem Solving	7/16	$15
Webinar: Ratio and Proportion in Grades 6-8	7/20	Free
Webinar: Geometry in Grades 6-8	7/21	Free
Webinar: Statistics in Middle School, Grades 6-8	7/22	Free
Webinar: Parents as Partners in the 6-8 Classroom	7/23	Free

All times are 8:30 – 4:00 *unless otherwise noted.*

Audience Teachers, district professional development trainers, coaches, regional representatives, Mathematics Trainer of Trainer participants, content teachers.

For more information and registration http://www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp

Statistics and Probability in College and Career Ready High School Algebra

K-12 Academic Standards

January 7, 2015

8:30 – 9:30	**Welcome and Introductions**
	Overview of Statistics Standards for Algebra I and Algebra II **Frankie Sullivan** High School Mathematics Specialist ADE
9:30 – 12:00	**Statistics and Probability in Grades 6-11** **Jennifer Broatch Ph.D.** Assistant Professor of Statistics School of Mathematical and Natural Sciences Arizona State University at the West Campus
12:00 – 1:00	**LUNCH**
1:00 – 3:45	**Statistics in the High School Classroom** **Steve Geislinger** Arcadia High School Scottsdale School District
3:45 – 4:00	**Wrap Up**

Arizona Department of Education's Technical Timeline/Implementation Plan

The rollout of the 2010 Arizona ELA and Mathematics Standards is being conducted in a strategic way in which careful thought is being given to capacity building at the local education level. ADE is being responsive to various needs of LEAs and charters to execute their scaffolded implementation plans, change instruction at both the content and practice levels, and communicate and collaborate within their existing system to ensure that students are prepared for PARCC assessments.

PHASE I - Building Awareness: June 2010-July 2011 (and ongoing)	
June 28, 2010 ***(ADOPTION)***	State Board of Education adopts K-12 Common Core State Standards in Mathematics and English Language Arts.
Summer 2010	Arizona Department of Education (ADE) staff and committees of stakeholders in English Language Arts and Mathematics review public feedback, finalize recommendations for state-specific additions to Common Core, and assist in creating Arizona-specific supporting documents such as crosswalks/alignments between current standards and Common Core standards, grade-level documents that include explanations and examples, and summaries of changes documents highlighting critical changes at each grade level. Stakeholders also provide input into the design of instructional support materials and professional development sessions, focused on unwrapping and understanding the new standards.
August 23, 2010	State Board of Education adopts Arizona State-Specific Additions to Common Core Standards in English Language Arts and Mathematics.
January 2011	2010 Arizona Mathematics Standards grade-level documents with accompanying crosswalks and summaries of changes are released.
May 2011	2010 Arizona English Language Arts Standards grade-level documents with accompanying alignment documents and summaries of changes are released. ADE content experts, K-12 teachers, and higher education professors provide initial feedback on Draft PARCC Content Frameworks.
June 2010 – July 2011	National PARCC Implementation and Transition Meetings attended by: • K-12 Content Experts/Educators • ADE Leadership • Higher Education Leadership and Content Experts • State Board of Education Representatives • District Leadership Representatives • County Education Service Agency Representatives

November 2010 – July 2011	Building awareness and knowledge of the 2010 Arizona Mathematics and English Language Arts Standards is the focus for professional development sessions and technical assistance provided by ADE. (Phase I) **English Language Arts and Mathematics** 2010 Arizona ELA Standards - online course modules created Training of Trainer sessions to prepare ELA and Mathematics trainers to present at 1 and 2-day conferences Phase 1 ELA and Mathematics Training of Trainer sessions to prepare trainers to present at counties, LEAs and charters Phase 1 ELA and Mathematics Standards Rollout Conferences (1 and 2 day) Informational technical assistance presentations at conferences, meetings, and LEA requests 2010 Standards Webinars 1-Day Phase I Administrator ELA and Mathematics Content Training
Summer 2011	AIMS analysis of reading levels and genres of all passages in item bank. New passages are approved for field testing with focus on expository text emphasizing science content. Readability for new passages is increased to better align with Common Core expectations. Teacher committees convene to write items for Spring 2012 field testing at a DOK (Depth of Knowledge) level of 2 and 3. Committees are encouraged to write selected response items at the concept level of the current Arizona ELA and mathematics standards in order to reach higher DOK levels. Science items are also written to higher DOK levels.
PHASE II – Knowledge and Incorporation: August 2011-July 2013 (and ongoing)	
Fall 2011	Committee starts working on transition plan for High School Competency Exam ADE begins to look at shifts in standards to determine where the focus might be changed on the current assessment blueprint within a concept or strand without changing the blueprint or going through a new standard setting.
August 2011	PARCC Content Frameworks – 3 week public review period to include targeted stakeholder input.
November 2011	PARCC Content Frameworks are released for Grades 3-11 ELA and Mathematics.
August 2011 – July 2012	Full implementation of 2010 Arizona Mathematics and English Language Arts Standards at kindergarten begins. Continued technical assistance and professional development focuses on understanding intent and content of the standards. ADE builds capacity by developing trainer cadres of content experts (initial step of Phase II). The Trainer Cadres take responsibility for delivery of ongoing statewide Phase I professional development. Phase II professional development targets the in-depth study of content, rigor, text complexity, literacy integration, and mathematical practices. ***Content-Specific Professional Development to Support Implementation Efforts*** **English Language Arts**: • Multisensory Grammar • The Key Comprehension Routine • The Key Vocabulary Routine: Content Vocabulary Instruction • The Answer Key to Open Response **Mathematics**: • K-2 Academy (focuses on Counting and Cardinality and Operations and Algebraic Thinking) • K-2 Problem Solving • Intel Mathematics for K-8 Teachers

		• Teaching Writing as a Subject – Foundations K-8 • PARA Reading • Summary Reading/Writing and Retell • Fiction Writing • Personal Narrative Writing • Struggling Adolescent Readers • Developing Metacognitive Skills • Persuasive Writing • Expository/Explanatory Writing about Content and Research • Expository Writing – Different Products	(builds the connections among arithmetic, geometry, and algebra through a problem-solving lens). • Improving Mathematics Instruction by Focusing on Instructional Shifts that Raise Student Achievement (K-8) • Constructing Fraction Sense (Gr. 3-5) • Proportional Relationships (Gr. 6-8) • Making Connections within the Geometry Standards (High School)
		ELA and Mathematics Training of Trainer sessions to prepare certified trainers to present Phase I trainings at counties, LEAs and charters	
		Customized technical assistance presentations at conferences, meetings, and LEA requests	
		SEC (Surveys of Enacted Curriculum) Standards Analysis	
		Content-Specific Professional Development to Support Implementation Efforts	
		Identify and Publicize Exemplar Local Implementation Plans	
		Content Frameworks Professional Development	
		Development of Sample Curriculum Maps	
		Response to Intervention for Administrators and K-3 Leadership	
		Phase II Administrator Professional Development Kick-Starting the Implementation	
		Development of Website Resources, Online Professional Development and Webinars	
	Districts and schools begin to scaffold implementation of new standards. Emphasis on the Standards for Mathematical Practice is recommended as part of the scaffolding in mathematics. Collaboration among ELA and History/Social Studies, Science and Technical Subject teachers is essential in transitioning to the Literacy Standards. Additional local implementation decisions should be informed by district/school data and context, with special attention paid to crosswalk/alignment and other supporting documents. Spring pilot testing of item types begins in AZ and all governing states belonging to the Partnership Assessment of College and Career Readiness Consortium (PARCC). This consortium is developing a multi-state common assessment of the 2010 Arizona Mathematics and English Language Arts Standards. ADE launches Common Core website with specific support for stakeholder groups (Teachers, Administrators, Families/Community, and Students) which includes: links to national Common Core resources, Arizona support documents for ELA and mathematics, scaffolded implementation models, videos, bilingual links for parents, PowerPoint presentations, PARCC (Partnership for Assessment of Readiness for College and Careers) assessment information, necessary shifts in instruction, math progressions, and SEC standards analysis. PARCC assessment prototyping and development begins.		
September 2011	ELA application for trainer cadre developed and released.		
October 2011 – ongoing	ADE monitors LEA participation in Phase I Standards professional development to determine the geographical reach of statewide technical assistance. To build statewide capacity, ADE delivers targeted communication notifying LEAs of future professional		

	development opportunities.
October 2011	Survey all past attendees of 2010 ELA Standards and Administrator trainings to determine: • The number of trainings that have been conducted • How many individuals have attended trainings • How current classroom practice has been impacted • Whether or not their LEA/charter has a rigorous scaffolded implementation plan to prepare students for PARCC assessments in 2014-2015 • Areas of needed ADE support
November 2011	Convene cross-section implementation team with ADE leadership to coordinate work, messaging, core instruction, etc.
December 2011	Common Core overview training for cross-section ADE implementation team to include Program Specialists and Directors working closely with LEAs and charters.
August 2012 – July 2013	Full implementation of 2010 Arizona Mathematics and English Language Arts Standards begins at grade 1 and continues at kindergarten. Furthermore, strategic scaffolded implementation continues at remaining grade levels. Phase I and Phase II professional development and technical assistance continues to support LEAs and charters. Phase III trainings are developed as needed in response to the needs of LEAs and charters. Field Testing of new items for the PARCC Consortium Assessment System begins.
Winter 2012	Committee meets to discuss methodology of raising AIMS rigor to new standard. ADE Assessment Section requests development of new reading passages for Spring 2013 field testing with a focus on higher text complexity and more expository text.
Spring 2012	Field testing of AIMS embedded items developed at higher DOK levels and associated with passages with increased text complexity. Alignment analysis of current AIMS item bank to the 2010 Arizona Mathematics and ELA Standards to determine gaps.
Summer 2012	Teacher committees convene to write items aligned to 2010 Arizona Standards (Common Core) at DOK levels of 2 and 3. Text complexity is raised for new passages. Teacher committees select current operational items from the AIMS item bank for the Spring 2013 AIMS assessment. Test difficulty increased slightly to align to 2010 AZ Standards (Common Core). Items will continue to be selected to determine student performance on previous standard. PARCC Item and Task Prototypes are released.
Fall 2012	PARCC Model Instructional Units are released for use by teachers and local/state curriculum directors.
PHASE III – Full Implementation: August 2013-July 2015	
August 2013-July 2015	Professional Development will be provided in response to the needs of LEAs and Charters. • Content-specific instructional strategies • Support in connecting instruction and PARCC assessment expectations

	• Grade-level specific content support
August 2013 – July 2014	Field Testing of new items for the PARCC Consortium Assessment System continues.
Spring 2013	ADE - field testing of embedded AIMS items developed at higher DOK levels and associated with passages with increased text complexity. Development begins for PARCC (voluntary) K-2 formative tools.
Spring - Summer 2013	PARCC professional development modules will be made available to help educators directly responsible for administrating the new PARCC assessments.
Summer 2013	ADE - write performance based items based on PARCC modeled or released items for field testing – embedded in AIMS. Test difficulty increased slightly to align to 2010 AZ Standards (Common Core). Items will continue to be selected to determine student performance on previous standard
Fall 2013 - Fall 2014	PARCC K-2 Assessment system is available. PARCC Diagnostic Tool for ELA and Mathematics is available.
Winter 2013	Possible AIMS field testing of response to reading items and more extensive mathematics performance levels. The PARCC "Partnership Resource Center" is available. This is an online warehouse of all the tools PARCC is developing, including the Model Content Frameworks, sample tasks and assessment items, and the model instructional units.
Winter - Spring 2014	PARCC college readiness tools made available for use by teachers, school leaders, and higher education.
2013-2014	**Full Implementation of 2010 Mathematics and English Language Arts Standards is required at all grade levels.** Second year of Field Testing for PARCC Consortium continues.
Spring 2014	Field testing of PARCC and embedded items on AIMS. PARCC diagnostic assessments will be available as a resource for teachers.
2014-2015	PARCC Summative Assessment begins on the 2010 Arizona Mathematics and English Language Arts Standards

RIST

July 24, 2014 – 2:00-4:00

Agenda

I. Welcome/Introductions

II. Brief updates:
- Upcoming and recent educator engagement opportunities
  - i. conferences, work teams, projects, new professional development opportunities
- Celebrations and current challenges
  - i. One accomplishment you are proud of
  - ii. One challenge that you continue to have or that you anticipate you will have

III. Course Catalog
- Edmodo

IV. Professional Development:
- Provide examples of ways in which you are working collaboratively with districts in your region to build capacity through professional development?

V. Instructional Resources:
- Provide examples of ways in which you are working collaboratively with districts in your region to build capacity in developing resources.

VI. Upcoming meeting schedule:

August 21	2:00-4:00	Southern
September 18	2:00-4:00	West Central
October 23	2:00-4:00	East Central
November 20	2:00-4:00	Maricopa
December 18	2:00-4:00	Northern

- Questions/Next Steps

RIST Virtual Meeting

Facilitated by: ADE
July 24, 2014
2pm-4pm

Welcome/Introductions and Updates

ADE - Upcoming Educator Engagement Opportunities

- ***Summer Learning Opportunities:***
  - Leading Change, Teachers Institute, K-3 Summit
  - Continued PD, weekly webinars, and move to increase online learning over the next year with new LMS system – Blackboard
- ***Upcoming and Current Engagement Opportunities:***
  - Work teams assembling for all core content areas
  - Participation in revision of Foreign and Native Language Standards, PE Standards, and Arts Standards
- ***New Professional Development underway including a revamped cross-agency Leadership Institute***
- ***Additional Updates: ECRSC, MCESA, NEAZRC, SAREC, WCRSC***

Celebrations and Challenges

- ***One Celebration:***
  - **ADE:** Strong and continued interest and attendance in training opportunities, conferences, and online learning despite summer vacations indicates a commitment to implementation.
- ***One current, continuing, or anticipated challenge:***
  - **ADE:** Learning new systems over the coming year to deliver online courses and webinars and to create a populated content management system.
- ***Celebrations and Challenges:***
  - ECRSC, MCESA, NEAZRC, SAREC, WCRSC

Course Catalog

- Currently updated by ADE in Edmodo
- If you need to update for your region, please do so and upload the revised version in Edmodo.
- Purpose:
  - Collaborative Opportunities
  - Capacity Building based on identified needs
  - Strategic planning for PD development needs
- Any additional thoughts and discussion:
  - ECRSC, MCESA, NEAZRC, SAREC, WCRSC

Professional Development

Provide examples of ways in which you are working collaboratively with districts in your region to build capacity through professional development?

1. **Think…**
   1. What is the topic or title of the most popular training you are providing?
   2. Why do you think so many are attending?
   3. What are the areas of capacity building needed based on data you've received?

2. **How are you building capacity through professional development?**

ADE Professional Development/Capacity Building

- **Current ways in which ADE is helping to develop statewide capacity:**

1. Work with pre-service teachers and higher education faculty
2. Developing a combination EQuIP training (ELA and Math)
3. Working with multiple districts to pilot capacity building PD, webinars, guidance documents, etc.
4. Redesigning a cross-agency Leadership Institute to connect initiatives such as instruction, evaluation, and assessment while building instructional leadership capacity
5. Working across the agency on a continuum of PK-3 PD for all students
6. Strengthening an RTI/MTSS cross-agency focus

Resource Development

Provide examples of ways in which you are working collaboratively with districts in your region to build capacity in developing resources.

1. **Think…**
   1. What work are you currently involved in with instructional resource development?
   2. How are you working to increase capacity for developing aligned resources to support educators in your region and around the state?
   3. What have you already developed or facilitated development of to be included in the statewide Content Management System for the benefit of all?
2. **How are you building capacity within your region to assist educators with resource development?**

ADE Resource Development Capacity Building

- **Current ways in which ADE is helping to develop statewide capacity regarding resources:**
  - Working with Master Educator teams for all content areas
  - EQuIP rubric pilot for Social Studies
  - Continued focus on the delivery of EQuIP training through webinars and face-to-face modalities
  - Textbook review instrument - ELA
  - Text set development for science and social studies
  - Expanding math resources by including student work and videos
  - Crosswalk of K-3, Early Learning, and ELP language standards

Upcoming Meetings through 2014

DATE	TIME	FACILITATION
August 21	2:00-4:00	Southern
September 18	2:00-4:00	West Central
October 23	2:00-4:00	East Central
November 20	2:00-4:00	Maricopa
December 18	2:00-4:00	Northern

Questions/Next Steps/Closing

Arizona's College and Career Ready Standards – English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
Phase 1, 2, 3 Checklist

The purpose of this checklist is to define the criteria used for professional development in each phase of AZCCRS implementation. The checklist can be used to assist in the planning of necessary topics to be addressed within each phase. The checklist can also be used as a reflective tool to ensure that each phase of professional development has been, or will be addressed adequately.

Phase 1 – Knowledge. Phase 1 English Language Arts/Literacy trainings focus on overall awareness, deconstruction of the standards, and an introduction to major shifts.

Content – AZCCRS – English Language Arts/Literacy	Support Resources & Documents
☐ Introduces the three major shifts associated with the AZCCRS-English Language Arts/Literacy.	☐ Examines the architecture and content of the AZCCRS-ELA/Literacy Alignment Documents.
☐ Examines the architecture of a grade level and/or set of grade levels of the AZCCRS-ELA/Literacy.	☐ Examines the College and Career Ready Appendices (A,B,C).
☐ Explores the English Language Arts/Literacy standards for each grade level and/or set of grade levels.	☐ Examines PARCC Model Content Framework documents including introduction, supporting pages, and grade level specific documents.
☐ Explores unwrapping of the AZCCRS-ELA/Literacy by strand and specific standards.	☐ Examines online support documents from credible sources regarding the AZCCRS-ELA/Literacy.
☐ Explores cognitive demand and the importance of examining the rigor of individual standards in the AZCCRS-ELA/Literacy.	☐ Explores assessment timelines and additional support documents.
☐ Considers implications of the AZCCRS-ELA/Literacy on instruction.	☐ Examines supplemental texts on rigor, instructional shifts, and instructional strategies.

Phase 2 – Application. Phase 2 English Language Arts/Literacy focus on content knowledge, application in the classroom, and pedagogy aligned to the rigor and expectations of the standards. Areas of content and pedagogy correlate to specific dimensions on the EQuIP rubric.

AZCCRS Content		Pedagogy	
☐ Grade level AZCCRS-ELA/Literacy standards for teaching & learning **(Required for every Phase 2 Content Training)**	☐ Close reading	☐ Engagement strategies in reading, writing, and speaking about texts (i.e. Socratic seminars)	☐ Independent reading
☐ Shift 1: Building knowledge through content-rich nonfiction	☐ Text-based evidence	☐ Scaffolding/extension strategies	☐ Technology and media
☐ Shift 2: Reading, writing, and speaking grounded in evidence from text	☐ Writing from sources	☐ Instructional support	☐ Resource alignment
☐ Shift 3: Regular practice with complex text and its academic language	☐ Academic and discipline specific vocabulary (tier 2 and tier 3 words)	☐ Targeted instruction strategies	☐ Assessment support
☐ Grade-level text complexity	☐ Resource development (i.e. lessons, units, curriculum maps)	☐ Effective sequence and progression for the targeted content.	

Phase 3 – Integration. Phase 3 English Language Arts/Literacy trainings focus on integrating/embedding the standards into other content areas and programs.

AZCCRS Integrated/Embedded within other Content Areas	Within Special Programs	
☐ STEM	☐ ELL	
☐ RTI / Differentiated Instruction	☐ Special Education	
☐ Other required/elective content areas	☐ Gifted and/or Condensed/Accelerated instructional sequences (middle school)	
☐ Project-Based Learning	☐ Teacher and Principal Evaluation Systems	
☐ Educational Technology	☐ Title I, II, III	☐ Career and Technical Education (CTE)
☐ Formative Assessment Development/Data Analysis	☐ IHE and Pre-service Programs	☐ Early Education

Arizona's College and Career Ready Standards – Mathematics
Phase 1, 2, 3 Checklist

The purpose of this checklist is to define the criteria used for professional development in each phase of AZCCRS implementation. The checklist can be used to assist in the planning of necessary topics to be addressed within each phase. The checklist can also be used as a reflective tool to ensure that each phase of professional development has been, or will be addressed adequately.

Phase 1 – Knowledge. Phase 1 Mathematics trainings focus on overall awareness, deconstruction of the standards, and an introduction to the major shifts.

AZCCRS – Content – Mathematics	Support Resources & Documents
☐ Introduces the three major shifts associated with the AZCCRS-Mathematics.	☐ Examines the architecture and content of the AZCCRS Crosswalk and Summary of Changes Documents.
☐ Examines the architecture of a grade level and/or set of grade levels of the AZCCRS-M.	☐ Examines the progressions documents for multiple domains.
☐ Explores the Standards for Mathematical Practice specific to a grade level and/or set of grade levels.	☐ Examines PARCC Model Content Framework documents including introduction, supporting pages, and grade level specific documents.
☐ Explores unwrapping of the AZCCRS-Mathematics by cluster and specific standards.	☐ Examines online support documents from credible sources regarding the AZCCRS-Mathematics including the Standards for Mathematical Practice.
☐ Explores cognitive demand and the importance of examining the rigor of individual standards in the AZCCRS-Mathematics.	☐ Explores AZCCRS assessment timelines and additional support documents.
☐ Considers implications of the AZCCRS-Mathematics on instruction.	☐ Examines supplemental texts on rigor, instructional shifts, instructional strategies

Phase 2 – Application. Phase 2 Mathematics trainings focus on content knowledge, application in the classroom, and pedagogy aligned to the rigor and expectations of the standards. Areas of content and pedagogy correlate to specific dimensions on the EQuIP rubric.

AZCCRS – Content – Mathematics		Pedagogy	
☐ Grade level AZCCRS-MATH Standards for teaching and learning. **(Required for every Phase 2 Content Training)**	☐ Shift 1: **Focus** strongly where the standards focus.	☐ Engagement strategies (i.e., modeling, questioning)	☐ Support procedural skill, fluency and mathematical procedures through conceptual understanding.
☐ Standards for Mathematical Practice.	☐ Shift 2: **Coherence:** Think across grades, and link to major topics within grades	☐ Precision in mathematics (i.e., mathematical language, accuracy, representations)	☐ Technology and media
☐ Balance of mathematical procedures and deeper conceptual understanding.	☐ Shift 3: **Rigor:** In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity	☐ Instructional support	☐ Demonstrates an effective sequence and progression of learning for the targeted content.
☐ Disciplinary Literacy including reading, writing, and vocabulary in Mathematics.	☐ Resource development (i.e. lessons, units, curriculum maps)	☐ Targeted instructional strategies supporting mathematical practices	☐ Strategies supporting formative and summative assessments

Phase 3 – Integration. Phase 3 Mathematics trainings focus on integrating/embedding the AZCCRS-Mathematics into other content areas and programs.

AZCCRS Integrated/Embedded within other Content Areas	Within Special Programs	
☐ STEM	☐ ELL	
☐ RTI / Differentiated Instruction	☐ Special Education	
☐ Other required/elective content	☐ Gifted and/or Condensed/Accelerated instructional sequences (middle school)	
☐ Project-Based Learning	☐ Teacher and Principal Evaluation Systems	
☐ Educational Technology	☐ Title I, II, III	☐ Career and Technical Education (CTE)
☐ Formative Assessment Development/Data Analysis	☐ IHE and Pre-service Programs	☐ Early Education

Screen shot of 2015 Teachers Institute webpage - http://www.azed.gov/teachers-institute/

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Teachers' Institute

The Arizona Department of Education is hosting the Teachers' Institute tailored to the needs of both general education and special education teachers. This two-day conference will feature national and Arizona educators. Breakout sessions will be pertinent to both general education and special education teachers. Some sessions will be aligned to topics addressed at Leading Change but focused on classroom application.

Target audience for Teacher's Institute: Special and General Education Teachers Preschool to Grade 12, Teacher Leaders, Instructional Coaches, Related Service Providers, ELL Teachers, and Content Specialists.

Conference Schedule: Thursday, July 9, 2015, 8:00 a.m.–4:00 p.m.; Friday, July 10, 2015, 8:00 a.m.–4:00 p.m.

Cost: Registration for an individual is $199. Team up a general education and a special education teacher from the same school for the discounted registration fee of $150 per person. If you are taking advantage of this offer, put **GROUP** in the registration section labeled **Payment Number**.

Space is limited—please register as soon as possible.
Upon completion of registration, you will receive a confirmation number. If you do not receive a confirmation number, your registration is not complete. Confirmation numbers are not a guarantee of admittance; payment must be received before you attend the conference. Payment is accepted by check or purchase order only. Advise ADE of any substitutions by June 25th. Contact Abby Sanchez (602) 364-3026 or abby.sanchez@azed.gov. No cancellation or refunds will be allowed. Two weeks prior to the conference, all paid, registered attendees will receive information on how to access all printed material.

Additional Information
For detailed conference information contact:
Linda Mosteller
602-542-4469
linda.mosteller@azed.gov

Payment
Make payment payable to Arizona Department of Education.
Mail to:
Arizona Department of Education
Attn: Abby Sanchez
1535 W. Jefferson, Bin #24
Phoenix, Arizona 85007

Please be prompt in informing your business office of your registration. A confirmation number is required on the day of the event and should also be included on your purchase order. A registration fee is charged for all registrants, including those who do not show.

Purchase orders sent by fax WILL BE ACCEPTED AT THIS NUMBER ONLY: 602-542-5404

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From: http://www.azed.gov/oelasconf/wednesday/

OELAS CONFERENCE

Wednesday, December 10, 2014

Wednesday Grid

Registration & Breakfast: 7:00 am – 8:30 am

Welcome & Keynote Address: 8:30 am – 10:15 am

Keynote Address:
What If?

- **Jeff Charbonneau,** 2013 National Teacher of the Year

Making Sense of ILLPs and Mathematics (Grades 6-12) +

- **Andrea Grabow,** OELAS Program Specialist, ADE
- **Tracy Fazio,** Math Content Specialist, ADE

Session Location: Tucson G-H

Session Description

This session will allow participants to make connections between the English Language Proficiency Standards (ELPS) and the Arizona College and Career Readiness Standards (AZCCRS) in Mathematics content and practice standards. Arizona Department of Education OELAS and K-12 Mathematics Standards staff will share instructional strategies on how to support secondary ELL students in a mathematics classroom. Guidance will be shared on how to select performance indicators from the ELPS to provide Oral English Conversation and Vocabulary support to students on an ILLP that connects to mathematics lessons.

Presenter Information

- *Andrea Grabow* has been active in the field of Applied Linguistics and ELL instruction for several years as a classroom teacher, teacher mentor, and academic coach. She is currently an Education Program Specialist working on professional development in the Office of English Language Acquisition Services.

Presenter Information

- *Tracy Fazio* has been active in the K-12 mathematics community as a classroom teacher, academic coach, and a program coordinator. She is currently an Education Program Specialist working on professional development in the K-12 Academic Standards Division at ADE.

Handout: Characteristics of Mathematically Proficient Students | ELD Strategies in Mathematics | ILLP Guidance Document | Language for Classroom Discussion | Math Practices | Sample Lesson | PowerPoint

Writing in Math K-5 +

- **Andrea Grabow,** OELAS Program Specialist, ADE
- **Tracy Fazio,** Math Content Specialist, ADE

Session Location: Arizona 10-11

Session Description

This session will provide strategies for supporting language development within K-5 mathematics instruction. Participants will examine the benefits and purposes for writing in math class and explore opportunities to incorporate writing to support mathematical understanding. Additionally, strategies will be provided to support the language needs of ELLs during mathematics instruction and discuss how to provide effective feedback on student writing.

Presenter Information

- *Andrea Grabow* has been active in the field of Applied Linguistics and ELL instruction for several years as a classroom teacher, teacher mentor, and academic coach. She is currently an Education Program Specialist working on professional development in the Office of English Language Acquisition Services.

Presenter Information

- *Tracy Fazio* has been active in the K-12 mathematics community as a classroom teacher, academic coach, and a program coordinator. She is currently an Education Program Specialist working on professional development in the K-12 Academic Standards Division at ADE.

Handout: Characteristics of Mathematically Proficient Students | Holiday Cookies 2 | Holiday Cookies 1 | Language for Classroom Discussion | Language of Math Task Templates | Math Practices | Principles for Math Instruction | PowerPoint

Educators Evaluating Quality Instructional Products (EQuIP) Training

January 6th, 2015
Palo Verde High School
Tucson Unified School District
Tucson, AZ

8:15– 8:30	**Registration**
8:30 – 9:00	**Welcome and Introductions** **Purpose** **Understanding Quality: EQuIP**
9:15 – 11:30	**ELA EQuiP overview and application**
11:30 – 12:30	**LUNCH (On Your Own)**
12:30 – 2:30	**Math EQuIP overview and application**
2:45 – 3:30	**Table Discussion for TUSD implementation/training on EQuIP** **Wrap-up** **Adjourn**

A Meeting of
Higher Education Faculty and High School Teachers
July 18, 2013
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona
4th Floor Conference Room (409)
10:00 a.m. – 4:00 p.m.
Refreshments and Light Lunch Provided

10:00 a.m. Welcome and Opening Comments — **John Huppenthal, Superintendent of Public Instruction**

10:10 a.m. Collaborating for Success — **R. Gau, Arizona Ready Council**
Ms. Gau, Director of the Governor's Office for Education Innovation, will speak to the shared commitment of many key stakeholders to elevate the education system in our state and, as a result, the strong bonds that are growing between K-12 and postsecondary.

10:20 a.m. K-12 Standards & Assessment and Higher Education's Role — **J. Johnson, Arizona Dep't of Education and M. Harper-Marinick, Maricopa CC District**
Dr. Johnson, Deputy Superintendent of Programs and Policy, will provide an overview of ADE-led common core standards and assessments implementation efforts, including the transition from AIMS assessments to what are referred to as PARCC assessments. Dr. Harper-Marinick, MCCD's Executive Vice-Chancellor and Provost, will outline the importance and implications of engaging higher education's support of K-12 college-readiness standards.

10:50 a.m. Break
Faculty and teachers will reconvene into content-specific work groups. Math meeting to be held in room 409 and ELA in room 417.

11:00 a.m. – 3:10 p.m. Content-Specific Breakout Meetings (includes a working lunch)
For the major portion of the day, faculty and teachers will break into content-specific groups for instructor-led discussions (math in Room 409 or ELA in Room 417). Each of the groups will include representatives from the Arizona Department of Education to serve as a resource for questions specific to standards implementation and/or assessment of college-readiness. Working together, the objectives for the breakout sessions include:

- *Gaining a common understanding across high school, community college, and university teachers what students are expected to know upon entry into college algebra or freshman composition or similar levels of coursework.*
- *Using outcomes from the design of a high school assessment to measure college readiness (PARCC evidentiary statements), along with examples of high school and college assignments, create prototypical tasks to support classroom instruction. This discussion will include identifying implications of common core standards and college-readiness assessments for both high school and higher education teachers.*
- *Identifying key next steps for continuing collaboration across education sectors to develop teaching resources and other strategies supporting student success in high school and college courses.*

Session 1:

- ✓ Introductions
- ✓ Aligning Student Learning Expectations

Session 2:

- ✓ Finding Common Ground Using PARCC Assessment Design Items
- ✓ Charting a Shared Path Forward
  - Opportunities
  - Challenges
  - Recommendations for Action

3:15 p.m. **Break and Reconvene as One Group in Room 409**

3:25 p.m. **Report Out by Content-Specific Groups**

- ✓ Recommendations for Action

4:00 p.m. **Adjourn**

Moving Forward:
Secondary and Higher Ed Partnerships for College and Career Readiness

In Partnership with the Arizona Department of Education

CCRP 12th Grade Transitional Course Development
February 27, 2015

Agenda

9:00-9:10 – Introductions and Background
(*Attending: Representatives from Flagstaff Unified, Glendale Union High School District, Coconino Community College, Northern Arizona University, Arizona State University, ASU-West, University of Arizona. Absent: Casa Grande Union High School District.)*

Morning Session:

9:10-11:30

1) Participants will create a profile of the deficiencies typical of the middle third students who arrive at college/university unprepared for college level reading and writing.

Lunch 11:30 – 12:30

Afternoon Session:

12:30 – 3:15

2) Participants will identify components of transition courses created by education agencies in other states (i.e. SREB, CDE/CSU) for replication/inspiration that would be appropriate for the profiles created in morning session.

3) Participants will refine and improve templates for course module design

Closing:

3:15-3:30

Expectations for next meeting on *TBD*.

Join the Arizona Department of Education and West Ed for a professional experience featuring Margaret Heritage

Formative Assessment Practices for Deeper Learning

April 8-9 and May 7-8

The Arizona Department of Education K-12 Standards Section and West Ed are pleased to bring your school/district a professional learning experience that highlights five modules created by Margaret Heritage and her team from UCLA and The Center on Standards & Assessment Implementation (CSAI). The modules provide processes that teacher teams can utilize to assist in instructional planning and depth of knowledge of AZCCRS in ELA and Mathematics. For many, this is the "missing link" between the standards and instructional practice. Click here to review the five modules that will be included as part of this initial professional learning experience on April 8th and 9th, and May 7th and 8th.

The K-12 Standards Section at ADE invites your team to participate in this experience facilitated by Margaret Heritage. This four-day professional learning opportunity will provide the foundation for your team to develop an implementation plan around the five modules which will be the featured content of a free online course, *Formative Assessment Insights*, scheduled to be available in September 2015.

The K-12 Standards Section has chosen your school/district to participate in this initial experience. You may bring a team of up to four participants which could include but is not limited to Curriculum/Professional Development Director, ELA Specialist, Math Specialist, and Instructional Coaches. Your team should be those responsible for making and implementing decisions regarding teacher professional growth. Participation this spring will allow your school/district to pilot the online course in the fall with teacher teams.

Please let us know if you would like to reserve space for your school/district to attend. There is not a registration cost for this event. Lunch will be on your own. If you are interested but are unavailable, we anticipate providing a second training series in fall of 2015.

Please provide the following information on page 2 to reserve space for your school/district team. Please send the following information to Suzi Mast at suzi.mast@azed.gov.

We hope to see you at the event. If you have any questions, please do not hesitate to contact us.

Sarah

Sarah Galetti
Deputy Associate Superintendent
K-12 Academic Standards
Arizona Department of Education
Sarah.Galetti@azed.gov
(602) 364-2810
Join the K-12 Mailing Lists

WestEd

Arizona Department of Education

Formative Assessment Practices for Deeper Learning

April 8-9 and May 7-8

Please provide the following information to reserve space for your school/district team. Please send the following information to Suzi Mast at suzi.mast@azed.gov.

School/District

Primary contact (Assistant Superintendent/ Curriculum Director/PD Director)

Primary contact email

Name	School/District	Title	Email

Growing Leaders – Connecting Instruction, Assessment, and Evaluation

February 10-13, 2015Day 1:

8:00am – 8:30am	Registration
8:30am – 12:00pm	Shifts and Practices
	Instructional Conversations
12:00pm – 1:15pm	Lunch (on your own)
1:15pm – 3:30pm	Fundamentals of Learning
	Practitioner Implementation with Laurie Umbarger – Cave Creek Unified School District

Day 2:

8:00am – 8:30am	Registration
8:30am – 11:30pm	Strategic Plan Connections
	Standards of Professional Learning
11:30pm – 12:45pm	Lunch (on your own)
12:45pm – 3:30pm	Standards of Professional Learning Continued
	Practitioner Implementation with Kristin Reidy– Marana Unified School District

Day 3:

8:00am – 8:30am	Registration
8:30am – 11:30am	Questions/Answers from Parking Lot
	Hess Matrix/DOK
11:30am – 12:45pm	Lunch (on your own)
12:45pm – 3:30pm	Round Table: Round 1
	Round Table: Round 2
	Links to Strategic Plans
	Closure

Attachment 1AB – Double-testing waiver request

Waiver 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Additionally, the Arizona Department of Education (ADE) is requesting a waiver from requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The ADE requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level coursework. The ADE would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics or English language arts assessment the ADE would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the ADE will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.
ADE makes this waiver request beginning with the 2015-2016 school year. Middle school students taking high school credit courses aligned to the course content during the 2014-2015 school year will be assessed on both the high school End of Course (EOC) test for Math and/or English language arts as well as the enrolled grade-level assessment. The data will be reported for relevant federal accountability purposes and Arizona will continue to calculate participation rates for students as outlined in Principle 2

ARIZONA'S MEASURE OF ACADEMIC PROGRESS

Arizona Department of Education

Diane Douglas, Superintendent

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Supplemental Accountability:
Measure of Academic Progress (MAP)

Overview

Because your school does not meet the criteria for an accountability determination under the state's standard A-F Letter Grade Accountability System, the Arizona Department of Education (ADE or "the Department") must use a substitute method to measure the effectiveness of your school. Schools which do not meet criteria for accountability determinations under the A-F Letter Grade system[1] (i.e. extremely small schools, schools which serve untested grades only, schools where the school has no students who are 1.0 FTE[2] and more than half of the students are less than .50 FTE or half-time, etc.) must demonstrate quality of their academic program through the Pre-Measure of Academic Progress (P-MAP) or the Comprehensive Measure of Academic Progress (C-MAP). If you are a Charter Holder, the achievement profile determined by the Arizona State Board for Charter Schools will be utilized.

All LEAs and Schools that are not evaluated by the Arizona State Board for Charter Schools and do not receive an A-F Letter Grade will be required to complete the MAP. The P-MAP is intended to be an efficient manner in which schools can demonstrate high academic achievement based on limited data. The P-MAP can result in a "Meets Standard" achievement profile or the school will be required to complete the C-MAP. Schools that are unable to demonstrate high academic achievement based on limited data or schools that would like to attain an "Exceeds Standard" achievement profile will be required to complete the C-MAP. The C-MAP involves a response to each evaluation criteria (Professional Development, Curriculum, Instruction, and Assessment) and the academic indicators, as well as requiring an attachment of supporting data for the responses. The C-MAP can result in the following achievement profiles: "Falls Far Below Standard," "Approaches Standard," "Meets Standard," or "Exceeds Standard." Details regarding the C-MAP begin on page 8. These ratings only apply to schools which must be evaluated by the Arizona State Board for Charter Schools or ADE on the P-MAP and/or C-MAP due to insufficient data required in the A-F Letter Grade system.

"Exceeds Standard" achievement profiles, whether assigned by the Arizona State Board for Charter Schools or ADE, will remain in effect for two years unless the school qualifies for accountability under the A-F Letter Grade system in the following year in which case the A-F Letter Grade achievement profile will be used for state accountability. Schools which receive "Meets Standard," "Approaches Standard," or "Falls Far Below Standard" achievement profiles will be evaluated annually using the supplemental accountability model if they do not qualify for the A-F system.

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[1] Any school with more than 30 test records from AZ public school students which would otherwise qualify for an A-F Letter Grade is ineligible for receiving a P-MAP and/or C-MAP achievement profile.

[2] If the school enrolls any student at an FTE of 1.0, the school will be ineligible for receiving a P-MAP and/or C-MAP achievement profile.

Schools with an achievement profile of "Falls Far Below Standard" will have a team of specialists to assist the school's improvement. Unless the school becomes eligible for an A-F letter grade, the school will be evaluated annually using the supplemental accountability model; the school's improvement team may also contribute to the evaluation. Three consecutive "Falls Far Below Standard" achievement profiles will be considered the equivalent of three "D" letter grades with consequences outlined by A.R.S. § 15-241.

General MAP Instructions

Upon receiving notification and MAP materials, the school will need to do the following (see the flow chart on page 5 for details).

1. Determine your category:
    - If you **are a Charter School** complete the identifiable information section (page 4) and email this document to achieve@azed.gov with the subject line "Measure of Academic Progress." This achievement profile will be the one you receive for state accountability.
    - If you **are NOT a Charter School**, complete the identifiable information section (page 4) and the P-MAP (page 6) and then move on to Step 2.
2. Is the outcome of the P-MAP "Meets Standards"?
    - Yes, return all materials including completed P-MAP to achieve@azed.gov with the subject line "Measure of Academic Progress."
    - Yes, but we would like to further demonstrate academic progress for an "Exceeds Standard" – move on to Step 3[3].
    - No – move on to Step 3.
3. Complete the C-MAP (page 8+). Once the C-MAP is completed, return all materials to achieve@azed.gov with the subject line "Measure of Academic Progress." Specific instructions regarding the C-MAP and its submission are detailed in the C-MAP section.

All information should be typed and saved directly in this document: check the boxes for the P-MAP and fill in the open-ended questions of the C-MAP, if applicable. Any P-MAP or C-MAP that is not fully completed could result in a "Falls Far Below Standard" achievement profile.

[3] If you submit a C-MAP, this will determine the final achievement profile for the school.

Responding to the P-MAP and C-MAP using Data

Both the P-MAP and C-MAP require responses to data-driven questions. The school is to use the Academic Indicator sheet provided by ADE and/or locate data on Common Logon, when available, in order to answer the questions. Your school's academic indicator sheet was included in the email notifying you as a qualifying school. This data is pulled from the end of year data that has run through integrity.

Additional data may be required to respond to the P-MAP or C-MAP. Data may be accessed in Common Logon under the "AZ Learns/ Adequate Yearly Progress" application. For details on the AZ Learns/AYP application, please go to www.azed.gov/accountability and select "Technical Assistance," then "Resources," and then "Common Logon Guide." Any discussion regarding data may be addressed in the completion of the C-MAP.

Timeline

Within 30 days of letter grade issuance, ADE will identify and notify qualifying schools via email. At this time, the MAP will be distributed. Qualifying schools will have roughly six weeks to complete the MAP.

This document contains the following sections:

1. Identifiable Information [fillable]
2. Flow chart
3. Pre-Measure of Academic Progress (P-MAP) [fillable]
4. Comprehensive Measure of Academic Progress (C-MAP)
    a. Overview
    b. Components
    c. Evaluation Criteria
    d. Submission Instructions
    e. School Report [fillable]
        i. Academic Program Introduction
        ii. Professional Development
        iii. Curriculum
        iv. Instruction
        v. Assessment
        vi. Other Academic Indicators
        vii. Supporting Data
    f. Appendices
        i. Appendix A – Professional Development Rubric
        ii. Appendix B – Curriculum Rubric
        iii. Appendix C – Instruction Rubric
        iv. Appendix D – Assessment Rubric

Identifiable Information

The following fields are required to be completed by everyone.

LEA Name: Click here to enter text.

LEA ID: Click here to enter text.

School Name: Click here to enter text.

School ID: Click here to enter text.

Contact Name: Click here to enter text.

Contact Title: Click here to enter text.

Email: Click here to enter text.

School Prior Year Letter Grade: Choose an item.

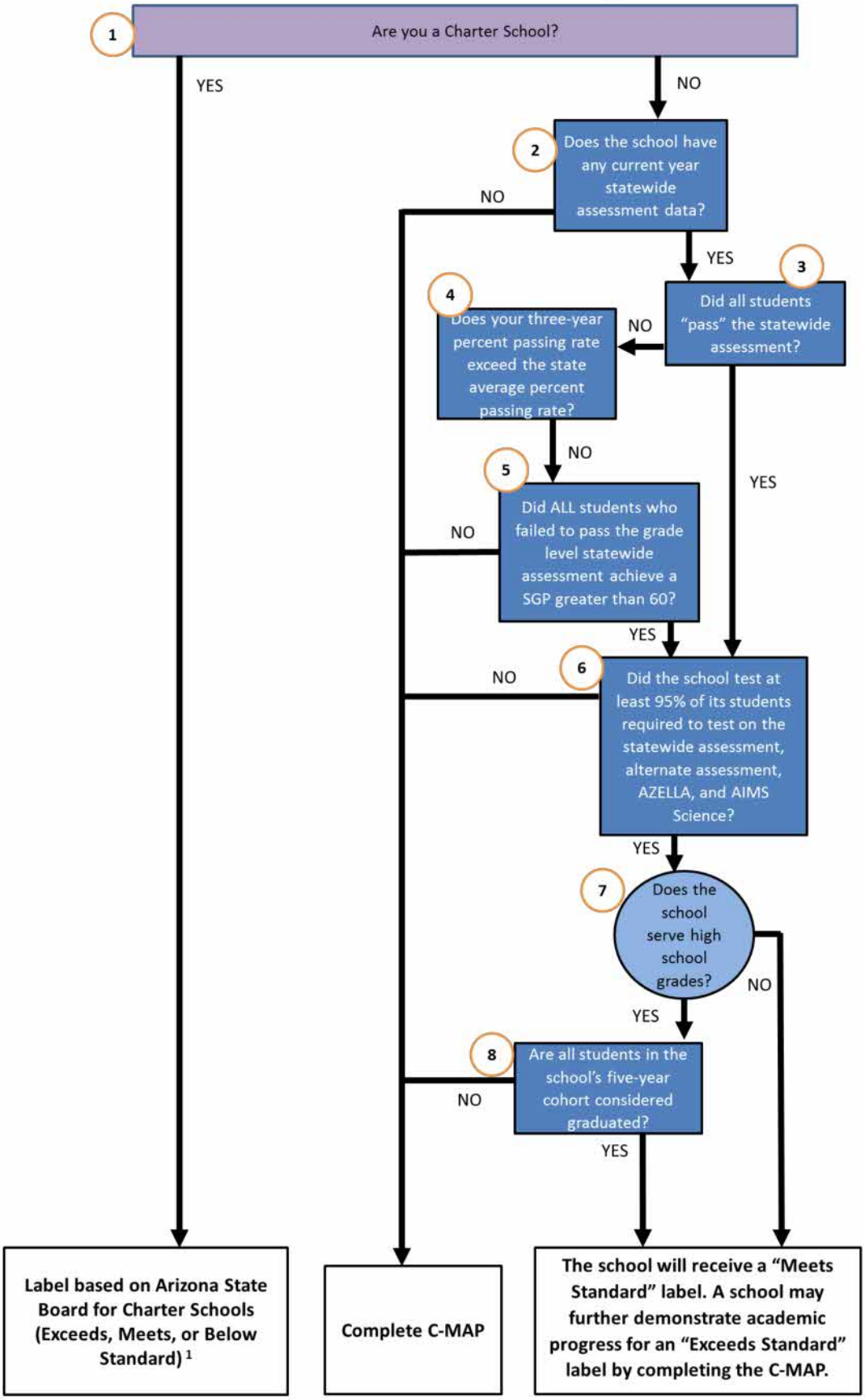
INFORMATION BELOW TO BE COMPLETED ONLY BY CHARTER SCHOOLS EVALUATED BY THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS.

Did you or will you receive a current achievement profile from the Arizona State Board for Charter Schools?

☐Yes -- Please select the achievement profile you received, if you know it: Choose an item.

☐No

Pre-Measurement of Academic Progress Flow Chart



[1]The Arizona Board for Charter Schools labels of "Does Not Meet" and "Falls Far Below" will be combined into the "Below Standard" label.

Pre-Measure of Academic Progress (P-MAP)

Schools which are able to clearly demonstrate high academic achievement based on limited data may do so via this P-MAP. Schools that require additional data/information will be required to complete the C-MAP. Use the following questions to determine if a C-MAP needs to be completed. All questions will require the school to use the Academic Indicator sheet provided by ADE and/or locate data on Common Logon. The responses for the P-MAP should be based on ADE's data. Any discussion regarding data may be addressed in the completion of the C-MAP. Responses that do not align to ADE's data for the school will be pursued.

All responses should be completed in the fillable form below. Select the appropriate check box.

1. Does the school have any current year statewide assessment data?
   - ☐ If no, please complete C-MAP.
   - ☐ If yes, go on to question 2.

2. Did all students "pass" the statewide assessment?
   - ☐ If yes, go on to question 5.
   - ☐ If no, go on to question 3.

3. Does your three-year percent passing rate exceed the state average percent passing rate?
   - ☐ If yes, go on to question 5.
   - ☐ If no, go on to question 4.

4. Did ALL students who failed to pass the grade level statewide assessment achieve a SGP greater than 60 in the non-proficient subject area?
   - ☐ If no, please complete C-MAP.
   - ☐ If yes, go on to question 5.

5. Did the school test at least 95% of its students required to test on the statewide assessment, alternate assessment, AZELLA, and AIMS Science?
   - ☐ If yes and the school serves students up to grade 12, go to question 6.
   - ☐ If yes and the school does not serve high school grades, the school will receive a "Meets Standard" achievement profile. A school may choose to further demonstrate academic progress for an "Exceeds Standard" achievement profile by completing the C-MAP.
   - ☐ If no, please complete C-MAP.

Continue to next page →

6. Are all students in the school's five-year cohort considered graduated?
   ☐ If yes, the school will receive a "Meets Standard" achievement profile. A school may choose to further demonstrate academic progress for an "Exceeds Standard" achievement profile by completing the C-MAP.
   ☐ If no, please complete C-MAP.

Results of P-MAP:

☐ The P-MAP resulted in a "Meets Standard" achievement profile based on the P-MAP **AND** that achievement profile is acceptable. Return this document with the P-MAP completed (and not the C-MAP) to achieve@azed.gov with the subject line "Measure of Academic Progress".

☐ The P-MAP resulted in a "Meets Standard" achievement profile **BUT** the school would like to further demonstrate academic progress for an "Exceeds Standard". Continue to the next page for instructions on how to complete and submit the C-MAP[4].

☐ The P-MAP resulted in a "complete C-MAP". Continue to the next page for instructions on how to complete and submit the C-MAP.

[4] If you submit a C-MAP, this will determine the final achievement profile for the school.

Comprehensive Measure of Academic Progress (C-MAP)

Overview

The C-MAP must be completed if a determination of "Meets Standard" was not received on the P-MAP or the school would like to further demonstrate academic progress for an "Exceeds Standard". In order to ensure students are receiving an acceptable education program, ADE will evaluate the information you provide; if the school demonstrates any possible need for additional support, the C-MAP may include a site visit.

This document will serve as a guide as you create a written description of your academic program. All statewide assessment results and other academic indicators that were provided by the Department in the notification email can be utilized to complete this report.

Components

The C-MAP should include a response to each evaluation criteria (Professional Development, Curriculum, Instruction, and Assessment) including the academic indicators report provided by the Department notification email, if necessary. All responses should be completed in the fillable form below. Only supporting data should be attached separately (see the first bullet point under 1 for examples of supporting data).

- **School Report:** The school administrator must present a report that serves as the foundation for understanding the school's academic program. Begin the report with a brief description of the school's history and mission. The school report must contain answers to each of the prompts and questions outlined under the evaluation criteria listed below (Professional Development, Curriculum, Instruction, and Assessment). Each question response (including the description of the school's history and mission) should be no more than 500 words.

- **Supporting data[5]:** It is recommended that your responses include evidence of the academic growth of the school's students. Consider using charts, graphs, or tables to provide specific details. Student assessment records, examples of student work, student portfolios can be included to demonstrate outcomes of teaching, if necessary. If/when supporting data are provided, name the document accordingly, reference it in the applicable response, and include it in the "Supporting Data" section or a separate attachment. Please use your own discretion here. Additional attachments should **not** include a narrative, must be clearly labeled, and must be limited to 32 MB when attached to an email. Hyperlinks will not be accepted in lieu of demonstration/evidence of application. Please attach all materials necessary to review the academic program. Insufficient evidence of application and/or hyperlinks only may negatively impact respective ratings.

[5] Any student-level data being submitted to ADE must be devoid of personally identifiable information (PII). Use student SAIS ID when necessary. If any PII is necessary, please email achieve@azed.gov or call 602-542-5151 and a secure file transfer will be arranged.

- **Academic Indicators:** While these data will not be aggregated for a standard accountability determination, the indicators listed are common among all Arizona public schools. In your notification email, you received a summary of your school's most current data which may support the responses or provide the school with the opportunity to address these data within the question(s) posed, if applicable. The school can also submit their own benchmark assessment data when available.

- **C-MAP Evaluation:** The rubrics for each evaluation criteria (Professional Development, Curriculum, Instruction, and Assessment) are included in the appendices. All supporting evidence will be used in conjunction with the responses to make a determination; evidence must support the written responses to receive a valid rating. A cross-divisional team at the Department will review the submission and contact the school within 30 days with a determination, additional questions, and/or site visit scheduling.

- **Site Visits (not required for all submissions):** ADE may also conduct a site visit if the school does not clearly demonstrate its program effectiveness, or the school fails to provide the following information :
  - A timely submission of the C-MAP that is thoroughly completed, or
  - All requested or necessary clarifications/information requested by the ADE.

  Before the site visit, ADE will forward any questions or requested information that can be satisfied during the site visit. Because of the qualitative and reciprocal nature of this system, there is no appeals process for final determinations. It is incumbent upon the school administrator to respond with information that demonstrates the school offers an effective educational program for all students. Failure to provide pertinent information may impact the final determination by ADE or the school's ability to continue to receive monies from the classroom site fund (A.R.S. § 15-241, B).

Evaluation Criteria

Supplemental Accountability achievement profiles only apply to schools which must be evaluated due to insufficient data required in the A-F Letter Grade system. The C-MAP can yield three possible achievement profiles:

- Exceeds Standard – the school received 15 or 16 total points.
- Meets Standard – the school received 11 to 14 total points.
- Approaches Standard – the school received 6 to 10 total points.
- Falls Far Below Standard – the school received 5 or fewer total points.

Points are assigned in each of the four evaluation criteria (Professional Development, Instruction, Curriculum, Assessment) using the rubrics outlined in the appendices.

- Exceeds = 4 points
- Meets = 3 points
- Approaches = 2 points
- Falls Far Below = 1 point

Points in each criterion are summed to provide the total point score: the highest attainable score is 16, with 4 being the lowest attainable score.

"Exceeds Standard" achievement profiles, whether assigned by the Arizona State Board for Charter Schools or ADE, will remain in effect for two years unless the school qualifies for accountability under the A-F Letter Grade system in the following year in which the A-F Letter Grade achievement profile will be used for state accountability. Schools which receive "Meets Standard," "Approaches Standard," or "Falls Far Below Standard" achievement profiles will be evaluated annually using the supplemental accountability model if they do not qualify for the A-F system.

Schools with an achievement profile of "Falls Far Below Standard" will have a team of specialists to assist the school's improvement. Unless the school becomes eligible for an A-F letter grade, the school will be evaluated annually using the supplemental accountability model; the school's improvement team may also contribute to the evaluation. Three consecutive "Falls Far Below Standard" achievement profiles will be considered the equivalent of three "D" letter grades with consequences outlined by A.R.S. § 15-241.

Submission Instructions

This entire document, including your completed P-MAP above, should be emailed to achieve@azed.gov with the subject line "Measure of Academic Progress." Submissions received via email will obtain immediate receipt and review. A separate attachment for supporting data and/or benchmark results should be included in that same email. Supporting data attachments should not exceed 32 MB and should be clearly labeled. Do not send separate emails for your submission and supporting data.

C-MAP: School Report

ACADEMIC PROGRAM INTRODUCTION

This section serves as the foundation for understanding the school's academic program. Provide a brief description of the school's history and mission. This response can be no more than 500 words.

Click here to enter text.

PROFESSIONAL DEVELOPMENT

This section should detail the professional development plan at your school. Respond to the following two questions. Each response can be no more than 500 words. Please see Appendix A for the Professional Development rubric that will be utilized to evaluate these responses.

1. Please discuss and provide evidence which demonstrates your school's professional development plan is appropriate and robust.

   Click here to enter text.

2. Please discuss and provide evidence which demonstrates your school's teachers are appropriately evaluated and qualified to teach and meet state and federal guidelines for teaching in their content areas.

   Click here to enter text.

CURRICULUM

This section should detail the curriculum plan at your school. Respond to the following two questions. Each response can be no more than 500 words. Please see Appendix B for the Curriculum rubric that will be utilized to evaluate these responses.

3. Please describe the process used to create and implement a school curriculum aligned to Arizona's College and Career Ready Standards, including the specific components of a strong curricular program that are in place at your school.

Click here to enter text.

4. Please describe any systematic processes used and evidence that is collected for monitoring and evaluating implementation of the curriculum in the classroom, including the latest findings in an evaluation of your curriculum and what action steps were identified and/or completed.

Click here to enter text.

INSTRUCTION

This section should detail the instruction plan at your school. Respond to the following two questions. Each response can be no more than 500 words. Please see Appendix C for the Instruction rubric that will be utilized to evaluate these responses.

5. Please describe the system used to monitor the integration of Arizona's College and Career Ready Standards into instruction, including what evidence is collected to ensure alignment to Arizona's College and Career Ready Standards and support for students not at grade level standard.

Click here to enter text.

ASSESSMENT

This section should detail the assessments utilized at your school. Respond to the following question in no more than 500 words. Please see Appendix D for the Assessment rubric that will be utilized to evaluate these responses.

6. How does the school use student performance data to monitor the progress of its students, especially underperforming students, during the year and to plan for teaching and learning?

Click here to enter text.

OTHER ACADEMIC INDICATORS

If your school utilizes any formative, benchmark, or summative assessments (other than the statewide assessment), please identify the assessment used and attach summary results which clearly demonstrate student progress and/or performance. Be clear if you reference these results in any responses.

The data below was included in your notification email and describe the school's annual performance as recorded by the Department. In the absence of certain indicators, "not applicable" (NA) will have no impact on the C-MAP determination. Schools may choose to discuss or address these data.

Indicator	School Result	State Average
Percent tested on statewide assessment		
3-Year percent passing on statewide assessment		
Average Daily Membership		
Average Daily Attendance		
4-Year Graduation rate		
5-Year Graduation rate		
Dropout rate		
Percent tested on AZELLA		
ELL reclassification percentage		

SUPPORTING DATA

Provide supporting data for any or all of the questions above. Supporting data can include charts, graphs, or tables to provide specific details, student assessment records, examples of student work, or student portfolios can be included to demonstrate outcomes of teaching. Supporting data should be different from the other academic indicators results already being attached. Please attach supporting data to your submission email, which cannot be larger than 32 MB. If/when supporting data are provided, name the table or document accordingly and reference it in the applicable response.

Appendix A

Professional Development Rubric

Label	Description	Point Value
Exceeds	The narrative describes implementation of a comprehensive and clearly defined professional development plan focused on improving student achievement. The plan is aligned with identified student learning target areas (math/reading) and is based on teacher learning needs. The plan reflects research and best practices in professional development. Professional development is planned, aligned, and leads to improved instructional effectiveness. There is a comprehensive teacher evaluation process that is clearly documented and conforms with state guidelines. All teachers meet state certification requirements, including the correct approved areas on their certificates; all teachers meet the federal Highly Qualified requirements when applicable.	4
Meets	The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. There is an acceptable teacher evaluation process that is clearly documented and conforms with state guidelines. All teachers meet state certification requirements, including the correct approved areas on their certificates; all teachers meet the federal Highly Qualified requirements when applicable.	3
Approaches	The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development plan described lacks a process for implementing new procedures and processes at the school. There is a teacher evaluation process that may or may not be documented and conforms with state guidelines. Not all teachers meet state certification requirements, including the correct approved areas on their certificates; not all teachers meet the federal Highly Qualified requirements when applicable.	2
Falls Far Below	The school has not developed or is at the beginning stage of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. There is no discernable teacher evaluation process or it does not conform with state guidelines. Not all teachers meet state certification requirements, including the correct approved areas on their certificates; not all teachers meet the federal Highly Qualified requirements when applicable.	1

Appendix B

Curriculum Rubric

Label	Description	Point Value
Exceeds	The narrative describes a formalized process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, with systematic and sustainable implementation across the school. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data.	4
Meets	The narrative describes an informal process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data. OR The narrative describes a formal process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. There is little to no evidence or data to support improved academic performance based on data generated from valid and reliable assessment sources.	3
Approaches	The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards, and may be evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and data review teams. The approach lacks cohesiveness or alignment with other school improvement efforts. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data.	2
Falls Far Below	The narrative does not describe or describes disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. Little or no data is provided; the data and analysis provided do not demonstrate improved academic performance.	1

Appendix C

Instruction Rubric

Label	Description	Point Value
Exceeds	The narrative describes a comprehensive system to monitor the integration of Arizona's College and Career Ready Standards into instruction and to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standards-based assessments. The system provides for continuous data analysis and feedback that is used to determine specific and appropriate student interventions. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data.	4
Meets	The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The system provides for some analysis and feedback that are used to determine interventions for students to further develop the system. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data. OR The narrative describes a comprehensive system to monitor the integration of Arizona's College and Career Ready Standards into instruction and to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The system provides for some analysis and feedback that are used to determine interventions for students to further develop the system. There is little to no evidence or data to support improved academic performance based on data generated from valid and reliable assessment sources.	3
Approaches	The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and to evaluate the instructional practices of the teachers which may include several of the following: lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Feedback and data may be used to provide guidance for student interventions. The data and analysis demonstrate improved or appropriate academic performance based on valid and reliable data.	2
Falls Far Below	The narrative does not describe or describes the beginning stages of monitoring and evaluating standards and instructional practices. There is minimal or no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Little or no data is provided; the data and analysis provided do not demonstrate improved academic performance.	1

Appendix D

Assessment Rubric

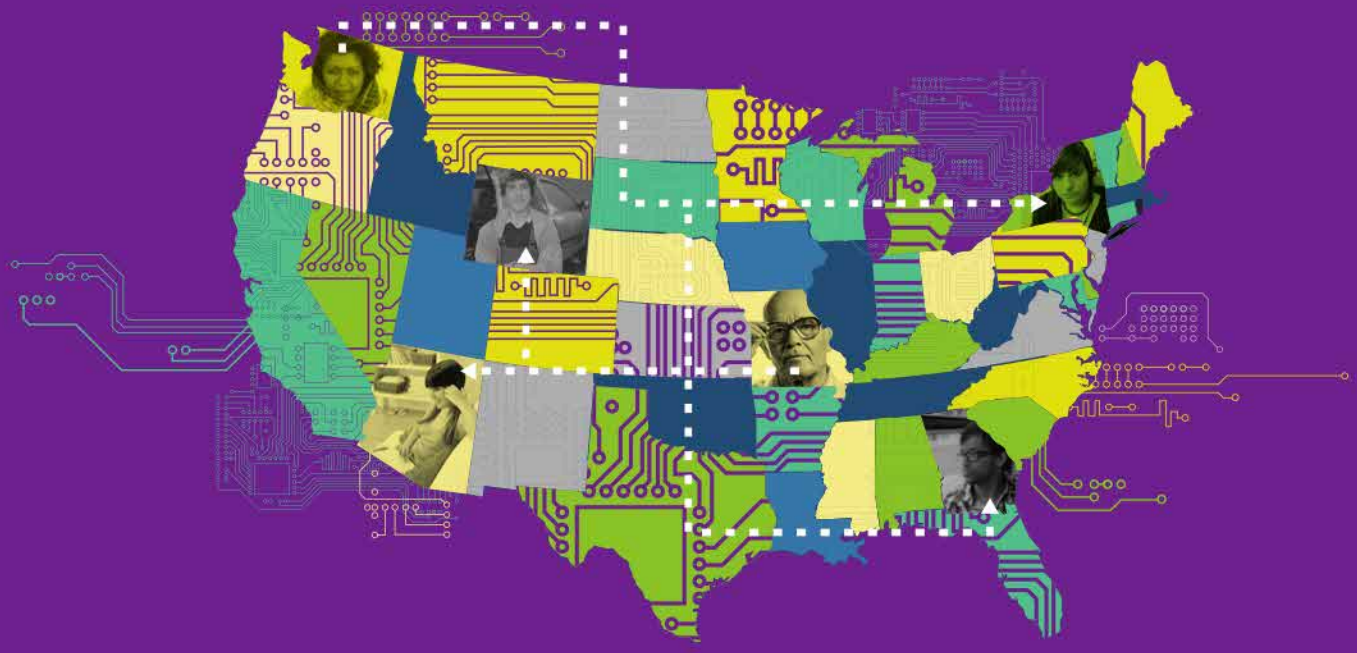
Label	Description	Point Value
Exceeds	The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis demonstrate improved academic performance based on data generated from valid and reliable assessment sources.	4
Meets	The narrative describes an assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis demonstrate improved academic performance based on data generated from valid and reliable assessment sources. OR The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. There is little to no evidence or data to support improved academic performance based on data generated from valid and reliable assessment sources.	3
Approaches	The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative assessments, common/benchmark assessments, and data review teams and/or data is not used to make instructional decisions. The data and analysis do not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.	2
Falls Far Below	The school has not developed, or is at the beginning stages of developing, a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. Little or no data is provided; the data and analysis provided do not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.	1

KEEPING PACE WITH K-12 DIGITAL LEARNING

FEB 2015 POLICY BRIEF

School Accountability in the Digital Age

A closer look at state accountability systems and online schools, with a focus on student mobility and graduation rates



Research and writing by

John Watson and Larry Pape

Evergreen Education Group

2014 Keeping Pace *sponsors include:*

About the Evergreen Education Group

The Evergreen Education Group is a digital learning research and advisory company and has been widely recognized as a leading authority for market and policy intelligence in the K–12 digital learning field. We have been the publishers of the annual report *Keeping Pace with K–12 Digital Learning* for eleven years. We deliver digital learning-related insight and produce a variety of research reports on the digital learning landscape, covering key industry topics, and national and state-level reports. Evergreen is a valuable partner to legislators, state boards of education, state education agencies, non-profit organizations, publishers and companies serving the K–12 education field.

About Keeping Pace with K–12 Digital Learning

For eleven years *Keeping Pace* has been tracking, reporting on and providing insight to the digital learning policy and practice landscape across all 50 states. *Keeping Pace* findings have been quoted in numerous national, state, and regional reports examining online and blended learning. The report's findings and authors have been quoted in publications such as Education Week, The New York Times, Wall Street Journal, USA Today, and the Christian Science Monitor. *Keeping Pace* sponsors include state education agencies, state virtual schools, non-profit organizations, and companies, all of whom share a vision of using digital learning to expand high-quality educational options.

About the Keeping Pace Policy Brief *Series*

School Accountability in the Digital Age is the second in a series of policy briefs from the Evergreen Education Group's *Keeping Pace* research team. Reports from this series of policy briefs are published from time to time and released separately from the annual *Keeping Pace with K–12 Digital Learning* report.

Executive Summary

Public schools in the United States operate under state accountability systems that vary by state and are meant to measure individual school performance against criteria determined by state policymakers. The purpose of these systems is to hold each school accountable for increasing student performance. However, it has become clear that a single system does not accurately measure all schools. Among the problems is that these systems do not adequately assess schools with high rates of student mobility or a high number of students who enter as over-age or under-credited. Although online schools most commonly face these issues, these concerns also have ramifications for blended schools (those combining digital and face-to-face instruction) and many traditional physical schools as well.

The ways in which fully online schools are held accountable vary based on how they are overseen, and by state. Online schools fall into one of several categories, and accountability structures differ based on the categories.

- *Online charter schools* are overseen by charter school authorizers, which may be school districts or other entities.
- *District-run online schools* that are not charter schools are overseen by local education agencies.
- *Schools-within-a-school* are held accountable as part of the larger school in which they reside.

Online charter schools and *district-run online schools* also fall under the state accountability system and receive performance grades based on the state. *Schools-within-a-school* do not directly fall under the state accountability system as their results are included in the outcomes of the larger school within which they reside.

Accountability systems are not designed to measure online schools. For example, because online schools have high rates of student mobility, and many of the students changing schools are disadvantaged, at-risk, or under-credited, conventional graduation rate calculations may not be providing an accurate picture of the school. This creates a situation in which state policymakers are challenged to determine which schools are successfully moving students ahead towards graduation—even if they are not graduating in four years—and which may actually be contributing to the students failure to graduate.

Among the shortcomings of the current graduation calculations for all schools are:

- Schools receive no recognition towards graduation rate calculations for a student who is on track while at the school, but leaves prior to graduating.
- If a student starts high school elsewhere and enters the school behind on credits, the new school gets no additional recognition for helping the student catch up.
- A school's four-year graduation rate will be decreased by enrolling a student who is far behind, even if the school helps that student catch up and graduate in five or six years.

Policy changes that would help address some of the current accountability system issues include the following:

1. Credit schools with graduating students in five or six years.

Schools should receive some points towards their state report card for graduating students in five and six years. How the credit is allotted would depend on the specifics of each state's school performance framework.

2. Measure students' progress towards graduation, especially for situations in which students switch schools.

The specific calculation would vary by state. Key factors in this approach include defining how a student is determined to be behind, on track, or ahead of pace, at time of enrollment; determining what is appropriate progress towards graduation; and determining incentives to schools for working with students who were behind at time of enrollment and getting them on track to graduate.

3. Change funding mechanisms to systems that minimize the impact of high student mobility.

Although funding is often perceived as an issue separate from accountability, funding and accountability are tied together in many ways. In particular, issues of student mobility are exacerbated when funding is based on a limited number of count days.

4. Publish data on student mobility for all schools, and consider creating a designation specific to schools with high rates of student mobility, regardless of other student demographic factors.

Student mobility data should include the number and percentage of students who enroll in the school after the start of the school year, as well as the number of students who start beyond certain dates based on a standard methodology. States that create this designation would need to consider whether they would change how the performance rating would be calculated for such schools.

5. Require separate reporting on online programs so that online student outcomes can be tracked.

An educational program that is serving a significant number of students with a distinct mode of instruction—as with an online school—should report on online student programs and usage separately from any other school.

6. Calibrate performance penalties for schools that miss targets for the percentage of students who take state assessments.

States have a compelling interest in ensuring that a high percentage of students take state assessments, but penalties should be calibrated to different levels of participation, instead of being based on missing a single target.

7. When students change schools, require that the sending school transfer complete student information to the receiving school quickly.

When a student changes schools, the new school should quickly have access to data such as attendance, state test results, and other important academic information about the individual student.

8. End counting by cohorts, and determine where students go after leaving an online school.

State reporting is too often based on total student counts; instead they should be based on the educational trajectory of each individual student. For example, states should determine where students go after leaving an online school, in categories including students who transfer into another school, those who earn a GED, those who drop out, and those who move out of state and then make sure those designations are appropriately reflected in the calculation of graduation rate.

State accountability systems are meant to measure and report on how well schools are serving students, in ways that can be understood by policymakers, parents, students, and other stakeholders. These accountability systems tend not to measure schools well when certain factors are present, including when the school has a student population with a high rate of mobility, and when the school has a student population that has entered the school behind in terms of credits accumulated towards graduation. Situations in which students maintain progress towards their academic goals should be seen as successful, and should be distinguished from situations where students fall behind.

Implementation of the policy changes outlined above would help address these shortcomings. It would also help ensure that all schools are held accountable for advancing students during their time at the school, whether that time comprises the student's entire education, or is a very short stop along their educational path.

Introduction

Public schools in the United States operate under state accountability systems that vary from state to state. Many of them are evolving. They are also perceived to contain significant problems in their current forms, which create issues for teachers, administrators, students, parents, school boards, and many other stakeholders.[1]

This policy brief focuses on the application of school accountability systems to online schools and the students who attend these schools. It explores the ways in which high rates of student mobility in online schools, and the high number of students who enter these schools over-age or under-credited, challenge state accountability systems. These atypical student populations create problems for policymakers and other stakeholders who seek to distinguish schools that are serving these students well from schools that may actually be contributing to the students' failure to graduate. The issues raised by the presence of these online schools have ramifications for blended schools (those combining digital and face-to-face instruction) and many traditional physical schools as well.[2]

A brief history of accountability systems and performance frameworks

School accountability has evolved over the last century, as shown in Figure 1, from first being based on accreditation of inputs, then to the creation of academic standards, and subsequently to state assessments, graduation rates, and other measures of outcomes. As of early 2015 state accountability systems continue to evolve in response to the requirements of No Child Left Behind (NCLB) and the waivers to NCLB being provided by the U.S. Department of Education.[3] In addition, the adoption by many states of the Common Core State Standards, and implementation of new state or national assessments (PARCC, Smarter Balanced, and new state assessments), are changing state performance frameworks as well. Although NCLB and other federal regulations create a set of requirements for state accountability systems, these systems vary significantly across different states.

Given this long background and accelerating evolution, a reminder of the goals of accountability is useful. The Center for Reinventing Public Education suggests that accountability

> "is about making sure children … learn what they need to be independent adults and contributors to their communities … In modern America, this means graduating from high school able to choose between entering college without the need for remediation, or taking a career-ladder job that will support a family. It also means having the analytical capacity and free time to be an informed voter and an engaged citizen."[4]

[1] Criticisms about the current set of state accountability requirements that exist under the federal regulatory framework are not limited to a small number of stakeholders or to one side of the political spectrum. See, for example, the National Education Association's positions on No Child Left Behind (the law that creates the current federal regulatory framework) at http://www.nea.org/home/NoChildLeftBehindAct.html, and a conservative critique of NCLB, *The Trouble with No Child Left Behind*, at http://mises.org/library/trouble-no-child-left-behind. For a critique of school report cards see Howe, K.R., & Murray, K. (2015). Why School Report Cards Merit a Failing Grade. Boulder, CO: National Education Policy Center. Retrieved January 28, 2015 from http://nepc.colorado.edu/publication/why-school-report-cards-fail.

[2] This policy brief is focused on schools in which students enroll, not on supplemental online course providers.

[3] See http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html for more information about waivers being provided by the U.S. Department of Education to the requirements of NCLB.

[4] Center for Reinventing Public Education and Thomas B. Fordham Institute, An Open Letter On School Accountability To State Superintendents of Education and Governors, September 24, 2014

Accountability Efforts: A National Evolution

by the Education Commission of the states

State school accountability systems, and their goals have evolved over the years:

Accountability 1.0 (1900-80)	***Accreditation***	Initially based on inputs such as staff degrees and numbers of library books, this version evolves in the 1980's into a focus on performance.
Accountability 2.0 (1990-2001)	***Standards-based Accountability***	State lawmakers set academic standards and begin state testing, sometimes with rewards and/or sanctions. Florida launches the first state school report cards, grading from A to F.
Accountability 3.0 (2001-10)	***No Child Left Behind***	Federal lawmakers mandate state testing and outline incentives and consequences with an unprecedented level of detail. Parents in some states receive report cards with two sets of ratings, state and federal.
Accountability 4.0 (2010-Present)	***Race to the Top***	With the renewal of NCLB stalled in congress, President Obama entices states to implement reforms, such as linking students test scores to teacher evaluations, with Race to the Top grants.
Accountability 5.0 (2013-Present)	***Standards, Round 2***	States adopting standards such as the Common Core are figuring out new assessments and tweaking accountability systems to measure and report results.

Figure 1: Evolution of accountability in U.S. public schools. Source: Education Commission of the States.[5]

Each state defines accountability in its own way, with a focus on its chosen metrics. For example, the Massachusetts School and District Accountability system is "designed to measure the progress schools and districts are making toward helping all students reach high levels of achievement. A district or school's Accountability and Assistance Level is used to appropriately target interventions and supports, and recognize or reward excellence."[6]

In practice, creating a robust structure that measures complex school systems (many of which differ in important ways), and reports easily understood outcomes, is highly demanding. In its review of state reporting on schools, the Education Commission of the States found that:

> … calculations used by states to reach a school's final grade or rating are rarely simple, often relying on algebraic equations and other mathematical formulas. While this may be necessary to ensure numerous indicators are represented and to create the most accurate ratings, such formulas can be difficult to communicate clearly to the public … Weights and proportions matter. States can measure carefully selected indicators of quality but if the indicators are weighted incorrectly—at least, according to some observers—the result can be a grade or rating that some members of the public see as

[5] Marga Mikulecky and Kathy Christie. 2014. *Rating States, Grading Schools: What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful.* Denver, CO: Education Commission of the States.

[6] Retrieved January 3, 2015, from http://www.doe.mass.edu/apa/accountability/default.html

> inaccurate and, worse, intentionally so … Creating a robust, valid and easy-to-understand report card is harder than it sounds. State legislatures and departments of education have worked years to create such report cards—only to be rewarded with a cacophony of criticism from their constituents.[7]

In this policy brief, we intend not to add to the "cacophony of criticism," but to help illuminate accountability issues that relate to online schools, and suggest some changes that may help students, parents, schools, and policymakers better understand and measures these schools. Some of these changes might also benefit districts that have characteristics similar to online schools, including those with high rates of student mobility.

In subsequent sections this paper:

1. Provides background information regarding online schools,
2. Reviews the ways in which these schools are held accountable,
3. Examines issues with the accountability systems related to characteristics of online schools, including serving students with high mobility rates, and
4. Recommends changes aimed at improving accountability, ensuring that students are well served and that schools that are performing well are recognized for doing so, while schools that are functioning poorly face sanctions or other measures to improve or be shut down.

[7] Mikulecky and Christie, page 4.

Background on online schools

Fully online schools, also called cyberschools or virtual schools, work with students who are enrolled primarily and usually only[8] in the online school. Cyberschools typically are responsible for ensuring their students take state assessments, are responsible for their students' scores on those assessments, and are graded on the state's performance framework. These schools may serve students within one district, in multiple districts, or statewide.

Schools serving students only within their own district are usually very small and often designed to serve students who might otherwise drop out of school, or have a medical reason that keeps them from attending a brick-and-mortar school. Such programs may use district teachers who spend most of their time teaching in traditional schools to teach the online courses (as opposed to teachers hired just for the online school).

Multiple district and statewide online schools are able to draw from a larger geographical area, and as a result are able, and more likely, to serve a larger number of students. States that allow schools to serve out-of-district students typically have a separate authorization process those schools must go through, and often require additional reporting.

In many cases online schools operating statewide are charter schools. Charter school regulations often give schools more flexibility than traditional schools, such as allowing for methods of calculating attendance that do not rely on seat time. As is discussed below, charter schools are held accountable by authorizers, who usually set performance expectations in a charter contract. The performance goals often include measures based on state assessments or other state metrics that are used by other schools, and also frequently contain goals that are specific to the online school's mission or student population.

Some of the fully online schools are district-run, non-charter schools. Of the non-charter online schools operating across multiple districts, most operate in ways that are not evidently different than charter schools because state policies have been put into place that provide for the flexibility from some regulations required by fully online schools. Non-charter schools are held accountable via a district approval process that is overseen by the district school board.

State performance measures and federal regulations create the final layers of oversight and accountability for all online schools, whether charter schools or districts schools.

Fully online schools that attract students from across entire states operate in 30 states[9] and will serve about 325,000 students during school year 2014-15.[10] (See Figure 2.) In addition, an unknown—but significantly smaller—number of students attend fully online schools run by their district of residence. The largest of these statewide online schools serve many thousands of students. Examples include the Georgia Cyber Academy (13,300 students), Pennsylvania Cyber Charter School (10,389 students), Ohio Virtual Academy (13,147 students), and the Electronic High School of Tomorrow (also in Ohio, with 13,537 students). However, even in the states with large numbers of fully online students, fully online schools typically serve less than 2% of the state's K–12 student population (see column on right side of Figure 2). Some states may have only a handful of multi-district fully online schools serving students statewide, while other states, including Arizona, California, Pennsylvania, and Ohio, have a dozen or more.

[8] Some online schools in a few states such as Arizona provide online courses to students who are primarily enrolled in a physical school.

[9] Schools in California are restricted to serving students in contiguous counties, but for this policy brief we consider California among the states that have statewide online schools for two reasons: some national management companies support multiple schools in California, and most students in the state have access to at least one online school.

[10] The estimate for students in fully online schools in school year 2014-15 is based on the count from school year 2013-14 in *Keeping Pace with K-12 Digital Learning 2014 Annual Report*, available at kpk12.com.

A significant portion of all online students attend schools that are supported by education service providers (ESPs). The two largest of the ESPs operating online schools are K12, Inc. (NYSE: LRN) and Connections Education, a wholly owned subsidiary of Pearson®, a United Kingdom-based education company. The ESPs typically provide educational products and services such as the online content, teachers, technology platforms, technical support, and services related to special education. A board of directors that contracts with the ESP oversees the schools. Other online schools don't use an ESP but often contract with one or more vendors to provide a variety of services.

States with Statewide Fully Online Schools

FIGURE 2: NUMBER OF STUDENT ENROLLMENTS BY STATE AND PERCENTAGE OF STATE'S K–12 POPULATION

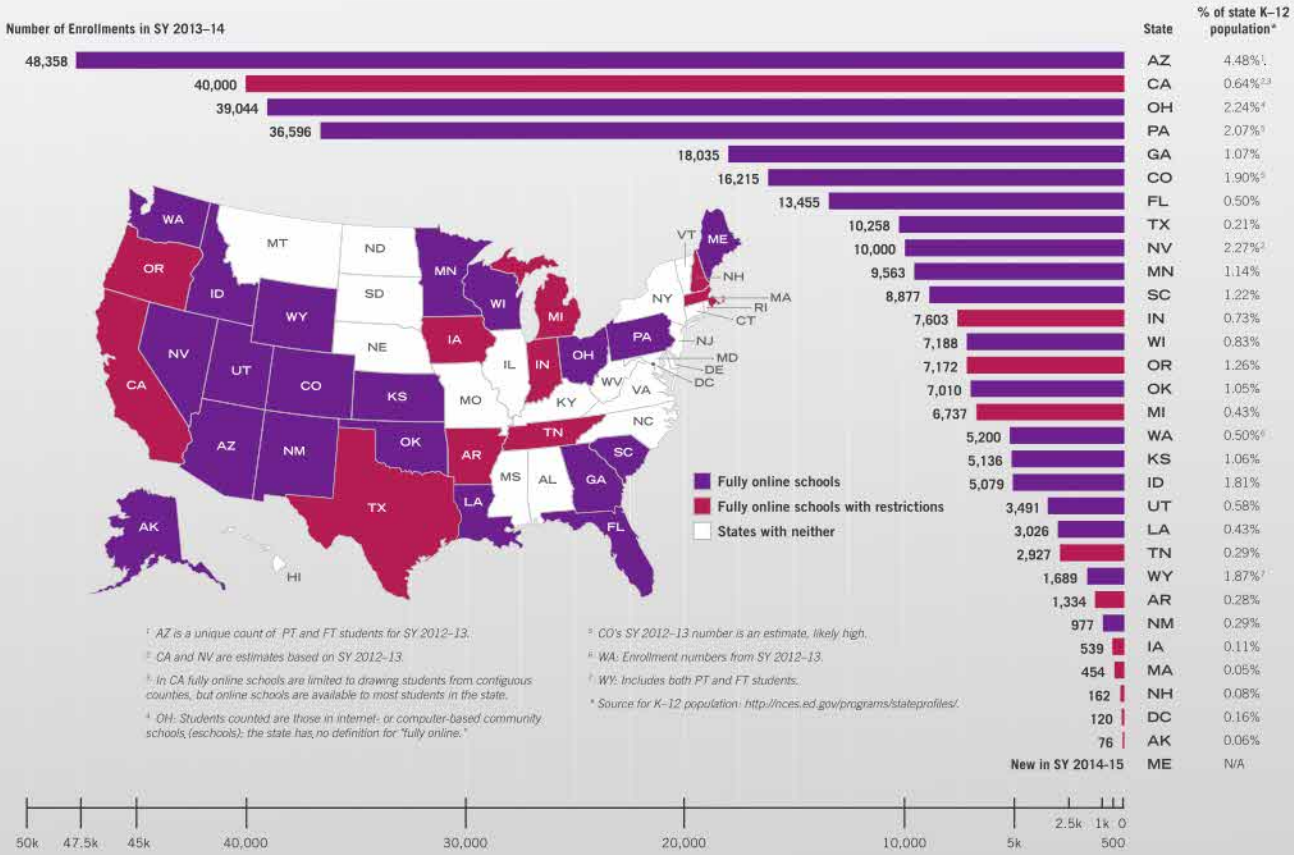


Figure 2:
States with statewide online schools, and the percentage of each state's student population that is attending statewide online schools. Online schools in California are restricted to operating within contiguous counties, but most students in California have access to online schools.
Source: ***Keeping Pace with K–12 Digital Learning*** **(2014)**

Oversight of online schools

The ways in which fully online schools are held accountable vary based on the type of school, and also differ by state. The vast majority of students attending fully online schools fall into one of the following three categories:

- Online charter schools.
- District-run online schools that are not charter schools.
- A school-within-a-school.

The accountability structures for these schools differ:

- Charter school authorizers oversee online charter schools. Authorizers may be school districts or other entities, some of which may be created solely as charter school authorizers.
- School districts or other local education agencies most often oversee other online schools that are not charter schools.
- Both types of schools ultimately fall under the state accountability system, and receive performance grades based on the state.
- Schools within schools are held accountable as part of the larger school in which it resides. As a result, the online school does not receive a report or grade that is about its performance alone; its results are included in the outcomes of the larger school within which it resides.

AUTHORIZERS AND APPROVERS

Online schools may be **charter schools** or non-charter **district-run schools**. A formal charter school authorizer oversees charter schools. The state charter school law designates types of authorizers, which may include school districts.

When online schools are not charter schools, a district is typically responsible for their oversight. In this report we refer to such districts as **"approving"** online schools or as **"approvers"** to distinguish from **"authorizers"**—because "authorizer" typically refers to the entity overseeing a charter school.

Oversight of online schools by charter school authorizers

The ways in which a charter school authorizer oversees an online charter school differs based on two variables: state requirements, and oversight that is developed and implemented by the authorizer.

State requirements of charter school authorizers generally include school approval and monitoring responsibilities that are both academic and non-academic. The Pennsylvania Department of Education, for example, has published a toolkit of resources for authorizers and charter schools. It provides guidance to authorizers in three primary areas: the charter school application process, charter operations, and charter renewal/non-renewals. It references the specific laws guiding each section of the relationship and notes requirements, including an annual assessment of whether or not a charter school is meeting its goals, and a comprehensive review of the charter prior to granting a 5-year renewal. It also details the process for charter schools to follow when its charter is revoked.[11]

[11] Pennsylvania Department of Education, Authorizer Toolkit, http://www.portal.state.pa.us/portal/server.pt/community/charter_school_authorizer_toolkit/18759/kit/700175

State requirements are often fairly general, and an effective authorizer plays a critical role in ensuring school quality by outlining performance standards in the school contract, and monitoring performance throughout the length of the contract. According to guidance on charter school accountability from the Minnesota Association of Charter Schools:

> "The relationship between an authorizer and a school development group begins before the school is granted a charter … the authorizer and school enter into a legally binding written charter contract that outlines the agreed upon goals and performance of the school. Throughout the course of the charter contract, the authorizer monitors and evaluates the performance of the school and, at the end of the contract, makes a decision on whether to renew the charter with the school."[12]

The relationship between the authorizer and the charter school is particularly important when the charter school is unusual in its mode of instruction (as with online schools), or when the school is serving students who are not representative of the state population as a whole.

The National Association for Charter School Authorizers (NACSA) has published *Principles and Standards for Quality Charter School Authorizing* in 2012[13] and *Core Performance Framework and Guidance: Academic, Financial, and Organizational Frameworks for Charter School Accountability*,[14] both of which provide direction to charter school authorizers. A key element that the NACSA documents explore is performance contracting. A main responsibility of authorizers is to set performance expectations in three areas for each school in its charter contract: academic, financial, and organizational performance. Academic performance standards include expectations for student achievement, academic growth, and postsecondary readiness that incorporate state and federal accountability systems and allow for mission-specific performance measures. These guidelines allow schools and authorizers to set performance measures that work for each school based on its mission and the profile of the students it is serving, and may allow for some flexibility in designing alternative forms of assessment that are valid, reliable, and rigorous.

The Core Performance Framework notes "a quality authorizer maintains high standards and manages charter school performance—not by dictating inputs or controlling processes—but by setting expectations and holding schools accountable for results." It notes that some authorizers may be restricted by state performance guidelines, while others may have more flexibility in choosing measures of accountability, or in how those measures are weighted. While there are benefits to aligning performance contracts with state performance standards, there are also advantages to including measures in the performance contract that don't directly align with the state system, including:

- Distinguishing between the lower- and higher-performing schools within given ranges of a state's accountability system.
- Maintaining continuity if a state's accountability framework changes.
- Developing a more comprehensive evaluation system that includes student growth measures and postsecondary readiness in states where those measures are not in use.[15]

[12] Minnesota Association of Charter Schools, Authorizing, http://www.mncharterschools.org/iqa-initiatives/authorizing.php

[13] *Principles & Standards for Quality Charter School Authorizing* (2012). National Association of Charter School Authorizers; retrieved December 8, 2014 from http://www.qualitycharters.org/assets/files/images/stories/publications/Principles.Standards.2012_pub.pdf. As of January 2015, no organization has published authorizer standards specific to virtual schools.

[14] *Core Performance Framework and Guidance: Academic, Financial, and Organizational Frameworks for Charter School Accountability* (2013). National Association of Charter School Authorizers. Retrieved December 8, 2014 from http://www.ccsso.org/Documents/2013/NACSA_Core_Performance_Framework_Guidance_10-3-2013.pdf

[15] See page 11 of the NACSA Core Performance Framework Guidance document.

Charter authorizers may benefit from more flexibility in measuring performance in a manner consistent with the charter's mission and the goals described in the charter application—which is exactly what many charter authorizers do in their contracts with online charter schools.

Taken together, these elements indicate that charter authorizers would benefit from measuring performance in a manner consistent with the charter's mission and the goals described in the charter application—which is exactly what many charter authorizers do in their contracts with online charter schools. Charter school applications should clearly articulate goals based on the specific situation of the school, and the application should become part of the charter contract.

Expectations of charter schools are laid out in extensive contracts with authorizers. Examples include:

- The application from the Pennsylvania Academy Cyber Charter School to the Charter School Office of the Pennsylvania Department of Education includes academic goals tied to state standards and assessments, as well as a goal that "85% of seniors will show evidence of matriculation" into "2 or 4 year college, military, technical, or job training programs based on their individual student success plan." The Pennsylvania charter application is quite specific, including statements such as "80% of students taking the Keystone Algebra 1 Exam will score proficient or advanced and in each consecutive year student proficiency will increase by 5%."[16]
- The contract between Central Michigan University (the authorizer) and the Great Lakes Cyber Academy (the charter high school) sets educational goals for students that include target scores on the ACT and other assessments. Because of issues related to student mobility (explored in the next section), the contract sets targets primarily for students who have been enrolled in the school for three years or more.[17]
- Because of the complexity of contracts, and the latitude that exists in some contracts, high quality authorizers will create annual progress reports that they share with the school's governing board, principal, and other key stakeholders, reviewing progress towards key educational, financial, operational, and other metrics.[18]

Oversight of non-charter online schools

In states with fully online schools that are not charter schools, online schools are usually approved by local education agencies that may include school districts, intermediate school districts, or BOCES. The schools and approving entities may have to go through a state reporting and/or approval process as well, although whether such a process exists varies by state.

For example,. in Colorado online schools that are approved by LEAs must apply to serve out-of-district students under a state certification process that also applies to online charter schools. All programs wishing to serve students in two or more districts, and more than 10 out-of-district students, must apply for specific certification from the Unit of Online and Blended Learning,[19] although final approval for those schools to

[16] Revised Application for Provost Academy Cyber Charter School. April 22, 2014.. Retrieved December 7, 2014 from www.portal.state.pa.us%2Fportal%2Fserver.pt%2Fdocument%2F1422318%2Fprovost_academy_cyber_charter_school_part_1_pdf&ei=_CSFVMawK9DmoASW_oKYAQ&usg=AFQjCNEi6cyv9Ih8-2zYgxupnrUYrklyfg&bvm=bv.81449611,d.cGU

[17] A CONTRACT TO CHARTER A SCHOOL OF EXCELLENCE AND RELATED DOCUMENTS ISSUED TO GREAT LAKES CYBER SCHOOL BY THE CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES (AUTHORIZING BODY). MARCH 28, 2013. Retrieved Dec 7, 2014, from http://www.thecenterforcharters.org/schools/contracts/MI-33914.pdf

[18] Personal communication with Jamie Davies O'Leary, Chief Communications & Advocacy Officer, Ohio Council of Community Schools, November 19, 2014.

[19] Colorado Department of Education Unit of Online and Blended Learning, Technical Assistance, http://www.cde.state.co.us/onlinelearning/events.asp

operate rests with the authorizer (for charter schools) or approver (for district schools).[20] The certification process is based on three criteria:

1. The authorizer/approver has the resources and capacity to oversee the online school,
2. The authorizer/approver has documented and verified that the online school meets an acceptable level of compliance with the Quality Standards for Online Schools, and
3. The authorizer/approver and the multi-district online school have agreed on a plan for operating the online school.[21]

Each fully online school—whether charter or not—is held accountable via the state School Performance Framework (SPF); each school's SPF report is easily available.[22] The online schools that are charter schools also have charter contracts with the charter authorizers. The online schools that are not charter schools, and are approved by districts, often do not have a formal contract with the district. Those online schools report to the district board of education in the same ways as other district schools. If, however, the online school uses courses, instruction, or other services from an education service provider, as is the case for example with Edison Academy,[23] the district will have a contract with the provider.

Other states follow a variety of approaches that differ in how much oversight the state applies. States such as Arizona, Minnesota, and Kansas apply approval and/or reporting requirements to online schools that are in addition to those that apply to non-online schools. Other states, including Alaska and California, have little state oversight of online schools that is different then the accountability measures applied to all schools. In all of these states it is the local school district, or other approving entity, that is primarily responsible for the online school.

Oversight of online schools that operate within another school

Finally, in cases where fully online programs are not independent schools, but rather programs within existing schools, accountability takes a different shape. Students in these online programs are still required to participate in state assessments, but their assessment results, dropout rates, and graduation rates all roll into the existing brick-and-mortar school's performance framework. Accountability for the online program rests with the host school or district, but whether or not outside observers can determine results from the online school separate from the district depends on whether the district separately publishes results of the online program. In most cases, the district does not.

Because of the lack of reporting of these types of online programs, their numbers, and the number of students attending them, is unknown. It appears, however, that the number of fully online schools that are providing a full education to students, but operate from within another school, is quite small.

[20] Note that although "authorizer" is a standard term for charter schools, "approver" for a non-charter online school is not standard language. We use it in this policy brief for simplicity.

[21] As of January 2015 a task force is considering recommendations for changes in Colorado laws pertaining to online schools, and the regulatory framework described here may change in 2015.

[22] http://www.cde.state.co.us/onlinelearning/schools

[23] http://www.cde.state.co.us/onlinelearning/schools#edison

Key challenges in accountability systems

We believe accountability systems don't measure online schools as well as they should. There are several contributing reasons. For example, the *Final Report of the Illinois Charter School Commission Report on Virtual Schools* found that "characteristics of virtual schools also complicate student assessment. The existing schedule and protocols of state and school district assessments don't match up with the more fluid virtual school environment where students enroll throughout the year and complete courses at their own pace. Annual state tests administered on specific days in the spring are not an effective way to measure growth for students who may be studying material that doesn't match what is being tested."[24]

Among the various issues highlighted in the Illinois report, one fundamental area in which online schools challenge accountability systems is in graduation rate calculations and associated issues. Although graduation rate is just one area that states consider in their performance frameworks, in many states the graduation rate is a major component of the overall score, accounting for as much as 30%.[25]

Graduation rates and state accountability ratings

Prior to 2010, a standard approach for calculating high school graduation rates across states did not exist. Some states used a National Center for Education Statistics (NCES) method of counting the number of graduates divided by the number of graduates plus dropouts, while some states relied on estimates, and others calculated the rate based on the number of students who entered 12th grade the previous fall.

Federal regulations issued in 2008[26] addressed those concerns by standardizing how graduation rates are calculated in each state. Beginning with school year 2010-11, all states were required to report a "four-year adjusted cohort graduation rate." The rate counts all students who graduate within four years of entering high school, adjusting for students who transfer in and out of school. The adjustment is made by adding any students who transfer into the cohort, and subtracting any students who transfer out by enrolling in another educational program, emigrating to another country, or dying during the years covered by the rate. States must report the four-year cohort rate for each school, as well as for student subgroups within each school including race/ethnicity, gender, students with disabilities, economically disadvantaged students, English language learners, and talented and gifted students. States may also choose to use an extended-year cohort graduation rate, such as a 5-year rate, alongside the 4-year rate in its accountability systems. These are the only two graduation rate calculations that can be used for Title I accountability requirements.[27]

NCLB waivers add a level of complexity to graduation rates.[28] While all states still must calculate and report the 4-year cohort graduation rate, they are not required to use that rate in their state accountability systems. States can choose the extent to which graduation rate counts in calculations, and they can choose to use additional graduation rate calculations as well.[29] Many states have chosen to also include a 5-year

[24] Richmond, G. (2014) *Final Report of the Illinois Charter School Commission Report on Virtual Schools*, Approved on February 21, 2014. Illinois State Charter School Commission. Retrieved May 21, 2014. http://www.isbe.state.il.us/SCSC/pdf/vsag-final-report.pdf

[25] See, for example, the Nevada points breakdown at http://nspf.doe.nv.gov/Home/AboutHS, and the explanation for South Carolina at https://ed.sc.gov/data/esea/2013/docs/ESEA_2013_Brief_Technical_Document.pdf

[26] U.S. Department of Education, High School Graduation Rate Non-Regulatory Guidance, December 2008, http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf

[27] State graduation rate calculations vary, and are complex. For example, see Minnesota's graduation rate calculation explanation at "How to Understand Graduation Rate Calculation", retrieved January 6, 2015 from http://education.state.mn.us/MDE/Welcome/OfficeCom/Super/WeekSuptMail/054306

[28] US Department of Education, Graduation Rates and ESEA Flexibility, http://www2.ed.gov/policy/elsec/guid/esea-flexibility/gradrate/index.html

[29] Young, K. NCLB Waivers and Accountability: The Graduation Rate Balancing Act. Jobs for the Future. (2013).

graduation rate in their accountability systems, as students who do not graduate in four years are counted as non-graduates under the 4-year rate, but the school / state can get credit for those students graduating in five years if they also do a 5-year cohort graduation rate calculation. The 5-year calculation may not be used only for particular subgroups, but must be calculated for the whole school and all subgroups.

Graduation rates are then used as part of school ratings. Minnesota, for example, uses four measures: proficiency, growth, achievement gap reduction and graduation rates.[30] It began using the federally required adjusted cohort graduation rate model in 2012. This model follows students in a group, or a "cohort," throughout high school and determines if they graduate within four, five or six years. All schools that serve 12th grade students receive a four-, five- and six-year graduation rate, including traditional high schools and alternative high schools. Schools must have at least 40 students in the graduating cohort to receive a graduation rate and have it displayed publicly.

Other states are taking similar approaches to calculating graduation rates. In many cases methods for calculating the rates are explained in detailed guidance documents.[31]

The cohort calculation works fairly well if the following are true:

- Most students enter the high school at the beginning of the freshman year, or, if they enter later, are on track towards graduation when they enter.
- For students who leave the school, the state has accurate information on where the students go so that they are accurately counted as going into another school or dropping out of the school system.

These calculation methods, however, often do not work well for online schools that have high rates of student mobility. Many of the students changing schools are disadvantaged, at-risk, or under-credited. For example, analysis of student data from 24 online schools served by the two leading outsource service organizations showed that 35% of students who entered those schools in grades 10, 11, or 12 were behind in credits at the time of enrollment.

This creates a situation in which state policymakers are challenged to determine which schools are successfully moving students ahead towards graduation—even if they are not graduating in four years—and which may actually be contributing to the students failure to graduate.

For all schools, whether they are online, or brick-and-mortar:

- They receive no credit towards graduation for a student who is on track while at the school, but leaves prior to graduating.
- If a student starts high school elsewhere and enters the school behind on credits, the new school gets no additional credit for helping students catch up.
- A school's four-year graduation rate will be decreased by enrolling a student who is far behind, even if the school helps that student catch up and graduate in five or six years.

[30] http://www.education.state.mn.us/MDE/SchSup/ESEAFlex/MMR/index.html

[31] See, for example, the explanation from the Ohio Department of Education at https://education.ohio.gov/getattachment/Topics/Data/Report-Card/2012-2013-Technical-Documentation-Graduation-Rate-Measure.pdf.aspx

Student mobility rates

High rates of student mobility are known to present challenges to students and schools, whether online or physical. A report from the U.S. Government Accountability Office (GAO) finds that "Schools face a range of challenges in meeting the academic, social, and emotional needs of students who change schools." Although some of these challenges are due to the circumstances that lead to high mobility rates, such as students living in poverty, other challenges are specific to the act of changing schools. "Students who change schools often face challenges due to differences in what is taught and how it is taught. Students may arrive without records or with incomplete records, making it difficult for teachers to make placement decisions and identify special education needs."[32] Similarly, a meta-analysis found that "mobility was consistently associated with lower achievement and higher rates of high school dropout. Findings were larger, more consistent, and of greater practical significance for school dropout than for achievement."[33]

Policymakers need to find a way to discern the difference between situations in which a student switching schools is a success, and those in which a student leaving school is a failure.

The GAO characterizes high mobility schools as those in which more than 10% of the student population leaves before the end of the school year. Many online schools work with student populations that have far higher rates of student mobility. For example, a Minnesota study found that "online students as a group are more mobile than the general student population."[34] In Colorado, "online schools have some of the highest mobility rates in the state" and as a whole the online school mobility rates have been found to be twice as high as the statewide average.[35] Unlike most situations in physical schools, however, families often enroll students in online schools with the expectation that the student's time in the online school will be temporary and that the student will return to a traditional school.

Data from the two leading outsource service organizations for online schools found not only high rates of student mobility in between school years, but also students often entering or leaving its online schools during the school year—which is even more disruptive for students. An analysis of just over 180,000 student enrollments across online schools in school year 2013-14 found that 52% of students enrolled after the start of the school year, and 33% of students enrolled four weeks or more after the start of the school year.[36]

Data from specific schools show additional details. At the Arizona Virtual Academy (AZVA), for example:

- 78% of enrolled high school students were enrolled for 2 years or less.
- More than half of those students (58%) were enrolled for one year or less.
- Of the students who were enrolled for one year or less, 75% were enrolled for six months or less.
- 79% who were enrolled for one year or less also withdrew during the same academic year.

[32] United States Government Accountability Office. 2010. Many Challenges Arise in Educating Students Who Change Schools Frequently. GAO-11-40. Retrieved December 3, 2014 from http://www.gao.gov/new.items/d1140.pdf

[33] Arthur J. Reynolds,. Chin-Chih Chen, and Janette E. Herbers. 2009. School Mobility and Educational Success:. A Research Synthesis and Evidence on Prevention. University of Minnesota. Retrieved December 3, 2014 from http://www.iom.edu/~/media/Files/Activity%20Files/Children/ChildMobility/Reynolds%20Chen%20and%20Herbers.pdf

[34] Minnesota Office of the Legislative Auditor, Program Evaluation Division. (2011). Evaluation Report. K–12 online learning. Retrieved January 8, 2015 from http://www.auditor.leg.state.mn.us/ped/pedrep/k12oll.pdf

[35] Amanda Heiney, Dianne Lefly, and Amy Anderson. 2012. Characteristics of Colorado's Online Students. Colorado Department of Education Office of Online & Blended Learning. Retrieved December 3, 2014 from http://www.cde.state.co.us/sites/default/files/documents/onlinelearning/download/ol_research_final.pdf

[36] These numbers and the numbers for the Arizona Virtual Academy below are based on unpublished numbers provided by the schools in the study.

These high rates of student mobility also directly affect graduation rates. For the class of 2014, across 14 high schools supported by Connections Academy, 30% of the enrollments were new for the student's senior year. For graduation rate calculations, these students' performance is attributed to the school in which they are enrolled four years after they begin high school. Whether or not those students graduated on time, it does not make sense to give credit, or blame, to the school that taught those students for less than 25% or less of their total high school time.

What happens when students leave?

When a student leaves an online school, the departure may be a positive, negative, or neutral event. If the student leaves because she graduates, that is positive. If the student intended to be in the online school temporarily, stays on track towards graduation, and then leaves the online school to go back to his physical school, that is a positive event as well. If instead the student drops out of the school system entirely, or is expelled, that is clearly a negative outcome. In addition, other events might be considered neutral, in part because the final educational outcome is unknown. Examples in this category include a student moving to another state.

States often have exit codes that are used for calculating high school graduation rates.[37] These codes guide the school and state in whether a student is considered to be part of the cohort for calculation purposes, is considered a dropout, or is dropped from the calculation entirely. Understanding of school performance would be improved in many states by taking into account the outcomes of more students as part of a school's accountability rating instead of (in many cases currently) the students simply being dropped from the cohort calculation when they leave the school without graduating or dropping out.

[37] See, for example, Exit Codes and HS Completion, Utah State Office of Education, retrieved January 11, 2015, from http://schools.utah.gov/data/News/ExitCodesHighSchool.aspx; District of Columbia Standard Student Entry and Exit Code Guidance, retrieved January 11, 2015 from http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_Entry_Exit_Guidance_FINAL_20140726.pdf; and California state exit codes, retrieved January 11, 2015 from http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/121/research/Exits/StateExitCodes.pdf

Recommendations

Our recommendations fall into two categories: those related to how schools are held accountable, and those related to data collection, reporting, and transparency. Several of the recommendations extend the current shift from reliance on student proficiency to a greater focus on student growth, and apply these concepts to graduation rates. Some of the recommendations require improvements and changes to the data-gathering and management systems that support them.

1. Credit schools with graduating students in five or six years.

In an ideal system that is based on understanding each student's status towards graduation, schools would receive credit for students gaining credits towards graduation at an appropriate rate at any point in their high school years. In the absence of such a system, schools should receive some points towards their state report card for graduating students in five and six years. How the credit would be allotted would depend on the specifics of each state's school performance framework. For some states, this would require adding a formal count of five-year and six-year graduation rates to the normal four-year count. Some states are already doing this, and giving partial credit for five year and six year graduations.

2. Measure students' progress towards graduation, especially for situations in which students switch schools.

The specific calculation would be determined by the state. Key factors that should be taken into account when this approach is put into place include:

- Defining how a student is determined to be behind, on track, or ahead of pace, at time of enrollment.
- Determining what is appropriate progress towards graduation. This includes defining the relationship between progress during a school year and the student's status at the end of the year in cases in which a student earns more or fewer than the standard number of credits. For example, how should a situation be handled in which a student earns fewer than the standard number of credits for a year but still is on track towards graduation at the end of the year because in a previous year he had earned more than the standard number of credits? In addition, the definition should take into account situations in which a student enrolls or withdraws from a school in the middle of the school year, especially in the middle of a term before credits would typically be awarded.
- Determining incentives to schools for working with students who were behind at time of enrollment and getting them on track to graduate.

3. Change funding mechanisms to systems that minimize the impact of high student mobility.

Although funding is often perceived as an issue separate from accountability, funding and accountability are tied together in many ways. In particular, issues of student mobility are exacerbated when funding is based on a limited number of count days.

School funding methodologies vary by state. Most states broadly use one of the following funding calculation methods:

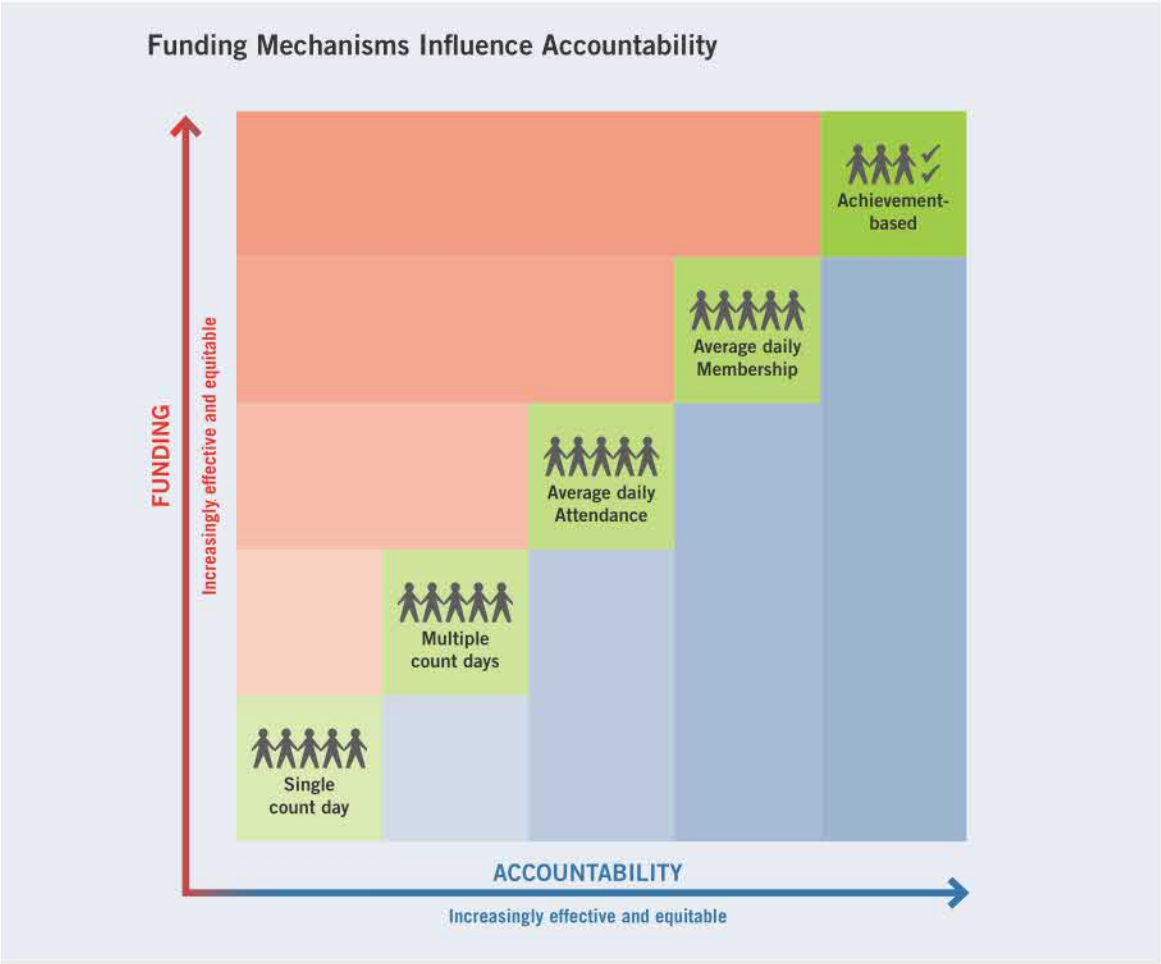
- **Single count day:** Students are counted on a single day each year.
- **Multiple count days or count period:** Students are counted on a single day or short periods during multiple times throughout the year.
- **Average daily attendance (ADA):** Students are counted based on the average actual daily attendance.

- **Average daily membership (ADM):** Students are counted based on the average actual daily enrollment.[38]
- **Achievement-based:** Funding is based on demonstrated achievement metrics of student outcomes.

We believe there is a predictable relationship between these funding schemes and accountability methodology. A single annual count day will be the least desirable for both funding and accountability effectiveness, whereas the achievement-based model will be the most effective and equitable for both funding and accountability. As Figure 3 below shows, states would improve their funding mechanisms by moving up and to the right along the continuum, and in doing so would alleviate some of the ways in which poor funding mechanisms exacerbate student mobility issues.

Only a few states have achieved funding that is truly based on competency. New Hampshire's funding of the Virtual Learning Academy Charter School (VLACS) is an excellent example, because VLACS creates competencies for each course, and receives funding from the state based on students demonstrating achievement of the competencies.[39] This is a different approach than is taken by most other states that fund

Figure 3: There is a predictable relationship between the effectiveness and equitability of funding and accountability approaches[40]



[38] Funding definitions (except for achievement-based funding) are based on Education Commission of the States. 2012. *Understanding State School Funding*. The Progress of Education Reform, Vol. 13, No. 3. June 2012. Retrieved January 25, 2015 from http://www.ecs.org/clearinghouse/01/02/86/10286.pdf.

[39] For more information on the VLACS funding model see Competency Moves Beyond Courses September 16, 2013, retrieved January 18, 2015 from http://www.competencyworks.org/reflections/competency-moves-beyond-courses/

[40] This diagram shows a linear and equal difference in value between each level and is used for illustrative purposes only to show the progression through the methods. We recognize there are non-linear differences between these levels, both in terms of funding and accountability.

based on performance, because in most cases "performance" is defined as passing a course. Only a few states, including New Hampshire (for VLACS) and Wyoming,[41] allow funding based on a unit of learning that is smaller than a course. Having the performance funding be based on a smaller unit of learning is vital for achievement-based funding to be a viable option.

4. Publish data on student mobility for all schools, and consider creating a designation specific to schools with high rates of student mobility, regardless of other student demographic factors.

Student mobility data should include the number and percentage of students who enroll in the school after the start of the school year, as well as the number of students who start beyond certain dates based on a standard methodology. These might, for example, include students who begin school more than two weeks after the start date, and those who begin more than a month after the start date. The exact categories are not critical, but they should reflect that there is an important difference between a student who, for example, begins a day late and one who begins a month late.[42]

As discussed earlier in this report, evidence suggests that high rates of mobility are in themselves a risk factor. For schools with student populations that have high mobility rates, these factors should be considered in the context of appropriate school performance expectations. States that create this designation would need to consider whether they would change how the performance rating would be calculated for such schools.

5. Require separate reporting for online programs so that online school outcomes can be tracked.

An educational program that is serving a significant number of students with a distinct mode of instruction—as with an online school—should report on online student programs and usage separately from any other school. Requiring such programs to report separately would ensure that the state, parents, students, and other stakeholders would be able to determine how well the online program is serving students.

6. Calibrate performance penalties for schools that miss targets for the percentage of students who take state assessments.

States have a compelling interest in ensuring that a high percentage of students take state assessments, to ensure that schools do not have an incentive to deter any students from taking the tests. Many states reduce the school score by one letter grade for missing the 95% target participation rate. Some states, however, take an approach that acknowledges challenges for some schools in meeting the target—which is especially true for online schools attracting students from wide geographic areas, and which have high mobility rates. Arizona, for example, has a system with increasing penalties for schools that miss the 95% target, based on the school's actual participation rate. If the school has a rate between 85% and 94%, it can receive no better than a B from the state. If it receives between 75% and 84%, it can receive no better than a C. In this way, schools have an incentive to have as many students take state assessments as possible, and the state system accounts for the difference between a 94% participation rate and a rate that is far lower.[43]

[41] Wyoming distance education rules specify the creation of "milestones" for students that are used in several ways, including as "attendance and membership equivalency within the student's distance learning plan." Retrieved January 7, 2015 from http://soswy.state.wy.us/Rules/RULES/8279.pdf.

[42] Some states are already publishing mobility rates, although not at a fine level of detail. Texas is an example; see http://ritter.tea.state.tx.us/perfreport/src/2014/campus.srch.html. Resulting reports include mobility rates.

[43] For details on Arizona's system regarding participation rates in state assessments, see page 12 of the 2013 A-F Letter Grade Accountability System. Retrieved Dec 14, 2014, from http://www.azed.gov/research-evaluation/files/2013/11/2013-a-f-technical-manual.pdf

7. When students change schools, require that the sending school transfer complete student information to the receiving school quickly, preferably via standardized electronic means.

The number of states with student choice options (charter schools, course choice, alternative education) is increasing. With more options for students, it is likely that students are changing schools more often. Certainly student mobility rates in online schools are higher than in physical schools. When a student changes schools, the new school should quickly have access to data such as attendance, state test results, and other important academic information about the individual student.

8. End counting by cohorts, and determine where students go after leaving an online school.

State reporting is too often based on total student counts, instead of being based on the educational trajectory of each individual student. Examples given earlier in this brief are mostly about graduation rate calculations, but cohorts are used in other instances as well. For example, a Tennessee report on virtual schools calculates attrition as follows: "Attrition rate is the number of students who transferred (enter minus exit school after October 1) divided by the total number of students enrolled at the beginning of school. For example, if 100 kids were enrolled at the start of the year and 15 kids entered and 5 exited, the student attrition rate would be 10%."[44] The resulting calculation yields a negative attrition rate for three of the eight online schools in Tennessee. A negative attrition rate tells us that the school had more students at the end of the year than at the start.

Tennessee's approach is not unusual; the cohort method is commonly used, and it works fairly well when few students change schools. But for schools that have high rates of student mobility, policymakers must be able to discern the difference between situations in which a student switching schools is a success, and those in which a student leaving school is a failure.

States should determine where students go after leaving an online school, including (but not limited to) the following categories:

- Students who transfer into a physical school
- Students who transfer into another online school
- Students who move out of state
- Students who leave the school system and get a GED
- Students who leave the school system and do not get a GED

Students in these categories should be counted and the results incorporated into school ratings.

[44] Tennessee Department of Education. Virtual Education Report. July 2014. Retrieved December 8, 2014 from http://www.tn.gov/education/data/doc/virtual_education_report_2014.pdf.

Conclusion

State accountability systems are meant to measure and report on how well schools are serving students, in ways that can be understood by policymakers, parents, students, and other stakeholders. These accountability systems tend not to measure schools well when certain factors are present, including when the school has a student population with a high rate of mobility, and when the school has a student population that has entered the school behind in terms of credits accumulated towards graduation. Current accountability measures do not account for the way in which many families consider enrollment in an online school as a solution to a temporary problem, and intend to return to a physical school once the problem is resolved. Situations in which students maintain progress towards their academic goals should be seen as successful, and should be distinguished from situations where students fall behind. In addition, under current accountability systems it is often difficult or impossible to distinguish between the schools that are serving students well by helping them graduate (whether this is on-time or in five or six years), and those schools that may actually be contributing to the students' failure to graduate.

Implementation of the policy changes detailed above would help address these shortcomings. It would also help ensure that all schools are held accountable for advancing students during their time at the school, whether that time comprises the student's entire education, or is a very short stop along their educational path.

Appendix A

The ways in which fully online schools are held accountable differ by state, and also vary based on the type of school. For the purposes of discussing oversight, we place states into one of three categories:

- States in which online charter schools serve students statewide: see Table 1 for information on authorizer types.
- States in which district-run online schools that are not charter schools serve students statewide: see Table 2 for information on approver types.
- States in which online schools may be charter schools or district-run: see Table 3 for information on authorizer and approver types.

The vast majority of students attending fully online schools are attending a school that falls into one of these three categories.

Table 1: States where all multi-district, fully online schools are charter schools

State	Number online schools[45]	Number online students[46]	Authorizer(s)[47]
Arkansas	1	1,300	The only online charter school is the Arkansas Virtual Academy, authorized by the Arkansas State Board of Education. The Charter Authorization Panel is now the primary authorizer, though its decisions are reviewable by the State Board of Education.
California	32	40,000	Local education agencies
Georgia	3	18,000	The State Charter School Commission
Idaho	7	5,000	The state charter school commission, a state public college, university, or community college, and a private, nonprofit, state-based, nonsectarian college or university may authorize an online charter school.
Louisiana	2	3,000	The two statewide online charter schools are "Type 2" charter schools authorized by the Louisiana State Board of Elementary and Secondary Education.
Maine	1 New in 2014-15	300	The Maine Charter School Commission.
Michigan	9	7,000	School boards, intermediate school districts, community colleges, and state public universities. Post-secondary institutions authorize the two largest online schools.
New Hampshire	1	150	The only online charter school is the Virtual Learning Academy Charter School. It is authorized by the state department of education.
New Mexico	2	1,000	One school is authorized by the Public Education Commission (PEC); the other is authorized by the Farmington school district.
Oklahoma	4	7,000	The Statewide Virtual Charter School Board
Oregon	12	7,000	Local education agencies
Pennsylvania	15	36,000	The Pennsylvania Department of Education is the sole authorizer for statewide full-time cyber schools.
South Carolina	6	9,000	The South Carolina Public Charter School District
Utah	4	3,500	The Utah State Charter School Board
Washington DC	1	120	The District of Columbia Public Charter School Board
Wisconsin	32	7,000	School districts authorize all 32 virtual charter schools in Wisconsin, including the largest online charter schools, although two or more school districts and cooperative education service agencies may authorize them as well.

[45] The number of online schools is as of school year 2014-15.
[46] The number of fully online students attending online charter schools is for school year 2013-14.
[47] Authorizer information is from online school websites and the National Alliance for Public Charter Schools, http://www.publiccharters.org/dashboard/select/year/2013

State	Number online schools	Number online students	Entities that approve multi-district online schools
Alaska	1	75	The only full-time statewide virtual school is authorized through the Wrangell Public School District.
Iowa	2	500	Two school districts authorize the statewide online schools: Clayton Ridge Community School District and CAM Community Schools.
Massachusetts	2	500	The two online schools operate as Commonwealth of Massachusetts Virtual Schools, approved by the Massachusetts Board of Elementary and Secondary Education. One is sponsored by the Greenfield School District, and the other by The Education Cooperative, a Massachusetts educational collaborative.
Tennessee	1	3,000	The Union County Public School district approves the only statewide online school, the Tennessee Virtual Academy. Other online schools exist but they are all much smaller and none operates statewide.[48]
Washington	20	5,000	The Office of Superintendent of Public Instruction's Digital Learning Department approves online schools that are run by local education agencies and consortia.
Wyoming	4	41,700	Local education agencies, reporting to the Wyoming Department of Education.

Table 2: States where no fully online schools are charter schools, and approval is by school districts or other local entities, often with formal reporting to the state education agency.

State	Number online schools	Number online students	Authorizers and approving entities	
			Charter authorizers	Entities approving non-charter public online schools
Arizona	22	48,000	The Arizona State Board of Charter Schools	Online schools operated by LEAs are approved by the AZ State Board of Education.
Colorado	7	16,000	Online schools may be authorized (for charter schools) or approved (for others) by local education agencies, a group of two or more LEAs, BOCES, or the Charter School Institute. All multi-district online schools (charter or not) must be certified by the Colorado Department of Education.	
Indiana	4	7,500	School boards, four-year universities, the mayor of Indianapolis, or the state charter board. Ball State University authorizes the two largest online schools.	A single online school is approved by the Metropolitan School District of Wayne Township.
Kansas	4	5,000	Both online charter schools and online district schools are authorized/approved by local education agencies, under regulations specific to online schools that are applied by the Kansas Department of Education.	
Minnesota	18	9,500	School boards, intermediate school boards, cooperatives, nonprofit organizations, private colleges, public postsecondary institutions, and single-purpose authorizers that are created just to authorize charter schools.	LEAs can also approve online schools. All online schools and providers must then apply to the Minnesota Department of Education for review and approval.
Nevada	8	10,000	The Nevada State Public Charter School Authority authorizes online charter schools.	At least two online schools in Clark County and Washoe County are approved by their school districts.
Ohio	23	40,000	Almost all online schools in Ohio are charter schools. Authorizers may be a school district, joint vocational school district, educational service center, higher education institutions, or a state-qualified non-profit organization.	A few school districts have opened online schools that are serving part-time and/or full-time students from other districts.
Texas	5	10,000	One online charter school exists (Responsive Education Solutions).	Five districts have fully online schools (Red Oak, Grapevine, Texarkana, Huntsville, and Houston.)
			Both online charter schools and district online programs are authorized/approved by local education agencies, and then must apply to the TxVSN Online Schools program to be authorized as a statewide provider of online courses.	

Table 3: States where multi-district fully online schools may be charter or district schools.

[48] http://www.tn.gov/education/data/doc/virtual_education_report_2014.pdf

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Oh, the Places They'll Go!

MAY 2013 | ISSUE NO. 2

SCHOOL RATINGS: IMPROVING THE DATA IN DATA DRIVEN DECISION MAKING

EXECUTIVE SUMMARY

The report's findings are a combination of good news and bad news. Student Growth Percentiles appear to be a fairer method to measure a school's contribution to student learning. However, the current use of growth does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating.

The Center for Student Achievement's guiding principle is that all students deserve high quality public school options, whether they attend a district or charter school. In order to determine the extent to which we are near or far from our goal, that every Arizona student attend a high quality school, we find ourselves having conversations about what school quality looks like and how to measure it. Each conversation leads us to the state's A-F Letter Grades and whether or not these are valid and reliable measures of school quality.

The A-F Letter Grades, published each year by the Arizona Department of Education, have evolved over time—from the initial *Excelling* through *Failing* labels to the current *A, B, C, D,* and *F* letter grades—but their purpose has remained the same: to convey a judgment as to the school's quality or effectiveness at educating students. The message is quite simple: *A* schools are doing a great job at educating students and *D* schools are not. If a school continues to be a *D* school for three years, then it is an *F* school—and failing students altogether.

While the general message may be simple, the subsequent uses of these school labels are not. In Arizona, the school accountability designations are more than simply informational; they are an explicit tool for school reform. Presently, they are used to determine whether a school is in need of instructional improvement strategies and to inform parents' and students' choices in an educational marketplace. Recent policy proposals would use the ratings to provide incentives or sanctions to deserving schools. What each of these uses has in common is the assumption that the school accountability ratings are actually measuring what we think they are measuring: school quality.

This report examines whether the trust our public policy has placed on the school ratings is well-founded, independent of how school ratings are used. It makes explicit unspoken assumptions underlying the use of school designations in any way— primarily that the designations do, indeed, reflect school quality and that the distinctions made by the designations (an *A* vs. a *B*, for example) are meaningful.

THE CHALLENGE

Unless otherwise mitigated, poverty can have a significantly deleterious effect on learning. Students growing up in poverty often arrive at school with challenges that adversely affect their ability to learn or to learn at the same rate as their wealthier

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counterparts. The relationship between poverty and measures of achievement (e.g., percent of students passing a state's standardized test) has long been a limitation of measurement of student achievement in education. This is not to say that schools do not make a difference; they do, but it is often difficult to measure their effect.

This is, in part, the reason why so much attention has been given to measures of student "growth," such as Value-Added Models and Student Growth Percentiles. These new methods allow researchers to "control for," or set aside statistically, the relationship between poverty and indicators of achievement in order to measure the effect that a school or teacher has had on an individual student.

The challenge for the Arizona accountability model, and any other accountability model, is to adequately control for the effect of poverty on the final school rating. An accountability system that fails to properly account for this would not only fail to measure school quality; but could place certain schools or educators at a relative advantage or disadvantage within the system. Accurate measurement and fairness are particularly important in a policy environment that seeks to attribute the results to educators and attach significant rewards or consequences.

THE FINDINGS

The report's findings are a combination of good news and bad news. Student Growth Percentiles appear to be a fairer method to measure a school's contribution to student learning. However, the current use of growth does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating.

Despite the inclusion of growth, the practical result of the accountability formula is yet another measure of performance that is closely related to poverty. The model fails to adequately control for the effect of poverty on indicators of achievement in order to measure the school's contribution to learning, therefore limiting its utility as an indicator of school quality. Furthermore, the point differences resulting from the accountability formula, as currently implemented, are large enough to make a difference in the final rating of the school.

RECOMMENDATIONS

This report details a number of possible changes to the Traditional and Small school accountability models designed to improve them as measures of school quality. All of the suggestions come from components that already exist in other parts of the accountability system, thus requiring no new measures, only the expanded use or a re-configuring of existing data. The Alternative school model, in particular, offers some interesting opportunities for the expanded use of existing measures for all schools.

A decade after their first publication, school accountability ratings are deeply embedded in Arizona's public education landscape. Their widespread use, particularly by policymakers, suggests that they are here to stay. Therefore, it is in our best interest to ensure that they do indeed measure school quality and that the distinctions made by the various labels (*A* vs. *B*, for example) are meaningful. The current A-F Letter Grades fall short in both regards, despite the strengths of some of the key components in the formula.

While the implementation of any or all of this report's recommendations would improve the model's ability to measure school quality, the model remains heavily reliant on one assessment—the Arizona Instrument to Measure Standards. Although data from AIMS are configured in different ways such as percent passing and student growth percentiles, it remains a single and limited view of what occurs in a school.

In order to better inform our work, the Center for Student Achievement will continue our efforts to identify other valuable indicators that can contribute to a wider view of school quality. We encourage the community to join us.

Oh, the Places They'll Go!

SCHOOL RATINGS: IMPROVING THE DATA IN DATA DRIVEN DECISION MAKING

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INTRODUCTION

The Center for Student Achievement's guiding principle is that all students deserve high quality public school options, whether they attend a district or charter school. In order to determine the proximity to our goal, that every Arizona student attend a high quality school, we find ourselves having conversations about what school quality looks like and how to measure it. Each conversation leads us to the state's A-F Letter Grades and whether or not these are valid and reliable measures of school quality.

The A-F Letter Grades, published each year by the Arizona Department of Education, are the latest iteration of the school accountability law passed in 2000 as part of Proposition 301. The ballot measure, which led to a 0.6 percent increase in the state's sale tax, provided additional funding for education in exchange for increased accountability for schools and teachers; teachers became subject to performance pay plans and schools became subject to school accountability designations[1].

School accountability ratings have evolved over time—from the initial *Excelling* through *Failing* labels to the current *A, B, C, D,* and *F* letter grades—but their purpose has remained the same: to convey a judgment as to the school's quality or effectiveness at educating students. The message is quite simple: *A* schools are doing a great job at educating students and *D* schools are not. If a school continues to be a *D* school for three years, then it is an *F* school—and failing students altogether.

While the general message may be simple, the subsequent uses of these school labels are not. In Arizona, school accountability designations are more than simply informational; they are an explicit tool for school reform. In fact, to date they have been a meeting point for two rather distinct views of school improvement. Both views find utility in the accountability designations, but in different ways.

In the standards-based theory of school improvement, academic standards explicitly state the expectations for what students should know and be able to accomplish. In this theory, the student assessments measure the extent to which students have mastered those standards, and the school ratings serve as an instrument to identify schools that are meeting expectations and schools that are in need of additional supports and interventions. To this end, the original school accountability legislation included the creation of Solutions Teams, managed by the Department of Education, to be deployed to *Underperforming* schools as part of the state's school improvement strategy. In this case, the school label serves as a trigger for additional supports from the school, district, and state with focused attention on quick improvement. While continued failure to improve does, under this improvement model, lead to increasingly more onerous sanctions for schools, this happens after multiple years of reform efforts.

In the market theory of school improvement, in which students and parents are seen as consumers of education, the school designations serve as indicators of quality to the public at large, but particularly to parents and students making choices about enrollment. A positive school designation signals to parents that this school is where they want to enroll their child and a negative school designation signals to the educators at the school that they need to change and improve in order to compete for students. The school designations serve to apply market pressure on schools and to "hold accountable" the educators working in them for the quality of their schools.

While the evaluation of these theories of school improvement is outside of the scope of this paper[2], what we do know is that after ten years of school accountability ratings, between five and ten percent of Arizona schools received the lowest designation in any given year (*D/F* beginning in 2011 and *Underperforming/Failing* prior to 2011). However, the vast majority of these Arizona schools continue to enroll students[3].

Perhaps these disappointing results help explain recent policy proposals that would introduce a third theory of school improvement into the accountability landscape—one categorized in this report as incentive-based. The incentive-based theory reflects a belief that educators can be or need to be incentivized (or threatened) to improve their performance. Two recent examples of incentive-based policy proposals are "parent trigger laws," where the school designation can "trigger" school takeover by parents or other community organizations and "performance funding" systems, in which a portion of school funding is determined by the school accountability rating. If faced with the possibility of more school funding or the potential loss of control of their school, the theory predicts, educators will behave in ways that will improve student achievement results.

Regardless of whether the underlying theory of improvement holds that educators need standards or market competition or sufficient motivation, each of these approaches relies on the school designation as a key instrument for school improvement. Each approach rests, in large part, on the belief that the school rating captures meaningful information about school quality and the publication of the rating will elicit the desired behavior from parents, students, teachers, and/or administrators.

This report examines whether the trust our public policy has placed on the school ratings is well-founded, independent of how school ratings are used. It makes explicit unspoken assumptions underlying the use of school designations in any way— primarily that the designations do, indeed, reflect school quality and that the distinctions made by the designations (an *A* vs. a *B*, for example) are meaningful.

The assumption that school labels accurately measure school quality is perfectly reasonable. School accountability legislation specifically calls for the designations to be determined "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 LEA[4]." Clearly, the goal is that these designations be based on objective measures and that sound research methodologies are applied in their creation.

However, given the potential for increased expansion in the use of school designations coupled with the Center's own need to define and measure school quality, this report takes a look at the latest iteration of school designations, the A-F Letter Grades, and applies basic statistical analysis to better understand what the designations really tell us about schools, and what conclusions we safely draw from a school's designation.

We have used publicly available data from the 2012 A-F Letter Grades for schools to answer the following research questions:

1. Are the A-F Letter Grades measuring a school's contribution to learning or simply repackaging other indicators, such as poverty, and presenting them as measures of school quality?
2. What existing data and research based methods have the potential to improve the A-F Letter Grades as measures of school quality?

ANALYSIS

In an effort to create a school accountability system that is fair to all public schools and accounts for the fundamental differences in school types and student populations attending different types of schools, the Arizona Department of Education created four discrete accountability models: Traditional, Alternative, Small, and K-2 (see Definition of Terms on page 23 for a full explanation).

TABLE 1: DISTRIBUTION OF STUDENT ENROLLMENT BY SCHOOL TYPE AND GRADE CONFIGURATION, 2012

	ENROLLMENT	% OF ENROLLMENT	NUMBER OF SCHOOLS
TRADITIONAL			
ELEMENTARY	672,493	65.7%	1,255
HIGH SCHOOL	248,858	24.3%	218
COMBINATION	60,698	5.9%	99
SMALL			
ELEMENTARY	6,081	0.6%	118
HIGH SCHOOL	2,952	0.3%	71
COMBINATION	1,460	0.1%	31
ALTERNATIVE			
ELEMENTARY	996	0.1%	11
HIGH SCHOOL	17,932	1.8%	124
COMBINATION	9,110	0.9%	30
K2			
ELEMENTARY	3,326	0.3%	11
STATE	**1,023,905**	**100%**	**1,968**

Although there are ten discrete categories of schools, the vast majority of schools are Traditional schools. Altogether, they enroll 95 percent of all students in the state. For the purpose of discussion, this paper will focus on Traditional elementary schools (65 percent of state enrollment), but the Appendices lists results for all Traditional, Small, and Alternative school types. We did not include K-2 schools in our analysis due to their extremely small size in both number of schools and students.

ARE THE A-F LETTER GRADES MEASURING A SCHOOL'S CONTRIBUTION TO LEARNING OR SIMPLY REPACKAGING OTHER INDICATORS, SUCH AS POVERTY, AND PRESENTING THEM AS MEASURES OF SCHOOL QUALITY?

Unless otherwise mitigated, poverty can have a significantly deleterious effect on learning. Students growing up in poverty often arrive at school with challenges that adversely affect their ability to learn or to learn at the same rate as their wealthier counterparts. This relationship between poverty and learning has been widely known (and acknowledged) since the 1960's and has resulted in the federal Title I program providing additional resources to schools that serve a significant percentage of students in poverty. Several states across the country (not including Arizona) also include "at-risk" or "poverty" weights into their school funding systems[5]. These additional funds, triggered by the number of poor students, are an explicit acknowledgement that schools serving students in poverty have a greater challenge in educating students to levels that are comparable to those of wealthier students. In public education, poverty is typically measured using participation in the National School Lunch Program, which provides free or reduced-price lunches (FRL) to students from low-income families.

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS

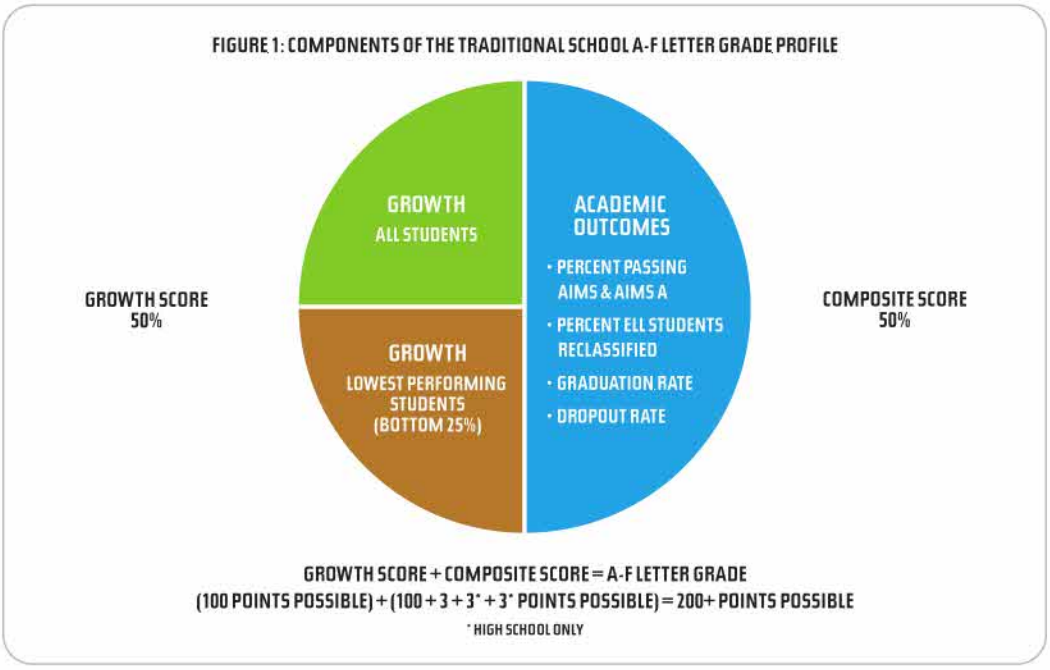
The Traditional, Alternative, and Small models rely heavily on the Arizona Instrument to Measure Standards (AIMS). This state assessment is administered in the spring of each school year in grades 3 through 8 and 10, with re-testing available to high school students who do not pass the AIMS in the 10th grade. AIMS is used in the accountability models in two primary ways: the percent of students passing AIMS (in reading and mathematics) and used in the calculation of the Student Growth Percentile (in reading and mathematics). The Alternative model also uses the percent of re-testers who improve as an indicator.

School funding is not the only place where this relationship is acknowledged. The relationship between poverty and measures of achievement (e.g., percent of students passing AIMS) has long been a limitation of measurement of student achievement in education. The contribution that a school itself makes to student learning is difficult to determine, when we know from the start that the wealthier the students in a school are, the higher that school's scores will be, simply as a function of the student population. In other words, all else being equal, we expect wealthier students to score higher on standards-based proficiency measures than low-income students[6]. This is not to say that schools do not make a difference; they do, but it is often difficult to measure their effect.

This is, in part, the reason why so much attention has been given to measures of student "growth," such as Value-Added Models (VAM) and Student Growth Percentiles (SGP)—a relatively new advancement in educational measurement made possible by data systems that allow student-level data to be linked across multiple years. VAM and SGP analyses allow the researcher to "control for," or set aside statistically, the relationship between poverty (and potentially other variables) and measures of achievement, in order to capture the effect that a school or teacher has had on an individual student's learning.

All of the A-F Letter Grade models utilize a combination of student achievement (percent passing AIMS) and student growth (most often using SGP) data for schools, though the exact calculations vary by model[7]. The Traditional model utilizes a 200-point scale where 100 points can be awarded for achievement (Composite Points) and 100 points can be awarded for student growth (Growth Points). Composite and Growth Points are added to arrive at the Total Points and the corresponding letter grade for each school.

The 50/50 distribution of points between achievement and growth communicates to educators that both of these factors are equally important. Students must show growth, but they must also demonstrate proficiency on academic standards. Figure 1 is taken from page 13 the *A-F Letter Grade Accountability System Technical Manual* published by Arizona Department of Education and shows the components of the A-F Letter Grades for Traditional schools. The composition is the same for Small schools, with the exception that three years of pooled data are used in the calculations.



The inclusion of growth in the accountability formula is meant to give credit to schools for their effect on student learning, and to address the limitations that we know exist when using only proficiency results (the right side of the pie chart) to measure school quality. In other words, when combined with proficiency rates, growth is meant to erase, or mitigate, the negative relationship that exists between poverty and measures of student achievement.

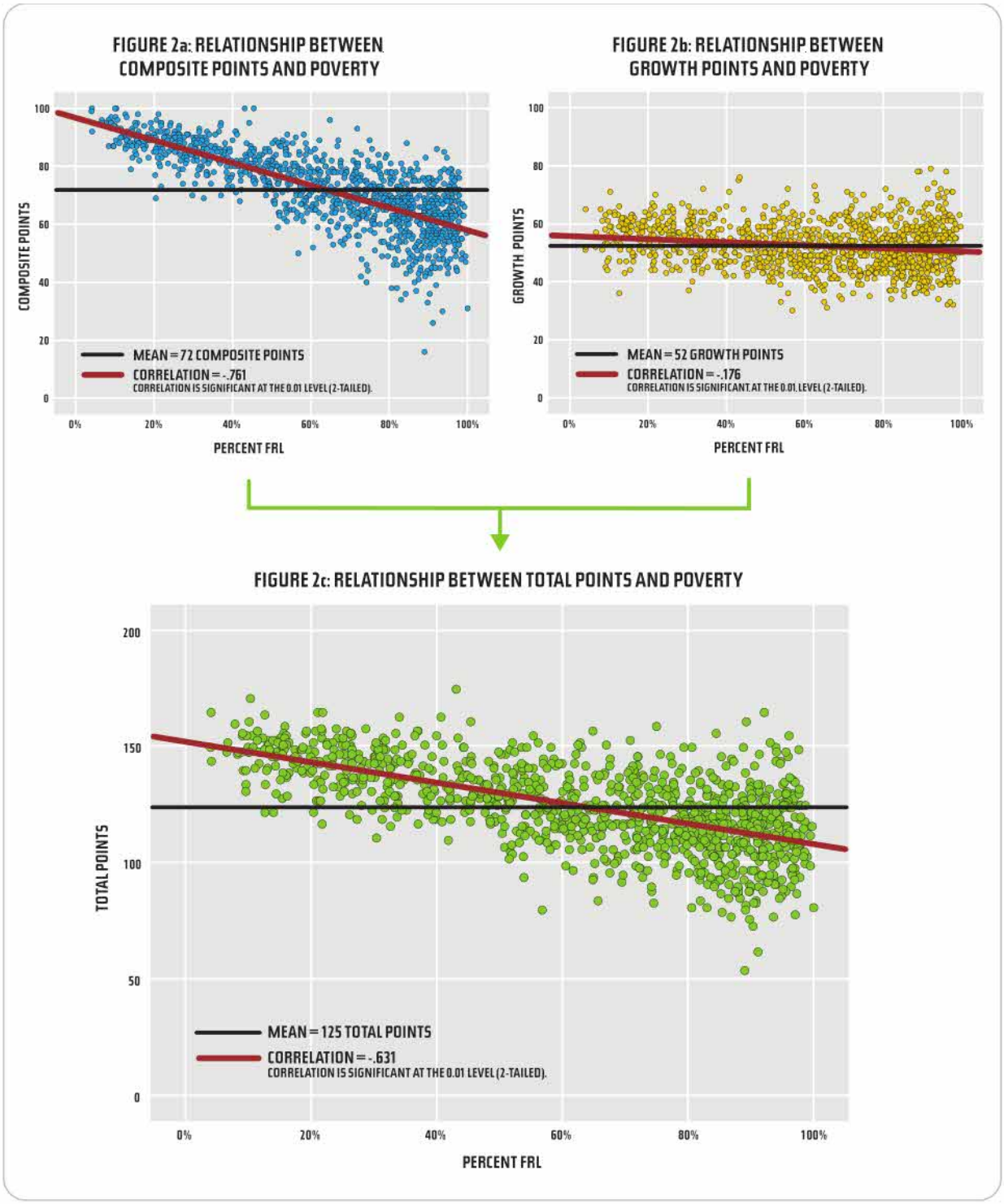
In order to determine whether this is actually the case, we performed a set of correlations to determine the relationship between poverty, using the percent of students eligible for the National School Lunch Program (FRL), and the different types of points (Composite, Growth, and Total) resulting from the accountability model.

CORRELATION

A correlation represents the direction and strength of a relationship between two variables.

- The direction is expressed as either positive or negative. For example, a negative correlation between poverty and student achievement means that as poverty increases, achievement decreases.
- The strength of the relationship is denoted by a number between 0 (no correlation) and 1 (perfect correlation). As a rule of thumb, a correlation between 0 and .39 is considered weak to moderate. A correlation of .40 to .69 is considered strong, and a correlation of .70 or above is considered to be very strong.
- A statistically significant finding is one that is very unlikely to happen by chance; in other words, we can be confident in the results. Statistically significant findings are indicated by a * or **, depending on the level of significance.

Figure 2 shows the result of this analysis for Traditional elementary schools (see Appendices A.1-A.3 for the correlation statistics for each Traditional, Small, and Alternative school type). The scatter plots graphically represent the relationship between poverty and Composite Points, Growth Points, and Total Points. In each case, points are graphed along the Y (vertical) axis and Percent FRL is graphed along the X (horizontal) axis. In this discussion we use "Composite Points" and "percent passing AIMS" interchangeably because virtually all (100 out of 103) Composite Points available to elementary schools are based on the percent of students passing AIMS.



The first scatterplot confirms the negative relationship we know exists—as poverty increases, Composite Points (or percent passing AIMS) decreases. The red line is the regression line, indicating the direction and strength of the relationship. This is a very strong statistical relationship at -.761.

The second scatterplot, however, shows a much different relationship. While there is still a negative relationship between poverty and Growth Points (as poverty increases, growth points decrease), this relationship is weak (-.176), indicating that there is no meaningful difference in the distribution of Growth Points among schools with varying degrees of poverty. A poor school is as likely to demonstrate the same amount of growth as a wealthier school.

The third scatterplot shows the relationship between poverty and Total Points—the end result of combining Composite and Growth Points. While the negative relationship between poverty and Total Points (-.631) is less dramatic than the -.761 of poverty to Composite Points, it is still strong and statistically meaningful. The bottom line: despite the attempt to "level the playing field" through the use of growth, schools with greater degrees of poverty are less likely to do well using the current school accountability system.

Our finding here, then, is a combination of good news and bad news. The second scatterplot is good news; unlike Composite Points, Growth Points cannot be accurately predicted, simply by the level of poverty in the school. This finding indicates that growth appears to be a fairer method of determining the contribution of schools to student learning than just percent passing. The bad news, then, is the fact that the simple inclusion of growth in the accountability model does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating (Total Points).

Why, if Composite and Growth Points have equal weight in the accountability model and growth is meant to mitigate the negative relationship, isn't the relationship between a school's Total Points and their poverty rate now significantly weaker? The answer is in the effective (actual) versus nominal (theoretical) distribution of points. The horizontal black lines in the scatterplots indicate the mean, or average, number of points the group of schools earned. On average, Traditional elementary schools earned 72 Composite Points, 52 Growth Points, and 125 Total Points.

The difference between the average number of Composite and Growth Points is meaningful because it illustrates that schools are getting most of their points from the Composite side of the equation—the one with the strongest relationship to poverty.

Table 2 shows some descriptive statistics for Traditional schools (see Appendices B.1-B.3 for descriptive statistics of all Small and Alternative school types).

TABLE 2: DESCRIPTIVE STATISTICS OF TRADITIONAL MODEL SCHOOLS

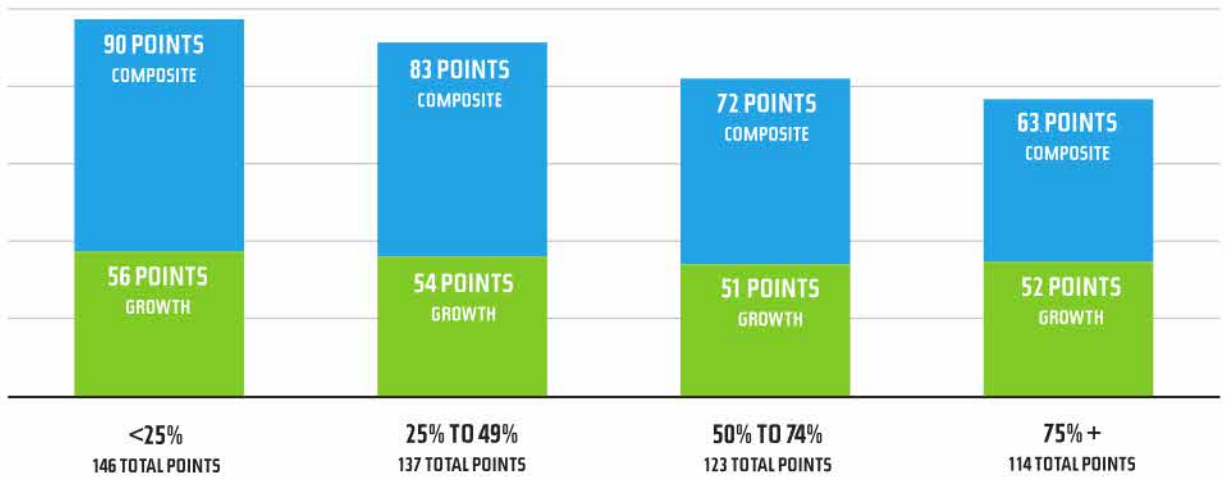
	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	1,249	24	79	52	8.011
COMPOSITE POINTS	1,249	16	101	72	13.447
TOTAL POINTS	1,249	54	175	125	18.493
ENROLLMENT	1,254	79	1,657	536	248.230
PERCENT FRL	1,156	4%	100%	64%	0.261
PERCENT MINORITY	1,151	6%	99%	56%	0.268
HIGH SCHOOL					
GROWTH POINTS	215	5	85	52	10.219
COMPOSITE POINTS	215	24	106	70	16.161
TOTAL POINTS	215	33	191	122	23.184
ENROLLMENT	218	79	3,469	1,142	869.570
PERCENT FRL	188	4%	95%	54%	0.225
PERCENT MINORITY	200	11%	98%	53%	0.256
COMBINATION					
GROWTH POINTS	94	16	79	52	11.281
COMPOSITE POINTS	94	31	106	77	18.503
TOTAL POINTS	94	50	174	129	26.464
ENROLLMENT	99	1	4,781	613	749.393
PERCENT FRL	52	6%	99%	57%	0.270
PERCENT MINORITY	89	0%	96%	43%	0.222

The minimum and maximum values depict the range of scores found in the group of schools. For Traditional elementary schools, Growth Points range from 24 to 79, compared to a Composite Point range of 16 to 101. This indicates that the highest number of Growth Points that any elementary school earned is 79—or 21 points shy of the theoretical 100 points possible. We see a similar distribution of scores in the Traditional high schools and combination schools, which are schools that offer any grades that span across elementary and high school.

Figure 3 illustrates the distribution of points for Traditional elementary schools grouped by their level of poverty. Growth points decrease slightly as poverty increases, but all scores are relatively flat, near 50 points. This is likely due to the use of the school level median, which is used to measure growth; it should be noted that the state median is also 50. Composite Points, however, definitely trend downward as poverty increases and the differences are significant—90 points for schools with fewer than 25 percent of students in poverty to 63 points for schools with 75 percent or greater poverty (see Appendices C.1-C.3 to see similar results for each Traditional, Small, and Alternative school type).

These differences are not negligible; the Total Point difference between the schools with less than 25 percent poverty and the schools with 75 percent or more poverty is 32 Total Points (146-114). This is enough of a difference to place the former group of schools in the *A* category (*A* point range is 140-200) and the latter group in the *C* category (*C* point range is 100-119). **Given this finding, can we reliably determine that C schools are lower quality schools, or is it more appropriate to assume that they serve a greater proportion of students in poverty?**

FIGURE 3: AVERAGE POINTS BY PERCENT FRL – TRADITIONAL ELEMENTARY SCHOOLS



When using the actual distribution of points, we see that what began as 50/50 weight to percent passing and growth turns into something approaching a 60/40 weight, skewed toward percent passing—clearly not the intention of the accountability model. Furthermore, the point differences resulting from the accountability formula as implemented are large enough to make a difference in the final rating of the school. Despite the inclusion of growth, the practical result of the accountability formula is yet another measure of performance that is closely related to poverty. The current model fails to adequately control for the effect of poverty on indicators of achievement in order to measure a school's contribution to learning.

WHAT EXISTING DATA AND RESEARCH BASED METHODS HAVE THE POTENTIAL TO IMPROVE THE A-F LETTER GRADES AS MEASURES OF SCHOOL QUALITY?

Based on this analysis, we have developed five suggestions for changes to the A-F Letter Grades that we believe have the potential to improve them as measures of school quality. The suggestions are to maximize the utility of the student growth calculations, incorporate elements from other models into the Traditional and Small school model, and use consistent measures of school performance across all of the models.

MAXIMIZE THE UTILITY OF STUDENT GROWTH CALCULATIONS

One initial question we asked ourselves when considering these findings was whether schools are not able, based on poor performance, to access more Growth Points or is it that the "ceiling" we see in Growth Points is a function of the way in which individual student SGPs are combined to arrive at an overall Median SGP for a school. While a student-level analysis of SGPs is outside of the scope of this paper, we do know from our work with schools that individual student SGPs have a much wider range (1-99) than the ranges we see in Table 2 above. Therefore, we know growth is happening beyond the 79 SGP; however, it is not showing up in the aggregate school-level measures used in the accountability models.

Suggestion #1: Use SGPs in a way that preserves the amount of information they contain.

As Figure 1 on page 8 indicates, Growth Points are computed based on the growth of all students in a school combined with the growth of the lowest performing 25 percent of students. The seven-step calculation is performed as follows:

1. Calculate the median of all individual student SGPs in Reading, across all grade levels (Median 1)
2. Calculate the median of all individual student SGPs in Math, across all grade levels (Median 2)
3. Calculate the median of all individual student SGPs in Reading, across all grade levels, for the bottom 25 percent only (Median 3)
4. Calculate the median of all individual student SGPs in Math, across all grade levels, for the bottom 25 percent only (Median 4)
5. Calculate the average of Medians 1 and 2 (Average 1)
6. Calculate the average of Medians 3 and 4 (Average 2)
7. Calculate the average of Averages 1 and 2 (Average 3)
8. Average 3 = Growth Points

Medians and averages are quite useful as quick summaries of information—on average, how does a group perform?—but they inevitably result in a loss of detailed information. For example, it is possible that the same median SGP hides two very different distributions of individual student SGPs. What we may have encountered in the current A-F model is that seven layers of summation dilute student growth information to the point where nearly all schools are about average.

This seven-step calculation stands in stark contrast to the relatively straightforward calculation of Composite Points—the percentage of students passing AIMS. The full range of performance across all schools is maintained using that simple treatment of results. The same could be done on the Growth side of the accountability model.

Rather than using medians and averages, we propose that individual student SGPs be categorized as *low*, *typical*, or *high* growth. An individual SGP of 1-33 is considered *low*, 34-66 is *typical*, and 66-99 is *high*. The number of categories can be changed, if necessary; the point here is to categorize degrees of growth.

In this case, Growth Points can be earned based on the percentage of students who achieve high growth (or high and typical growth), much in the same way that schools earn points based on the percentage of students

who pass AIMS. Using growth in such a way gives schools credit for all of the students in their school with *high* growth and it would likely result in more variability in Growth Points (a larger range of scores), which helps distinguish the schools that are truly performing better than others.

Another potential dynamic that may be at work in the Growth side of the model is the composition of the bottom 25 percent of students. Currently, every school has a bottom 25 percent of students, but that group of students may present very different challenges for instruction from one school to the next. Growth Points are not currently reported out separately for the "all students" group and the "bottom 25 percent of students" group, so we are not able to determine if the relationship between poverty and growth looks different for those two components of the model. We think this is a worthy avenue of investigation and request that the Arizona Department of Education report these two components separately in the future.

INCORPORATE OTHER SCHOOL ACCOUNTABILITY ELEMENTS

While the discussion in the report has focused on the Traditional accountability model, the full analysis of results suggests that there is much to learn from the other school accountability models (see Appendices A.1-B.3 for the full set of descriptive statistics and correlations for all Traditional, Small, and Alternative school types). Each of the other models have components that are unique to that model, but that have the potential to provide additional information to other models and a more consistent analysis of school quality for all schools.

Keeping in mind that the number of alternative schools for which we have both school rating and poverty information is small[8], we see no relationship between the school's level of poverty and the Total Points earned. In fact, the only statistically significant correlation we find is a moderately positive relationship between poverty and Growth Points (.346, significant at the .05 level), meaning that as poverty increases, Growth Points also increase. Unlike the Traditional school model, the Growth Points for Alternative schools include a measure of improvement on AIMS—the percentage of students who improved a performance level on AIMS from one test administration to the next. Also, instead of the 50/50 split between percent passing and student growth of the Traditional and Small models, the Alternative model utilizes a 70/30 split weighted toward growth.

Suggestion #2: Incorporate the Alternative schools' additional growth measure into the Traditional and Small high school models.

We see no reason why improvement on AIMS, as defined in the Alternative school model, could not be used for all high schools and included as part of the Growth Points calculation, particularly since high schools have only one year of SGP data. The current SGP for the Traditional high school model is based on growth from the grade 9 Stanford 10 assessment to the grade 10 AIMS. There is no AIMS test beyond grade 10 (other than retesting for those students who have not passed) and, as a result, the entire growth component is based on the performance of a single grade cohort of students (those moving from grade 9 to 10). The inclusion of an additional measure of growth—the percentage of students who re-test and improve—is valuable information for all high schools, not just Alternative high schools. It is also worth exploring the potential impact of a similarly weighted formula (70/30) for all schools. Rather than the 50/50 Growth and Composite split that results in a 60/40 distribution of points, a higher weight toward Growth may result in a 50/50 practical distribution of points.

Suggestion #3: Incorporate persistence (re-enrollment) as a function of school quality for all schools.

Similarly, the use of persistence points could be extended to all schools. Persistence points are used in the Alternative school model to "reward schools for keeping their students enrolled in school[9]." A potential modification is to reward schools for re-enrollment in their school—an indicator continued of parent and student confidence in the school. The relationship of persistence to poverty needs to be explored, however, since the mobility of families will have an impact on this indicator.

USE CONSISTENT MEASURES OF SCHOOL PERFORMANCE

The first three suggestions above are intended to address specific limitations that exist in the current Traditional and Small school models, but they also highlight a dynamic that is worthy of consideration. Each accountability model was developed in order to address the specific characteristics of certain types of schools. For example, Alternative schools serve a distinct population of students and therefore require a distinct set of indicators. The informative value of the resulting indicators, however, is not limited to the unique type of school. If an indicator provides valuable information in one accountability model, it likely provides the same valuable information in the other accountability models. When dealing with a limited number of performance measures, it would be sensible to take full advantage of all available indicators.

Beyond the additional information that multiple indicators can provide, a consistent set of indicators across all school types makes the school ratings more comparable across different types of schools. Used in this way, quality is defined using the same constructs across all school types. In a policy environment where consequences are attached to schools based on school ratings, a consistent definition of quality helps to minimize the potential for under- or over-identification of a particular type of school for rewards or sanctions. This is not to say that different types of schools should be measured in the same way or that all indicators are valuable for all school types. For example, elementary schools do not have dropout and graduation rates, so it makes no sense to use them within those models. However, a consistent set of indicators can be combined in unique ways to appropriately measure the effectiveness of a particular type of school. Persistence, for example, can make up a different proportion of the Total Points, depending on the accountability model in which it is used.

Suggestion #4: Explore the potential of the On Target indicator as a measure of growth for all elementary schools.

Our analysis did not include the K-2 accountability model because only eleven schools have this designation, making the sample too small for analysis; however, we encourage the Arizona Department of Education to explore the indicator's potential for all schools. The K-2 accountability model uses the On-Target indicator as a proxy for growth. The indicator is the result of the need for a growth indicator in K-2 schools that, due to their grade configuration, lack the required two years of data to calculate growth. "The On-Target Score is a measure indicating the degree to which students in Grade 2 are on-track to meet grade-level proficiency on AIMS Reading and Mathematics in Grade 3[10]." In the context of Move on When Reading, this is a very valuable piece of information currently available only to eleven schools.

Move on When Reading legislation requires schools to retain students in third grade if they score in the Falls Far Below performance level on the third grade AIMS[11]. While the On-Target indicator should not replace SGP as the measure of growth in the accountability model, it can provide an additional measure of performance and at the same time provide valuable predictive information that can help guide intervention strategies prior to the third grade. Furthermore, it uses an existing assessment, the Stanford 10, which currently has limited use in schools.

Suggestion #5: Consider incorporating multiple years of data into all of the accountability models in order to better assess the consistent quality of schools.

The Small school accountability model uses three years of pooled data in the calculations in order to address the measurement limitations that result when too few data are available. When data are limited, for example, an extreme score (outlier) can have a disproportionate effect on the results. The benefits of using multiple years of data, however, extend beyond small schools.

Multiple years of data allow for the determination of school quality to be made on the basis of trends, rather than one-year snapshots of performance. Furthermore, the more data used in a calculation, the more reliable the calculation, and the more confidence we can have in the results.

However, an argument against using multiple years of data is that large changes in performance cannot be measured immediately. Schools that make significant improvements in one year would only see a corresponding improvement in the school rating if the improvement is sustained over multiple years. However, the inverse is also true; schools that have an anomalous bad year of performance would only see a corresponding lowering of the school rating if poor performance is maintained. In a policy context that attaches numerous and significant consequences to the school designations, the use of multiple years of data seems a prudent course of action.

CONCLUSION AND POTENTIAL POLICY IMPLICATIONS

The Center for Student Achievement undertook this analysis as the result of internal conversations about school quality. What is it? How do you measure it? Having two former Arizona Department of Education Research Directors on staff, we also have a particular vantage point from which we view the school ratings that are published each year. The truth of the matter is that there are a finite number of indicators that are available to be used and each has its own list of virtues and limitations. The key is to put the limited number of indicators together in such a way that maximizes the amount of information available to make a determination or judgment about a school's performance. This is a tough enough challenge on its own, but the current policy environment ups the ante on the school designations.

Recent policy proposals such as "parent trigger laws" and "performance funding" would add to the already-long list of consequences tied to school ratings. For these levers to be effective, rather than simply punitive, in motivating and rewarding schools to improve, they must be based on valid and reliable measures of school quality and not simply on a byproduct of the student demographics that a school serves.

What this analysis finds is that the school ratings used for the 2011-12 school year are, to a large extent, tied to the degree of poverty in a school. With the exception of Alternative schools, we find that the higher the degree of poverty, the lower the school rating. Are high poverty schools, then, simply poor quality schools? A separate analysis of Composite and Growth Points suggests that this is not the case. All schools, regardless of poverty, demonstrate an equal ability to earn Growth Points. The hitch in the system is that there appears to be a "ceiling" to the number of Growth Points schools can earn, due to the methods utilized, resulting in a greater proportion of Total Points coming from the Composite side of the equation—where we see the strongest relationship to poverty.

This report details a number of possible changes to the Traditional and Small school accountability models designed to improve them as measures of school quality. All of the suggestions come from components that already exist in other parts of the accountability system, thus requiring no new measures, but the expanded use or a re-configuring of existing data. The Alternative school model, in particular, offers some interesting opportunities for the expanded use of existing measures such as improvement on AIMS in high schools and persistence points for all schools.

The State Board of Education and the Department of Education are currently working to finalize modifications to the current accountability system. These changes, which are slated to go into effect for the 2013 evaluations, are only focused on modifying the Composite side of the formula, not the Growth side. We recommend that the Board and Department consider analyzing the effect that these changes will have on the relationship between poverty and letter grades, so that the current negative relationship is not strengthened.

ENDNOTES

1 For the full text of the ballot initiative, see the Arizona Secretary of State at http://www.azsos.gov/election/2000/General/ballotmeasures.htm and for the current accountability language, see Arizona Revised Statutes §15-241 at http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00241.htm&Title=15&DocType=ARS

2 For a study of school accountability and choice, see Zimmer, R., et al. (2007) *State and Local Implementation of the No Child Left Behind Act: Volume I -- Title I School Choice, Supplemental Educational Services, and Student Achievement*. RAND Corporation. http://www.rand.org/pubs/reprints/RP1265. For a study of school ratings and choice, see Klute, M. (2012) *Understanding How Parents Chose Schools: An Analysis of Denver's SchoolChoice Form Questions*. Buechner Institute for Governance. http://www.dkfoundation.org/sites/default/files/files/How%20Parents%20Choose%20Schools%20Report%20FINAL.pdf

3 Five charter schools administered by the Arizona State Board for Charter Schools have been closed since 2006 due to their "failure to meet academic standards." We do not have access to data to determine the number of district schools that have been closed due to failure to meet academic standards.

4 Arizona Revised Statutes §15-241.G

5 Verstegen, D. A. (2011) *Public education finance systems in the United States and funding policies for populations with special educational needs*. Education Policy Analysis Archives, 19 (21). http://epaa.asu.edu/ojs/article/view/769

6 While poverty creates an achievement gap in student achievement, poverty is not destiny. Students from poverty backgrounds who are well-prepared for life after high school can perform on par with their wealthier counterparts. See, for example, http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2013/03/27-high-achievement-college-students-hoxby

7 For a full description of all accountability models and their calculations, see the *A-F Letter Grade Accountability System Technical Manual* (2012) available on the Arizona Department of Education website. http://www.azed.gov/research-evaluation/files/2013/02/final-af_tech_manual020613.pdf.

8 Many Arizona Alternative schools do not participate in the National School Lunch program even though they typically target students at-risk of not succeeding academically, including many students living in poverty.

9 *A-F Letter Grade Accountability System Technical Manual*, page 38.

10 *A-F Letter Grade Accountability System Technical Manual*, page 28.

11 Arizona Revised Statutes §15-701.2

APPENDICES

APPENDIX A.1: CORRELATION STATISTICS OF TRADITIONAL MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	-0.176**	-0.761**	-0.631**
	SIG. (2-TAILED)	.	0.000	0.000	0.000
	N	1,156	1,153	1,153	1,153
TOTAL POINTS	PEARSON CORRELATION	-0.631**	0.761**	0.922**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	1,153	1,249	1,249	1,249
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	-0.151*	-0.739**	-0.600**
	SIG. (2-TAILED)		0.038	0.000	0.000
	N	188	188	188	188
TOTAL POINTS	PEARSON CORRELATION	-0.600**	0.803**	0.926**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	188	215	215	215
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	-0.144	-0.658**	-0.525**
	SIG. (2-TAILED)		0.31	0.000	0.000
	N	52	52	52	52
TOTAL POINTS	PEARSON CORRELATION	-0.525**	0.813**	0.935**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	52	94	94	94

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

APPENDIX A.2: CORRELATION STATISTICS OF ALTERNATIVE MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	0.356	0.066	0.819
	SIG. (2-TAILED)		0.644	0.934	0.181
	N	5	4	4	4
TOTAL POINTS	PEARSON CORRELATION	0.819	0.857**	0.043	1
	SIG. (2-TAILED)	0.181	0.007	0.919	
	N	4	8	8	8
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	0.346*	-0.207	0.266
	SIG. (2-TAILED)	.	0.042	0.232	0.122
	N	39	35	35	35
TOTAL POINTS	PEARSON CORRELATION	0.266	0.977**	0.622**	1
	SIG. (2-TAILED)	0.122	0.000	0.000	
	N	35	98	98	98
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	0.190	0.111	0.160
	SIG. (2-TAILED)		0.449	0.661	0.527
	N	19	18	18	18
TOTAL POINTS	PEARSON CORRELATION	0.16	0.969**	0.722**	1
	SIG. (2-TAILED)	0.527	0.000	0.000	
	N	18	24	24	24

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

APPENDIX A.3: CORRELATION STATISTICS OF SMALL SCHOOL MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	-0.266	-0.447**	-0.459**
	SIG. (2-TAILED)		0.065	0.001	0.001
	N	56	49	49	49
TOTAL POINTS	PEARSON CORRELATION	-0.459**	0.798**	0.918**	1
	SIG. (2-TAILED)	0.001	0.000	0.000	
	N 49	101	101	101	
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	0.204	-0.364	-0.093
	SIG. (2-TAILED)		0.416	0.138	0.714
	N	21	18	18	18
TOTAL POINTS	PEARSON CORRELATION	-0.093	0.843**	0.801**	1
	SIG. (2-TAILED)	0.714	0.000	0.000	
	N 18	43	43	43	
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	0.052	-0.051	-0.004
	SIG. (2-TAILED)		0.886	0.890	0.992
	N	11	10	10	10
TOTAL POINTS	PEARSON CORRELATION	-0.004	0.887**	0.867**	1
	SIG. (2-TAILED)	0.992	0	0	
	N 10	16	16	16	

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

APPENDIX B.1: DESCRIPTIVE STATISTICS OF TRADITIONAL MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	1,249	24	79	52	8.011
COMPOSITE POINTS	1,249	16	101	72	13.447
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PERCENT FRL	188	4%	95%	54%	0.225
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COMPOSITE POINTS	94	31	106	77	18.503
TOTAL POINTS	94	50	174	129	26.464
ENROLLMENT	99	1	4,781	613	749.393
PERCENT FRL	52	6%	99%	57%	0.270
PERCENT MINORITY	89	0%	96%	43%	0.222

APPENDIX B.2: DESCRIPTIVE STATISTICS OF ALTERNATIVE MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	8	63.0	127.4	91.7	20.177
COMPOSITE POINTS	8	0.0	27.6	15.2	10.440
TOTAL POINTS	8	71.0	130.0	109.6	17.832
ENROLLMENT	8	6	342	124	131.219
PERCENT FRL	5	82%	96%	88%	0.061
PERCENT MINORITY	5	43%	96%	74%	0.240
HIGH SCHOOL					
GROWTH POINTS	98	43.4	140.0	99.7	26.731
COMPOSITE POINTS	98	3.0	40.2	19.5	7.174
TOTAL POINTS	98	59.0	185.0	123.7	30.943
ENROLLMENT	120	3	1,199	149	155.654
PERCENT FRL	39	36%	99%	81%	0.145
PERCENT MINORITY	78	9%	97%	63%	0.236
COMBINATION					
GROWTH POINTS	24	51.8	130.2	87.3	24.496
COMPOSITE POINTS	24	4.8	40.8	18.3	8.015
TOTAL POINTS	24	62.0	169.0	110.1	30.123
ENROLLMENT	28	0	5,413	325	1,006.752
PERCENT FRL	19	26%	96%	71%	0.179
PERCENT MINORITY	19	30%	96%	61%	0.215

APPENDIX B.3: DESCRIPTIVE STATISTICS OF SMALL SCHOOL MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	101	11	75	43	12.761
COMPOSITE POINTS	101	10	100	60	19.427
TOTAL POINTS	101	23	163	102	28.019
ENROLLMENT	118	2	201	52	27.695
PERCENT FRL	56	0%	100%	75%	0.193
PERCENT MINORITY	80	0%	86%	41%	0.221
HIGH SCHOOL					
GROWTH POINTS	43	17	83	49	19.903
COMPOSITE POINTS	43	10	89	50	17.907
TOTAL POINTS	43	45	155	99	31.128
ENROLLMENT	71	0	95	42	30.476
PERCENT FRL	21	43%	97%	79%	0.146
PERCENT MINORITY	30	5%	86%	44%	0.214
COMBINATION					
GROWTH POINTS	16	3	82	40	21.014
COMPOSITE POINTS	16	21	88	52	19.487
TOTAL POINTS	16	44	158	91	35.537
ENROLLMENT	31	0	108	47	34.002
PERCENT FRL	11	52%	92%	73%	0.136
PERCENT MINORITY	21	7%	84%	46%	0.237

APPENDIX C.1: AVERAGE POINTS BY PERCENT POVERTY FOR TRADITIONAL MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
<25%	GROWTH PTS.	127	36	71	56.1	6.332
	COMPOSITE PTS.	127	69	100	89.7	5.127
	TOTAL POINTS	127	117	171	145.8	9.875
25% TO 49%	GROWTH PTS.	213	37	76	53.9	6.801
	COMPOSITE PTS.	213	68	100	83.0	6.040
	TOTAL POINTS	213	110	175	136.9	11.340
50% TO 74%	GROWTH PTS.	303	30	73	51.0	7.840
	COMPOSITE PTS.	303	40	96	72.3	9.287
	TOTAL POINTS	303	80	157	123.3	14.676
75%+	GROWTH PTS.	510	32	79	51.5	8.095
	COMPOSITE PTS.	510	16	89	62.6	10.486
	TOTAL POINTS	510	54	165	114.1	16.079
HIGH SCHOOL						
<25%	GROWTH PTS.	23	38	74	56.6	8.072
	COMPOSITE PTS.	23	80	100	90.3	5.300
	TOTAL POINTS	23	120	170	147.0	11.412
25% TO 49%	GROWTH PTS.	56	33	75	52.3	8.093
	COMPOSITE PTS.	56	57	92	75.7	8.477
	TOTAL POINTS	56	93	162	128.0	14.260
50% TO 74%	GROWTH PTS.	68	26	73	52.0	9.624
	COMPOSITE PTS.	68	28	99	66.0	11.583
	TOTAL POINTS	68	56	147	118.0	17.883
75%+	GROWTH PTS.	41	32	79	51.0	9.209
	COMPOSITE PTS.	41	24	81	56.1	11.985
	TOTAL POINTS	41	57	160	107.1	18.864
COMBINATION						
<25%	GROWTH PTS.	7	55	67	60.7	4.271
	COMPOSITE PTS.	7	86	100	92.4	4.614
	TOTAL POINTS	7	146	165	153.1	8.194
25% TO 49%	GROWTH PTS.	15	30	63	47.5	8.560
	COMPOSITE PTS.	15	60	99	77.7	11.317
	TOTAL POINTS	15	98	158	125.2	18.284
50% TO 74%	GROWTH PTS.	11	30	60	46.4	7.839
	COMPOSITE PTS.	11	41	93	67.6	14.773
	TOTAL POINTS	11	71	153	114.0	21.799
75%+	GROWTH PTS.	19	32	66	51.2	8.921
	COMPOSITE PTS.	19	38	81	60.7	12.902
	TOTAL POINTS	19	72	138	111.8	19.112

APPENDIX C.2: AVERAGE POINTS BY PERCENT POVERTY FOR ALTERNATIVE MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
75% +	GROWTH PTS.	4	79.8	105.0	95.9	11.287
	COMPOSITE PTS.	4	4.8	27.6	17.4	9.859
	TOTAL POINTS	4	110.0	122.0	116.3	5.679
HIGH SCHOOL						
25% TO 49%	GROWTH PTS.	1	70.0	70.0	70.0	.
	COMPOSITE PTS.	1	21.6	21.6	21.6	.
	TOTAL POINTS	1	92.0	92.0	92.0	.
50% TO 74%	GROWTH PTS.	9	46.2	134.4	88.7	36.137
	COMPOSITE PTS.	9	12.6	40.2	23.9	8.071
	TOTAL POINTS	9	65.0	167.0	118.4	41.049
75% +	GROWTH PTS.	25	65.8	140.0	111.7	19.051
	COMPOSITE PTS.	25	9.0	39.0	19.5	7.104
	TOTAL POINTS	25	82.0	185.0	136.6	23.109
COMBINATION						
25% TO 49%	GROWTH PTS.	3	57.4	71.4	63.0	7.408
	COMPOSITE PTS.	3	9.6	14.4	12.2	2.425
	TOTAL POINTS	3	76.0	87.0	81.3	5.508
50% TO 74%	GROWTH PTS.	6	63.0	121.8	96.4	20.698
	COMPOSITE PTS.	6	16.8	40.8	24.3	8.906
	TOTAL POINTS	6	85.0	169.0	125.8	27.694
75% +	GROWTH PTS.	9	51.8	130.2	82.8	29.644
	COMPOSITE PTS.	9	4.8	27.0	17.1	8.638
	TOTAL POINTS	9	62.0	158.0	104.0	36.473

APPENDIX C.3: AVERAGE POINTS BY PERCENT POVERTY FOR SMALL SCHOOL MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
25% TO 49%	GROWTH PTS.	3	35	57	48.0	11.533
	COMPOSITE PTS.	3	54	82	69.3	14.189
	TOTAL POINTS	3	89	134	117.3	24.664
50% TO 74%	GROWTH PTS.	16	26	69	45.1	12.201
	COMPOSITE PTS.	16	40	97	63.2	15.592
	TOTAL POINTS	16	71	149	108.3	23.669
75% +	GROWTH PTS.	30	19	64	40.2	12.918
	COMPOSITE PTS.	30	19	85	52.1	16.154
	TOTAL POINTS	30	59	139	92.4	21.500
HIGH SCHOOL						
25% TO 49%	GROWTH PTS.	1	21	21	21.0	.
	COMPOSITE PTS.	1	50	50	50.0	.
	TOTAL POINTS	1	71	71	71.0	.
50% TO 74%	GROWTH PTS.	7	19	64	41.7	16.347
	COMPOSITE PTS.	7	41	75	58.3	12.526
	TOTAL POINTS	7	60	128	100.0	22.241
75% +	GROWTH PTS.	10	17	72	43.9	18.900
	COMPOSITE PTS.	10	10	70	41.6	17.399
	TOTAL POINTS	10	45	121	85.5	30.318
COMBINATION						
50% TO 74%	GROWTH PTS.	5	23	52	38.6	11.803
	COMPOSITE PTS.	5	21	88	50.2	26.205
	TOTAL POINTS	5	51	140	88.8	37.131
75% +	GROWTH PTS.	5	21	82	37.0	25.525
	COMPOSITE PTS.	5	22	76	44.4	19.983
	TOTAL POINTS	5	44	158	81.4	44.506

DEFINITION OF TERMS: SCHOOL ACCOUNTABILITY MODELS AND GRADE LEVEL CONFIGURATIONS

SCHOOL ACCOUNTABILITY MODELS

The state's A-F Letter Grades are given to all public schools according to one of four school accountability models. The models are designed to provide a fair assessment of different types of schools that often enroll different groups of students. The four accountability models are:

Traditional School: A school that is not considered to be an Alternative, Small, or K-2 school. Traditional schools offer standard curricular options in a typical school setting. Most Arizona public schools are Traditional schools.

Alternative School: Alternative schools are held to a different accountability model due to the unique composition of their schools and the students they serve. Alternative status is granted to schools that apply to the Arizona Department of Education. Alternative high schools must award degree-granting credit and grant high school diplomas. In order to qualify as an alternative school, a school must serve one or more of the following student populations:

- Students with behavioral issues (documented history of disruptive behavior)
- Students identified as dropouts
- Students in poor academic standing who are either severely behind on academic credits (more than one year) or have a demonstrated pattern of failing grades
- Pregnant and/or parenting students
- Adjudicated youth

Small School: A school serving 100 or fewer students. A separate accountability model was defined for this group of schools due to the small number of students and the disproportionate impact that one or two students can have on the overall rating of a school.

K-2 School: A school serving only Kindergarten through grade 2. A separate accountability model was defined for this group of schools because of the limited amount of data available (i.e., AIMS state assessment is given in grades 3-8 and 10).

For a full description and additional information about the A-F Letter Grades, please visit the Arizona Department of Education at http://www.azed.gov/research-evaluation/a-f-accountability/.

GRADE LEVEL CONFIGURATIONS

Anyone who has been inside of an elementary school and a high school can see the significant differences in how the schools operate, their scheduling, curricular options, etc. In order to take these differences into account, this report uses the following three school configuration categories:

Elementary School: A school that offers any grades Kindergarten to 8th grade.

High School: A school that offers any grades 9-12.

Combination School: A school that offers any grades that span across the elementary and high school grades. For example, a school that offers instruction in grades 6-12 is a combination school.

For the purpose of analysis, each school is assigned to a single accountability model/grade configuration category. For example, a school that serves adjudicated students in grades 6-12 is considered an "Alternative combination school." Similarly, a school that serves students in grades K-5 in a traditional school environment is considered a "Traditional elementary school" in this analysis.

About the Center for Student Achievement

All students deserve a quality education, no matter where they attend school. Founded on that principle, the Center for Student Achievement was recently launched to support school leaders and teachers. The mission of the Center is to improve student achievement in all schools focusing our efforts on high-quality school improvement initiatives, with a particular focus on professional development and the publication of rigorous and transparent research and evaluation.

From this foundation, the Center developed a suite of supporting programs for school leaders and teachers, currently in use by a growing number of district and charter schools in Arizona. Nationally, the Center also provides consulting services to educators in other states about how to make student data analysis applicable and actionable. The Center has invested significantly in professional talent, hiring a team of experienced trainers and researchers who are capable of delivering customized, high-quality, practical and actionable data and professional development for teachers and leaders. The Center´s goal is that these partnerships will expand the number of high quality public school choices available to all students.

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Arizona's farce of a school grading system

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ROBERT ROBB

Robert Robb, The Republic | azcentral.com 3:47 p.m. MST August 12, 2014

(Photo: Deirdre Hamill The Arizona Republic)

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The farce that is Arizona's system of grading schools was on stage again last week.

Arizona's public school system is often described in crisis terms. That is, in significant part, overwrought. Arizona kids as a whole do worse than the national average on the federally-administered National Assessment of Educational Progress test. But when results are disaggregated for socio-economic factors – comparing Whites to Whites, Latinos to Latinos, low-income kids to low-income kids – Arizona results are right at the national average.

That, however, is cold comfort. Our student mix is what it is. Our educational challenge is greater than that of other states. And we are not doing enough to ensure that virtually all students have the foundational literacy and numeracy to make a success of themselves.

According to the results of the school grading system, however, our schools are doing great. Fully 65 percent of Arizona schools received an A or a B rating.

So, how can school performance be stellar when student achievement is unsatisfactory?

The state statute that prescribes the letter grading system for schools says: "A school or school district assigned a letter grade of C shall demonstrate an average level of performance." But plainly that's not the case. If 65 percent of schools receive an A or a B, then a school receiving a C is clearly below average.

The school grading system can't even pass a math test.

There is nothing more fundamental for a public school system than deciding what students should know, how to determine whether they are learning it, and what to do if they aren't.

Arizona has never established that and stuck to it. Now, we're starting over.

Under the old, locally-developed standards and test, there has been modest progress in student achievement. Nevertheless, large numbers of kids are still lagging unacceptably behind. A fifth of students aren't passing the reading test. Nearly 40 percent aren't up to standard in math.

There has never been an effective accountability system – for schools or students – for falling considerably short of what the state has determined students should know. Instead, we got grade inflation for the schools.

MORE STORIES

Tiny-house movement comes to Scottsdale
March 25, 2015, 10:26 a.m.

Report: AZ federal parks need millions in repairs
March 24, 2015, 6:15 p.m.

Milke speaks out after 23 years on death row
March 24, 2015, 8:38 a.m.

The old standards have been replaced with Common Core, the national education standards that are generating controversy in Arizona, but for the wrong reasons. There is value is having commonality among the states in educational standards, both for benchmarking and accommodating the high degree of American mobility. Common Core isn't a federal conspiracy to take over local schools.

But it is designed to prepare every student for tertiary education, and therein lies the seeds of its inevitable failure.

Today, only 45 percent of young adults 25 to 34 have an associate's degree or higher. Universal college readiness is neither achievable nor necessary, unless college is to become the new high school.

In Arizona particularly, the public education system needs to successfully walk before it tries to run. Students with foundational literacy and numeracy can pick up whatever else they missed if they get motivated to pursue higher learning or training later in life. Students graduating high school without foundational literacy and numeracy face a much higher mountain to climb and a life on the economic margins. Start there.

The Common Core standards have been adopted, relabeled Arizona College and Career Ready Standards due to the controversy, and a new test will be selected. But, at this point, no one knows what will be done with the test results.

For students, the state Board of Education is leaning toward recommending that they somehow be incorporated into student subject grades. A new grading system for schools based on the new test will be devised, but there's little reason to believe it will be any more honest or useful than the existing one.

What's the point? Pretending to hold schools and teachers accountable on how students do on a test that has little or no consequences for them is a waste of time.

In discussing education, educators want to jump directly to more resources, and understandably so. They are coping with a prolonged financial squeeze.

Improving student achievement, however, begins with forging a state consensus on those fundamental questions: What should students know? How do we determine if they are learning it? What happens if they aren't?

We are a long way from such a consensus.

Reach Robb at (b)(6) *Follow him on Twitter* (b)(6)

(column for 8.13.14)

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ARIZONA STATE BOARD OF EDUCATION

The Arizona State Board of Education held a regular meeting on December 8, 2014 at the Arizona Department of Education, 1535 West Jefferson Street, Room 122, Phoenix, Arizona. The meeting was called to order at 9:05 a.m.

ROLL CALL

Members Present:	Members Absent:
President Tyree	Dr. Hart
Vice President Miller	Dr. Rottweiler
Ms. Hamilton	
Ms. Rogers	
Superintendent Huppenthal	
Mr. Molera	
Mr. Moore	
Mr. Ballantyne	
Mr. Jacks	

9:05 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE, AND ROLL CALL

1. BUSINESS REPORTS

A. President's Report

President Tyree introduced incoming newly elected Superintendent of Public Instruction, Diane Douglas, who was present for the meeting. President Tyree mentioned that the voters approved the Yuma County JTED in the general election.

B. Superintendent's Report

Superintendent Huppenthal recognized the 2014 Blue Ribbon Schools; Benson Primary School, Franklin Police and Fire High School, Mesquite Elementary School, Reed Traditional School's Valley Academy Charter School. Superintendent Huppenthal recognized the 2015 Association of Career and Technical Education (ACTE) National Teacher of the Year which was awarded to Arizona teacher, Mr. Clyde McBride. Mr. McBride teaches the Veterinary Tech program on the Navajo Indian Reservation in Kayenta, Arizona. Mr. McBride was recognized in Time Magazine.

Superintendent Huppenthal introduced Ms. Debra Norris, Deputy Associate Superintendent of Native American Education and Outreach who addressed the Board and highlighted the Memorandum of Understanding for the Navajo Nation. Navajo Nation Tribal Leader Vice President Rex Lee Jim addressed the Board and thanked the members of the State Board of Education for their diligent work in supporting and providing quality education to the students in the Navajo Nation. This agreement is a partnership memorandum between the tribal government and the Department of Education. Vice President Rex Lee Jim and Superintendent Huppenthal signed publically signed the Memorandum of Agreement in a ceremonial signing.

Superintendent Huppenthal thanked the audience, Board Members, ADE staff and the community for all the support received during his term.

C. Board Member Reports

Mr. Molera stated this would be his last meeting as a sitting member of the Board. He spoke about the meeting he recently attended at an All A's Teach In. He reinforced the continual need to work closely with the Governor and with the Department. He discussed the need to continue towards meaningful accountability. All students should have the same opportunity to achieve high standards and succeed.

Mr. Moore thanked the Navajo Nation for traveling to the meeting. He thanked Superintendent Huppenthal for all the support he has given the students in the Navajo Nation and he thanked him for providing equality to all throughout his years of service.

D. Executive Director's Report

Ms. Thompson stated State Board staff is continuing outreach with newly elected officials in the Senate, House and Legislative Committees. The selection of the AzMerit will be presented next week to JLBC to review the budget impact.

2. CONSENT AGENDA

A. Consideration to approve Arizona State Board of Education minutes for:
   1. September 2, 2014 – Special Executive Session Meeting
   2. September 22, 2014 – Executive Session
   3. October 21, 2014 – Special Executive Session Meeting
   4. October 27, 2014 – Regular Meeting
   5. October 27, 2014 – Executive Session
   6. November 3, 2014 – Special Meeting

B. Consideration to approve the following contract abstracts:
   1. Mathematics and Science Partnership Program
   2. Emergency Readiness Pilot Program
   3. Arizona Integrated Basic Education and Skills Training (AZ I-BEST)

C. Consideration to approve the proposed Interagency Service Agreement between First Things First and the Arizona Department of Education pursuant to A.R.S.§35-148(A).

D. Consideration to accept funds from the US Department of Education for the School Emergency Management Program, pursuant to A.R.S.§ 15-341(A)(32)

E. Consideration to accept funds from the US Department of Justice for the Developing Knowledge about What Works to Make Schools Safe grant, pursuant to A.R.S.§ 15-153(D)

F. Consideration to approve the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds.

G. Consideration to accept voluntary surrender of the certificate held by Delphine J. Wood

H. Consideration to accept the recommendation of the Professional Practices Advisory Committee to grant the application for certification for the following individuals:
   1. Joey Dean Reidhead
   2. Theoden Humphrey
   3. Walter John Kurth
   4. Angela Marie Berry

I. Consideration to grant extension of professional preparation program approvals relating to R7-2-604 through R7-2-604.03.

J. Consideration to approve Ottawa University's Bachelor of Arts in Early Childhood Education/Early Childhood Education-Special Education relating to ARS §15-203

K. Consideration to accept update on Gifted Education in Arizona

L. Consideration to accept update on Standards Development Process for Foreign and native Language Standards, Arts Standards and Physical Education Standards

M. Consideration to appoint and/or reappoint members to the Professional Practices Advisory Committees

Member Ballantyne requested Item 2H.1 be removed from the consent agenda for further discussion. Member Miller made a motion to approve the consent agenda, with the expection of Item 2H1. Member Moore seconded the item. Motion passed unanimously.

Discussion was held regarding Item 2H.1, consideration to accept the application for certification for Mr. Joey Dean Reidhead. Mr. Charles Easaw, Lead Investigator for the State Board of Education, addressed the Board regarding the background of Item 2H.1. Mr. Joey Dean Reidhead was present and addressed the Board. Member Ballantyne addressed the Board regarding his inclination to not accept this application for approval.

Member Ballantyne made motion to reject the recommendation of the Professional Practices Advisory Committee, and to deny the application for certification for Joey Dean Reidhead. Member Molera seconded the motion. Motion passed with one nay vote from Superintendent Huppenthal.

3. CALL TO THE PUBLIC

Mr. Mel Hannah, Co-Chairman of the African American Advisory Council spoke to the Board highlighting the importance of continuing many of the programs which the Department of Education has implemented over the last four years. Superintendent Huppenthal thanked Mr. Hannah for his dedicated work with the African American Advisory Council and thanked incoming Superintendent Elect Diane Douglas for expressing her willingness to continue working with established Advisory Committees.

4. ARIZONA STATE BOARD OF EDUCATION CONVENING/ACTING AS THE ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION FOR THIS ITEM ONLY

   A. Presentation, discussion and consideration to approve the following Career and Technical Education programs for integrating Arizona's Standards in Economics for the purpose allowing the issuance of Economics credits, pursuant to R7-2-302(4)(a), including:
      1. Professional Sales and Marketing
      2. Entrepreneurship
      3. Entertainment Marketing
      4. Agribusiness Systems

Jeanne Roberts, Deputy Associate Superintendent for Career and Technical Education addressed the Board and presented this item to the members.

Member Ballantyne made a motion to approve the CTE programs in Professional Sales and Marketing, Entrepreneurship, Entertainment Marketing, and Agribusiness for equivalent credit to be used toward the one-half credit in economics required in the Board high school graduation requirements, Member Moore seconded the motion. Motion passed unanimously.

   B. Presentation, discussion and consideration to approve the following Career and Technical Education programs for integrating Arizona's Standards in Science for the purpose allowing the issuance of Science credits, pursuant to R7-2-302(4)(a), including:
      1. Agribusiness Systems
      2. Animal Systems
      3. Environmental Service Systems
      4. Food Products and Processing Systems
      5. Natural Renewable Resources Systems
      6. Plant Systems
      7. Power, Structural and Technical Systems

Jeanne Roberts, Deputy Associate Superintendent for Career and Technical Education addressed the Board and presented this item to the members. President Tyree and Superintendent Huppenthal thanked Ms. Roberts for the work involved in putting these programs in place.

Member Ballantyne made a motion to approve the CTE programs in Agribusiness Systems, Animal Systems, Environment Service Systems, Food Product and Processing Systems, Natural Renewable Resources Systems, Plant Systems and Power, Structural and Technical Systems for equivalent credit, based on the course delivery sequence, to be used toward one or two of the Science credits required in the Board high school graduation requirements as presented. Member Jacks seconded the motion. Motion passed unanimously. Member Miller commended President Tyree efforts in bringing back the CTE programs to the student in Arizona.

   C. Presentation and discussion regarding Global Pathways Initiative

Mr. William C. Symonds, Director of the Global Pathways Institute spoke to the Board and gave a brief presentation. He spoke about how in Arizona, as in other states, the majority of students leaving high school are not "college ready." Even fewer have demonstrated they are "career

ready." He stated a fundamental obligation of the State Board is to develop and promote strategies that will increase the percentage of students who are truly college and career ready. A number of other leading states are accomplishing this by giving students more flexibility to concentrate on CTE programs that will prepare them for good jobs. Ohio, Florida, North Dakota, New York and Massachusetts are among the states that have increased student choice, and in some cases provided incentives for students to do so. More important, these efforts are producing very encouraging results, including increasing graduation rates even among student populations who typically lag far behind. Arizona has lagged behind these states. Fewer than 15% of Arizona high school students concentrate in CTE, compared to over 60% in North Dakota, and fewer than 10% of Arizona high school students earn a technical skill assessment, versus nearly 50% in Florida. Mr. Symonds proposed that the Board could increase student choice, as well as the percentage of students who are prepared to lead successful lives as adults, by considering several possible actions:

1. Amending the minimum course of study requirements for graduation so that the "seven additional courses" required in subsection (f) can be satisfied in full or part by completing a career pathway program of study approved by the Arizona Department of Education. In practice, this should increase the numbers of CTE concentrators.
2. Acting under its authority in 15-701, section J – which requires adopting rules defining how students can demonstrate competency – the Board should specify that students can demonstrate competency by passing one or more of the new EOC tests in English language arts or math.
3. Acting under legislation that allows for a competency-based diploma, agree that the Board will consider and aim to adopt a rigorous competency-based "career and college ready pathway" that includes academic, technical and employability competencies. This would expand the concept of the competency-based diploma to include rigorous preparation for careers.

In addition, Mr. Symonds encouraged the Board to insure that Arizona's A to F system for grading schools incorporate concrete measures of "career readiness." If we want schools to take career readiness seriously, we must make this a part of Arizona's accountability system. Other states, including Kentucky, have developed metrics that could help inform this work in Arizona.

Presentation only - No action necessary

5. GENERAL SESSION

Item 5G has been removed from the General Session agenda per the request of the Arizona State Board for Charter Schools.

A. Presentation, discussion and consideration of policy and legislative issues related to accountability and the new statewide assessment.

Executive Director Christine Thompson presented this item to the Board. At the last meeting of the Board, staff was directed to look into mechanisms in order to allow a transition period as we embark on not only the statewide assessment, but also revamping the A-F account system, teacher and principal evaluation and other statewide accountability measures that would be impacted. Staff has taken opportunities to meet with many partners in the field both in the education community, the business community, along with legislators and staff of the Governor's transition team to discuss the potential for this transition period and how best to move this forward. The Board was provided proposed next steps in this agenda summary. To ensure that the Board has adequate time to publicly propose, discuss and adopt policy changes and allow for any necessary legislative modifications, staff recommends that

the Board promote the following measures to allow flexibility in statewide accountability measures:

- Require timely publication of all available relevant accountability data for the public (e.g., graduation rates, raw scores, etc.), while providing a transition period as a new system for A-F letter grades is developed.
- Ensure that while any letter grade transition is in place, that there are mechanisms to provide information for the Department, local governing Boards, charter holders and charter sponsors to make appropriate decisions, in addition to identifying the persistently lowest achieving schools and struggling schools.
- Establish a timeline with deliverables anticipating policy decisions and recommendations that could require legislation.
- Seek flexibility in accountability for at least two years. In first year (2014-15), the Board would develop new A-F Accountability System and, if necessary, identify needed legislative changes, and revisit the Framework for Teacher and Principal Evaluations. In the second year (2015-16), pilot implementation of modified accountability programs would begin while seeking any legislative changes necessary for implementation.
- Provide local governing boards with flexibility in implementing the statutory consequences of teacher and principal as baseline data is collected on the statewide assessment.

Mr. Molera encourage staff to air on the side of transparency in this accountability process and talked about the importance to demonstrate how schools fall under this new accountability system.

Dr. Ilde Lasko-Kerr spoke on behalf of the Charter School Association and thanked Member Molera for all his work during his time on the Board. There is a strong need to make sure there is a system that addresses the needs of all of our students. The Charter School Association supports the position of the Board and the proposal presented today and look forward to continuing the partnership with the Board.

Kelly McManus spoke on behalf of Stand for Children regarding this specific item. She provided a letter to the Board regarding the accountability system and Arizona's commitment to College and Career Ready standards.

Janice Palmer spoke on behalf of the Arizona School Board Association. She thanked Superintendent Huppenthal for his work and service during his time in office. She also thanked Member Molera for his service on the Board. ASBA supports the two year transition period and allows for quality implementation of the new statewide assessment. Ms. Palmer talked about statewide assessment data to audit those higher standards that have been implemented since 2010. ASBA stated the two year transition period is critical.

Member Jacks made a motion to promote the measures presented to allow a transition period for the statewide accountability measures. Member Ballantyne seconded the motion. Motion passed unanimously.

Member Molera asked about flexibility for innovation at a local level. Ms. Thompson talked about how the guiding principles are the foundation. Details need to be appropriately vetted out

over the next 8 – 12 months to allow for legislation to be put into place.

B. Presentation, discussion and possible consideration to recommend refinements to the Structured English Immersion (SEI) Model

Executive Director Christine Thompson addressed the Board regarding this item. At their November 6, 2014 meeting, the SEI Model Review Committee unanimously recommended that the State Board adopt the proposed refinements to the SEI Model, as presented. A summary of the prosed refinements were described in the materials provided to the Board. Kelly Koenig was available for questions. Member Miller made a motion to adopt the refinements to the SEI Model as presented. Member Ballantyne seconded the motion. Motion passed unanimously.

C. Presentation, discussion and consideration to close rulemaking procedures for proposed amendments to rules R7-2-607 and R7-2-610 pertaining to Secondary teachers.

Executive Director Christine Thompson presented this item to the Board and asked the Board to close rulemaking. There was no discussion.

Member Ballantyne made a motion to close the rulemaking record and adopt the proposed amendments to rules R7-2-607 through R7-2-610 related to secondary teachers. Member Rogers seconded the motion. Motion passed unanimously.

D. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to rule R7-2-614 pertaining to Substitute certificates.

Executive Director Christine Thompson addressed the Board regarding this item. Dr. Cecilia Johnson also presented background information regarding the proposed amendments to rule R7-2-614 pertaining to Substitute certificates.

Member Jacks made a motion to initiate rulemaking procedures for proposed amendments to rule R7-2-614 regarding substitute certificates. Member Rogers seconded the motion. Motion passed unanimously.

E. Presentation and discussion related to the Recruitment and Retention Taskforce Report

Dr. Jennifer Johnson addressed the Board regarding this item which was informational only. Dr. Johnson talked about education reform efforts and how these all hinge on having highly qualified, highly effective teachers. She talked about the work of the Educator Recruitment and Retention Taskforce and provided members with an extensive data report detailing the work of the Taskforce.

Member Jacks commented and stated there is a teacher shortage. Districts like his have shortages in Math and Science. It is a crisis and is glad that this Taskforce has been created.

Member Ballantyne asked to hear at a future meeting what steps will be put in place next to assist in resolving these challenges and would like to hear what progress is being made in this area. Dr. Johnson stated the Taskforce has condensed their report in brochure-like document for distribution across the state.

Member Hamilton stated this report is spot on about what is going on in this area. More funding

is needed and this is the reality. Speaking as a teacher, she stated there needs to be more of a voice from the teachers and not be penalized for speaking bluntly regarding many of these things.

Member Rogers stated she has a student teacher who has been working with her who has accepted another job in a different field because she needs more money and cannot afford to pay her bills or pay her school loans from her Master's program. Many teachers work in this field because of their love of the job. But in reality most new teachers cannot afford to stay in this profession because of the low salary.

Member Miller voiced his concern regarding the statistic that 50% of all new teachers leave the profession within the first two years. They are making the choice to go to a better paying job. It is extremely discouraging and frustration.

Member Moore stated it is important that this work coincide with the work of the transition with the assessment. It is important that our teachers and administrators are actively involved in implementing these new assessments.

Information only. No action from the Board was required.

F. Presentation and discussion related to School Readiness Framework

Amy Corriveau, Deputy Associate Superintendent for Early Childhood Education, addressed the Board regarding this item. She talked about the role of early childhood and creating that strong foundation for children and close that learning gap as they come into school. At this time, ADE is working in collaboration with other states as part of a K-3 Formative Assessment group to create a tool that allows parents, teachers and administrators to understand the extent of a child's learning and development as they enter kindergarten and throughout the ensuing school years to provide instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the *Arizona Early Learning Standards* and *Arizona's College and Career Ready Standards* for kindergarten through grade 3, cover all essential domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use. A timeline and framework was provided to the Board detailing and defining the finalized version of the School Readiness Framework. A small stipend grant was received from the Kellogg Foundation which allowed funding for research on this project. *This item was informational only. No action required.*

G. Presentation, Discussion and Consideration to withhold 10% from State Board of Education Sponsored Charter Schools for failure to timely submit Annual Financial Audit & Questionnaire

Item 5G was removed from the agenda at the request of the Arizona State Board for Charter School.

H. Board comments and future meeting dates. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary

Member Moore asked that the Board receive an update on the status of Indian education at a future meeting.

6. PRESENTATION OF CANDIDATES AND ELECTION OF STATE BOARD OF EDUCATION OFFICERS FOR 2015

The Nomination Meeting was held at 8:45am on December 8, 2014 regarding the selection of 2015 State Board of Education officers. Ballots were distributed to Board members and Mr. Greg Miller was elected to the position of Board President. Mr. Reginald Ballantyne III was elected to the position of Vice President.

7. ADJOURN

Application for Substantive Appeal of 2014 A-F Letter Grade

Date

Name of person submitting this form

Job title

Contact email (must be associated with school/entity ID)

Work phone #

Alternate phone #

Name of school

School entity ID # (not CTDS)

LEA name

LEA entity ID # (not CTDS)

2012 Final Letter Grade (if applicable/available) – please choose one

2013 Final Letter Grade (if applicable/available) – please choose one

2014 Final Letter Grade – please choose one

Type of Appeal – please choose one

2014 Final Letter Grade Request – please choose one

Please explain reasoning for appeal using NO personally identifiable student information (SAIS ID numbers only may be used)

School that are submitting an appeal of a third “D” or “D-ALT” letter grade, please complete the following as evidence of successful implementation of the school’s Continuous Improvement Plan.

1. Describe the capacity of this school to effectively implement its Continuous Improvement Plan on ALEAT (Implementation of Arizona Continuous Improvement Plan).

2. What were the major steps the school took in implementing last year’s Continuous Improvement Plan on ALEAT? Describe the effectiveness or success or each major step. (Implementation of Arizona Continuous Improvement Plan).

Please email this form as an attachment and attach any supporting evidence to Achieve@azed.gov with “2014 A-F Substantive Appeal” in the subject line.

ENTITY ID: _____ Date of Review: _____

A-F LETTER GRADE APPEALS COMMITTEE

DISCUSSION, FINDINGS, AND CONCLUSION

OF

A-F LETTER GRADE SUBSTANTIVE APPEAL

Pursuant to A.R.S. § 15-241(N & O)[1], the A-F Letter Grade Appeal Committee ("Committee") reviewed the appeal to modify the Arizona Department of Education's (ADE) determination of school performance letter grade. The Committee submits the following findings and conclusions.

I. REVIEW

The Committee reviewed the following documents[2]:

- ☐ Written narrative (required)
- ☐ Longitudinal data related to school performance
- ☐ Longitudinal data related to student performance
- ☐ Official documentation in support of appeal
- ☐ Documentation relevant to school improvement plan
- ☐ Other: _____

The Committee also considered the following:

- ☐ Evidence of implementation of School Improvement Plan
- ☐ Appellant testimony
- ☐ Witness testimony on Appellant's behalf
- ☐ Other: _____
- ☐ None of the above. Reason: _____

Appellant-School claims to be mitigating factors:

_____

_____

_____

[1] A.R.S. § 15-241(N) states that "the department of education shall establish an appeals process, to be approved by the state board of education, for a school to appeal data used to determine the achievement profile of the school. The criteria established shall be based on mitigating factors and may include a visit to the school site by the department of education."

[2] Evidence under review should be attached to these findings in accordance with the Family Education Rights and Privacy Act. 20 U.S.C. § 1232g; 34 C.F.R. Part 99.

ENTITY ID: _____ Date of Review: _____

A. Applicable Mitigating Factors and Circumstances

To determine whether a mitigating factor is present, the selected sub-category must be agreed upon by a majority of the committee.

☐ ***Environmental Issues or Events***

☐ ***Adverse Testing Conditions***

☐ ***School or Community Emergency***

☐ ***School Tragedy***

☐ ***Evidence neither confirm nor deny***

☐ ***Other:*** _____

B. Was this event:

☐ Unrelated to school/student performance

☐ Outside the school's control at the time of event

☐ Timing reasonably related to student performance

☐ Substantial cause of overall school performance

☐ Evidence neither confirm nor deny

☐ Not enough information

☐ Not applicable

☐ No mitigating factor identified

C. Did the school take reasonable steps to minimize the situation's impact on assessment outcomes?

☐ Yes

☐ No

☐ Unknown

☐ Not applicable

☐ Not enough information

☐ The opportunity did not exist for the school/LEA to minimize impact on students.

☐ It is unknown whether the school took reasonable steps to minimize the impact.

If yes, then what steps were taken?

_____

_____

_____

_____

_____

_____

II. CONCLUSION

A. Overall Performance Determination

All other things equal, the mitigating factor outlined above:

- ☐ Was completely irrelevant to the school's originally assigned letter grade.
- ☐ Was completely irrelevant to the school's originally assigned letter grade AND accountability determination is consistent with prior year performance.
- ☐ Slightly impacted performance but was not enough to impact the assigned letter grade.
- ☐ Negatively impacted the school's overall performance causing a lower letter grade than would be otherwise anticipated.
- ☐ Slight impacts pront possibility
- ☐ Evidence neither confirms nor denies impact of mitigating factors.
- ☐ Evidence presented does not warrant change in letter grade.
- ☐ Negatively impacted school's points.
- ☐ Not applicable

ENTITY ID: _____ Date of Review: _____

B. Final Appeal Decision

☐ **GRANTED**(additional explanation if provided):

_____

_____

The Committee adopts one of the following courses of action:

☐ Adjust the assigned A-F letter grade from _____ to _____.

☐ **DENIED** (additional explanation if provided):

_____

_____

_____

C. **Conclusion:** ROLL-CALL VOTE

Committee Member	**GRANT**	**DENY**
Member 1 (Chair)		
Member 2		
Member 3		
Member 4		
Member 5		
Member 6		
The committee adopted the conclusion by a vote of _____ to_____.		

ADE representatives present:

_____ _____

Name Name
Title Title

Additional Notes:

_____

_____

_____

_____

ENTITY ID: _____ Date: _____

A-F LETTER GRADE SUBSTANTIVE APPEALS

EVIDENCE OF SUBSTANCE CONSIDERATION

Pursuant to A.R.S. § 15-241(N), the A-F Letter Grade Appeal Committee evaluates substantive appeals to modify the Arizona Department of Education's determination of a school performance letter grade. The Committee fully reviews substantive appeals (that are complete, correctly, and timely submitted). Substantive reasons for appeal involve events or circumstances outside an entity's control that adversely affect student performance on a test date; consequently, the data used for the assigned letter grade may not be a reflection of instruction but the event itself.

The Arizona Department of Education recommendation:

_____

_____

_____

_____

This appeal was presented to the A-F Appeals Committee as a NON-SUBSTANTIVE APPEAL for the reason that:	
	The basis for the appeal lacks any reference to a specific event which impacted student performance.
	The primary basis for the appeal specifically challenges SBE approved accountability formulae which may result in different inclusion/exclusion outcomes for certain data.
	The appeal identifies only individual student data or cites individual student characteristics in the reason for the school's letter grade assignment.
	ADE provided a process for the school/LEA to review and modify data used in the accountability determination.
	The appeal challenges Arizona standards to which all students are held regardless of subgroup membership.
	Narrative and/or evidence not submitted.

Committee affirmation:

Committee Member	**Grant**	**Deny**
Member 1		
Member 2		
Member 3		
Member 4		
Member 5		
Member 6		
Member 7		

ADE Representatives

_____ _____

Carrie O'Brien, Esq.
Director of Legal Services

Yovhane Metcalfe, Ph.D.
Chief Accountability Officer

A-F Substantive Appeals Committee Application

The information in this application will be used to select qualified candidates throughout the state to serve as advisors for the ADE A-F Letter Grade Substantive Appeals Committee. This committee consists of volunteers who objectively evaluate a school or LEA's appeal of their A-F Letter Grade. The selection of qualified individuals will be based upon factors that include years of experience and expertise in the roles required.

Date *

Name *

First

Last

Work Address *

Street Address

City

State

ZIP Code

Work Email *

Enter Email

Confirm Email

Personal Email *

Enter Email

Confirm Email

Work Phone *

Alternative Phone (different than Work Phone) *

Indicate your highest level of education *

- Professional Degree
- Bachelor's Degree
- Doctoral Degree
- Associate's Degree
- Master's Degree
- High School Diploma

How many years have you worked in the Arizona public education system? *

Please enter a value between 0 and 99.

Current Employer *

Current Position with Employer *

Do you have previous experience serving on ADE committees? *

- Yes
- No

Do you currently serve in the following positions?

Select Yes or No for the following choices.

Director of Research, Assessment, or Accountability *

- Yes
- No

Superintendent or Principal *

- Yes
- No

Position related to charter schools *

- Yes
- No

Position related to alternative schools *

- Yes
- No

Do you feel there are any reasons you may not practice impartiality or objectivity in evaluating the appealed accountability determinations of schools and districts? *

- ○ Yes
- ○ No

How knowledgeable are you about Arizona K-12 education? *

- ○ Very knowledgeable
- ○ Somewhat knowledgeable
- ○ Not knowledgeable at all

Submit Application

Guide to Alternative School Status Application & Verification Process

Arizona Department of Education
Updated October 1, 2014

Arizona Department of Education

Alternative School Status Annual Application Guidance

This guidance document was devised to provide additional information and context for the Alternative School definition approval by the Arizona State Board of Education on February 24, 2014. Alternative School status qualifies a school to be held accountable under the Alternative School A-F Letter Grade model for state accountability purposes and may qualify them as eligible for an exemption[1] from the Title I high school low graduation rate criterion for federal accountability for traditional schools. The suggestions that are listed in this document are not exhaustive; instead, they should be viewed as examples that can provide verification of student eligibility for an alternative school setting.

The following are the criteria that all schools will have to meet in order to be granted Alternative School status:

Criteria	Guidance/Evidence
1. A district school has adopted a mission statement that clearly identifies its purpose is to serve a specific student population that will benefit from an alternative school setting or a charter school that expressly states in their charter that its purpose is to serve a specific student population that will benefit from an alternative school setting.	This is a required document for both district schools and charter schools. The charter holder's sponsor (e.g., ASBCS, local school district, university or community college) will verify that a charter school's mission and charter coincide and that the charter specifically states serving this student population prior to receiving Alternative School status. Supporting documentation of this criterion may be the school report card, the school's charter contract, the strategic plan, the school Improvement Plan, a Student-Parent Handbook, various school marketing materials (e.g., webpage or brochure), etc.
2. The educational program and related student support services of the school must align with the mission and charter (if applicable) of the school.	
3. Schools offering secondary instruction for academic credit used to fulfill the Arizona State Board of Education graduation requirements (in part or in full) must offer a high school diploma of graduation.	An entity shall not be considered a school for accountability purposes when offering secondary instruction unless this criterion is met and shall not be eligible for Alternative School status.

[1] Only Credit Recovery Alternative Schools will be exempt from the Title I Focus School graduation rate criterion. Instead, the alternative schools low achieving subgroup criteria will be used to determine Focus status. Focus School designation will not be reflected until the 2014-2015 achievement results are available.

4. The school will receive current year state assessment scores for their students.	In order for a school to apply for Alternative School status it has to be in operation and must administer the state assessment annually. Please note: You shall not be granted Alternative School status until the first year of operation.
5. The school must intend to serve students in one or more of the following categories:	Seventy percent of the students enrolled by October 1 of the application year (new status only) and each recertification year shall have been listed in at least one of the categories of students served in an alternative school setting upon ***initial*** enrollment.
a) Students who have a documented history of disruptive behavioral issues.	• Suspension records • Expulsion records • Referrals – Threat of Suspension • Documented relevant IEP • Transcript • Behavior Report • Behavior Intervention Plan
b) Students who have dropped out of school and are now returning.	This can be verified by identifying a withdraw code from the previous school and a corresponding 'E' code at the current school. The timeframe from the student dropping out of school and returning shall be no less than 30 days.
c) Students in poor academic standing as demonstrated by being at least one year behind on academic credits or grade level performance.	• Measured on the Reading and/or Mathematics portions of the state assessment. • Measured on a valid and reliable pre-test for reading and/or mathematics. The administration of this test typically occurs upon intake. • Academic transcripts.
d) Students who are primary caregivers or are financially responsible for dependents that may require a flexible school schedule.	• Signed and dated documentation from parent, guardian, or student of legal age. • McKinney-Vento eligibility form. • Emancipation documentation.
e) Students who are adjudicated.	• Documentation provided by the Arizona justice system or the probation officer

	(e.g., enrollment form, enrollment hearing). • Request for records from a juvenile detention center school. • Transcript showing credits from a juvenile detention center school.
f) Students who are wards of the state and are in need of an alternative school setting.	• McKinney-Vento eligibility form. • Letter assigning guardianship (foster care as assigned by CPS).

6. All new and converted schools shall be audited for student enrollment verification prior to confirmation of alternative status. All other alternative schools will be subject to an audit of enrollment counts as deemed necessary by the ADE and/or ASBCS.

"New" alternative school means that the school has acquired an entity ID number for the first time. "Converted" school is an indication that the school has an entity ID but was not listed as an alternative school the year prior.

Based on the audit report schools could be denied alternative status.

To be eligible for the exemption from the Title I low graduation rate criterion for federal accountability for traditional schools, a school MUST select the 'Credit Recovery' option in the application. A credit recovery school exclusively serves students who need additional credits to graduate. To be identified as credit recovery, a school shall have met the state Board's definition of an alternative school and have identified itself through its publicly posted mission statement on the school report card and other published public content. This will not exclude the school from the Alternative School Title I criteria for federal accountability. A school must be able to demonstrate that it is a credit recovery school through the student enrollment verification and by providing the school mission statement.

A school submitting a new application under the alternative status must meet the state Board's definition of an alternative school and identify itself as an alternative school through its mission statement, curriculum, and evidence of student support services/programs relevant to its population. Existing alternative schools (schools with alternative status in the prior year) must recertify each fiscal year. A school submitting a recertification under the alternative status need not provide such information unless advised otherwise by the Department of Education. The school's mission statements and all other supporting documentation must accompany the school's alternative school status application. To eliminate delay in the verification process, supporting documents should be uploaded and absent of inconspicuous or ambiguous language that may easily apply to schools which do not serve the intended population.

Audit/Verification Process:

After the school submits an alternative status application (new applications only) and ADE reviews submission, documents, website, etc., ADE may audit or verify enrollment in the following sequence:

1. ADE may request evidence of school's curriculum or programs specific to the intended population (i.e., Parenting class syllabus, brochures advertising flexible scheduling, etc.).
2. If further verification of alternative status is needed, ADE will randomly sample student population based on October 1 enrollment using information already captured (i.e., enrollment history, student test records, etc.). ADE may increase the random sample up to 3% more if the initial sample fails to meet the required threshold (70% or 21 out of 30 students). Schools shall be provided a record of students sampled for the audit.
3. On-site visits may be necessary if qualifying criteria cannot be established via SAIS or student longitudinal data within the possession of the Department. On-site visits will occur after the school has been notified, and the initial application indicates a qualifying student population not evident within the ADE data system. Please note that on-site visits will only occur when all opportunities to verify qualified enrollment of 70% via the ADE data system has been exhausted.

Category	Qualifying data by ADE (initial source)	Secondary source (used in the absence of initial source)
Documented history of disruptive behavior	W3, Need Code	Documentation maintained by school.
Returning from drop out	W4/S4, W5/S5, W11	
Poor academic standing	Non-proficient in PY, W6, R, SA, SE	
Primary caregiver/financially responsible	Over 18 in CY AND attendance rate less than .90 within last three PYs	
Adjudicated	W10/S10, PY enrollment at a detention facility	
Ward of the state	None.	

If a school does not meet the criteria, it will be denied alternative status. Schools denied alternative status in the current year may apply in following years. The Department shall deny alternative status only after the audit/verification process has been exhausted.

Timeline

The application window will be open October 1, 2014 through December 1, 2014. New schools applying for alternative status shall receive notification of alternative status determination within 120 days after submission. Please note that all applicants will be notified no later than April 1, 2014.

If you have any questions regarding this document, email Achieve@azed.gov.

Crosswalk of the Turnaround Principles with iNACOL and AdvancEd Standards

Turnaround Principles	On-Line Standards	Source	
Leadership	**Standard 1: Purpose and Direction** **Standard 2: Governance and Leadership**	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Institutional Standards: Mission, Governance, Leadership, Planning, Organizational Staffing, Organizational Commitment, Financial and Material Resources	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
Effective Teachers	**Standard 3: Teaching and Assessing for Learning**	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Teaching and Learning Standards: Instruction, Assessment of Student Performance	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
	National Standards for Quality Online Teaching	iNACOL National Standards for Quality Online Teaching	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
Additional Instructional Time	**Equity and Access** — A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. **Curriculum and Course Design-** Is designed with consideration for time and place limitations of students **Instruction**-Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
Instructional Programs	**Standard 3: Teaching and Assessing for Learning**; Indicators 3.1, 3.2 and 3.6	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Teaching and Learning Standards: Curriculum and Course Design, Equity and Access, Integrity and Accountability	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
	National Standards for Quality Online Courses	iNACOL National Standards for Quality Online Courses	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/

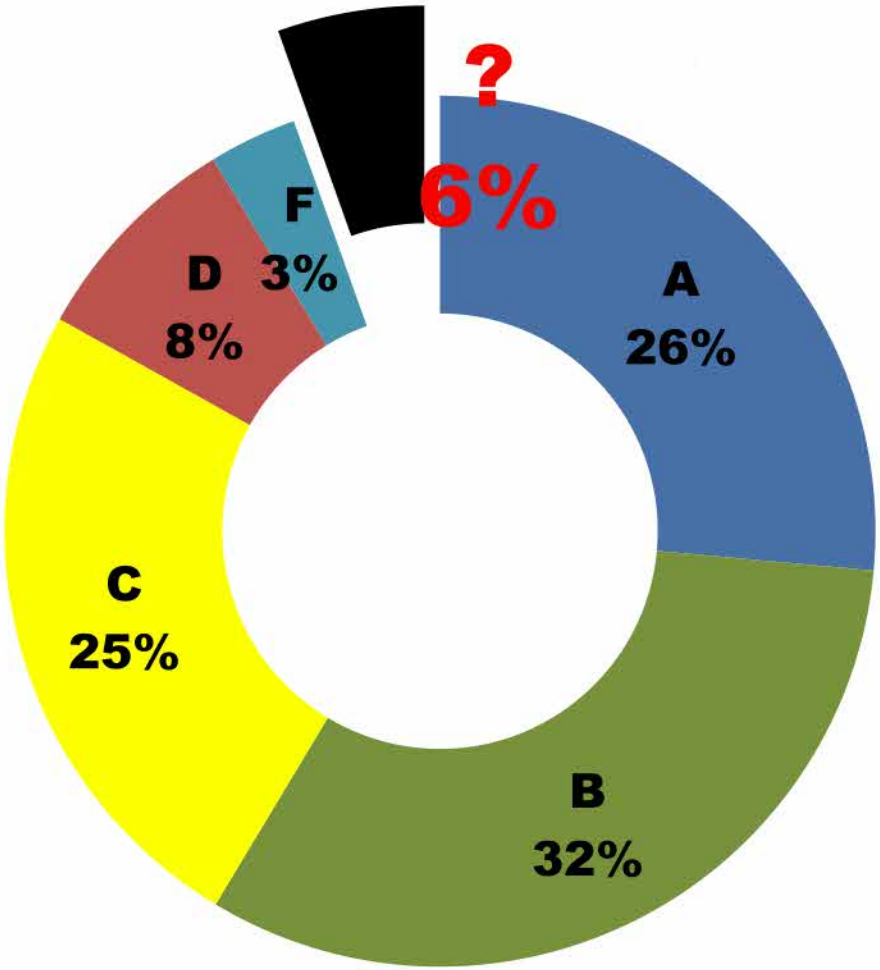
Data-Driven	**Standard 5: Using Results for Continuous Improvement**	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Teaching and Learning Standards: Assessment of Student Performance **Evaluation Standards:** Program Evaluation, Program Improvement	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
School Environment	**Standard 4: Resources and Support Systems**	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Support Standards: Faculty, Students, Guidance Services, Organizational Support	iNACOL l National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/
Engaging Families and Communities	**Standard 3: Teaching and Assessing for Learning**; Indicators 3.8 and 3.9	AdvancED Standards for Quality Digital Learning Institutions	http://www.advanc-ed.org/sites/default/files/documents/SQ_DigitalLearning-IO-2-3-13.pdf
	Support Standards: Parents/Guardians	iNACOL National Standards for Quality Online Programs	http://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/

2013-2014 ACCOUNTABILITY DETERMINATIONS FOR ARIZONA SCHOOLS WITH PENDING LABELS

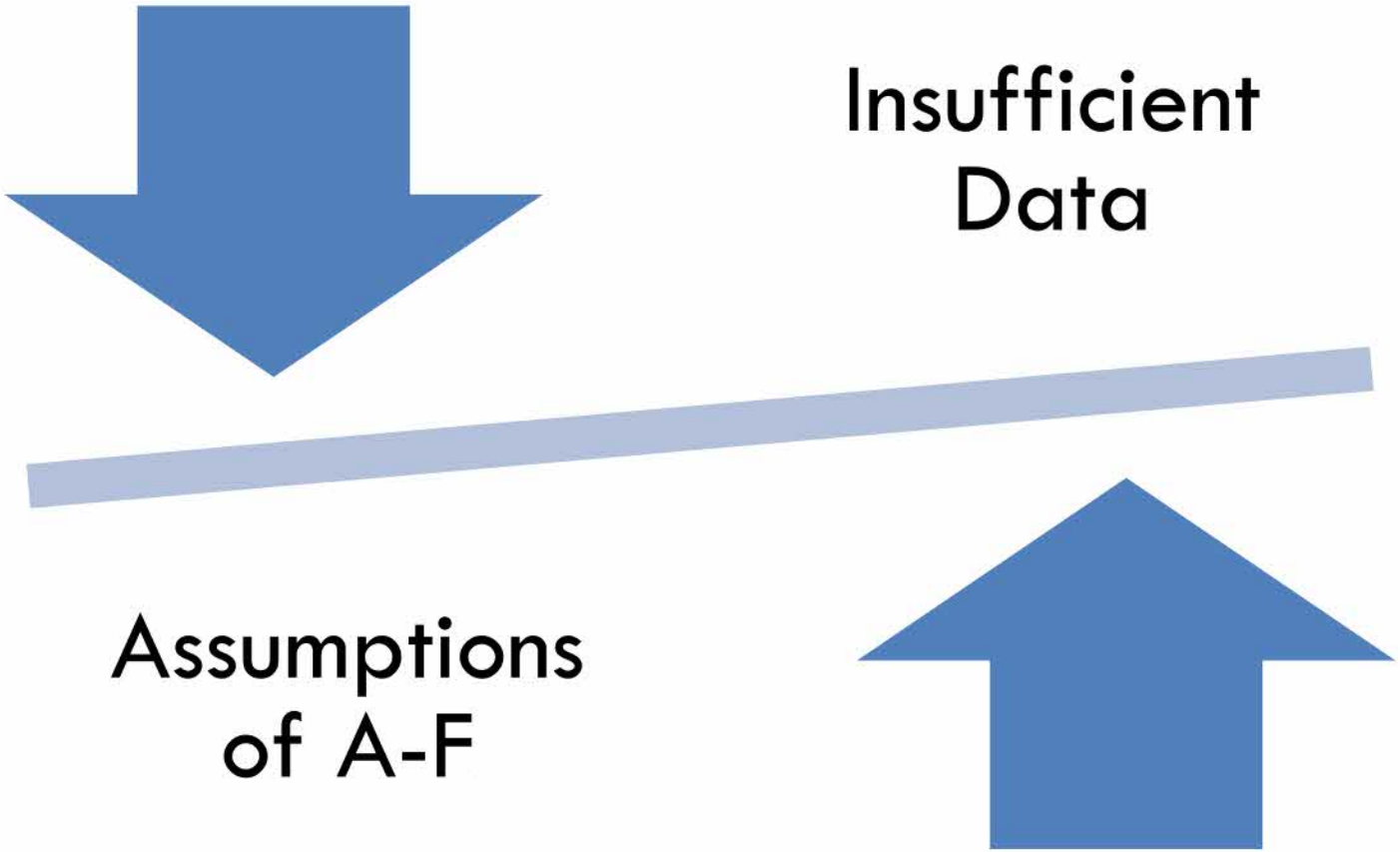
Overview

- Background
- Recommendation(s)
  1. Letter grades for Arizona Online Instruction Schools
  2. Accountability for schools with insufficient data
- Future Implications

2013-2014
School Letter Grades



Why Are Schools Not Rated?



Goals & Considerations During Development

Fairness for ALL schools

Nature of instruction

Increase the amount of information used in accountability determinations

Population served

Use available information

Process to Research & Develop Recommendations

AOI Schools

- Charter & District AOI Operators
- National researchers & organizations specializing in online instruction
- Impacted ADE program areas
  - School Improvement
  - School Finance
  - Government Relations

Schools with Insufficient Data

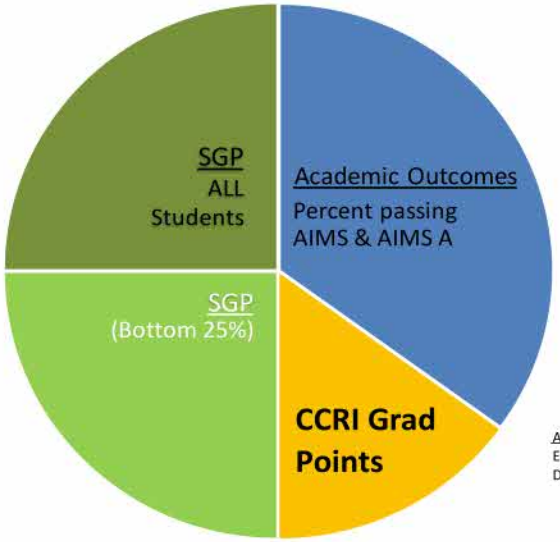
- School leaders in
  - Rural district schools
  - Qualified charter schools
- Other State Education Agencies
- Arizona State Board for Charter Schools
- ADE Research & Evaluation, Highly Effective Teachers & Leaders, Standards, Assessment

2013-2014 Accountability Determinations

A-F LETTER GRADES FOR AOI SCHOOLS

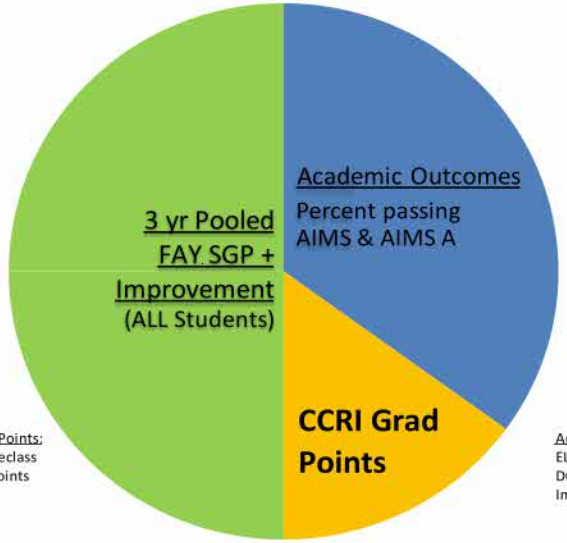
2014 AOI Model

Traditional B&M 2013-2014



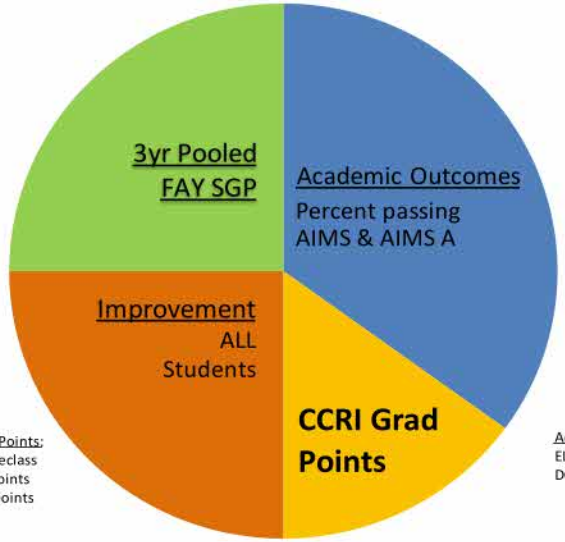
Addl Points:
ELL Reclass
DO points

Proposed AOI Model 2013-2014



Addl Points:
ELL Reclass
DO points
Imp points

Alternative B&M 2013-2014



Addl Points:
ELL Reclass
DO points

Percent Passing AIMS/AIMS A

AOI issues	Recommended Changes
• AOI students tend to be concurrently enrolled or not for full year	• **Include <u>all</u> students tested but adjust for FAY**
• District AOIs serve large numbers of students who test at other schools within the district	• **Option to use LEA percent passing for AOI letter grade**

Percent Passing AIMS/AIMS A

Which Ever is Higher

LEA's A-F percent passing

School's percent passing of <u>all students</u>

- Adjusted by percentage of FAY students

Required within ARS 15-241 for 2014 Letter Grades

GROWTH & IMPROVEMENT

Growth Measure for AOIs

- Multiple years of SGP data
- Inclusion of Non-FAY for improvement only
- Change methodology to truly incentivize improvement
  - Additional points for improvement of high school re-testers

Additional points to earn and requirement to test at least 95% of students

ADDITIONAL POINTS AND TEST PARTICIPATION

Points Available

Cap points	• 95% Test participation rate required of ALL schools
0 or +3	• Dropout Rate Reduction
0 or +3	• ELL Reclassification
Up to 3 points	• Improvement of AIMS re-testers

Putting it all together

TOTAL POINTS AND A-F LETTER GRADE

Letter Grade Scale

- AOI school grades denoted by "-DL"
- Apply 2014 Alternative Scale
  - Mirrors ALT measures (i.e. CCRI, improvement)
  - AOIs may qualify for ALT designation using AOI measurement

Letter Grades	Scale (ALT)
A-DL	167+
B-DL	132-166
C-DL	97-131
D-DL	0-96

Proposed 2014 AOI Letter Grading Process

Calculate AOI A-F Points

- AOI percent passing or LEA percent passing
- Pooled 3-yr growth including improvement
- CCRI score based on alternative configuration

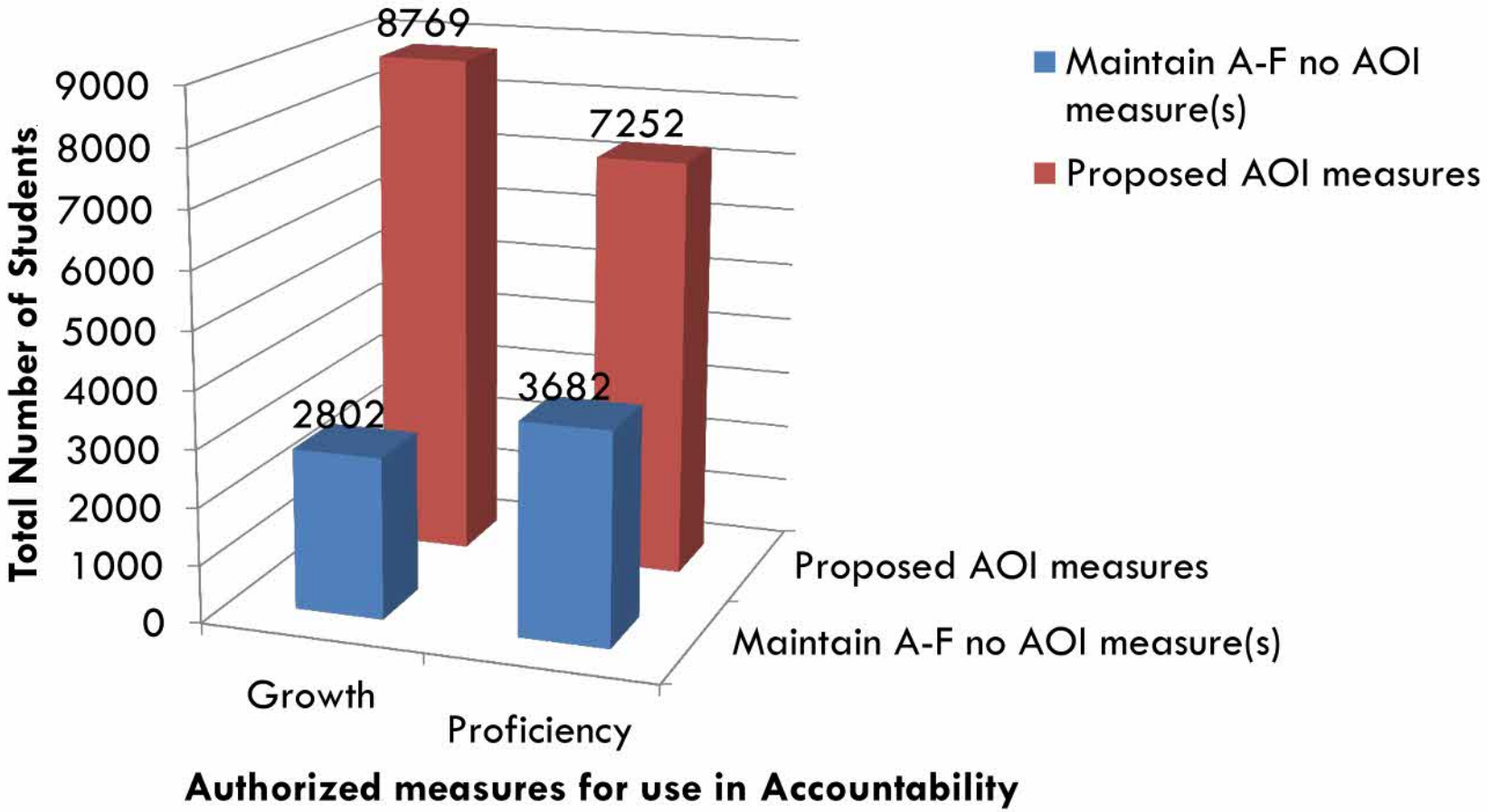
A-F letter grade

- Persistence rate weighted for all schools with no graduating cohort data
- Apply A-F scale used by alternative schools

95% Tested Cap

- Apply test participation cap (if <95%)
- Labels may apply to AOIs only:
  A-DL, B-DL, C-DL, D-DL

Students Included in Accountability Determinations



Recommendation

Assign 2013-2014 A-F Letter Grades, as proposed by the Department of Education's Accountability Unit, for all AOI schools with pending labels using methodology and measures specific to online learning and instruction.

School Accountability based on Qualitative Evaluation

MEASURE OF ACADEMIC PROGRESS

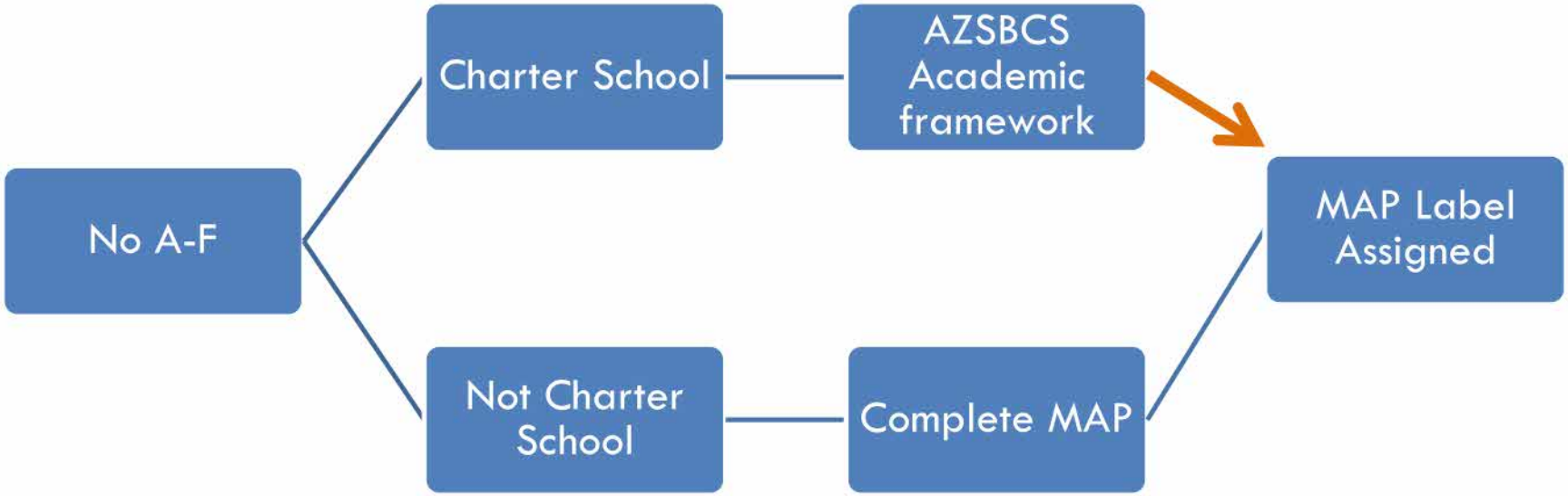
What is a MAP?

- Qualitative demonstration of academic program
  - Narrative description
  - Benchmark, portfolio, parent/student survey data, if available
- Each section independently evaluated
- Qualified education practitioners to review, rate schools' submission

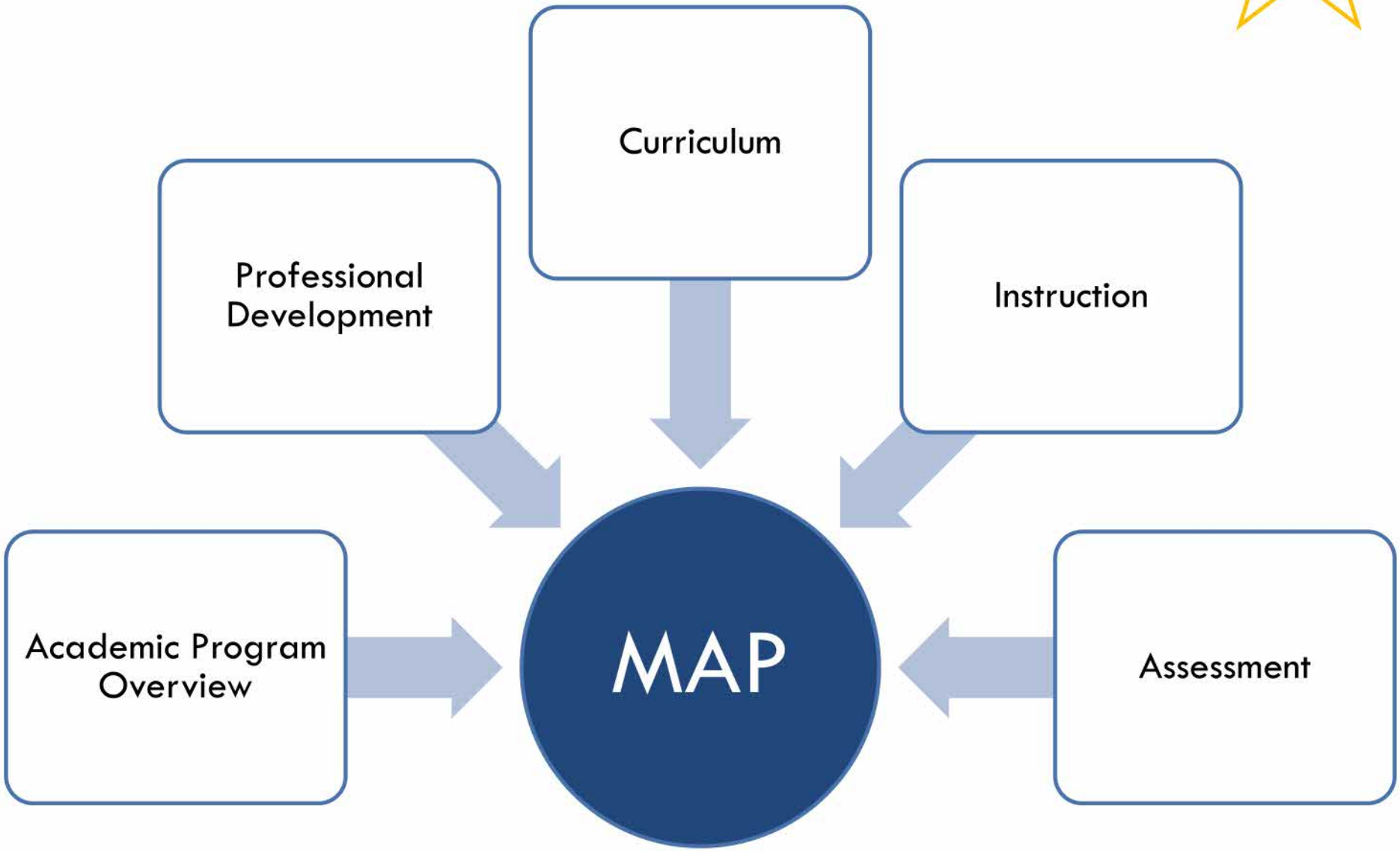
Which Schools Qualify?

- ✓ Brick and mortar schools that did not receive an A-F Letter Grade.
- ✓ Schools with less than 30 test records in the last three years.
- ✓ Schools where assessment data do not capture full-time students served by the school for full-time instruction purposes.

MAP Process


No A-F
Charter School
AZSBCS Academic framework
Not Charter School
Complete MAP
MAP Label Assigned

Components of a MAP Submission



Accountability labels using MAP

Rating	Curriculum	Instruction	Professional Development	Assessment
Exceeds Standard	Rubric provided. Narrative limited to no more than 500 words per prompt. Only 1-2 prompts per construct. Schools may include attachments, portfolios, etc. to supplement narrative.			
Meets Standard				
Approaches Standard				
Falls Far Below				
	Each area is independently scored by a <u>qualified</u> educator for an OVERALL DETERMINATION.			

Recommendation

Adopt and implement the MAP system for 2013-2014 accountability determinations in order to evaluate schools with insufficient data and currently pending labels as proposed by the Department of Education's Accountability Unit.

Contact achieve@azed.gov for additional feedback!

Arizona's Accountability Transition Years

School Year	August	October-November	December	January	February	March	June	July
2014-2015	**Year 1 of new Assessment aligned to Arizona standards**							
					Pending SB1289 approval, suspend A-F for FY15 and FY16 Identify criteria for Reward, Focus, & Priority; also "below average" (state)	Request ESEA Waiver with updated criteria, current priority & focus schools		Begin reporting available 2014-2015 data ASAP
2015-2016	**Development of Arizona's new state accountability system**							
	Continue waiver; A-F hiatus	2014-2015 student achievement data available	Submit revised accountability legislation	Submit required waiver amendment	PILOT Reward, Focus, & Priority criteria statewide on 2014-2015 data (informational purposes)		Public report of 2015-2016 data; **Apply** Reward, Focus, & Priority criteria statewide on 2015-2016 data	PILOT new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	**First year of Implementation of Arizona's Revised State Accountability System**							
	Begin Year 1 of implementation for newly identified Focus & Priority schools						**Apply** Reward, Focus, & Priority criteria statewide on 2016-2017 data	Issue 2017 Accountability determinations based on 2016-2017 data

As of the 2014-2015 school year, the Arizona Department of Education cannot apply former criteria without established assessment data or the A-F Letter Grade Accountability System. Limitations due to the first year of a new assessment to measure new standards and state legislation prohibiting letter grades for schools are stricken below.

Reward Schools

High Performing

- ~~Met AMO~~
- ~~'A' Letter Grade~~
- Bottom Q SGP >50
- ~~Bottom Q passing >50%~~
- HS grad rate 2011 >80%

High Progress

- ~~'A' or 'B' Letter Grade~~
- ~~A-F growth points > 59~~
- Bottom Q SGP > 50
- ~~Bottom Q passing > 35%~~
- HS with > 10 pct point growth in grad rate from 2008-2010

Focus Schools

Within-School Gap

- ~~Achievment gap between bottom Q and Top 2Q >65%~~
- ~~No growth in bottom Q passing rate from 2011 to 2012~~

Low Achieving Subgroup

- ~~Bottom Q passing < 10%~~
- ~~No growth in bottom Q passing rate from 2011 to 2012~~

Low Graduation Rate

HS with 4-year cohort grad rate <60% in 2009, 2010, AND 2011

Priority Schools

SIG School

- Schools participating in Tier 1 or Tier 2 SIG program in 2011-2012 school year

Low Graduation Rate

- HS with 4-year cohort grad rate <60% in 2009, 2010, AND 2011

Lowest Performing Schools

- ~~'F' School~~
- ~~Alternative Schools with lowest 5% of total points on A-F Letter Grade Alt model~~
- ~~Among the lowest points on A-F Letter Grade system~~

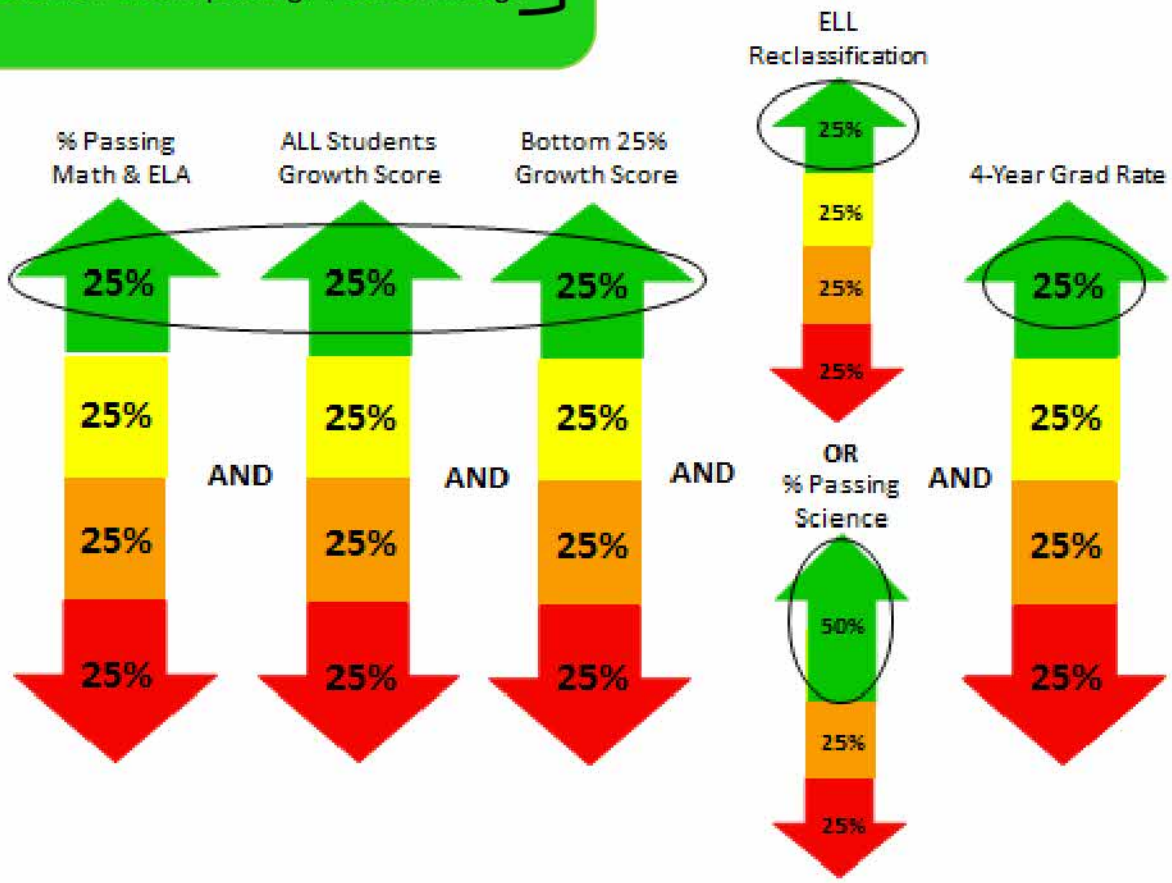
ADE developed interim criteria (described below) in order to fulfill the intent of ESEA flexibility as the state transitions assessment systems and develops a new state accountability system.

REWARD High Performing

- Met OVERALL AMO and tested ≥ 95% **AND**
- Percent passing in state top quartile **AND**
- ALL growth in state top quartile **AND**
- B25 growth in state top quartile **AND**
- 4 year grad rate* in state top quartile **AND**
- ELL reclassification in state top quartile **OR**
- Science Percent passing > State Average

All schools must meet overall AMO and test at least 95% of students in ELA & Mathematics for Reward status.

High performance in multiple areas required.



Indicators of REWARD Status				
	State Average	Rate at 75th Percentile	Title I only	
			Former Reward Average	NEW Reward Average
Math & ELA Proficiency	.70	.83	.83	.87
ALL Students Growth	50.2	56.3	62.1	60.9
Bottom 25% Growth	52.8	59.0	66.5	65.0
ELL Reclassification	.33	.42	.39	.44
Science Proficiency	55.6	75	70.0	78.7
4-yr grad annual growth	.7	2.0	-2.0	1.5
FY2014 4-yr cohort grad rate	74.4	92	85	95.4

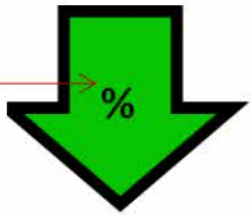
REWARD High Progress

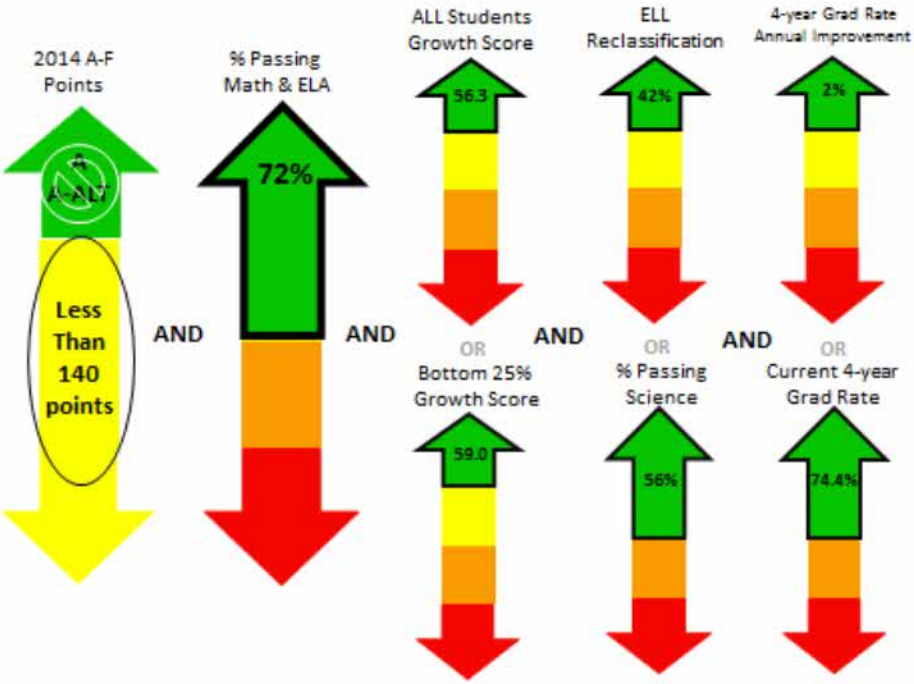
- Met OVERALL AMO and tested ≥ 95% **AND**
- Less than 140 A-F points in 2014 **AND**
- Percent passing in top half of state **AND**
  - Growth in state top quartile for ALL Students **OR** B25 Subgroup **AND**
  - ELL reclassification* in state top quartile **OR** Science Percent passing > State Average Science Percent passing **AND**
  - 4-year grad rate* Avg. Annual Change (2011 to CY) in state top quartile **OR** 4 year grad rate > state average

All schools must meet overall AMO and test at least 95% of students in ELA & Mathematics

Schools which demonstrate High Progress were not previously identified as "A" or "A-ALT" in the A-F system but demonstrate higher performance in key areas such as ELA & Mathematics based on new assessment data.

These values indicate the minimum value needed for Reward status based on 2013-2014 statewide data. Although the minimum value required to be considered in the top quartile or above average may change based on a new assessment and new interventions, Reward schools will demonstrate performance which improves student outcomes throughout Arizona.





FOCUS Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 **OR**
- Percent passing of All Students group in the top half of the state **AND**
- Percent passing of B25 subgroup in the lowest quartile of state **OR**
- FEP1 & 2 percent passing in the lowest quartile

Fixed point values for each respective cohort graduation rate cannot exceed 30 points for the College/Career Readiness Index (CCRI) Score of traditional high schools only. The CCRI Score for approved Alternative Schools assigns up to 20 points possible to the best of the cohort rates with up to 1 point possible for all other cohorts and up to 10 points can be earned for students who remain enrolled rather than dropping out – also not to exceed 30 points possible. The 2013-2014 school year was the first year this score was calculated and used so the 2014-2015 and 2015-2016 school years would be compared to the 2013-2014 baseline year.

CCRI Traditional Schools EXAMPLE			
Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
4 year	20	0.75	0.69
5 year	10	0.75	0.76
6 year	2	0.8	0.77
7 year	1	0.81	0.79
Total Score	Up to 30	24.91	23.73
		Change Score = FY15-FY14=	-1.18

CCRI Alternative Schools EXAMPLE			
Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
Best of 4,5,6, or 7 year cohorts	20	0.61	0.54
4,5,6, or 7 year cohort rate	1	0.53	0.53
4,5,6, or 7 year cohort rate	1	0.51	0.45
4,5,6, or 7 year cohort rate	1	0.39	0.32
Academic Persistence Rate	10	0.8	0.82
Total Score	Up to 30	21.63	20.3
		Change Score = FY15-FY14=	-1.33

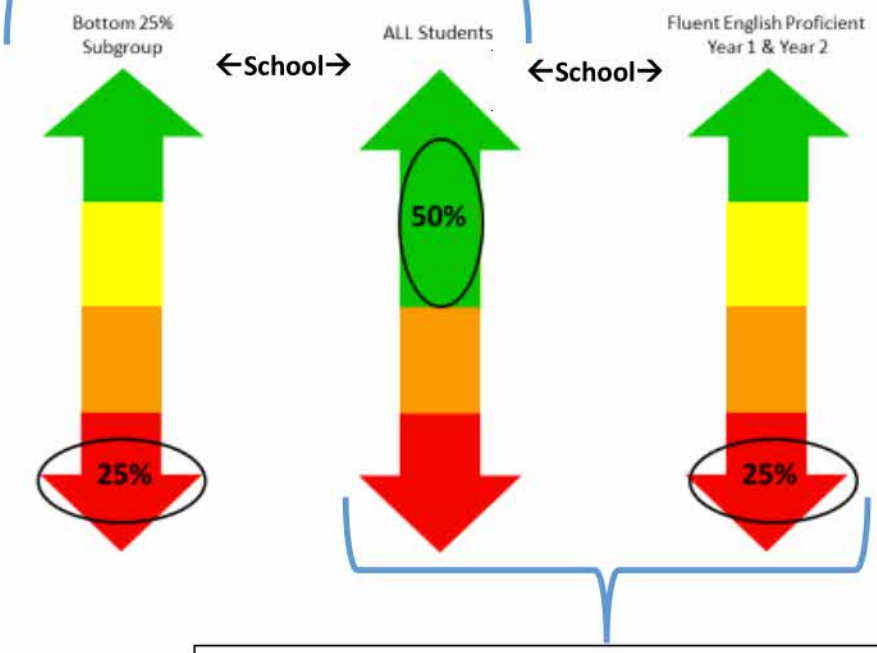
Negative values trigger Focus identification for any high school.

FOCUS Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 OR
- School percent passing (ALL students) in the top half of the state **AND**
  - Percent passing of school's B25 subgroup in the lowest quartile **OR**
  - FEP1 & 2 percent passing in the lowest quartile

Although schools may meet or exceed the state average in English/Language Arts and Mathematics proficiency, schools with a Bottom 25% subgroup which perform significantly lower than the school's ALL students group would be identified for an achievement gap within the school. The achievement of the school's Bottom 25% subgroup are disaggregated and examined in comparison to the school overall.

These **FOCUS schools** averaged a 77% proficiency rate while their Bottom 25% subgroup averaged a 34% proficiency rate which is an **average achievement gap of 43%.**



These **FOCUS schools** averaged a 77% proficiency rate while their FEP 1 & 2 subgroup averaged 46% which is an **average achievement gap of 31%.**

FOCUS Low Achieving Subgroup

- Highest quartile of overlap between the school's B25 subgroup and the state Bottom 25%

AND

- ELL Reclassification rate in the lowest quartile

OR

- Percentage of school's B25 with SGP>75 in the lowest quartile of the state

This measure establishes the school's lowest achieving students as also the lowest achieving students in the state. For all schools identified based on this **FOCUS** criteria, an average of 90% of the schools' Bottom 25% subgroup scored below the 25th percentile in each subject and grade level.

Students with an English language need are more likely to fall into a school's Bottom 25% subgroup. In addition to having the highest concentration of the state's lowest performing students, the average reclassification rates of 13% are among the lowest in the state.

Although the lowest achieving students at this school are also among the lowest achieving in the state, these FOCUS schools do not demonstrate ability to close achievement gaps because the school's subgroup lack the significant growth needed.

FOCUS Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years

OR

- CCRI Grad ≤ 22 **AND**
- 4-year grad rate Avg. Annual Change (2011 to CY) < 0

Regardless of the high school's dropout rate or CCRI score, all traditional high schools which maintain a 4-year graduation rate less than 60% would be identified as a Focus school.

Schools which were identified based on this added criteria may have had a 4-year graduation rate greater than 60% in any one of the past three years. However, the state would identify and support any school with a CCRI score below the state average and a 4-year graduation rate which shows steady decline since 2011. Schools which met this criterion decreased an average of 5% between 2011 and 2014.

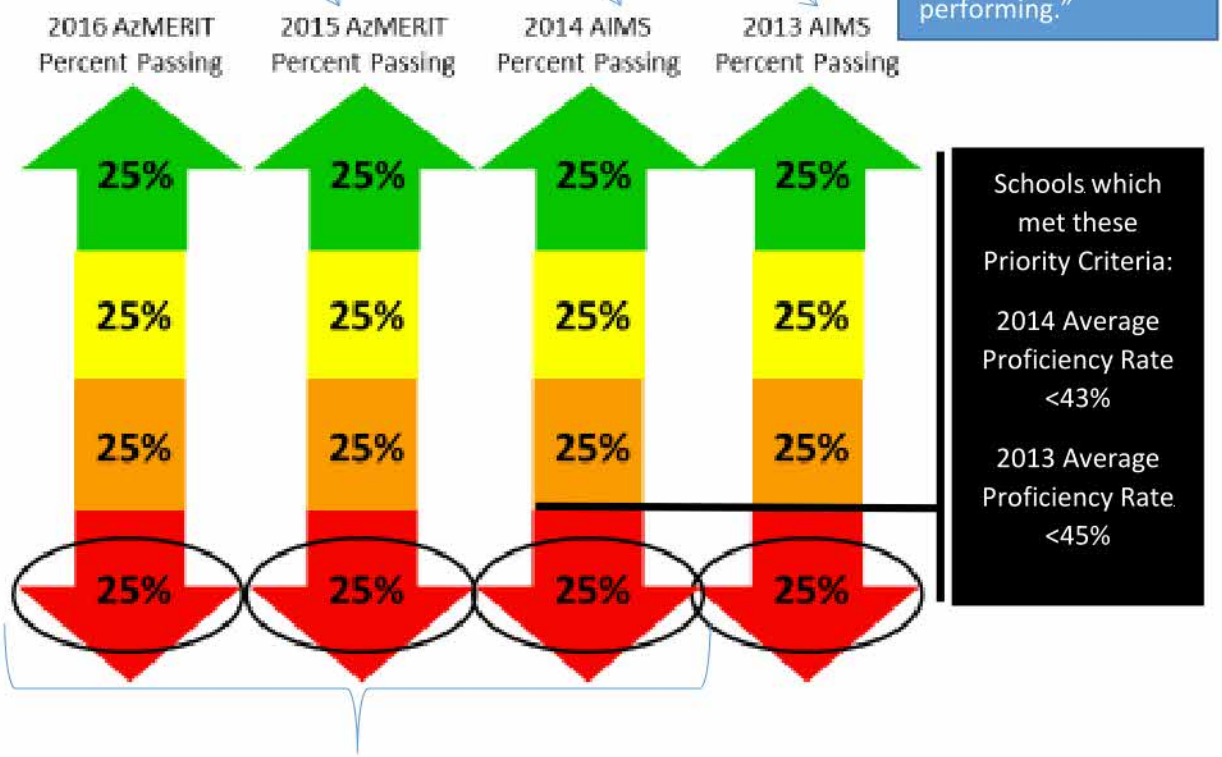
PRIORITY Lowest Performing Schools

- **Less than 100 points in 2014 A-F (all models) AND**
- **CY Percent passing in the lowest quartile AND**
  - **Percent passing in the lowest quartile for two prior fiscal years**

    OR
  - CY ALL growth in lowest quartile

    OR
  - CCRI Grad Average Annual Change (2014 to CY) < 0

During the transition between assessments, the state will closely monitor schools which performed "below average" in the 2014 A-F system by gaining less than half of the 200 points possible ("D" letter grade < 100 points) to ensure their continued performance does not qualify as "lowest performing."



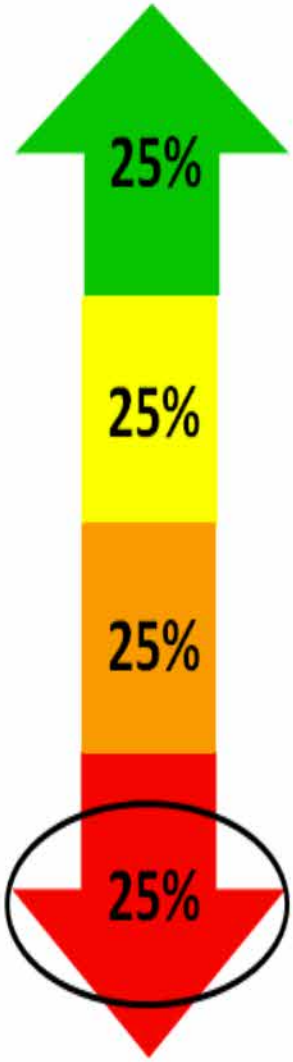
After the 2015-2016 test administration, using past AIMS performance AND two years of new AzMERIT data establishes need for at least three years of Priority intervention so resources are targeted to schools based on low performance regardless of new End of Course content or new test administration modality.

PRIORITY Lowest Performing Schools

- **Less than 100 points in 2014 A-F (all models) AND**
- **CY Percent passing in the <u>lowest quartile</u> AND**
  - Percent passing in the lowest quartile for two prior fiscal years
    OR
  - **CY ALL growth in <u>lowest quartile</u>**
    OR
  - **CCRI Grad Average Annual Change (2014 to CY) < 0**

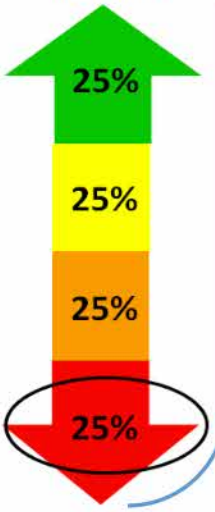
Schools which performed "below average" in the 2014 A-F system by gaining less than half of the 200 points possible may be identified as a Priority "lowest performing" school.

AzMERIT
Percent Passing



*Using the growth scoring method from the former A-F system, schools which demonstrate the lowest growth score in the state **AND** the lowest AzMERIT proficiency rates in the state may be identified as priority. Although anchored by 2014 A-F performance requirement, proficiency and growth would **apply to the most recent data** to include either FY15 or FY16. Schools which meet these criteria would be described as "below average" for state accountability.*

Growth (SGP)
All Students



OR

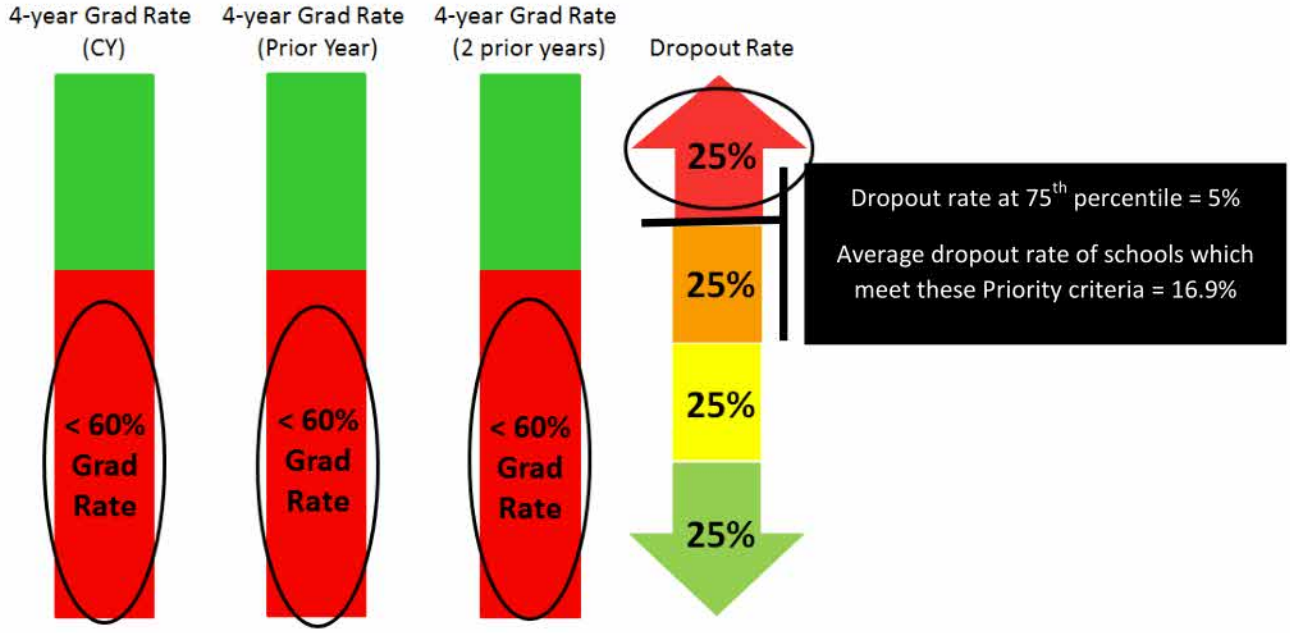
CCRI Traditional Schools EXAMPLE			
Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
4 year	20	0.75	0.69
5 year	10	0.75	0.76
6 year	2	0.8	0.77
7 year	1	0.81	0.79
Total Score	Up to 30	24.91	23.73
		Change Score = FY15-FY14=	-1.18

Using 2014 as a baseline year, an overall decrease in CCRI score from year to year indicates a decline in graduation outcomes for all students at the school which may require three years of Priority interventions if combined with low student achievement and low performance in 2014 A-F.

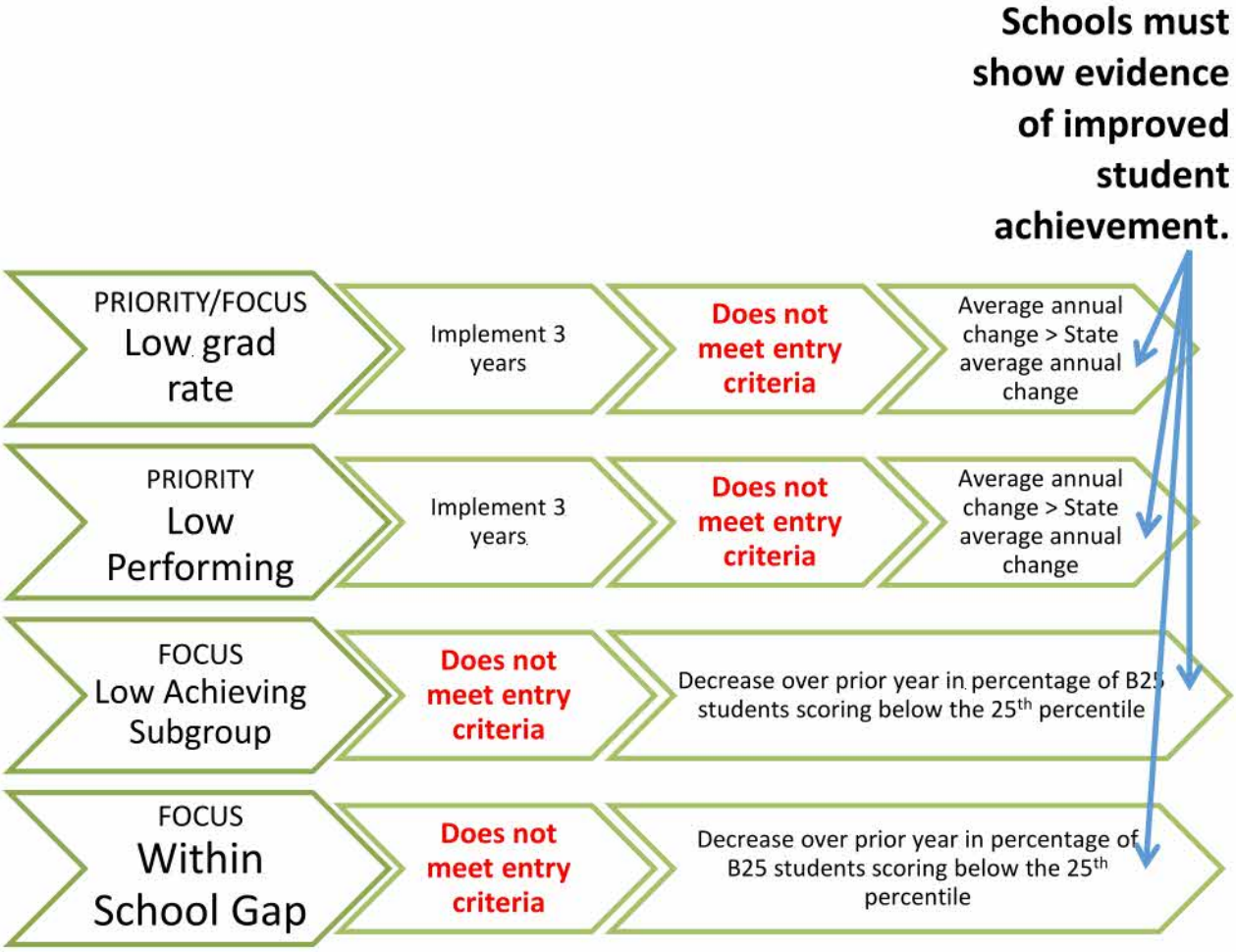
PRIORITY Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years **AND**
- Dropout rate in the highest quartile of the state

*Any traditional high school with a 4-year graduation rates less than 60% for the last three years will be identified as a Priority school if their **dropout rate is among the highest in the state.** Focus criteria capture all schools with a dropout rate below the 75th percentile; **use of the CCRI score in Focus – Within School and Priority – Lowest Performing criteria promote more stable graduation and dropout rate accountability for schools previously exempted from Focus or Priority identification with approved credit recovery alternative status which have been.*



Criteria for Exiting Priority/Focus



Arizona's Accountability Transition Years: Reward, Focus, & Priority								
School Year	August	October-November	December	January	February	March	June	July
2014-2015	**Year 1 of new Assessment aligned to Arizona standards**							
					Suspend A-F for FY15 and FY16 based on SB1289; Develop criteria for Reward, Focus, & Priority	SBE adopts new Priority criteria to identify "below average" schools for FY15 and FY16 as required by SB1289	Request ESEA Waiver with updated criteria, current priority & focus schools;	Begin reporting available 2014-2015 data ASAP
2015-2016	**Development of Arizona's new state accountability system**							
		2014-2015 student achievement data available, reported	Submit revised accountability legislation	Submit AMOs	Use new criteria to **EXIT** Cohort 1 Focus & Priority schools based on 14-15 data.		Use new criteria to **identify identify and/or exit** qualifying Reward, Focus, & Priority schools using FY14 (Priority), FY15, and FY16 data.	PILOT new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	**First year of Implementation of Arizona's Revised State Accountability System**							
	Begin Year 1 of implementation for newly identified Focus & Priority schools						Use new criteria to **identify and/or exit** qualifying Reward, Focus, & Priority schools using FY14 (Priority A-F points) thru FY17 data.	Issue 2017 Accountability determinations based on 2016-2017 data; Request to realign ESEA criteria with new state system.

Arizona Reward Schools - 2014

Provided is the list of schools identified as Reward Schools, per federal guidelines under Arizona's approved ESEA flexibility request. For definitions of the criteria used to identify a school a Reward school, please refer to the key at the end of this document. **Not all Title I schools receive a federal designation.** This list is sorted alphabetically by the name of the Local Education Agency (LEA) and then the name of the school.

LEA Name	School Name	Reward School
Academy of Mathematics and Science, Inc.	Academy of Math and Science	High Performing/High Progress
Alhambra Elementary District	James W. Rice Primary School	High Progress
Arlington Elementary District	Arlington Elementary School	High Progress
Athlos Traditional Academy	Athlos Traditional Academy	High Performing
Ball Charter Schools (Hearn)	Hearn Academy, The - A Ball Charter School	High Performing/High Progress
Benson Unified School District	Benson Middle School	High Progress
Benson Unified School District	Benson Primary School	High Performing
Boys & Girls Clubs of the East Valley dba Mesa Arts Academy	Mesa Arts Academy	High Performing/High Progress
Bullhead City School District	Sunrise Elementary	High Progress
Cartwright Elementary District	Heatherbrae School	High Performing/High Progress
Cartwright Elementary District	Sunset School	High Performing/High Progress
Catalina Foothills Unified District	Canyon View Elementary School	High Performing
Catalina Foothills Unified District	Manzanita School	High Performing/High Progress
Catalina Foothills Unified District	Sunrise Drive Elementary School	High Performing/High Progress
Cave Creek Unified District	Black Mountain Elementary School	High Performing
Cave Creek Unified District	Desert Sun Academy	High Performing
Cave Creek Unified District	Horseshoe Trails Elementary School	High Performing
Cave Creek Unified District	Lone Mountain Elementary School	High Performing/High Progress
Center for Academic Success, Inc.	Center for Academic Success #5	High Progress
Challenge School, Inc.	Challenge Charter School	High Performing/High Progress
Crane Elementary District	H L Suverkrup Elementary School	High Progress
Deer Valley Unified District	Park Meadows Elementary School	High Performing/High Progress
Destiny School, Inc.	Destiny School	High Progress
Dysart Unified District	Dysart Elementary School	High Progress
Empower College Prep	Empower College Prep	High Progress

LEA Name	School Name	Reward School
Fit Kids, Inc. dba Champion Schools	Champion Schools	High Progress
Florence Unified School District	Copper Basin	High Progress
Gadsden Elementary District	Ed Pastor Elementary 4	High Progress
Gilbert Unified District	Burk Elementary School	High Progress
Gilbert Unified District	Meridian	High Performing
Gilbert Unified District	Patterson Elementary School	High Performing/High Progress
Gilbert Unified District	Pioneer Elementary School	High Performing/High Progress
Gilbert Unified District	Superstition Springs Elementary	High Progress
Lake Havasu Unified District	Havasupai Elementary School	High Progress
Lake Havasu Unified District	Nautilus Elementary School	High Performing/High Progress
Laveen Elementary District	Vista Del Sur Traditional School	High Performing/High Progress
Legacy Traditional Charter School - Laveen Village	Legacy Traditional Charter School - Laveen Village	High Performing/High Progress
Legacy Traditional Charter School - Maricopa	Legacy Traditional School - Maricopa	High Performing
Legacy Traditional Charter School - Maricopa	Legacy Traditional School - Queen Creek	High Performing
Legacy Traditional Charter Schools - Casa Grande	Legacy Traditional School - Casa Grande	High Performing
Legacy Traditional School - Avondale	Legacy Traditional School - Avondale	High Performing/High Progress
Legacy Traditional School - Gilbert	Legacy Traditional Charter School - Gilbert	High Performing
Legacy Traditional School - Northwest Tucson	Legacy Traditional School - Northwest Tucson	High Performing
Litchfield Elementary District	Wigwam Creek Middle School	High Progress
Masada Charter School, Inc.	Masada Charter School	High Performing
Mesa Unified District	Entz Elementary School	High Performing
Mesa Unified District	Falcon Hill Elementary School	High Progress
Mesa Unified District	Ishikawa Elementary School	High Progress
Mesa Unified District	Johnson Elementary School	High Performing
Mesa Unified District	Mendoza Elementary School	High Progress
Mesa Unified District	Shepherd Junior High School	High Progress
Mesa Unified District	Taft Elementary School	High Progress
Mohave Valley Elementary District	Mohave Valley Junior High School	High Progress
Morenci Unified District	Metcalf Elementary School	High Progress
Noah Webster Schools - Mesa	Noah Webster Schools- Mesa	High Performing
Nogales Unified District	Francisco Vasquez De Coronado Elementary School	High Performing
Nogales Unified District	Lincoln Elementary School	High Progress
Nogales Unified District	Wade Carpenter Middle School	High Progress
Queen Creek Unified District	Frances Brandon-Pickett Elementary	High Performing/High Progress
Queen Creek Unified District	Jack Barnes Elementary School	High Performing/High Progress
Queen Creek Unified District	Queen Creek Elementary School	High Performing/High Progress
Safford Unified District	Ruth Powell Elementary School	High Progress

LEA Name	School Name	Reward School
Safford Unified District	Safford Middle School	High Progress
Sahuarita Unified District	Sahuarita Intermediate School	High Progress
Santa Cruz Valley Unified District	San Cayetano Elementary School	High Progress
Tanque Verde Unified District	Agua Caliente School	High Performing
Tanque Verde Unified District	Tanque Verde Elementary School	High Performing
Tempe School District	Fuller Elementary School	High Performing/High Progress
Tempe School District	Nevitt Elementary School	High Progress
Tempe Union High School District	Mcclintock High School	High Performing
The Charter Foundation, Inc.	AmeriSchools Academy - Country Club	High Progress
Vail Unified District	Acacia Elementary School	High Performing
Vail Unified District	Desert Willow Elementary School	High Progress
Vail Unified District	Sycamore Elementary School	High Performing/High Progress
Total Number of Schools		**74**

Definitions

Reward Schools (Title I Schools Only)

High Performing

+ Meet AMOs for all subgroups, and
+ 'A' Letter Grade, and
+ Above average Bottom Quartile growth points (SGP) and among the highest percent of Bottom Quartile students passing AIMS
+ High Schools with current year graduation rate greater than 80%

High Progress

+ 'A' or 'B' Letter Grade, and
+ Among the highest A-F Letter Grade Growth Points, and
+ Above average Bottom Quartile growth points (SGP) and among the highest percent of Bottom Quartile students passing AIMS
+ High schools with among the highest growth in graduation rate from 2011-2013

UPDATED ~~10/17/2014~~ 3/5/15

Arizona Priority and Focus Schools

Provided is the list of schools identified as either a Focus or Priority school, per federal guidelines under Arizona's approved ESEA flexibility request. For definitions of the criteria used to identify a school as Focus or Priority school, please refer to the key at the end of this document. **Not all Title I schools receive a Focus or Priority designation.** If a school is not listed in this document, it was not identified with a Focus or Priority designation. This list is sorted alphabetically by the name of the Local Education Agency (LEA) and then by the name of the school.

LEA Name	School Name	School NCES ID #	Focus Schools	Priority Schools
Academy with Community Partners Inc	Academy with Community Partners	01841	Low Bottom Quartile	
AIBT Non-Profit Charter High School – Phoenix	RCB Medical Arts Academy	02020	Low Graduation Rate	
Ajo Unified District	Ajo Elementary School	00003	~~Low Bottom Quartile~~ Exited	
Ajo Unified District	Ajo High School	03063		SIG
Akimel O'Otham Pee Posh Charter School, Inc.	Akimel O'Otham Pee Posh (3-5)	01993		Low Achievement
Alhambra Elementary District	Montebello School	01418	Low Bottom Quartile	
Alhambra Elementary District	Barcelona Middle School	00008	Within-School Gap, Low Bottom Quartile	
Alhambra Elementary District	Cordova Middle School	00010	Within-School Gap, Low Bottom Quartile	
American Charter Schools Foundation d.b.a. Crestview College Preparatory High Sc	Crestview College Preparatory High School	02016	Low Bottom Quartile	
American Charter Schools Foundation d.b.a. Estrella High School	Estrella High School	01898	Low Bottom Quartile	
American Charter Schools Foundation d.b.a. Peoria Accelerated High School	Peoria Accelerated High School	01896	Low Bottom Quartile	
American Charter Schools Foundation d.b.a. South Pointe High School	South Pointe High School	03095	Low Bottom Quartile	
American Charter Schools Foundation d.b.a. Sun Valley High School	Sun Valley High School	01733	Low Bottom Quartile	

LEA Name	School Name	School NCES ID #	Focus Schools	Priority Schools
American Charter Schools Foundation d.b.a. West Phoenix High School	West Phoenix High School	01734	Low Bottom Quartile	
Amphitheater Unified District	Amphitheater High School	00032	Within-School Gap, Low Bottom Quartile	
Antelope Union High School District	Antelope Union High School	00034	Within-School Gap, Low Bottom Quartile	
Arizona Connections Academy Charter School, Inc.	Arizona Connections Academy	03160	Low Graduation Rate	
Avondale Elementary District	Eliseo C. Felix School	01154	Within-School Gap, Low Bottom Quartile	
Avondale Elementary District	Lattie Coor	00051	Within-School Gap, Low Bottom Quartile	
Avondale Elementary District	Wildflower School	01878	Within-School Gap, Low Bottom Quartile	
AZ Compass Schools, Inc.	AZ Compass Prep School	02929		Low Achievement
Baboquivari Unified School District #40	Baboquivari Middle School	00311		Low Achievement
Baboquivari Unified School District #40	Baboquivari High School	00310		SIG, Low Achievement
Baboquivari Unified School District #40	Indian Oasis Elementary School	00312		SIG, Low Achievement
Balsz Elementary District	Brunson-Lee Elementary School	03142	Within-School Gap, Low Bottom Quartile	
Bicentennial Union High School District	Salome High School	00062	Within-School Gap, Low Bottom Quartile	

LEA Name	School Name	School NCES ID #	Focus Schools	Priority Schools
Blueprint Education	Hope High School	03108		Low Achievement
Blueprint Education	Blueprint High School	03011	Low Bottom Quartile	
Bowie Unified District	Bowie Elementary School	00072		Low Achievement
Career Development, Inc.	Northern AZ Academy for Career Dev. - Taylor	00943	Low Bottom Quartile	
Career Development, Inc.	Northern AZ Academy for Career Dev. - Winslow	00918	Low Bottom Quartile	
Career Success Schools	Career Success High School - Main Campus	02011	Low Bottom Quartile	
~~Career Success Schools~~	~~Career Success High School - Robert L. Duffy~~	~~03137~~	~~Low Graduation Rate~~	
Cartwright Elementary District	Frank Borman School	00094	Low Bottom Quartile	
Casa Grande Elementary District	Mesquite Elementary School	01027	Within-School Gap, Low Bottom Quartile	
Cedar Unified District	Jeddito School	00325		Low Achievement
Children's Success Academy, Inc.	Children's Success Academy	02078		Low Achievement
Chinle Unified District	Chinle Elementary School	00135	Low Bottom Quartile	
Chinle Unified District	Tsaile Elementary School	00145	Within-School Gap, Low Bottom Quartile	
Chinle Unified District	Canyon De Chelly Elementary School	00136		Low Achievement
Coolidge Unified District	Heartland Ranch Elementary School	02800	Low Bottom Quartile	
Coolidge Unified District	San Tan Heights Elementary	03079	Within-School Gap, Low Bottom Quartile	
Coolidge Unified District	Coolidge High School	00158		Low Achievement
Coolidge Unified District	HoHoKam Middle School	01534		Low Achievement

CPLC Community Schools dba Hiaki High School	Hiaki High School	02554		SIG, Low Achievement
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
CPLC Community Schools dba Tolteca lli High School	Tolteca lli High School	02331		SIG, Low Graduation Rate
Crane Elementary District	Valley Horizon Elementary School	00037	Within-School Gap, Low Bottom Quartile	
Creighton Elementary District	Excelencia School	01999	Within-School Gap, Low Bottom Quartile	
Creighton Elementary District	William T Machan Elementary School	00181	Within-School Gap, Low Bottom Quartile	
Douglas Unified District	Clawson School	00186	Within-School Gap, Low Bottom Quartile	
Douglas Unified District	Faras Elementary School	00191		Low Achievement
Ed Ahead	Academy Adventures Midtown	03191		Low Achievement
Edkey, Inc. - Sequoia Pathway Academy	Sequoia Pathway Academy	03048	Low Graduation Rate	
Edkey, Inc. - Sequoia Ranch School	Children First Academy - Tempe	02953	Low Bottom Quartile	
Edkey, Inc. - Sequoia Ranch School	Children First Academy - Phoenix	02881		Low Achievement
EduPreneurship, Inc.	EduPreneurship Student Center (ESC) Phoenix	01731		Low Achievement
E-Institute Charter Schools, Inc.	E-Institute at Metro	02919	Low Bottom Quartile	
E-Institute Charter Schools, Inc.	E-Institute at Union Hills	02151	Low Bottom Quartile	
E-Institute Charter Schools, Inc.	E-Institute at Buckeye	03186		Low Achievement
Eloy Elementary District	Eloy Intermediate School	01060		Exited
Eloy Elementary District	Curiel School	00207		Low

				Achievement
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Excalibur Charter Schools, Inc.	Avalon Elementary	03157	Within-School Gap, Low Bottom Quartile	
Flagstaff Unified District	John Q Thomas Elementary School	00225	Within-School Gap, Low Bottom Quartile	
Flagstaff Unified District	Leupp Public School	00219	Within-School Gap, Low Bottom Quartile	
Florence Crittenton Services of Arizona, Inc.	Girls Leadership Academy of Arizona	01717		SIG
Florence Unified School District	Florence Virtual Academy	03195		Low Achievement
Gadsden Elementary District	Arizona Desert Elementary School	01806	Within-School Gap, Low Bottom Quartile	
Gadsden Elementary District	Rio Colorado Elementary School	01213	Within-School Gap, Low Bottom Quartile	
Gadsden Elementary District	Southwest Jr. High School	02388	Within-School Gap, Low Bottom Quartile	
Gadsden Elementary District	Gadsden Elementary School	00250		Exited
Ganado Unified School District	Ganado High School	00252		Low Achievement
Gila County Regional School District	Globe Education Center	02473	Low Bottom Quartile	
Glendale Elementary District	Challenger Middle School	01402	Within-School Gap, Low Bottom Quartile	
Globe Unified District	Globe High School	00287		Low Achievement
Ha:san Educational Services	Ha:san Preparatory & Leadership School	01787	Low Bottom Quartile	

Hayden-Winkelman Unified District	Leonor Hambly K-8	00295	~~Low Bottom Quartile~~ Exited	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Heritage Elementary School	Heritage Elementary School	03114	~~Low Bottom Quartile~~ Exited	
Heritage Elementary School	Heritage Elementary - Williams	02846	Within-School Gap, Low Bottom Quartile	
Imagine Charter Elementary at Camelback, Inc.	Imagine Camelback Elementary	02676		Exited
Ira H. Hayes Memorial Applied Learning Center, Inc.	Ira H. Hayes High School	02216		Low Achievement
Isaac Elementary District	Joseph Zito Elementary School	00319	Within-School Gap, Low Bottom Quartile	
Isaac Elementary District	Mitchell Elementary School	00316	Within-School Gap, Low Bottom Quartile	
James Sandoval Preparatory High School	Crown Point High School	02165		SIG
Kaizen Education Foundation dba Maya High School	Kaizen Education Foundation dba Maya High School	01737	Low Bottom Quartile	
Kaizen Education Foundation dba Summit High School	Kaizen Education Foundation dba Summit High School	01894	Low Bottom Quartile	
Kaizen Education Foundation dba Tempe Accelerated High School	Kaizen Education Foundation dba Quest High School	01735	Low Bottom Quartile	
Kayenta Unified District	Kayenta Elementary School	01160	Low Bottom Quartile	
Kayenta Unified District	Monument Valley High School	00324	Within-School Gap, Low Bottom Quartile	
Lake Havasu Unified District	Havasuonline	02538		Low Graduation Rate
Legacy Education Group	East Valley High School	02525		SIG
Mesa Unified District	Lehi Elementary School	00397	Low Bottom Quartile	
Mesa Unified District	Eisenhower Center for Innovation	00383	Within-School Gap,	

			Low Bottom Quartile	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Mesa Unified District	Mesa Distance Learning Program	01832		Low Graduation Rate
Mohave Accelerated Learning Center	Mohave Accelerated Learning Center	02186	Low Bottom Quartile	
Murphy Elementary District	Arthur M Hamilton School	00446	Low Bottom Quartile	
Naco Elementary District	Naco Elementary School	00448	~~Low Bottom Quartile~~ Exited	
New Visions Academy, Inc.	New Visions Academy	02222	Low Bottom Quartile	
Omega Alpha Academy	Omega Alpha Academy School	02095	Low Bottom Quartile	
Osborn Elementary District	Longview Elementary School	01170	Within-School Gap, Low Bottom Quartile	
Page Unified District	Page Middle School	00468	Within-School Gap, Low Bottom Quartile	
Paradise Valley Unified District	Palomino Intermediate School	03104	Within-School Gap, Low Bottom Quartile	
Parker Unified School District	Le Pera Elementary School	00494	Low Bottom Quartile	
PAS Charter, Inc., dba Intelli-School	Intelli-School - Metro Center	00804	Low Bottom Quartile	
PAS Charter, Inc., dba Intelli-School	Intelli-School Glendale	02985	.	Low Achievement
Peach Springs Unified District	Peach Springs School	00502		SIG
Phoenix Elementary District	Augustus H Shaw Jr School	00517	Within-School Gap, Low Bottom Quartile	
Phoenix Elementary District	Paul Dunbar Lawrence School	00520	Within-School Gap, Low Bottom	

			Quartile	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Phoenix Elementary District	Ralph Waldo Emerson Elementary School	00522	Within-School Gap, Low Bottom Quartile	
Phoenix School of Academic Excellence The	Learning Institute, The	01902	Low Bottom Quartile	
Phoenix Union High School District	Alhambra High School	00538	Low Bottom Quartile	
Phoenix Union High School District	Bostrom Alternative Center	01382	Low Bottom Quartile	
Phoenix Union High School District	Suns-Diamondbacks Education Academy	02138	Low Bottom Quartile	
Picacho Elementary District	Picacho School	00556	Within-School Gap, Low Bottom Quartile	
Pima Prevention Partnership	Arizona Collegiate High School	03226		Low Achievement
Pima Prevention Partnership dba Pima Partnership School, The	Pima Partnership School, The	02303		SIG, Low Graduation Rate
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	PPEP TEC - Celestino Fernandez Learning Center	01011	Low Bottom Quartile	
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	PPEP TEC - Cesar Chavez Learning Center	01016	Low Bottom Quartile	
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	Arizona Virtual Academy	02200	Low Graduation Rate	
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	PPEP TEC - Jose Yepez Learning Center	01017	Low Graduation Rate	
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	PPEP TEC - Raul H. Castro Learning Center	01015	Low Graduation Rate	
Precision Academy Systems, Inc	Precision Academy System Charter School	01864		Low Achievement, Low Graduation Rate
Quartzsite Elementary District	Quartzsite Elementary School	01559	Within-School Gap,	

			Low Bottom Quartile	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Red Mesa Unified District	Red Mesa Elementary School	00141	Low Bottom Quartile	
Red Mesa Unified District	Round Rock Elementary School	00143	Low Bottom Quartile	
Red Mesa Unified District	Red Mesa High School	00142	Within-School Gap, Low Bottom Quartile	
Red Mesa Unified District	Red Mesa Junior High School	00206		Low Achievement
Research Based Education Corporation	Paulden Community School	03023	Low Bottom Quartile	
Riverside Elementary District	Riverside Traditional School	00581		Low Achievement
Roosevelt Elementary District	John R Davis School	01144	Low Bottom Quartile	
Roosevelt Elementary District	Maxine O Bush Elementary School	01324	~~Low Bottom Quartile~~ Exited	
Roosevelt Elementary District	Ed & Verma Pastor Elementary School	01879	Within-School Gap, Low Bottom Quartile	
Roosevelt Elementary District	Ignacio Conchos School	01143	Within-School Gap, Low Bottom Quartile	
RSD Charter School, Inc.	RSD Computerized Plus High School	02869		Low Achievement, Low Graduation Rate
Sacaton Elementary District	Sacaton Middle School	01176		SIG, Low Achievement
Saddle Mountain Unified School District	Tonopah Valley High School	02483		Exited
Salt River Pima-Maricopa Community Schools	Salt River Accelerated Learning Academy	03031	Low Bottom Quartile	
Salt River Pima-Maricopa Community Schools	Salt River High School	00744	Low Bottom Quartile	
San Carlos Unified District	San Carlos Unified School District #20 Alternative Center	02788	Low	

			Graduation Rate	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
San Carlos Unified District	Rice Elementary School	01656		SIG, Low Achievement
San Carlos Unified District	San Carlos Secondary	00526	.	SIG, Low Achievement
Sanders Unified District	Sanders Middle School	01043	Low Bottom Quartile	
Sanders Unified District	Valley High School	01142		Low Achievement
Sanders Unified District	Sanders Elementary School	00572		SIG
Santa Cruz Valley Unified District	Rio Rico High School	01036		Exited
SC Jensen Corporation, Inc. dba Intelli-School	Intelli-School	02300	Low Bottom Quartile	
Seligman Unified District	Seligman Elementary School	00667	~~Low Bottom Quartile~~ Exited	
Seligman Unified District	Seligman High School	00668		Exited
Shonto Governing Board of Education, Inc.	Shonto Preparatory Technology High School	01770		Low Achievement
Skyline Gila River Schools, LLC	Skyline D5	02941	Low Bottom Quartile	
StarShine Academy	StarShine Academy	02374	Low Bottom Quartile	
Sunnyside Unified District	S.T.A.R. Academic Center	00153	Low Bottom Quartile	
Sunnyside Unified District	Los Amigos Elementary School	01386	Within-School Gap, Low Bottom Quartile	
Sunnyside Unified District	Challenger Middle School	01613		Low Achievement
Superior Unified School District	John F Kennedy School	00758	Low Bottom Quartile	
Superior Unified School District	Superior Junior High School	00759		Low Achievement
Tuba City Unified District	Eagles Nest Intermediate School	00813		~~Low Achievement~~ Exited
Tucson International Academy, Inc.	Tucson International Academy	02311	Low Bottom Quartile	

Tucson International Academy, Inc.	Tucson International Academy Midvale	02397		Low Achievement
Tucson Unified District	Anna Lawrence Intermediate School	00858	Low Bottom Quartile	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Tucson Unified District	Cavett Elementary School	01267	Low Bottom Quartile	
Tucson Unified District	Teenage Parent Program - TAPP	01509	Low Bottom Quartile	
Tucson Unified District	Borton Primary Magnet School	01264	Within-School Gap, Low Bottom Quartile	
Tucson Unified District	Hudlow Elementary School	00854	Within-School Gap, Low Bottom Quartile	
Tucson Unified District	Mission View Elementary School	00870	Within-School Gap, Low Bottom Quartile	
Tucson Unified District	Ochoa Elementary School	00873	Within-School Gap, Low Bottom Quartile	
Tucson Unified District	Robison Elementary School	00880	Within-School Gap, Low Bottom Quartile	
Tucson Unified District	Palo Verde High Magnet School	01263		Exited
Tucson Unified District	Rincon High School	01446		Exited
Tucson Unified District	Catalina High Magnet School	01261		Low Achievement
Tucson Unified District	Harriet Johnson Primary School	01569		Low Achievement
Tucson Unified District	Mary Meredith K-12 School	01606		Low Achievement
Tucson Unified District	TUSD - Distance Learning Program	02547		Low Graduation Rate
Tucson Unified District	Project More High School	01508		SIG, Low Graduation Rate

Tucson Youth Development/ACE Charter High School	Alternative Computerized Education (ACE) Charter High School	01008	Low Bottom Quartile	
LEA Name	**School Name**	**School NCES ID #**	**Focus Schools**	**Priority Schools**
Vechij Himdag Alternative School, Inc.	Vechij Himdag MashchamakuD	02215		Low Achievement
Vector School District, Inc.	Vector Prep and Arts Academy	02970		Low Achievement
Visions Unlimited Academy, Inc.	Visions Unlimited Academy	02099		~~Low Achievement~~ Exited
Washington Elementary School District	Mountain View Elementary School	00932	Low Bottom Quartile	
Washington Elementary School District	Maryland Elementary School	00930	Within-School Gap, Low Bottom Quartile	
Washington Elementary School District	Moon Mountain School	00931	Within-School Gap, Low Bottom Quartile	
Washington Elementary School District	Shaw Butte School	00941	Within-School Gap, Low Bottom Quartile	
Wellton Elementary District	Wellton Elementary School	00948	Within-School Gap, Low Bottom Quartile	
Whiteriver Unified District	Cradleboard School	01768		SIG
Whiteriver Unified District	Seven Mile School	02190		SIG
Whiteriver Unified District	Canyon Day Junior High School	00952		SIG, Low Achievement
Whiteriver Unified District	Alchesay High School	00005		SIG, Low Graduation Rate
Window Rock Unified District	Tsehootsooi Dine Bi'Olta	02447	Low Bottom Quartile	
Window Rock Unified District	Tsehootsooi Middle School	00968	Low Bottom Quartile	
Window Rock Unified District	Window Rock High School	00970	Low Bottom Quartile	
Yuma Union High School District	Yuma High School	00997	Low Bottom Quartile	

LEA Name	School Name	School NCES ID #	Focus Schools	Priority Schools
Yuma Union High School District	Vista Alternative School	00157	Low Bottom Quartile, Low Graduation Rate	
Total Number of Schools			~~123~~ 122	**68**

Definitions

Focus Schools (Title I Schools Only)

Low Graduation Rate
+ Title I participating high school with a 4-year graduation rate of less than 60% for each of the past 3 years.

Low Bottom Quartile ("low achieving subgroup") [a, b]
+ Among the fewest bottom Quartile students passing AIMS, and
+ Lack of progress in percent of bottom Quartile students passing AIMS from 2013 to 2014

Within-School Gap [a, b]
+ Among the greatest difference between the Bottom Quartile and Top 2 Quartiles of students passing AIMS, and
+ Lack of progress in percent of bottom Quartile students passing AIMS

Priority Schools

Exited Schools
+ These are SIG schools that have met the relevant criteria for exiting school improvement due to the priority label.

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

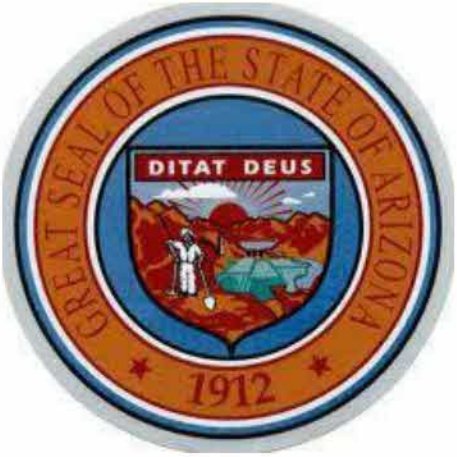
Low Graduation Rate [a]
+ Title I *eligible* (but not participating) high school with 4-year cohort graduation rate less than 60% for 3 consecutive years

Low Achievement (Title I participating only)
+ Title I **'F' school**
+ The lowest 5% of Title I alternative schools on the A-F Alternative total points
+ Among the lowest A-F total points [a]

[a] Alternative Schools not included in this criteria
[b] Small Schools not included in this criteria

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Effective Through the 2013-2014 School Year*



The Arizona State Board of Education

Adopted April 25, 2011, and Amended May 20, 2013

**A modified Framework will be effective beginning the 2014-2015 School Year. Please see http://www.azed.gov/teacherprincipal-evaluation for the Framework effective beginning the 2015-2016 School Year.*

ARIZONA STATE BOARD OF EDUCATION
2010-2011 TASK FORCE ON TEACHER AND PRINCIPAL EVALUATIONS

The 2010-2011Task Force on Teacher and Principal Evaluations conducted its work in service of the students in Arizona's public schools. The Task Force members hold that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. Further, the work here submitted reflects the belief that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

VISION

"To improve student achievement, Arizona supports effective teachers and principals by developing a model framework that can be incorporated into all Arizona LEA [district and charter] evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process."

GOALS

- To enhance and improve student learning;
- To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and 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.
- 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 charters 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.

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ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to -*" 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."* The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional development and evaluator training. The statute mandates that by school year 2013-14 school districts and charter schools in a public meeting adopt the definitions of the State Board performance classifications, and implement the classifications into their evaluation instruments.

BACKGROUND

Outstanding teachers and principals make a difference. Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how many districts and charters evaluate their teachers and principals. Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. Districts and charters will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals beginning in the 2013 – 2014 school year.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs.

For many districts and charters, implementing a new or revised teacher and principal evaluation instrument/system that incorporates the Arizona Framework for Measuring Educator Effectiveness by the 2012 – 2013 school year will present significant challenges. The SBE understands these challenges and acknowledges that it may take time for districts and charters to develop and implement truly robust systems. To assist schools during this transition the Arizona Department of Education (ADE) will provide a repository of evaluation instruments that comply with the Arizona Framework for Measuring Educator Effectiveness. The intent of this repository is not to require the use of any specific evaluation instrument or system, but rather to provide districts and charters with additional guidance on how they might develop their own.

ESSENTIAL STANDARDS RELATING TO THE APPROPRIATE USE OF TESTS AND OTHER TYPES OF ACHIEVEMENT DATA

In reviewing this Framework for Measuring Educator Effectiveness, one should be reminded of the thoughtful decision making processes that will be required to ensure that evaluation systems are fair and accurate. In developing these systems it is imperative that districts and charters

recognize that high stakes decisions about educator effectiveness should only be made using multiple measures that are both valid and reliable. To this end, this framework identifies several sources of data that may be used; however, districts and charters should recognize that the majority of teachers do not have a complete compliment of valid and reliable student achievement data. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. As districts and charters begin the work of developing their own evaluation systems priority should be given to the creation of valid and reliable assessments in these high need areas.

DEFINITIONS

Academic Growth
The change in student achievement students experience between two or more points in time.

Academic Progress
A measurement of student academic performance. These measurements can be: 1) the amount of academic growth students experience between two or more points in time, and/or 2) measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data
Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.

Classroom Observations
Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.[1]

Formative Assessment
Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

Framework
A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers
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 B 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.

Multiple Measures of Student Learning
The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.[1]

Multiple Measures of Teacher Performance
The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.[1]

New Teacher
A teacher new to the profession with less than three years of experience.

Newly Reassigned Teacher
A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects
Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.[1]

Other Assessments
The development and/or adaptation of other measures of academic growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.[1]

Parent Surveys
Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.[1]

Pre- and Post-Tests
Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth. Many pre- and posttest models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.[1]

Reliability
The ability of an instrument to measure teacher performance consistently across different rates and different contexts.[1]

School-Level Data
Data that are limited to student academic performance within an individual school. These may include scores on state administered assessments, district/school assessments, other standardized assessments, and school achievement profiles.

Student Learning Objectives (SLOs)
A classroom-level standards-based measure relevant to the content area taught during the current school year that: 1) is specific and measureable; 2) is based on available prior student learning data; and 3) assesses academic growth and/or achievement.

Student Surveys
Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.[1]

Summative Assessment
Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.

Teacher
An individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records. Recognizing that many classes do not meet every week day school is in session, "daily student attendance" means a teacher takes attendance each time the class meets.

Team
Any group of teachers that teach the same subject, students or grade levels.

Validity
The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

Veteran Teacher
A teacher with three or more years of experience.

[1] National Comprehensive Center for Teacher Quality: Supporting State Efforts to Design and Implement Teacher Evaluation Systems (Dec. 2010)

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

Arizona's Framework for Measuring Educator Effectiveness is designed to provide districts and charters with as much flexibility as possible to create and implement evaluation systems for teachers of Kindergarten through grade 12 that fit their individual needs. While not required by the Board, districts and charters may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

Due to the disparity in available valid and reliable student achievement data between teachers in various content areas, the framework is divided into two components: Group A and Group B. Districts and charters shall apply the Group A framework to all 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. The Group B framework shall be applied to all 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.

Because districts and charters throughout Arizona have vastly different assessment data available across multiple content areas it is not possible to impose strict rules on which teachers should use each framework. For example, while some districts and charters may have developed several sources of classroom-level student achievement data for their music teachers, others have not. Districts and charters are strongly encouraged to examine their existing assessment systems and to develop new sources of valid and reliable classroom-level student achievement data where currently none, or very little, exist.

The table that follows outlines the evaluation framework for both Group A and Group B. It also includes the types of student achievement data that may be used. As districts and charters use this framework to develop their own evaluation instruments they shall adhere to the following requirements:

Group A:

Academic Progress

- Classroom-level data elements shall account for at least 33% of the **total** evaluation outcomes. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the **total** evaluation outcome. If available and appropriate to a teacher's content area, data from state administered assessments shall be used as at least one of the classroom-level data elements. Districts and charters may determine which additional classroom-level data will be used and in what proportions.

- The use of school-level data elements is optional for teachers using the Group A framework. If school-level data are used the total weight of these data shall account for no more than 17% of the **total** evaluation outcomes. Additionally, the sum of school-level data and classroom-level data shall not exceed 50% of the **total** evaluation outcome.

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

Teaching Performance and Professional Practice

- The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.

Group B:

Academic Progress

- By definition, teachers using the Group B framework have either limited or no valid and reliable classroom-level student academic progress data that are aligned to Arizona's academic content standards and appropriate to individual teachers' content areas.

  - In cases where limited valid and reliable classroom-level data exist districts and charters shall incorporate these data into the final evaluation outcome; however, these data shall be augmented with the use of additional school-level data. School-level data may include aggregate school, grade, or team-level data. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the **total** evaluation outcomes.

  - In cases where no valid and reliable classroom-level data exist school-level data shall account for at least 33% of the **total** evaluation outcomes. School-level data may include aggregate school, grade, or team-level data. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the **total** evaluation outcome.

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

Teaching Performance and Professional Practice

- The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	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 total evaluation outcomes.***	• 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 • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade level goals ***Optional*** ***School-level elements shall account for no more than 17% of the total evaluation outcomes.***	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. ***Required*** ***Teaching Performance results shall account for between 50% and 67% of the total evaluation outcomes.***
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.***	• 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 • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade level goals ***Required*** ***The sum of available school-level data and classroom-level data shall account for between 33% and 50% of the total evaluation outcomes.***	Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters shall 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. ***Required*** ***Teaching Performance results shall account for between 50% and 67% of the total evaluation outcomes.***

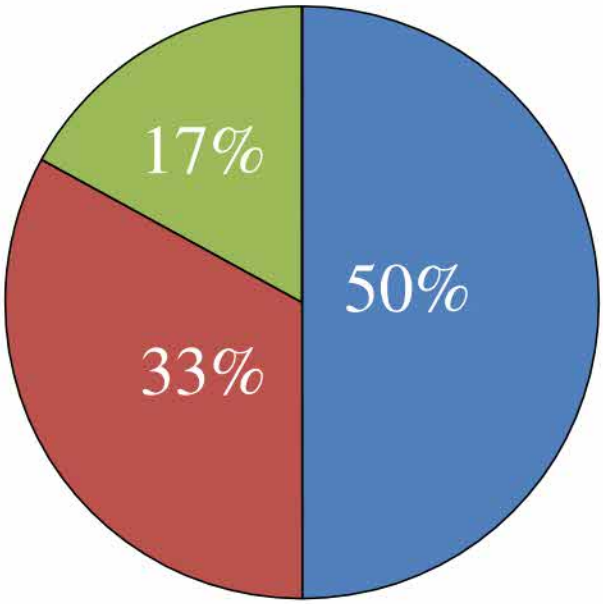
SAMPLE WEIGHTING GROUP "A"

The charts represent three **options** for the weighting of evaluations for teachers **with** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to**:

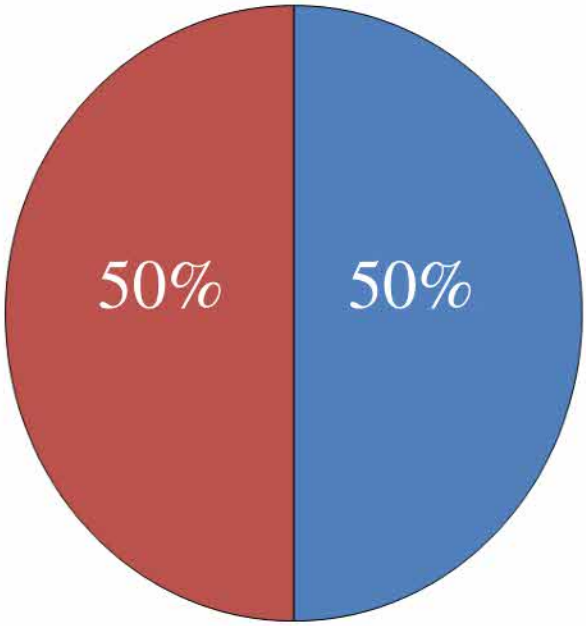
Sample 1: 33% Classroom-level data
17% School-level data
50% Teaching Performance

Sample 2: 50% Classroom-level data
50% Teaching Performance

Sample 3: 33% Classroom-level data
67% Teaching Performance



SAMPLE 1



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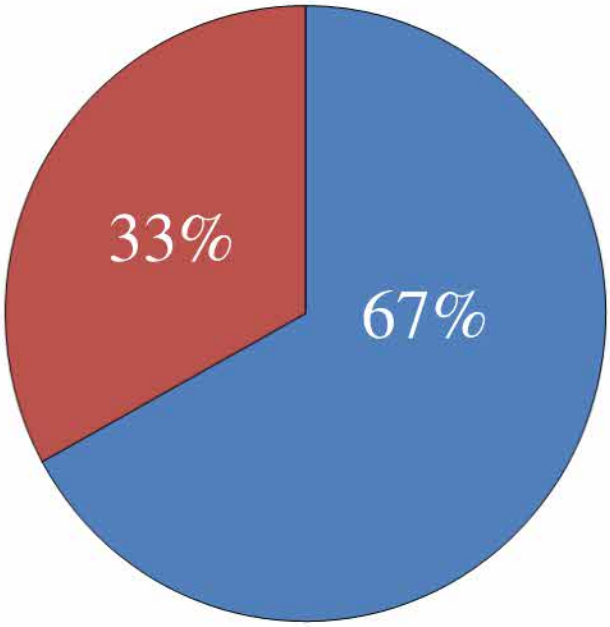


SAMPLE 3

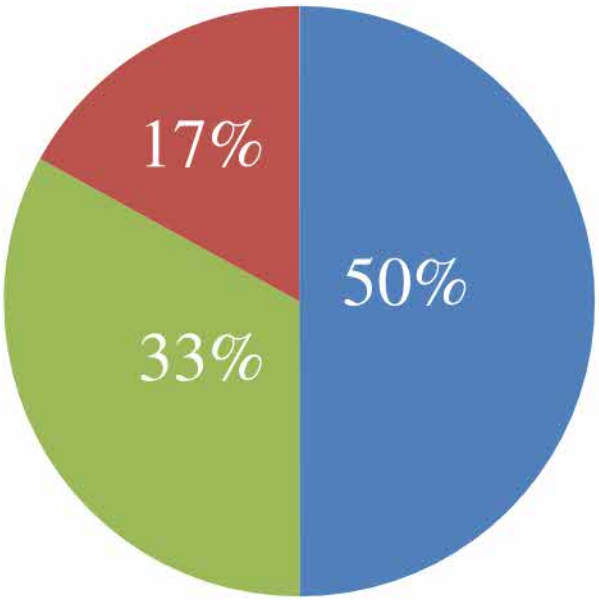
SAMPLE WEIGHTING GROUP "B"

The charts represent three **options** for the weighting of evaluations for teachers **without** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to**:

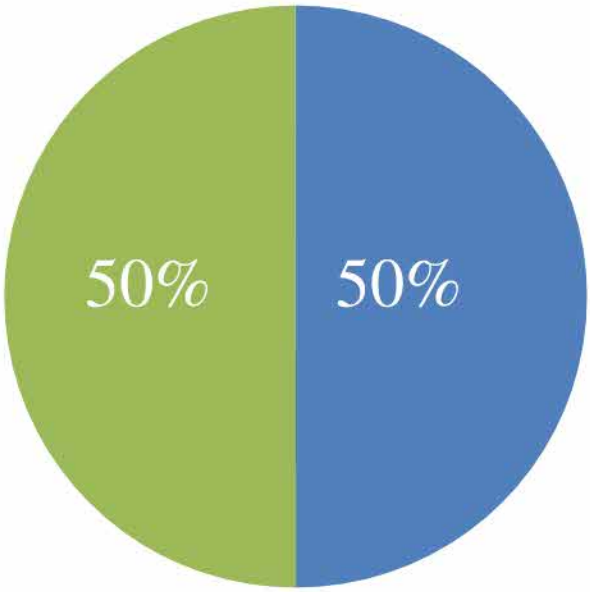
Sample 1: 33% School-level data
17% Classroom-level data
50% Teaching Performance

Sample 2: 50% School-level data
50% Teaching Performance

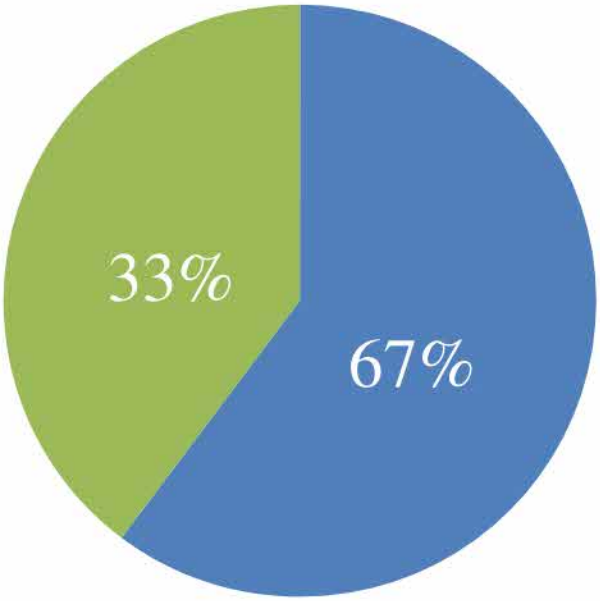
Sample 3: 33% School-level data
67% Teaching Performance



SAMPLE 1

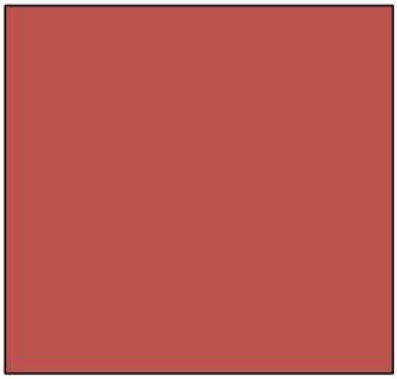


SAMPLE 2



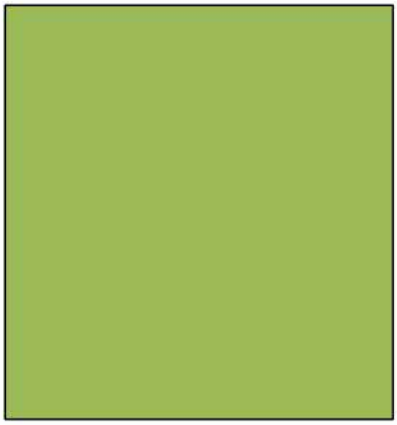
SAMPLE 3

Weighting Breakdown
Teacher Evaluations



Classroom-level Data: Possible Measures

- 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

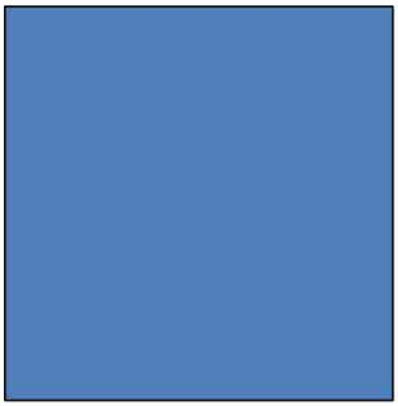


School-level Data: Possible Measures

- State Administered Assessments (aggregate school, department, or grade-level results)
- AP, IB, Cambridge, ACT, Quality Core (aggregate, school, department or grade-level results)
- Survey data
- School Achievement Profiles
- Other valid and reliable school-level data, e.g., grade level goals

State Board Adopted Professional Teaching Standards (Teaching Performance)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Innovative Applications of Content
6. Assessment
7. Planning Instruction
8. Instructional Strategies
9. Reflection and Continual Growth
10. Collaboration



FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

The table that follows outlines the evaluation framework for principals. It also includes the types of student achievement data that may be used. As districts and charters use this framework to develop their own evaluation instruments they shall adhere to the following requirements:

- School-level data elements shall account for at least 33% of evaluation outcomes. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. Data from state administered assessments shall be included as at least one of the school-level data elements. Districts and charters may determine which additional school-level data will be used and in what proportions.

- Districts and charters may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic performance in specific programs, grade-levels, and subject areas. For example, districts and charters may determine that their principal evaluations will include academic progress data related to third grade reading proficiency rates. If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.

- The "Leadership" component of the evaluation shall be based upon observation of a principal's performance. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-603 available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

	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 academic progress goals • Other valid and reliable data ***<u>Required</u>*** ***School-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.***	• Survey data • Grade level data • Subject area data • Program data • Student academic progress goals • Other valid and reliable data ***<u>Optional</u>*** ***These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the <u>total</u> evaluation outcome.***	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. ***<u>Required</u>*** ***Instructional Leadership results shall account for no more than 50 to 67% of the <u>total</u> evaluation outcomes.***

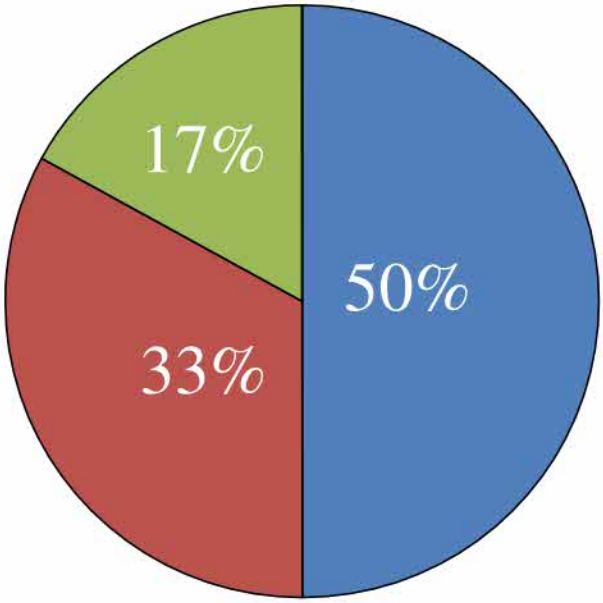
SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

The charts represent three **options** for the weighting of evaluations for principals. The **options may include, but are not limited to**:

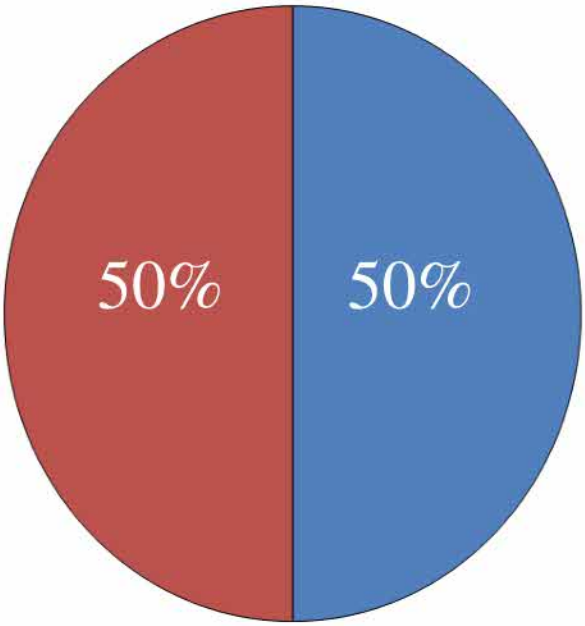
Sample 1: 33% School-level data
17% System/School-level data
50% Instructional Leadership

Sample 2: 50% School-level data
50% Instructional Leadership

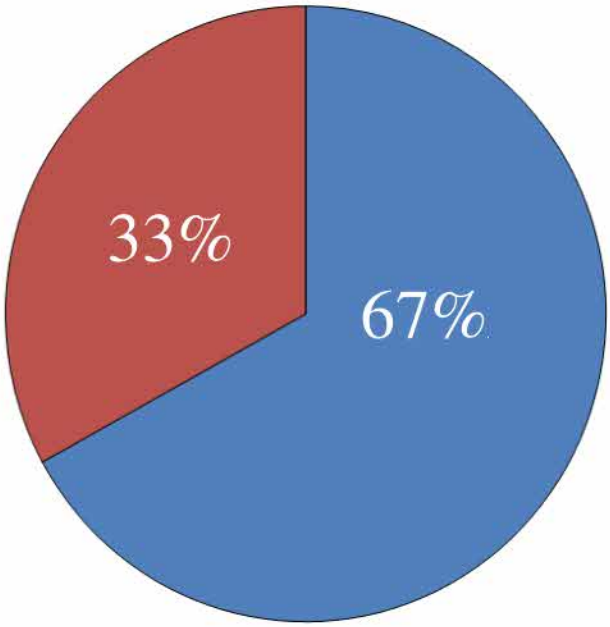
Sample 3: 33% School-level data
67% Instructional Leadership



SAMPLE 1

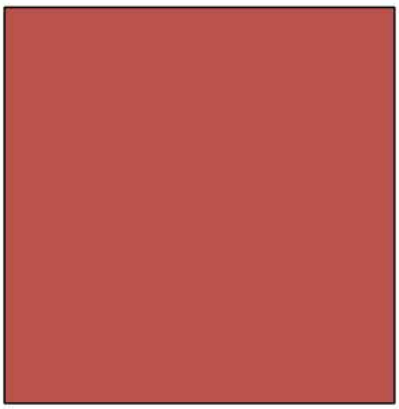


SAMPLE 2



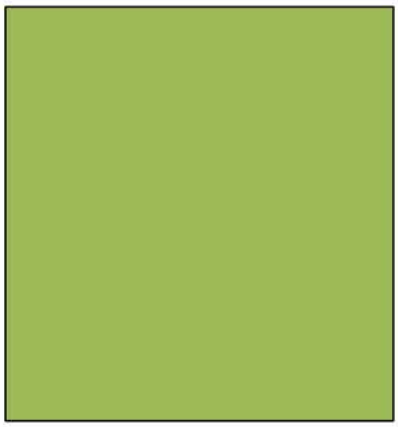
SAMPLE 3

Weighting Breakdown
Principal Evaluations



School-level Data: Possible Measures

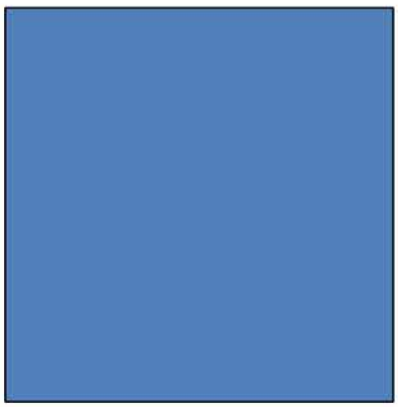
- State Administered Assessments (aggregate school or grade level results)
- District / School Level Benchmark Assessments
- AP, IB, Cambridge International, ACT Quality Core
- School Achievement Profiles
- Other valid and reliable data



System/School-level Data: Possible Measures

- Survey data
- Grade level data
- Subject area data
- Program data
- Other valid and reliable data

State Board Adopted Standards (Instructional Leadership)



Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.

SUMMARY

As attention now turns to the implementation of this framework there will be a myriad of important matters for districts and charters to consider. In an effort to ensure the integrity of these evaluation systems there are a few central considerations that merit specific attention.

First, as previously mentioned, it is critical that high stakes decisions regarding educator effectiveness be made using multiple measures that are both valid and reliable. The Task Force understands that the necessary assessments and other student achievement data do not exist for all teachers to be included in the Group A evaluation framework. Therefore, districts and charters are strongly encouraged to begin the processes necessary to develop additional valid and reliable classroom-level data for all teachers. It should be the goal of every district and charter to create the necessary data sources so that all teachers can be evaluated using the Group A framework.

Second, to ensure the fairness and success of all evaluation systems, districts and charters should take the necessary steps to align professional development offerings to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona's Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, districts and charters should develop and/or participate in professional development that meets the standards from the National Staff Development Council (NSDC) to ensure that all professional learning for educators meets the highest standards of quality.

Finally, as implementation occurs during the next few years, the Task Force is strongly focused on reinforcing the need for a shared effort to support cultural change throughout the system. This change can only be accomplished if stakeholders at all levels work cooperatively to ensure that newly developed evaluation systems are fair, accurate and student-focused.

ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO DISTRICTS AND CHARTERS

- When available, data from statewide assessments shall be used to inform the evaluation process.
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards.
- Districts and charters shall include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- All evaluators should receive professional development in the form of Qualified Evaluator Training.
- Districts and charters should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- Districts and charters should develop and provide professional development on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

APPENDICES

APPENDIX A

SAMPLE STUDENT ACHIEVEMENT DATA SOURCES

ASSESSMENT DATA SOURCE	METHOD(S)	CRITERIA
AIMS Spring '10 – '11 (select reading or math)	Movement on the FAME scale MAP - School Achievement scale scores Percent correct for student below "Exceeds"	X percent of students will improve one FAME label; no more than X percent will drop from "Exceeds" to "Meets" X percent of students are predicted to pass AIMS in 2 years (criteria utilized in MAP) 60% of ELL students will increase by X percentage points on the Reading test; X percent of non-ELL students will increase by X percentage points; the percent of students in the "Exceeds" category will remain the same (this is an example of differing subgroup performance and could be sued with other subgroups)
District Criterion Assessments (given three times)	Percent correct FAME Scale	X percent of students will increase from the first to the third benchmark by at least X percentage points. Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points. The FAME equivalent score will improve one level or remains at "Meets" or "Exceeds"
District Developed Pre-Post Tests	Percent of students who show growth (defined) from Pre to Post test	X percent of students will show X percent of growth from Pre to Post test
AZELLA	Percent of students testing English proficient	With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard)
End of Course Assessment (no pretest)	Percent of students who achieve an identified percentage of items	X percent of students will achieve 80% on the end of course exam
DIBELS		X percent of students scoring in the 'Intensive' category on the beginning- period DIBELS assessment will move to 'Strategic or Benchmark' by the end- period assessment. X percent of students scoring 'Strategic/Benchmark' at the beginning-period will not drop into the 'Intensive' category by the end of the year.

APPENDIX B

The table below can serve as a roadmap for district and charter movement from current to ideal practices in order to improve student achievement in Arizona.

Cross Analysis of Current and Ideal Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator	
Current Practices	**Ideal Practices**
1.0 Limited or non-existent Post-Observation Feedback for Teachers and Principals.	1.0 Ongoing use of Quality Post-Observation Feedback, plus Use of Data and Assessment Analysis to drive Increased Student Academic Progress and Achievement.
2.0 None to one Summative Teacher and Principal Evaluation per year.	2.0 Multiple Formative and Summative Teacher and Principal evaluations per year.
3.0 Limited Evaluator Inter-Rater Reliability for Teacher and Principal Evaluations.	3.0 Qualified and Certified Evaluator Inter-Rater Reliability for Teachers and Principals.
4.0 Limited or no use of Student and Teacher National Standards for the design of Observation Rubrics.	4.0 Extensive use of National Student and Teacher Standards for the design of Observation Rubrics.
5.0 Little to no alignment of Teacher and Principal Observation Instruments to Student Academic Progress and Achievement (Product)	5.0 Alignment of Teacher and Principal Observation Instruments for Increasing Student Academic Progress and Achievement (Product)
6.0 Limited or no use of Performance Levels for Teacher and Principal Competencies.	6.0 Multi-Levels of Teacher and Principal Performance Competencies.
7.0 Compliance driven Annual Teacher and Principal Evaluations as a "Have To".	7.0 "Want To" conduct Annual Evaluations of Teachers and Principal for the purpose of Increasing Student Academic Progress and Achievement.
8.0 Use of Performance Improvement Plans (PIP) ONLY for Under-Performing Teachers and Principals.	8.0 Use of an Annual Educator's Goal(s) Plan for All Teachers and Principals resulting with Increased Student Academic Progress and Achievement. .
9.0 Only Teachers are accountable for the Improvement of Student Academic Progress and Achievement.	9.0 All Teachers and Principals are Accountable for Improvement of Student Academic Progress and Achievement.
10.0 Use of a "checklist" for Teacher and Principal Performance.	10.0 Rubrics based on National Teacher, Principal and Student Standards with Indicators, Descriptors and Performance Levels are utilized.
11.0 Limited use of Teacher and Principal Evaluation Data to determine professional growth program for Increasing Student Academic Progress and Achievement.	11.0 Use of School and District Teacher and Principal Evaluation Data to determine allocation of staff; professional development; and resources for building capacities for Increasing Student Academic Progress and Achievement.

APPENDIX C

COMPONENTS OF EFFECTIVE EDUCATOR EVALUATIONS

To assist districts and charters as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- *Arizona's Professional Teaching Standards* – The Arizona State Board of Education has adopted Professional Teaching Standards from the Interstate New Teachers Assessment and Support Consortium (INTASC) Professional Teaching Standards that establish specific expectations for the skills and knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.

- *Arizona's Professional Administrative Standards* – The Arizona State Board of Education has adopted Professional Administrative Standards from the Interstate School Leaders Licensure Consortium (ISLLC) that establish specific expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.

- *National Staff Development Council Standards for Professional Development*—The Arizona State

- Department of Education has adopted Professional Development Standards from the National Staff Development Council (NSDC) that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.

- *Evaluator training to ensure inter-rater reliability* – Critical to the fairness and success of all evaluation systems is the professional development of staff to ensure the reliability and validity of the evaluation process.

It is also important to reinforce that effective evaluations of all educators should:

- Recognize quality instruction and improve instruction;

- Incorporate multiple measures;

- Focus on student progress;

- Create a path toward a professional improvement plan;

- Be summative and formative; and

- Include and encourage collaboration with other teachers, educational staff and school personnel.

APPENDIX D

SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL EVALUATION INSTRUMENTS

Sample School District Teacher and Principal Performance Evaluation System Design Team

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Sample Public Schools by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluations of teachers and principals.

Goals:

- 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 charters 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 evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Design Team Composition: Teacher Evaluation Instrument

Teachers in tested and non-tested areas (Sp. Ed., STEM areas, CORE etc.), Administrators, etc.

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Evaluation Instrument Design Team Members: Facilitator:	To advise the district with specific recommendations for indicators of student academic progress for the purposes of teacher evaluation	Identify the best data available by grade/content areas for use with both tested and untested groups. List of specific objective indicators of student academic progress to include in the Evaluation Instrument in order to comply with the new state mandate.	Implementation 2012-2013 To Governing Board for approval <DATE>	<DATES>

Design Team Composition: Principal Evaluation Instrument
Principals (elementary, middle, high school, if appropriate)
Assistant Principals (middle and high school, if appropriate)

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Principal/ Assistant Principal Members: Facilitator:	To advise the district with recommendations for specific objective indicators of student academic progress to be included on the principal and assistant principal evaluation instrument.	List of specific objective indicators of evidence of student academic progress for inclusion on the principal and assistant principal evaluation instrument.	<DATES>	<DATES>

Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions	Deliverables/ Products
<DATES>	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework What are the quantitative measures that we currently have in place? What are other assessment measures in place in classrooms? What does the data look like from these measures?	List of quantitative measures in place List of other assessment measures in place in various classrooms
	Review of current practice on collecting student achievement information (connection to last meeting) Brainstorming session to form possibilities for achievement data collection Review of current Evaluation Instrument (examine areas where indicators could be added/moved/deleted/rewritten)	
	Design Phase: Develop new indicators Examine rating scale and make recommendations	
	Review draft of 2012-2013 Evaluation Instrument Conduct teacher/principal survey Conduct school based discussions led by principals Review Evaluation Instrument and revise as needed	
	To Governing Board for Pilot Approval, <DATE>	
	Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, <DATE>	

APPENDIX E

SAMPLE DISTRICT OR CHARTER COMMUNICATION PLAN

The goals of the Teacher and Principal Evaluation Design Communication Plan are as follows:

1. Establish a regular and timely communication process as we revise the Evaluation Instrument to include at least a 33% focus on student academic progress.
2. Raise the awareness and understanding of student assessment and measures of student academic progress with all teachers and administrators.
3. Garner support for the new teacher and principal evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation.

Purpose: The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides districts and charters the opportunity to increase awareness of the importance of student assessment, to foster comprehensive analysis of the available quantifiable student achievement data and to tie this information to the development of a highly skilled teaching and administrative staff. The following communication framework is suggested:

Communication Methods	Purpose	Timeline	Dissemination	Audience
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments.	Communication about the Design Team process and charge sent out in late April 2010 Progress information sent out by May 2010 TBA as the Design Team progresses	Electronic Communication/ Email	Teaching Staff, Principals, Senior Staff
Administrative Team Updates	Dissemination to a wide number of departments.	As per scheduled meetings at the request of senior staff.	Verbal with handouts as appropriate.	All school and department administration
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less.	Individual	Individual
Emails/Outlook	General updates, Design Team communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/ Design Team/Staff	Individual/ Design Team/Staff

Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
School Presentations/ Discussions	To provide clear and consistent information to all teachers	<DATES>	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	<DATES>	Electronic/ Survey Monkey	Teachers/ Principals
Governing Board Communication	To communicate effectively with the superintendent and Governing Board	Upon request	Emailed	Superintendent/ Governing Board
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school administrators	<DATES>	Presentation/One to one dialogue	Teachers/ Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	<DATES>	Print/Electronic Publication	All teachers and teacher evaluators

Evaluation:

Establish a regular and timely communication process as we revise the Teacher and Principal Evaluation Instruments to include at least a 33% focus on student academic progress.

- Evidence of ease of transition;
- Evidence of teacher and principal understanding of the new requirements;
- Raise the awareness and understanding of student assessment and measures of student achievement with all teachers and administrators;
- Evidence of training conducted at school sites on student assessment and student achievement data;
- Garner support for the new evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation;
- Moderate concern or lack of concern about new requirements;
- Questions raised are detail and implementation oriented.

APPENDIX F

RECOMMENDATIONS TO THE ARIZONA STATE BOARD OF EDUCATION

- Ensure Arizona's Professional Teaching Standards align to national expectations (Interstate Teacher Assessment and Support Consortium - InTASC)

- Ensure Arizona's Professional Administrative Standards align to national expectations (Interstate School Leaders Licensure Consortium - ISLLC)

- Provide for periodic reviews of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data

APPENDIX G

RECOMMENDATIONS TO THE ARIZONA DEPARTMENT OF EDUCATION

- Expand data and assessment resources to increase the number of teachers with associated student-level achievement data.

- Ensure review of Framework and implementation with districts and charters that are in Corrective Action or are identified as "persistently low achieving."

- Develop and implement a communication plan that provides timely and consistent information to all stakeholders.

- Participate in the CCSSO States Consortium on Educator Effectiveness (SCEE) regarding this effort nationally.

- Focus training plans on developing capacity through County School Superintendents and/or Regional Support Centers.

- Provide a repository of Arizona school district and charter school evaluation instruments (observation rubrics, protocols, etc.) as well as qualified evaluator training utilizing best practices.

- Provide a repository (bank) of experts for consultation (available on request).

- Provide support for various users groups as instruments are developed.

- Provide a menu of reference materials on effective evaluation processes.

- Institute on-going professional development for teachers in the area of student assessment, analysis of student assessment/progress data, and instructional practices which link directly to increased student progress.

- Include in the state's annual Federal reporting whether districts and charters have classroom-level achievement data on each teacher and whether those data are used in their teacher evaluation instruments. This information should be used to ensure that districts and charters are constantly developing reliable classroom-level achievement data for teachers in non-core academic areas.

- 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.

APPENDIX H

RECOMMENDATIONS TO ARIZONA COUNTY SCHOOL SUPERINTENDENTS

- Coordinate, with the Arizona Department of Education, the implementation and utilization of Statewide Longitudinal Data Systems for each County Local Education Agency.

- Assist County Local Education Agency Alliances with the development and implementation of Student Assessment Systems for Tested and Non-Tested areas of instruction.

- Facilitate, with County Local Education Agencies, the development and implementation of Classroom Teacher Observation and Principal Performance Instruments based on National Teaching, Student, and Principal Standards.

- Coordinate, with County Local Education Agencies, Professional Staff Development Programs that will assist each to develop and implement Training Programs that will increase the professional capacity for Teachers and Principals resulting with increased student academic progress and achievement.

- Assist County Local Education Agencies, through highly effective training programs, that will ensure Inter-Rater Reliability for Formative and Summative Classroom and Principal Performance Observations.

- Develop a County Cadre of Professional Experts who can assist Local Education Agencies to implement its Teacher and Principal Performance Based Evaluation System.

- Assist County Local Education Agencies with developing "Sustainability of Valid Fiscal and Human Resources" required for ensuring continuation of its Performance Based Evaluation Systems.

- Coordinate, with County Local Education Service Agencies, proposed public policies that will enhance and sustain its Performance Based Evaluation System.

- Assist County Local Education Agencies to design develop and submit public and private funded grants that will provide fiscal resources to research and validate ongoing improvements of its Performance Based Evaluation System.

- Provide County Local Education Agencies a repository of research; samples; and data required to validate a successful Performance Based Evaluation System.

- Facilitate countywide seminars and conference for Local Education Service Agencies for ensuring effective development, implementation and evaluation of Performance Based Evaluation Systems as evidenced by statistically significant increases in student academic progress and achievement for all teachers.

APPENDIX I

RECOMMENDATIONS TO STATEWIDE EDUCATION ASSOCIATIONS

- Assist with training on state and national teaching and leadership standards
- Assist with training in the observation and evaluation of classroom teaching
- Assist with training in understanding data and its use for continuous student and school improvement
- Support opportunities for the development of region/district cadres of inter-rater reliable trained evaluators
- Work collaboratively with the ADE to develop repositories of observation and evaluation instruments
- Develop repositories of experts for consultation
- Collaborate to ensure availability of training opportunities throughout the state

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ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Effective Beginning the 2014-2015 School Year

The Arizona State Board of Education

Adopted April 25, 2011 and Amended May 19, 2014

ARIZONA STATE BOARD OF EDUCATION
2010-2011 TASK FORCE ON TEACHER AND PRINCIPAL EVALUATIONS

The 2010-2011Task Force on Teacher and Principal Evaluations conducted its work in service of the students in Arizona's public schools. The Task Force members hold that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. Further, the work here submitted reflects the belief that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

VISION

"To improve student achievement, Arizona supports effective teachers and principals by developing a model framework that can be incorporated into all Arizona LEA [district and charter] evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process."

GOALS

- To enhance and improve student learning;
- To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and 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.
- 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 charters 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.

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ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to -*" 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."* The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional development and evaluator training. The statute mandates that by school year 2013-14 school districts and charter schools in a public meeting adopt the definitions of the State Board performance classifications, and implement the classifications into their evaluation instruments.

BACKGROUND

Outstanding teachers and principals make a difference. Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how many districts and charters evaluate their teachers and principals. Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. Districts and charters will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals beginning in the 2013 – 2014 school year.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs.

For many districts and charters, implementing a new or revised teacher and principal evaluation instrument/system that incorporates the Arizona Framework for Measuring Educator Effectiveness by the 2012 – 2013 school year will present significant challenges. The SBE understands these challenges and acknowledges that it may take time for districts and charters to develop and implement truly robust systems. To assist schools during this transition the Arizona Department of Education (ADE) will provide a repository of evaluation instruments that comply with the Arizona Framework for Measuring Educator Effectiveness. The intent of this repository is not to require the use of any specific evaluation instrument or system, but rather to provide districts and charters with additional guidance on how they might develop their own.

ESSENTIAL STANDARDS RELATING TO THE APPROPRIATE USE OF TESTS AND OTHER TYPES OF ACHIEVEMENT DATA

In reviewing this Framework for Measuring Educator Effectiveness, one should be reminded of the thoughtful decision making processes that will be required to ensure that evaluation systems are fair and accurate. In developing these systems it is imperative that districts and charters

recognize that high stakes decisions about educator effectiveness should only be made using multiple measures that are both valid and reliable. To this end, this framework identifies several sources of data that may be used; however, districts and charters should recognize that the majority of teachers do not have a complete compliment of valid and reliable student achievement data. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. As districts and charters begin the work of developing their own evaluation systems priority should be given to the creation of valid and reliable assessments in these high need areas.

DEFINITIONS

Academic Growth
The change in student achievement students experience between two or more points in time.

Academic Progress
A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data
Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.

Classroom Observations
Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.[1]

Formative Assessment
Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

Framework
A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers
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 B 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.

Multiple Measures of Student Learning
The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.[1]

Multiple Measures of Teacher Performance
The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.[1]

New Teacher
A teacher new to the profession with less than three years of experience.

Newly Reassigned Teacher
A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects
Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.[1]

Other Assessments
The development and/or adaptation of other measures of academic growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.[1]

Parent Surveys
Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.[1]

Pre- and Post-Tests
Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth. Many pre- and posttest models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.[1]

Reliability
The ability of an instrument to measure teacher performance consistently across different rates and different contexts.[1]

School-Level Data
Data that are limited to student academic performance within an individual school. These may include scores on state administered assessments, district/school assessments, other standardized assessments, and school achievement profiles.

Student Learning Objectives (SLOs)
A classroom-level standards-based measure relevant to the content area taught during the current school year that: 1) is specific and measureable; 2) is based on available prior student learning data; and 3) assesses academic growth and/or achievement.

Student Surveys
Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.[1]

Summative Assessment
Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.

Teacher
An individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records. Recognizing that many classes do not meet every week day school is in session, "daily student attendance" means a teacher takes attendance each time the class meets.

Team
Any group of teachers that teach the same subject, students or grade levels.

Validity
The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

Veteran Teacher
A teacher with three or more years of experience.

[1] National Comprehensive Center for Teacher Quality: Supporting State Efforts to Design and Implement Teacher Evaluation Systems (Dec. 2010)

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

Arizona's Framework for Measuring Educator Effectiveness is designed to provide districts and charters with as much flexibility as possible to create and implement evaluation systems for teachers of Kindergarten through grade 12 that fit their individual needs. While not required by the Board, districts and charters may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

Due to the disparity in available valid and reliable student achievement data between teachers in various content areas, the framework is divided into two components: Group A and Group B. Districts and charters shall apply the Group A framework to all 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. The Group B framework shall be applied to all 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.

Because districts and charters throughout Arizona have vastly different assessment data available across multiple content areas it is not possible to impose strict rules on which teachers should use each framework. For example, while some districts and charters may have developed several sources of classroom-level student achievement data for their music teachers, others have not. Districts and charters are strongly encouraged to examine their existing assessment systems and to develop new sources of valid and reliable classroom-level student achievement data where currently none, or very little, exist.

The table that follows outlines the evaluation framework for both Group A and Group B. It also includes the types of student achievement data that may be used. As districts and charters use this framework to develop their own evaluation instruments they shall adhere to the following requirements:

Group A:

Academic Progress

- Classroom-level data elements shall account for at least 33% of the **total** evaluation outcomes. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the **total** evaluation outcome. If available and appropriate to a teacher's content area, data from state administered assessments shall be used as at least one of the classroom-level data elements. Districts and charters may determine which additional classroom-level data will be used and in what proportions.

- The use of school-level data elements is optional for teachers using the Group A framework. If school-level data are used the total weight of these data shall account for no more than 17% of the **total** evaluation outcomes. Additionally, the sum of school-level data and classroom-level data shall not exceed 50% of the **total** evaluation outcome.

- Districts and charters shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of Academic Growth students experience between two or more points in time. The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome. Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

Teaching Performance and Professional Practice

- The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.

Group B:

Academic Progress

- By definition, teachers using the Group B framework have either limited or no valid and reliable classroom-level student academic progress data that are aligned to Arizona's academic content standards and appropriate to individual teachers' content areas.

  - In cases where limited valid and reliable classroom-level data exist districts and charters shall incorporate these data into the final evaluation outcome; however, these data shall be augmented with the use of additional school-level data. School-level data may include aggregate school, grade, or team-level data. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the **total** evaluation outcomes.

  - In cases where no valid and reliable classroom-level data exist school-level data shall account for at least 33% of the **total** evaluation outcomes. School-level data may include aggregate school, grade, or team-level data. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the **total** evaluation outcome.

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

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

Teaching Performance and Professional Practice

- The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	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 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. Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.***	• 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 • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade level goals ***Optional*** ***School-level elements shall 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.***	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. ***Required*** ***Teaching Performance results shall account for between 50% and 67% of the total evaluation outcomes.***

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 <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.***	• 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 • School 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 <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.***	Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters shall 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. ***<u>Required</u>*** ***Teaching Performance results shall account for between 50% and 67% of the <u>total</u> evaluation outcomes.***

SAMPLE WEIGHTING GROUP "A"

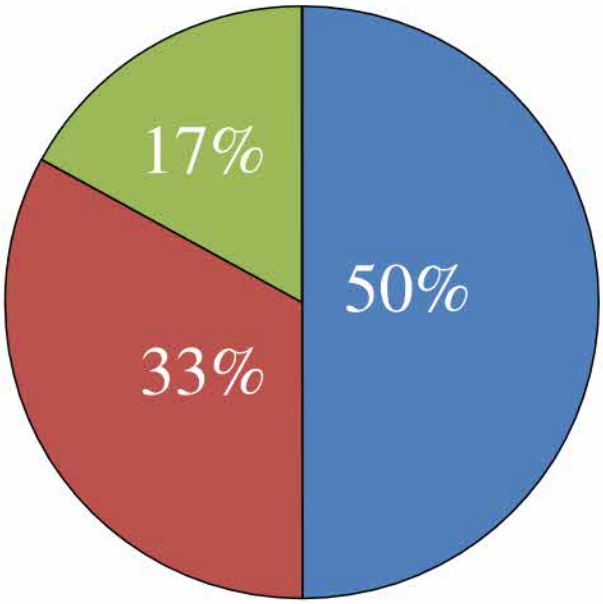
The charts represent three **options** for the weighting of evaluations for teachers **with** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to**:

Sample 1: 33% Classroom-level data*
17% School-level data*
50% Teaching Performance

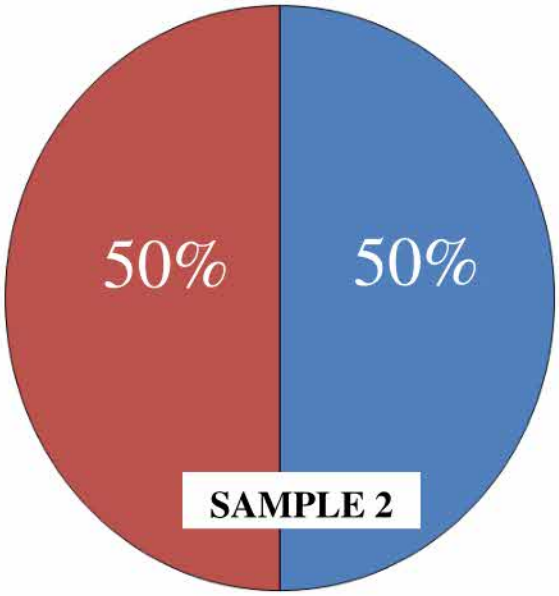
Sample 2: 50% Classroom-level data*
50% Teaching Performance

Sample 3: 33% Classroom-level data*
67% Teaching Performance

* 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.
* Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.



SAMPLE 1



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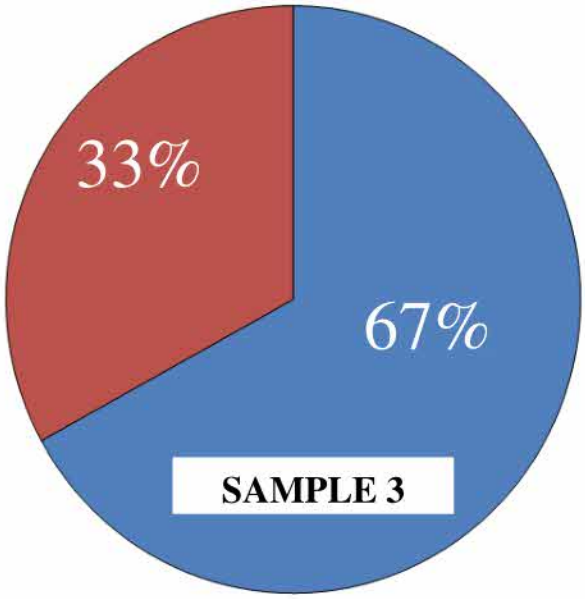


SAMPLE 3

SAMPLE WEIGHTING GROUP "B"

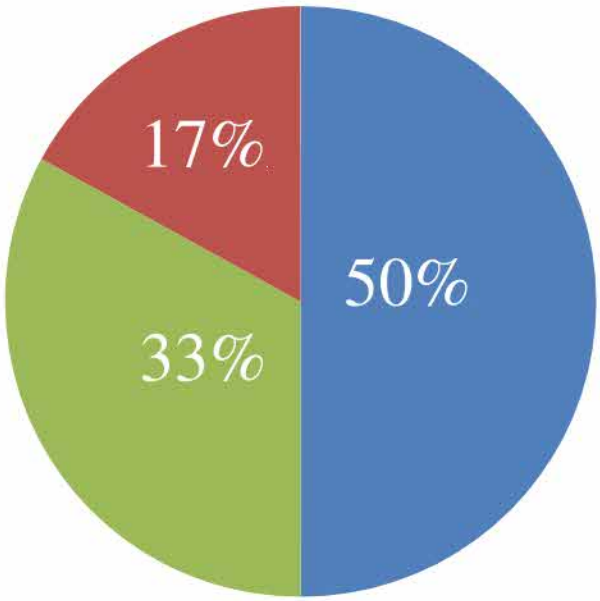
The charts represent three **options** for the weighting of evaluations for teachers **without** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to**:

Sample 1: 33% School-level data*
17% Classroom-level data*
50% Teaching Performance

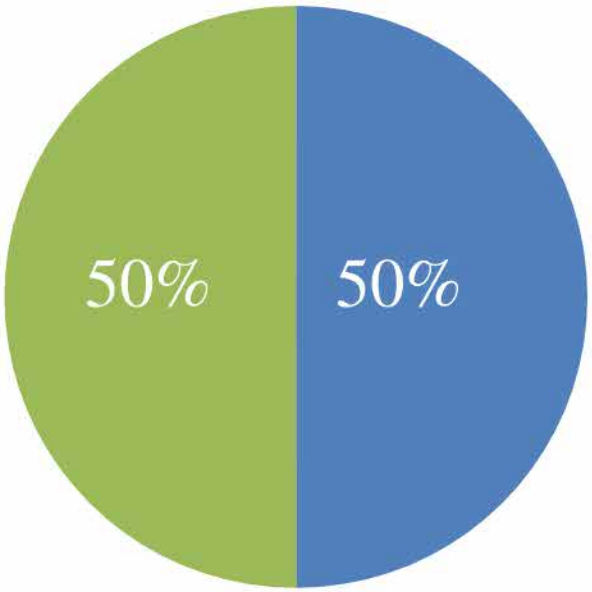
Sample 2: 50% School-level data*
50% Teaching Performance

Sample 3: 33% School-level data*
67% Teaching Performance

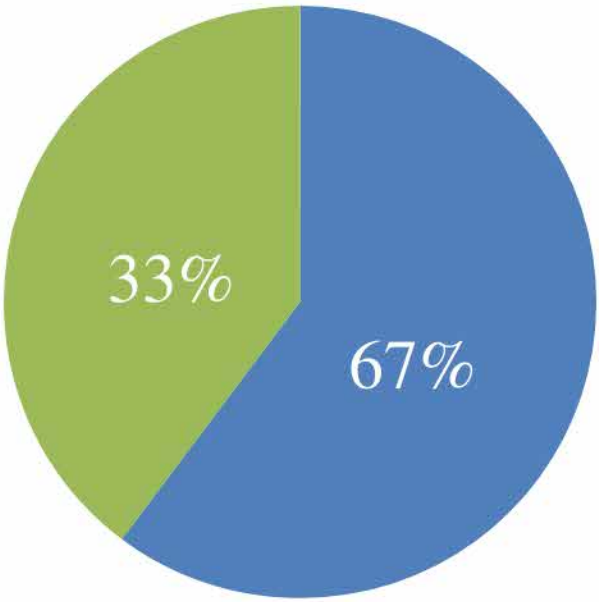
* The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the **total** evaluation outcome.



SAMPLE 1

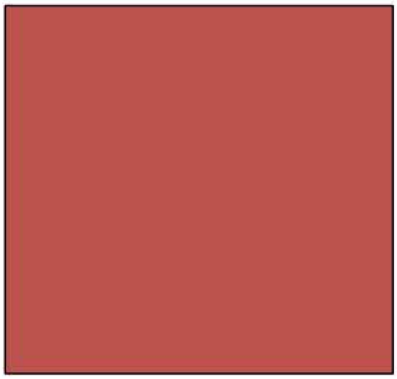


SAMPLE 2



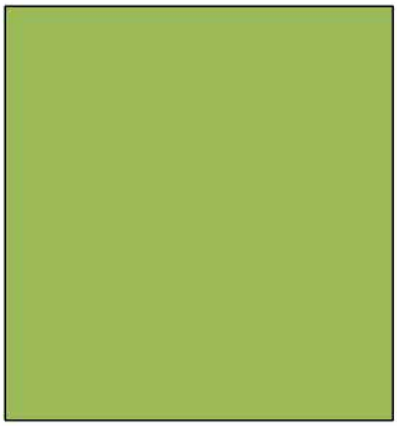
SAMPLE 3

Weighting Breakdown
Teacher Evaluations



Classroom-level Data: Possible Measures

- 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

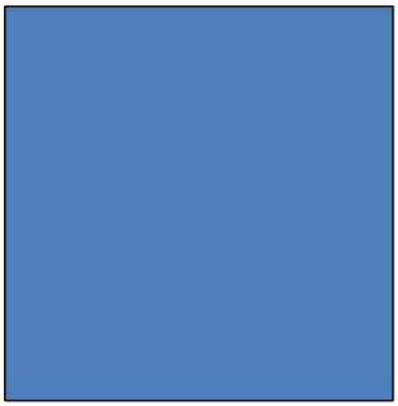


School-level Data: Possible Measures

- State Administered Assessments (aggregate school, department, or grade-level results)
- AP, IB, Cambridge, ACT, Quality Core (aggregate, school, department or grade-level results)
- Survey data
- School Achievement Profiles
- Other valid and reliable school-level data, e.g., grade level goals

State Board Adopted Professional Teaching Standards (Teaching Performance)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Innovative Applications of Content
6. Assessment
7. Planning Instruction
8. Instructional Strategies
9. Reflection and Continual Growth
10. Collaboration



FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

The table that follows outlines the evaluation framework for principals. It also includes the types of student achievement data that may be used. As districts and charters use this framework to develop their own evaluation instruments they shall adhere to the following requirements:

- School-level data elements shall account for at least 33% of evaluation outcomes. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. Data from state administered assessments shall be included as at least one of the school-level data elements. Districts and charters may determine which additional school-level data will be used and in what proportions.

- Districts and charters may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic performance in specific programs, grade-levels, and subject areas. For example, districts and charters may determine that their principal evaluations will include academic progress data related to third grade reading proficiency rates. If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.

- Districts and charters shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.

- The "Leadership" component of the evaluation shall be based upon observation of a principal's performance. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-603 available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

	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 academic progress goals • Other valid and reliable data ***Required*** ***School-level elements shall account for at least 33% 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.*** ***Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.***	• 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 outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.*** ***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.***	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. ***Required*** ***Instructional Leadership results shall account for no more than 50 to 67% of the total evaluation outcomes.***

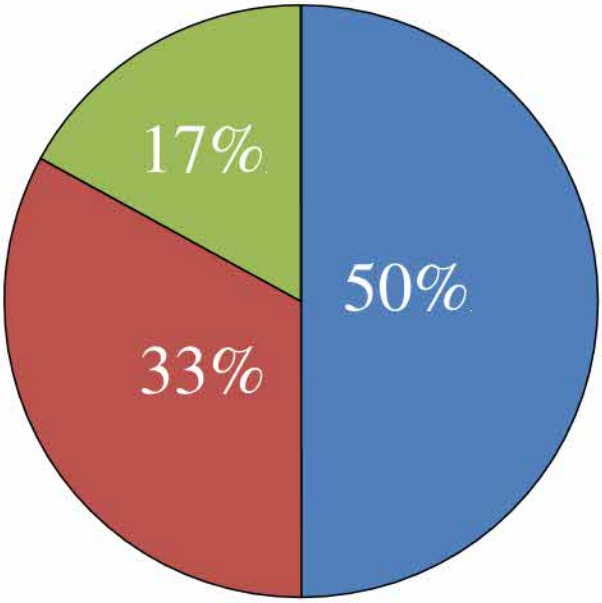
SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

The charts represent three **options** for the weighting of evaluations for principals. The **options may include, but are not limited to**:

Sample 1: 33% School-level data*
17% System/School-level data*
50% Instructional Leadership

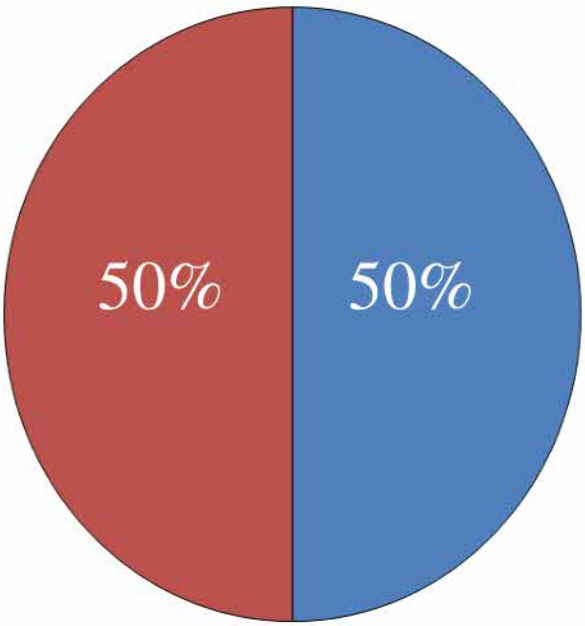
Sample 2: 50% School-level data*
50% Instructional Leadership

Sample 3: 33% School-level data*
67% Instructional Leadership



SAMPLE 1

* 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.
* Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.



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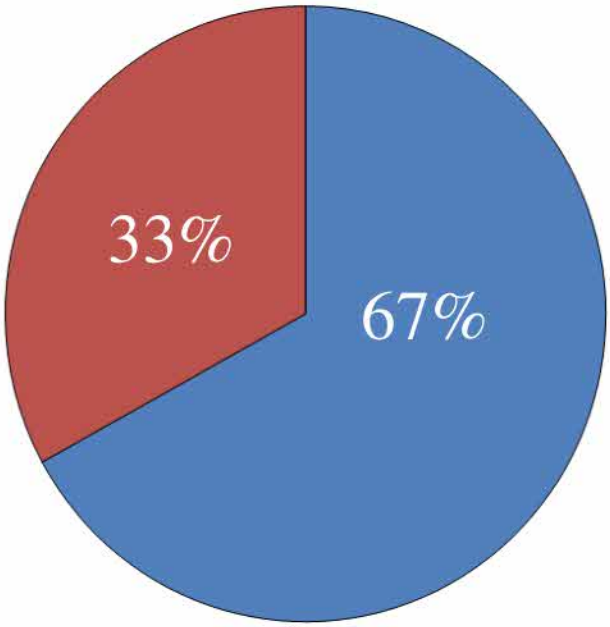
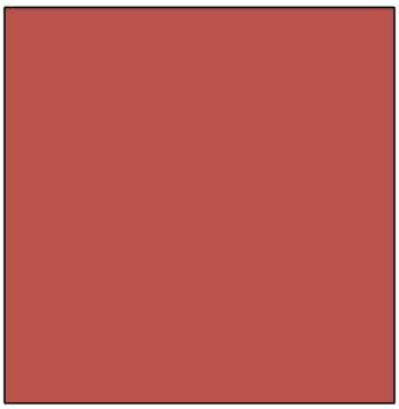


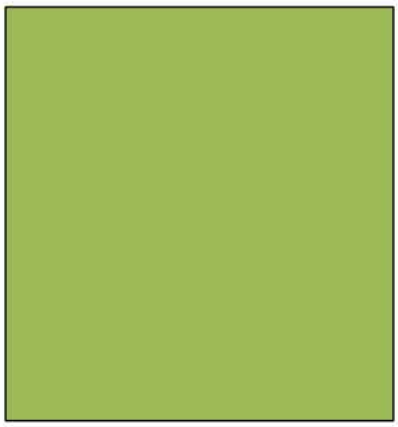
SAMPLE 3

Weighting Breakdown
Principal Evaluations



School-level Data: Possible Measures

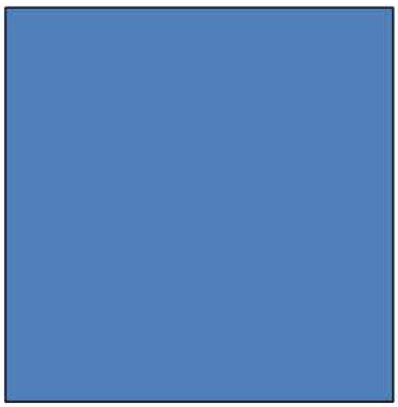
- State Administered Assessments (aggregate school or grade level results)
- District / School Level Benchmark Assessments
- AP, IB, Cambridge International, ACT Quality Core
- School Achievement Profiles
- Other valid and reliable data



System/School-level Data: Possible Measures

- Survey data
- Grade level data
- Subject area data
- Program data
- Other valid and reliable data

State Board Adopted Standards (Instructional Leadership)



Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.

SUMMARY

As attention now turns to the implementation of this framework there will be a myriad of important matters for districts and charters to consider. In an effort to ensure the integrity of these evaluation systems there are a few central considerations that merit specific attention.

First, as previously mentioned, it is critical that high stakes decisions regarding educator effectiveness be made using multiple measures that are both valid and reliable. The Task Force understands that the necessary assessments and other student achievement data do not exist for all teachers to be included in the Group A evaluation framework. Therefore, districts and charters are strongly encouraged to begin the processes necessary to develop additional valid and reliable classroom-level data for all teachers. It should be the goal of every district and charter to create the necessary data sources so that all teachers can be evaluated using the Group A framework.

Second, to ensure the fairness and success of all evaluation systems, districts and charters should take the necessary steps to align professional development offerings to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona's Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, districts and charters should develop and/or participate in professional development that meets the standards from the National Staff Development Council (NSDC) to ensure that all professional learning for educators meets the highest standards of quality.

Finally, as implementation occurs during the next few years, the Task Force is strongly focused on reinforcing the need for a shared effort to support cultural change throughout the system. This change can only be accomplished if stakeholders at all levels work cooperatively to ensure that newly developed evaluation systems are fair, accurate and student-focused.

ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO DISTRICTS AND CHARTERS

- When available, data from statewide assessments shall be used to inform the evaluation process.
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards.
- Districts and charters shall include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- All evaluators should receive professional development in the form of Qualified Evaluator Training.
- Districts and charters should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- Districts and charters should develop and provide professional development on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

APPENDICES

APPENDIX A

SAMPLE STUDENT ACHIEVEMENT DATA SOURCES

ASSESSMENT DATA SOURCE	METHOD(S)	CRITERIA
AIMS Spring '10 – '11 (select reading or math)	Movement on the FAME scale MAP - School Achievement scale scores Percent correct for student below "Exceeds"	X percent of students will improve one FAME label; no more than X percent will drop from "Exceeds" to "Meets" X percent of students are predicted to pass AIMS in 2 years (criteria utilized in MAP) 60% of ELL students will increase by X percentage points on the Reading test; X percent of non-ELL students will increase by X percentage points; the percent of students in the "Exceeds" category will remain the same (this is an example of differing subgroup performance and could be sued with other subgroups)
District Criterion Assessments (given three times)	Percent correct FAME Scale	X percent of students will increase from the first to the third benchmark by at least X percentage points. Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points. The FAME equivalent score will improve one level or remains at "Meets" or "Exceeds"
District Developed Pre-Post Tests	Percent of students who show growth (defined) from Pre to Post test	X percent of students will show X percent of growth from Pre to Post test
AZELLA	Percent of students testing English proficient	With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard)
End of Course Assessment (no pretest)	Percent of students who achieve an identified percentage of items	X percent of students will achieve 80% on the end of course exam
DIBELS		X percent of students scoring in the 'Intensive' category on the beginning- period DIBELS assessment will move to 'Strategic or Benchmark' by the end- period assessment. X percent of students scoring 'Strategic/Benchmark' at the beginning-period will not drop into the 'Intensive' category by the end of the year.

APPENDIX B

The table below can serve as a roadmap for district and charter movement from current to ideal practices in order to improve student achievement in Arizona.

Cross Analysis of Current and Ideal Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator	
Current Practices	**Ideal Practices**
1.0 Limited or non-existent Post-Observation Feedback for Teachers and Principals.	1.0 Ongoing use of Quality Post-Observation Feedback, plus Use of Data and Assessment Analysis to drive Increased Student Academic Progress and Achievement.
2.0 None to one Summative Teacher and Principal Evaluation per year.	2.0 Multiple Formative and Summative Teacher and Principal evaluations per year.
3.0 Limited Evaluator Inter-Rater Reliability for Teacher and Principal Evaluations.	3.0 Qualified and Certified Evaluator Inter-Rater Reliability for Teachers and Principals.
4.0 Limited or no use of Student and Teacher National Standards for the design of Observation Rubrics.	4.0 Extensive use of National Student and Teacher Standards for the design of Observation Rubrics.
5.0 Little to no alignment of Teacher and Principal Observation Instruments to Student Academic Progress and Achievement (Product)	5.0 Alignment of Teacher and Principal Observation Instruments for Increasing Student Academic Progress and Achievement (Product)
6.0 Limited or no use of Performance Levels for Teacher and Principal Competencies.	6.0 Multi-Levels of Teacher and Principal Performance Competencies.
7.0 Compliance driven Annual Teacher and Principal Evaluations as a "Have To".	7.0 "Want To" conduct Annual Evaluations of Teachers and Principal for the purpose of Increasing Student Academic Progress and Achievement.
8.0 Use of Performance Improvement Plans (PIP) ONLY for Under-Performing Teachers and Principals.	8.0 Use of an Annual Educator's Goal(s) Plan for All Teachers and Principals resulting with Increased Student Academic Progress and Achievement. .
9.0 Only Teachers are accountable for the Improvement of Student Academic Progress and Achievement.	9.0 All Teachers and Principals are Accountable for Improvement of Student Academic Progress and Achievement.
10.0 Use of a "checklist" for Teacher and Principal Performance.	10.0 Rubrics based on National Teacher, Principal and Student Standards with Indicators, Descriptors and Performance Levels are utilized.
11.0 Limited use of Teacher and Principal Evaluation Data to determine professional growth program for Increasing Student Academic Progress and Achievement.	11.0 Use of School and District Teacher and Principal Evaluation Data to determine allocation of staff; professional development; and resources for building capacities for Increasing Student Academic Progress and Achievement.

APPENDIX C

COMPONENTS OF EFFECTIVE EDUCATOR EVALUATIONS

To assist districts and charters as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- *Arizona's Professional Teaching Standards* – The Arizona State Board of Education has adopted Professional Teaching Standards from the Interstate New Teachers Assessment and Support Consortium (INTASC) Professional Teaching Standards that establish specific expectations for the skills and knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.

- *Arizona's Professional Administrative Standards* – The Arizona State Board of Education has adopted Professional Administrative Standards from the Interstate School Leaders Licensure Consortium (ISLLC) that establish specific expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.

- *National Staff Development Council Standards for Professional Development*—The Arizona State

- Department of Education has adopted Professional Development Standards from the National Staff Development Council (NSDC) that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.

- *Evaluator training to ensure inter-rater reliability* – Critical to the fairness and success of all evaluation systems is the professional development of staff to ensure the reliability and validity of the evaluation process.

It is also important to reinforce that effective evaluations of all educators should:

- Recognize quality instruction and improve instruction;

- Incorporate multiple measures;

- Focus on student progress;

- Create a path toward a professional improvement plan;

- Be summative and formative; and

- Include and encourage collaboration with other teachers, educational staff and school personnel.

APPENDIX D

SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL EVALUATION INSTRUMENTS

Sample School District Teacher and Principal Performance Evaluation System Design Team

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Sample Public Schools by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluations of teachers and principals.

Goals:

- 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 charters 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 evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Design Team Composition: Teacher Evaluation Instrument

Teachers in tested and non-tested areas (Sp. Ed., STEM areas, CORE etc.), Administrators, etc.

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Evaluation Instrument Design Team Members: Facilitator:	To advise the district with specific recommendations for indicators of student academic progress for the purposes of teacher evaluation	Identify the best data available by grade/content areas for use with both tested and untested groups. List of specific objective indicators of student academic progress to include in the Evaluation Instrument in order to comply with the new state mandate.	Implementation 2012-2013 To Governing Board for approval <DATE>	<DATES>

Design Team Composition: Principal Evaluation Instrument
Principals (elementary, middle, high school, if appropriate)
Assistant Principals (middle and high school, if appropriate)

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Principal/ Assistant Principal Members: Facilitator:	To advise the district with recommendations for specific objective indicators of student academic progress to be included on the principal and assistant principal evaluation instrument.	List of specific objective indicators of evidence of student academic progress for inclusion on the principal and assistant principal evaluation instrument.	<DATES>	<DATES>

Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions	Deliverables/ Products
<DATES>	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework What are the quantitative measures that we currently have in place? What are other assessment measures in place in classrooms? What does the data look like from these measures?	List of quantitative measures in place List of other assessment measures in place in various classrooms
	Review of current practice on collecting student achievement information (connection to last meeting) Brainstorming session to form possibilities for achievement data collection Review of current Evaluation Instrument (examine areas where indicators could be added/moved/deleted/rewritten)	
	Design Phase: Develop new indicators Examine rating scale and make recommendations	
	Review draft of 2012-2013 Evaluation Instrument Conduct teacher/principal survey Conduct school based discussions led by principals Review Evaluation Instrument and revise as needed	
	To Governing Board for Pilot Approval, <DATE>	
	Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, <DATE>	

APPENDIX E

SAMPLE DISTRICT OR CHARTER COMMUNICATION PLAN

The goals of the Teacher and Principal Evaluation Design Communication Plan are as follows:

1. Establish a regular and timely communication process as we revise the Evaluation Instrument to include at least a 33% focus on student academic progress.
2. Raise the awareness and understanding of student assessment and measures of student academic progress with all teachers and administrators.
3. Garner support for the new teacher and principal evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation.

Purpose: The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides districts and charters the opportunity to increase awareness of the importance of student assessment, to foster comprehensive analysis of the available quantifiable student achievement data and to tie this information to the development of a highly skilled teaching and administrative staff. The following communication framework is suggested:

Communication Methods	Purpose	Timeline	Dissemination	Audience
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments.	Communication about the Design Team process and charge sent out in late April 2010 Progress information sent out by May 2010 TBA as the Design Team progresses	Electronic Communication/E mail	Teaching Staff, Principals, Senior Staff
Administrative Team Updates	Dissemination to a wide number of departments.	As per scheduled meetings at the request of senior staff.	Verbal with handouts as appropriate.	All school and department administration
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less.	Individual	Individual
Emails/Outlook	General updates, Design Team communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/ Design Team/Staff	Individual/ Design Team/Staff

Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
School Presentations/ Discussions	To provide clear and consistent information to all teachers	<DATES>	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	<DATES>	Electronic/ Survey Monkey	Teachers/Principals
Governing Board Communication	To communicate effectively with the superintendent and Governing Board	Upon request	Emailed	Superintendent/ Governing Board
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school administrators	<DATES>	Presentation/One to one dialogue	Teachers/ Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	<DATES>	Print/Electronic Publication	All teachers and teacher evaluators

Evaluation:

Establish a regular and timely communication process as we revise the Teacher and Principal Evaluation Instruments to include at least a 33% focus on student academic progress.

- Evidence of ease of transition;
- Evidence of teacher and principal understanding of the new requirements;
- Raise the awareness and understanding of student assessment and measures of student achievement with all teachers and administrators;
- Evidence of training conducted at school sites on student assessment and student achievement data;
- Garner support for the new evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation;
- Moderate concern or lack of concern about new requirements;
- Questions raised are detail and implementation oriented.

APPENDIX F

RECOMMENDATIONS TO THE ARIZONA STATE BOARD OF EDUCATION

- Ensure Arizona's Professional Teaching Standards align to national expectations (Interstate Teacher Assessment and Support Consortium - InTASC)

- Ensure Arizona's Professional Administrative Standards align to national expectations (Interstate School Leaders Licensure Consortium - ISLLC)

- Provide for periodic reviews of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data

APPENDIX G

RECOMMENDATIONS TO THE ARIZONA DEPARTMENT OF EDUCATION

- Expand data and assessment resources to increase the number of teachers with associated student-level achievement data.

- Ensure review of Framework and implementation with districts and charters that are in Corrective Action or are identified as "persistently low achieving."

- Develop and implement a communication plan that provides timely and consistent information to all stakeholders.

- Participate in the CCSSO States Consortium on Educator Effectiveness (SCEE) regarding this effort nationally.

- Focus training plans on developing capacity through County School Superintendents and/or Regional Support Centers.

- Provide a repository of Arizona school district and charter school evaluation instruments (observation rubrics, protocols, etc.) as well as qualified evaluator training utilizing best practices.

- Provide a repository (bank) of experts for consultation (available on request).

- Provide support for various users groups as instruments are developed.

- Provide a menu of reference materials on effective evaluation processes.

- Institute on-going professional development for teachers in the area of student assessment, analysis of student assessment/progress data, and instructional practices which link directly to increased student progress.

- Include in the state's annual Federal reporting whether districts and charters have classroom-level achievement data on each teacher and whether those data are used in their teacher evaluation instruments. This information should be used to ensure that districts and charters are constantly developing reliable classroom-level achievement data for teachers in non-core academic areas.

- 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.

APPENDIX H

RECOMMENDATIONS TO ARIZONA COUNTY SCHOOL SUPERINTENDENTS

- Coordinate, with the Arizona Department of Education, the implementation and utilization of Statewide Longitudinal Data Systems for each County Local Education Agency.

- Assist County Local Education Agency Alliances with the development and implementation of Student Assessment Systems for Tested and Non-Tested areas of instruction.

- Facilitate, with County Local Education Agencies, the development and implementation of Classroom Teacher Observation and Principal Performance Instruments based on National Teaching, Student, and Principal Standards.

- Coordinate, with County Local Education Agencies, Professional Staff Development Programs that will assist each to develop and implement Training Programs that will increase the professional capacity for Teachers and Principals resulting with increased student academic progress and achievement.

- Assist County Local Education Agencies, through highly effective training programs, that will ensure Inter-Rater Reliability for Formative and Summative Classroom and Principal Performance Observations.

- Develop a County Cadre of Professional Experts who can assist Local Education Agencies to implement its Teacher and Principal Performance Based Evaluation System.

- Assist County Local Education Agencies with developing "Sustainability of Valid Fiscal and Human Resources" required for ensuring continuation of its Performance Based Evaluation Systems.

- Coordinate, with County Local Education Service Agencies, proposed public policies that will enhance and sustain its Performance Based Evaluation System.

- Assist County Local Education Agencies to design develop and submit public and private funded grants that will provide fiscal resources to research and validate ongoing improvements of its Performance Based Evaluation System.

- Provide County Local Education Agencies a repository of research; samples; and data required to validate a successful Performance Based Evaluation System.

- Facilitate countywide seminars and conference for Local Education Service Agencies for ensuring effective development, implementation and evaluation of Performance Based Evaluation Systems as evidenced by statistically significant increases in student academic progress and achievement for all teachers.

APPENDIX I

RECOMMENDATIONS TO STATEWIDE EDUCATION ASSOCIATIONS

- Assist with training on state and national teaching and leadership standards
- Assist with training in the observation and evaluation of classroom teaching
- Assist with training in understanding data and its use for continuous student and school improvement
- Support opportunities for the development of region/district cadres of inter-rater reliable trained evaluators
- Work collaboratively with the ADE to develop repositories of observation and evaluation instruments
- Develop repositories of experts for consultation
- Collaborate to ensure availability of training opportunities throughout the state

ACKNOWLEDGEMENTS

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- Roberta Alley, Arizona Department of Education
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- Jo Anderson, U.S. Department of Education
- Arizona School Administrators Teacher Effectiveness Data Standards Sub-Committee
- Audrey Beardsley, Arizona State University
- Denise Birdwell, ASA Teacher Effectiveness Data Standards Sub-Committee
- Tricia Coulter, National Comprehensive Center for Teacher Quality
- Rebecca Gau, Arizona Governor's Office of Education Innovation
- Laura Goe, National Center for Teacher Quality
- Todd Hellman, Battelle for Kids
- Lynn Holdheide, Vanderbilt University
- John Huppenthal, Arizona Superintendent of Public Instruction
- Paul Koehler, WestEd
- Sabrina Laine, National Center for Teacher Quality
- Roseanne Lopez, Amphitheater Public Schools
- Marie Mancuso, WestEd
- Carolyn McKinney, North Carolina Professional Teaching Standards Commission
- John Papay, Harvard University
- Jennifer Pollock, Arizona Attorney General's Office
- Ed Sloate, ASA Teacher Effectiveness Data Standards Sub-Committee
- Christine Tande, Tandehill Human Capital
- Scott Thompson, District of Columbia Public Schools
- Vince Yanez, Arizona State Board of Education

2010-2011 TASK FORCE MEMBERS

VICKI BALENTINE, ARIZONA STATE BOARD OF EDUCATION MEMBER, DISTRICT SUPERINTENDENT, TASK FORCE CHAIR

TIM BOYD, STAND FOR CHILDREN, HIGH SCHOOL TEACHER

CHRISTI BURDETTE, CHARTER SCHOOL TEACHER

KAREN BUTTERFIELD, ARIZONA DEPARTMENT OF EDUCATION (ADE)

DON COVEY, MARICOPA COUNTY SCHOOL SUPERINTENDENT

GYPSY DENZINE, NORTHERN ARIZONA UNIVERSITY

DEB DUVALL, ARIZONA SCHOOL ADMINISTRATORS (ASA)

REBECCA GAU, ARIZONA CHARTER SCHOOL ASSOCIATION (ACSA)

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KAREN OLSON, SPECIAL EDUCATION TEACHER

JANICE PALMER, ARIZONA SCHOOL BOARD ASSOCIATION (ASBA)

KARLA PHILLIPS, GOVERNOR'S OFFICE

Minutes
State Board of Education
Monday, April 25, 2011

The Arizona State Board of Education held a regular meeting at the Arizona Department of Education, 1535 West Jefferson, Room 417, Phoenix, Arizona. The meeting was called to order at 9:01 AM.

Members Present:
Dr. Vicki Balentine
Mr. Jacob Moore
Ms. Eileen Klein
Mr. Gregory Miller
Mr. Jaime Molera
Mr. Thomas Tyree
Dr. James Horton
Ms. Ortiz-Parsons
Supt. Huppenthal

Members Absent:
Dr. Shelton
Ms. Amy Hamilton

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

1. BUSINESS REPORTS

A. President's Report

Mr. Molera stated there would be a Special Board meeting June 10th. Location and further information would be sent to all members by Board staff. The meeting is to discuss the writing assessment and legislative plan for next session. Mr. Molera asked the members to block time on their calendars on June 10th.

B. Superintendent's Report

Supt. Huppenthal stated the department continues to work towards improvement and support to all school districts, teachers and students. Supt. Huppenthal said he held a meeting with northern county superintendents and school superintendents and stated he was very impressed with the organizational cohesiveness, commitment to service and quality of work. The feedback received included support to incorporate out of state teachers.

Supt. Huppenthal attended his first WestEd Board meeting and stated he was very impressed with the work developed by the Board.

C. Board Member Reports

Ms. Ortiz-Parsons attended the NASBE Conference held in Washington, D.C.

Mr. Moore also attended the WestEd Board meeting as a representative of the Board and the highlight of the meeting was a presentation titled "Operation Respect" which is a program by Mark Wise, an educator from New York. The presentation addressed the initiative regarding bulling in public schools.

Mr. Moore stated there was a federal update in regarding funds for education; there is more concern for the 2012 budget.

D. Director's Report

Mr. Yanez stated he would like to hold item 2A.

2. CONSENT AGENDA

A. Consideration to approve State Board of Education minutes for March 28, 2011

B. Consideration to Approve Contract Abstracts:
1. Mathematics and Science Partnership Program
2. USDA Fresh Fruit and Vegetable Program
3. USDA Summer Food Service Program
4. Adult Education Assistance Awards FY 2012

C. Consideration to approve trainers for the Structured English Immersion Provisional and Full Endorsements

D. Consideration to grant professional preparation program approval for the University of Arizona's Educational Leadership Masters Program and Post-degree Program

E. Consideration to approve additional monies for teacher compensation for fiscal year 2011-2012, pursuant to A.R.S. §§ 15-952 and 15-537

F. Consideration to accept the voluntary surrender of the teaching credentials held by Michael Beall

G. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the teacher certification applications for the following individuals:
1. Mario Reyes
2. Barry Levitt

H. Consideration to extend intergovernmental agreement with the Arizona Education Policy Initiative

***I. Consideration to approve qualified receiver, pursuant to A.R.S. §**

Dr. Balentine moved to approve consent agenda items B through I.
Motion second by Mr. Moore
Motion Passes.

3. CALL TO THE PUBLIC

- Ms. Susan Carlson, Executive Director of the Arizona Business and Education Association (ABEC) provided information about the ABEC's new project titled "The Arizona Higher Performing Schools Recognition Project". Ms. Carlson said ABEC will be working with the ADE and the Greater Phoenix Leadership. The goal of the project is to celebrate schools that are out-performing their peers and schools of like demographics. There will be a study as to why these particular schools are out-performing their peers and identify the best practices in order to promote the best practices with other schools throughout the state. Ms. Carlson stated the ADE has been very supportive in the development of the program and thanked Supt. Huppenthal.

- Ms. Carlson introduced Mr. Efrain Mercado from the National Center for Educational Achievement which is now part of ACT. Mr. Mercado it has been a pleasure to work with the ADE and was looking forward to the soft launch of the program in the spring. Ms. Carlson stated the official launch of the program is scheduled to be in the fall. A packet of information regarding the program was

provided to the Board members.

4. GENERAL SESSION

Mr. Molera stated item G would be addressed after item A.

A. Presentation, discussion and consideration to approve the proposed model framework for teacher and principal evaluations, pursuant to A.R.S. § 15-203(A)(38)

Dr. Balentine stated the hard copy of the final report presented included two insert pages to correct minor areas. Dr. Balentine stated the task force took time to review the framework and as a summary teachers are in two groups, group A and group B. Group A are teachers who have valid and reliable data that is connected and aligned to their content teaching area. Group B are teachers who do not have reliable data. The goal is for LEA's to incorporate this framework concept into their evaluation instruments across the state so that all teachers have at least 33% to 50% of their evaluation including student academic progress.

Mr. Molera thanked Dr. Balentine and all members of the task force and asked if Dr. Balentine would provide further information regarding the data that could be used. Dr. Balentine stated the framework is set up so that as data is available from the state that data must be used as well as any other valid and reliable data.

Ms. Klein thanked Dr. Balentine and asked if a committee could be assigned to have an ongoing monitoring on the work that is being presented by the task force. Dr. Balentine stated the report includes the recommendation to have a committee monitor and continue the work.

- Ms. Janice Palmer from the Arizona School Board Association thanked Dr. Balentine and Mr. Yanez. Ms. Palmer agrees with Ms. Klein as to having a committee follow up and monitor the framework created by the task force. The framework involves a major cultural shift that will take some time. Ms. Palmer stated schools will be at different levels and the assistance to support them should be available. Education organizations should make this framework a priority and provide support to schools and districts.

- Dr. Debra Duvall from the Arizona School Administrators also thanked Dr. Balentine, Mr. Yanez and members of the task force for the work created and accomplished in a small amount of time. Dr. Duvall stated Arizona should be proud of the task force work and the framework should be implemented as soon as possible. Through a strong communication plan over the next few weeks information can be provided to the field and ensure they will have the time over the summer to begin the task force recommendations. The recommendations allow a certain degree of flexibility for each of the local districts and charter schools. Dr. Duvall encouraged the ADE and members of the State Board to continue to move forward and ensure the plan is able to be successfully implemented in each school district and charter schools.

Dr. Balentine moved to approve the proposed the model framework for teacher and principal evaluations, pursuant to A.R.S § 15-203(A)(38)
Motion second by Dr. Horton
Motion passes

Mr. Molera asked to continue with item G.

B. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals.

Mr. Molera thanked Ms. Cannata for her excellent work on behalf of the Board.

Ms. Cannata stated the session ended on April 20th.

Senate Bill 1612 is the main appropriations bill and Senate Bill 1617 is the budget reconciliations bill that pertains to K-12 Education.

The approved budget funds the Board at the FY 2011 level which is at approximately $908 thousand. Ms. Cannata stated the budget bills make the following reductions which affect K-12 Education:

- Additional soft capital suspension, beyond the FY 2011 reduction and the additional suspension is in the amount of $23 million.
- Corral and additional assistance reductions totaling $71.5 million
- A $30 million reduction to JTED's associated with the funding of 9th grade students
- A career ladder phase down of over 5 years
- Additional $35 million reduction of basic state aid allowing districts to backfill this with their remaining federal education jobs money

Ms. Cannata stated some of the policy changes in the budget reconciliation bill include a permanent repeal of the optional teacher performance pay program and permanent repeal of the excess utilities formula. The bill also requires the department to develop a detailed plan for implementation of a new information technology system. The plan is to be reviewed and approved by the Board. The department is to present quarterly reports to the Board regarding the status of the plans implementation; the report will also include expenditures to date and a timeline and cost estimates of the completion of the data system. Ms. Cannata stated the department has the option to contact with a third party for the system and the bill outlines some of the contracting procedures. The bill also creates an educational learning and accountability fund to received monies that are to be used in the implementation of the technology improvements. Each University and community college is to transmit $6. per student to the fund. Ms. Cannata said another requirement of the bill is for the department to transfer $5 million in state aid.

Ms. Cannata provided an overview of the bills relevant to education and any action required from the Board.

2234 – Allows the Board to assign a letter grade of "F" if the school meets PLA criteria under Federal accountability standards.

2706 – Supplementary Reading instruction for teachers and the bill direct the Board to implement guidelines for supplementary reading instruction for teachers in an underperforming or D school that teaches grades K-3 as part of an improvement plan.

2710 – Establishes a study committee on outcome based funding and the bill has a place for the Board's Executive Director. The committee is to develop that will transition public school funding from assistance based on instructional hours to a system based on student achievement and the committee is to report to Governor and legislation by December 31, 2011.

1256 – Education omnibus bill; one of the areas the bill specifies on is a person is not required to take the teacher proficiency examination if the person has passed an equivalent exam in another state.

1263 – Intended to relive burdens from or provide greater flexibility to school districts and charter schools one of the provisions prohibits the Board from adopting rules that would require bid security for the construction manager at method of project delivery. An amendment also requires the Board to allow automatic certification reciprocity with states that have similar programs that for teacher who provide Arizona On-line instruction.

1303 – Schools dropout recovery programs bill and the bill allows school districts and charter schools to offer a dropout recovery program for students that have been withdrawn for at least 30 days. The bill requires the Board to provide standards for the programs and the standards would require the programs to use curriculum aligned to the academic standards adopted by the Board and standardize tests would also be required. Other requirements include offering sufficient supports such as tutoring, college and career readiness counseling and programs will need to comply with all laws governing students with disabilities and

any other state requirements for high school graduation.

1451 – Regarding the Move on When Ready, the bill makes various changes to the Grand Canyon diploma system to facilitate the implementation. None of the changes specifically affect the duties of the Board.

1452 – The E-Learning program bill which requires the Board to establish a digital learning center, the bill passed the Senate and House Education Committee but did not proceed any further in the House therefore the bill is dead.

Mr. Moore asked for further information regarding bill 2710. Ms. Cannata stated the bill does not have detailed information but she believed the intent of the bill was to reward schools that are performing well.

Mr. Molera continued with Item 4D.

C. Presentation and discussion regarding the AZ LEARNS Subcommittee. Discussion may include, but is not limited to, preliminary recommendations regarding modifications to the school accountability formula.

Mr. Miller thanked Dr. Balentine, Mr. Tyree and Ms. Hamilton for their assistance in this very important issue. Mr. Miller stated the AZ LEARNS subcommittee met twice; the first meeting was dedicated to an in depth review of ADE's proposal and Dr. Franciosi's presentation. The subcommittee's second meeting was structured with a presentation and a panel of the users of the Arizona growth model. Input was provided as to how the growth model could be used in the Arizona LEARNS formula.

Mr. Miller stated there are serious concerns regarding the ADE's original proposal, specifically providing a regression value added model for sub-groups based on race and demographics. Other concerns with the initial proposal are as follows:

- Strict interpretation of "average level of performance" is unfair and over-identifies failure
- Transparency (difficult to understand and for LEA's to replicate)
- Utility of data for school improvement purposes

Supt. Huppenthal returned at 10:07 AM

Mr. Miller stated it has been determined that a growth model better serves the purposes of AZ LEARS in labeling schools and resolves the concerns highlighted with the ADE value added model. The growth model is more easily understood and it compares each student's performance to students in the same grade throughout Arizona who had similar AIMS score in past years and calculates a growth percentile.

It also compares students to themselves from year to year soothe results are not skewed by income levels, parental involvement, race or gender. Mr. Miller stated the growth model is already used by ASBCS for charter renewal purposes and useful data for school improvement for growth and proficiency rates is easily accessible.

Mr. Miller said the subcommittee also recommended using a Criterion Reference approach, establishing meaningful definitions of what it means to be an A, B, C or D school. Since the assessment tool is a Criterion test a Criterion Reference should be used.

Mr. Molera stated it was disconcerting to see there were 80% of schools B and above. A very fair but meaningful process must be in place.

Mr. Miller provided samples of the work left to be done, such as setting cut scores in proficiency, growth and defining average utilizing the standard deviation.

Mr. Yanez stated the numbers presented are only examples and the subcommittee has not developed separate research.

Mr. Miller provided an overview of the next steps needed in order to continue with the work of the subcommittee and asked if the Board would like to move forward or have the subcommittee look at actual applications of cut scores and bring back a final proposal. Mr. Molera asked the subcommittee to continue with assistance of the ADE and include input from the field.

Supt. Huppenthal stated the ADE would be comfortable to move forward with the Arizona growth model but would like the subject to be a rigorous debate, discussion, examination of the model due to the unanswered questions as there are with all the growth models. The subcommittees focus could be narrowed on the percent grade.

Mr. Miller stated another issue to be discussed and decided are the two different formulas for the next two years.

Mr. Molera stated he would like the subcommittee to continue with their research and report to the Board at the May 23rd meeting.

D. Presentation, discussion and consideration to accept the recommendation of the Professional Practices Advisory Committee and revoke the teaching certificate held by Travis Craig

Mr. Easaw stated Mr. Craig was not present and provided an overview of the item. Mr. Easaw stated the Investigative Unit sent Mr. Craig notice of intent to file a complaint on April 23, 2010. Mr. Craig signed for receipt of this notice on May 6, 2010. There was no acceptance or signatures for subsequent notices sent to the same address, which included notice of the complaint and hearing date. The PPAC voted 5 – 0 to revoke the teaching certificate for Mr. Craig.

Supt. Huppenthal left the room at 10:02 AM
Dr. Horton moved to accept the proposed findings of fact, conclusions of law and recommendation of the PPAC and revoke the teaching certificate held by Travis Craig
Motion second by Mr. Tyree
Motion passes
Supt. Huppenthal did not vote

Continued with item 4C.

E. Presentation, discussion and consideration to accept the recommendation of the Professional Practices Advisory Committee and approve the proposed settlement agreement to suspend the teaching certificate held by Tad Int-Hout

Mr. Easaw provided an overview of the case and stated Mr. Int-Hout was present and so was his attorney.

Supt. Huppenthal and Ms. Ortiz-Parsons left the meeting at 10:39

Ms. Ortiz-Parsons returned at 10:42 AM

Mr. Easaw stated the PPAC voted 5 – 0 in favor of a one year suspension of Mr. Int-Hout's certificate which would be partially retroactive to October 1, 2010 and would continue through September 30, 2011. One condition is to continue with counseling and provide documentation to Board staff. In addition notice would be forward to all states and territories. Upon completion of all requirements the certificate would be reinstated without further action of the Board.

Dr. Balentine moved to accept the recommendation of the Professional Practices Advisory Committee and approve the proposed settlement agreement to suspend the teaching certificate held by Tad Int-Hout

Motion second by Mr. Tyree
Motion Passes
Supt. Huppenthal did not vote

F. Presentation, discussion and consideration to adopt the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the teacher certification application for Gerard La Belle

Mr. Easaw provided an overview of the case and stated Mr. La Belle was present.

Supt. Huppenthal returned to the meeting at 10:46

The PPAC found a number of mitigating factors and only one aggravation factor and by a vote of 5 – 0, recommendation to grant Mr. La Belle's principal certificate.

Ms. Klein asked for further information regarding the history of the certificates held by Mr. La Belle and if Mr. La Belle was currently employed. Mr. Easaw stated the most recent certificate in Arizona was a standard secondary certificate valid from 1999 through 2005 and presently before the Board is a request for a principal certificate. Currently Mr. La Belle does not hold any type of certificate.

Mr. La Belle stated he was currently an enrollment advisor University of Phoenix.

Supt. Huppenthal moved reject the findings of fact and decline Mr. La Belles request
Motion second by Ms. Ortiz-Parsons
Mr. Yanez asked for the Board to receive legal advice. Ms. Pollock stated the Board would have to approve or reject each findings of fact and conclusions of law and determine each area.
Mr. Molera asked if the motion was withdrawn and the Board moved to approve the findings of fact and conclusions of law but reject the recommendation. Ms. Pollock said that was possible.
Supt. Huppenthal withdrew motion
Ms. Ortiz-Parsons withdrew second

Motion Supt. Huppenthal to accept the findings of fact, conclusions of law and reject the recommendation of the PPAC and reject the teacher certification application for Mr. Gerard La Belle
Motion second by Mr. Miller
Motion passes

G. Presentation, discussion and consideration to adopt proposed achievement levels for the AIMS high school writing assessment

Ms. Alley presented the results of the committee to establish new cut scores for high school writing. The changes are due to the different assessment which included multiple choice and the holistic writing rubric. Ms. Alley introduced Dr. Steve Fitzpatrick from PEARSON.

Dr. Fitzpatrick provided and overview of the work to develop the standards and cut scores for the AIMS writing assessment. Further information was provided to explain the scale scores for the assessment. The presentation included information regarding the following areas:

- Content standards and performance standards
- Writing content standards
- The new AIMS writing assessment
- The writing test blueprint
- Weighting the MC and essay components
- Performance standards
- Standard setting procedures
- PLD revision
- Standard setting results

Ms. Alley provided a handout with information regarding the past outcomes.

Supt. Huppenthal thanked Ms. Alley and stated national research reflects there has been difficulty narrowing on a writing assessment and asked Ms. Alley to provide further information. Ms. Alley stated anchors have been strengthening throughout the process. Annotations are extremely well written to assist the scorers. Every paper is scored carefully and the new holistic rubric has had positive feedback from the field. Every year the writing assessment is strengthen.

Supt. Huppenthal moved to adopt the proposed achievement levels for the AIMS high school writing assessment, as presented.
Motion second by Dr. Balentine
Motion Passes

Mr. Molera continued with item B

H. Presentation, discussion and consideration to find Precision Academy Systems, Inc. in non-compliance for failure to timely submit Annual Financial Single Audit and Compliance Questionnaires and to approve withholding 10% of the charter holder's monthly state aid apportionment and require a corrective action plan

Ms. Deanna Rowe stated Precision has again failed to timely submit their annual financial audit. The school has not in the past several years presented their audit in a timely fashion. Ms. Rowe stated a representative for Precision Academy Systems was present.

Mr. Miller asked if the school has used the same auditor in the last 5 years.

Mr. Molera asked if the State Board for Charter Schools takes any action on schools not complying, Ms. Rowe provided an overview of the process the Board for Charter Schools has in place for schools who do not submit their financial audits by November 15th.

Mr. Daniel Martinez from Precision Academy stated it has been the same auditor and provided a copy of written statement to the Board

Ms. Klein asked what the schools revenue was; Mr. Martinez stated it was approximately $(b)(4) Ms. Klein asked what the problem was and if the due date for the audit changed. Mr. Martinez stated it could be the auditor used the last few years or it is the administration.

Supt. Huppenthal stated he was having difficulty understanding the reason for failure to submit the information year after year.

Mr. Miller asked how long the school had been open; Mr. Martinez stated the school has been open for 13 years. Mr. Miller asked if the audit office was the same for the 13 years, Mr. Martinez stated only 8 years. Mr. Miller stated 5 of the 8 years with the audit office the information has been late. Mr. Martinez said that was correct.

Supt. Huppenthal moved to find that Precision Academy Systems, Inc. is in non-compliance for failure to timely submit Annual Financial Single Audit and Compliance Questionnaires and to approve withholding 10% of the charter holder's monthly state aid apportionment and require a corrective action plan
Motion second by Mr. Moore
Motion passes

***I. Presentation, discussion and consideration to accept the proposed**

Consent Agreement and issue consent order to place Cedar Unified School District in receivership, pursuant to A.R.S. § 15-103

Mr. Yanez provided an overview of the item and stated staff recommends Simon Consulting to be the receiver for Cedar Unified School District. Simon Consulting has successfully managed two districts under receivership. Mr. Yanez stated legal counsel from the school district was present.

Dr. Balentine asked if there was further information as to impact data and the cost factor for the district. Mr. Yanez stated the district received about $1 million dollars in impact data this year and all of that allocation was used to pay the debt service on impact data revenue bonds.

Legal counsel for the Cedar Unified School district addressed the Board and provided an overview of the districts situation and reasons for their request to be placed in receivership.

Supt. Huppenthal asked if there was an alternative, Mr. Yanez stated a fiscal crisis team was considered but there was no over-expenditure and the situation does not fit the requirements.

Ms. Ortiz-Parsons asked how many students were in the district, Mr. Yanez stated approximately 300.

Mr. Miller asked the receiver would have authority to make changes to the administrative staff. Mr. Yanez stated the receiver would provide a 120 day report.

Supt. Huppenthal moved to accept the proposed Consent Agreement and Order to place the Cedar Unified School District in receivership, pursuant to A.R.S. § 15-103, and that Simon Consulting, LLC be appointed as the receiver
Motion second by Dr. Horton
Motion passes

Supt. Huppenthal moved to convene in Executive Session to receive legal counsel on item 4J and 4K
Motion second by Mr. Tyree
Motion passes

Board convened in Executive Session at 11:24 AM
Board re-convened at 1:03 PM

***J. Presentation and discussion regarding Curtis Acosta; et. al. v. John Huppenthal, Superintendent of Public Instruction in his Official Capacity and the Arizona State Board of Education, including all members in their official capacities. The Board may convene in executive session, pursuant to A.R.S. §38-431.03 A(3) and (4), to receive legal advice and/or consult with and instruct legal counsel on the Board's position in this matter. The Board may, in general session, take action to authorize Board counsel to act on the Board's behalf in this matter in accordance with instruction given in executive session.**

Mr. Tyree moved to direct legal counsel to pursue nominal party status for the Board of Education and individual members; if the Board of Education is not granted nominal party status, pursue a motion to dismiss the Board of Education and individual members form the lawsuit; if motion to dismiss fails, support Superintendent Huppenthal's defense of the lawsuit in addition, if a motion for summary judgment is filed by Plaintiffs in the interim, coordinate a response with Superintendent Huppenthal.
Motion second by Mr. Miller
Motion passes

K. Update regarding *Gilbert Unified School District No. 41 v.

The State of Arizona et. al. **The Board may convene in executive session, pursuant to A.R.S. §38-431.03 A(3) and (4), to receive legal advice and/or consult with and instruct counsel on Board's position on matters relating to *Gilbert Unified School District No. 41 v. The State of Arizona et. al.* The Board may, in general session, take action to authorize Board counsel to act on the Board's behalf in this matter in accordance with instruction given in executive session.**

Mr. Tyree moved to direct legal counsel to proceed as follows; request that the Court of Appeals suspend the current appeal challenging the Superior Court's decision that the career ladder program is unconstitutional as funded and administered and seek a modification of the current superior court order to continue the stay in place pending the phase down of the career ladder program through fiscal year 2014 - 2015
Motion second by Mr. Miller
Motion passes

L. Board comments and future meeting dates – The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K)

and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

Mr. Miller stated the Board June meeting conflicts with Administration meeting held by the ADE in Tucson.

5. ADJOURN

Dr. Balentine moved to adjourn
Motion second by Mr. Moore
Motion Passes Meeting adjourned at 1:12 PM

2.0 Plan of Action
Development of Statewide Teacher and Principal Evaluation Model

Task-By April 30, 2012, develop materials, including templates, for schools to use in evaluating teachers and principals, pilot the usage by May 31, 2012, and finally, implement plans and strategies by June 1, 2012, for rolling this out in time for the 2012-13 school year. Ensure materials include: a) four performance levels and b) opportunities for 360° reviews and parent and student input. Ensure tool(s) tie teacher and principal to student growth. Examine opportunities to provide materials electronically.

Team (ID or Name): **Highly Effective Teachers & Leaders Division**		Reporter: **Jan Amator**		Completion Date: **June 30, 2012**
Item No.	Steps	Person Responsible	Due Date	Current Status
1.	Develop budget & establish funding source to fulfill task requirements.	Karen Butterfield, Associate Superintendent with assistance from Accounting	August 15, 2011	• Monday, Sept 19th—Reviewed budget & plan with Elliott, John S. & Ross. Need to revise both to reflect focus on survey data • Tuesday, Dec. 6th—need to revise based on updated Plan of Action Completed
2.	Establish Interdivisional steering committee—Associates or their designee	Karen Butterfield	August 26, 2011	• Confirmed members • Need to schedule 1st meeting of taskforce Presentation of Framework to Management Team • Tuesday, Dec. 6th—the cross-divisional team on the Framework can replace this committee. Members of that committee & State Board Executive Director should be invited to the Taskforce meetings. Completed

Item No.	Steps	Person Responsible	Due Date	Current Status
3.	Establish Interdivisional Collaborative Team to address Group A & Group B teachers	Karen Butterfield	August 26, 2011	• Karen has established this team and facilitated the first meeting on August 25, 2011 • 2nd meeting held September 22, 2011 • Tuesday, December 6th--This team will play an active part in Summit 2 & will be invited to participate in the Work group meetings on Group A & Group B teachers • Jan. 19th—team met to clarify roles for Summit II. Each content specialist will facilitate content-specific working sessions
4.	Develop a Interdivisional Communication Plan and a Strategic Statewide Communication Plan--Part I: Awareness of Framework	Karen Butterfield Cross-divisional team Ryan Ducharme	September 12, 2011	Communication plan: • Awareness presentations by Karen & Jan throughout the state & at major conferences • EducatorEvaluation@azed.gov inbox set up & monitored daily • Website with link from ADE home page. Resources added regularly • Tuesday, Dec 6th—A communication plan will need to be developed to let the field know the progress of the work group & communicate the statewide model once it is developed
5	Define "teacher" as it apply to the Framework and federal reporting requirements:	Karen Butterfield	November 1, 2011	"Teacher" has been defined: *A teacher is defined as an individual who provides instruction to Pre-kindergarten, Kindergarten, grades 1 though 12 or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.* Completed
6.	Develop a Framework fact sheet & distribute to LEAs	Karen Butterfield with input from the SWCC Denver Arizona team	January 3,2012	Completed

Item No.	Steps	Person Responsible	Due Date	Current Status
7.	Appoint work group of teachers, principals and others to work with ADE staff in developing evaluation templates with supporting materials and student assessment configurations for Group A and Group B teachers.	Karen Butterfield Cross-divisional team	December 13, 2011	Arizona Team at SWCC Denver meeting has asked to be part of this Work group: • Michael Cowan, Supt, Mesa • Heather Cruz, Asst Supt, Peoria • Deb Duval, ASA • Jeff Fuller, Supt, Whiteriver • Rebecca Gau, Governor's Office • Ildi Laczko-Kerr, Charter Assn • Pete Lesar, Asst Supt, Mesa • Andrew Morrill, AEA • Debbie Hedgepeth, Asst Supt, Vail • Carl Zaragoza, Stand for Children • Roger Freeman, Supt, Littleton Other teacher & principals representatives Chris Canelake, Assc. Supt-Baltz Faith Klostreich, Principal, Yuma HS ADE staff to include Karen, Jan, Sid, Vince, and members of the cross-divisional team for the Framework Completed
8.	Conference call to schedule meetings & select chairperson—2 hour meetings with telephonic attendance an option a. First meeting—discuss & select observation instrument b. Second meeting—develop process for LEAs to follow for Group A & Group B teachers—Part I c. Third meeting—develop process for LEAs to follow for Group A & Group B teachers—Part II d. Fourth meeting—discuss & select survey instrument Fifth meeting—develop weighting formula for final evaluation score & define highly effective, effective, partially effective, & ineffective	Karen Butterfield Work group	January 6, 2012	Dec 12: • Karen will chair the Work group • Deb Duvall has agreed to chair the subcommittee on principal evaluation • Jan will ask Andrew Morrill or Joe Thomas to chair the subcommittee on teacher evaluation Completed

Item No.	Steps	Person Responsible	Due Date	Current Status
9.	Selection of Observation Instrument—subgroups should meet separately a. Develop "Homework" list for both groups & ask members to send others they would like to be considered b. Meeting agenda: i. Review Framework requirements for teacher & principal performance ii. Discuss pros & cons of each instrument iii. Opportunity for advocating for favorites iv. Consensus v. Communication message vi. For the Good of the Order	Karen Butterfield Work group	**February 26th** – Wigwam Resort – 6:00 p.m. (Teleconference option available)	
10.	Get Superintendent Huppenthal's approval of selected instruments	John Stollar, Chief Program Officer	March 6, 2012	
11.	Selection of Process for Group A & Group B **PART I**—two sub-groups work separately a. Develop "Homework" list for both groups & ask members to send others they would like to be considered b. Meeting agenda: i. Review Framework requirements for Group A or Group B ii. Discuss pros & cons of each process iii. Opportunity for advocating for favorites iv. Consensus v. Communication message vi. For the Good of the Order	Karen Butterfield Work sub-groups	**March 9**—10:00 (Teleconference option available)	

Item No.	Steps	Person Responsible	Due Date	Current Status
12.	Selection of Process for Group A & Group B **PART II**—entire work group a. Send processes developed by subgroups to entire work group as "Homework b. Meeting agenda: i. Presentation of Group A process ii. Discuss pros & cons of each process iii. Opportunity for revisions iv. Consensus v. Presentation of Group B process vi. Discuss pros & cons of each process vii. Opportunity for revisions viii. Consensus ix. Communication message x. For the Good of the Order	Karen Butterfield Work group	**March 30**—10:00 (Teleconference option available)	
13.	Get Supt Huppenthal's approval of selected processes	John Stollar	April 0, 2012	
14.	Selection of survey—entire work group a. Develop "Homework" list for both groups & ask members to send others they would like to be considered b. Meeting agenda: i. Review Framework requirements for teacher & principal performance ii. Discuss pros & cons of each survey iii. Opportunity for advocating for favorites iv. Consensus v. Communication message For the Good of the Order	Karen Butterfield Work group	**April 12th**--10:0) (Teleconference option available)	
15.	Get Executive Team approval of selected survey	John Stollar	April 16, 2012	
16.	Build application for LEAs to access survey and survey results through EduAccess	Mark Masterson, CIO	April 30, 2012	

Item No.	Steps	Person Responsible	Due Date	Current Status
17.	Development of weighting formula for final evaluation score & Define the four performance levels: highly effective, effective, partially effective, & ineffective a. Develop "Homework" list for both groups & ask members to send others they would like to be considered b. Meeting agenda: i. Weighting Formula 1. Discuss pros & cons of each process 2. Opportunity for advocating for favorites 3. Consensus ii. Definitions 1. Discuss pros & cons of each suggested definition 2. Opportunity for advocating for favorites 3. Consensus iii. Communication message iv. Committee approval of complete Evaluation Model v. For the Good of the Order	Karen Butterfield Work group	**April 20**--10:00 (Teleconference option available) and **April 29--10:00** (Teleconference option available) if needed	
18.	Get Executive Team approval of selected instrument	John Stollar	April 30, 2012	
19.	Develop training materials based on model approved.	Karen Butterfield Cross-divisional team	April 30, 2012	
20.	Develop an Evaluation Plan to annually assess the effectiveness of the model.	Carrie Giovannone, Deputy Associate Superintendent for Research & Evaluation	April 30, 2012	
21.	Conduct pilot in a least two schools to determine any further issues or concerns.	Karen Butterfield	May 31, 2012	
22.	Finalize model and training materials based on pilot results and prepare final materials and actions for roll out for the 2013 school year.	Karen Butterfield Cross-divisional team Work group	May 31, 2012	
23.	Conduct roll out.	Karen Butterfield Cross-divisional team	Summer/Fall 2012	

95 pieces of data
No growth data at this time

School Fast Facts Sheet - School Year 2009-2010

DISTRICT:

School/Leadership Data

SCHOOL:

Teacher Data

School Information	
Title I Status:	
AYP Determination:	
Percent Free/Reduced:	
Number of SEI Classrooms:	
Principal Experience	
Total Years:	
Years at Current School:	

Standards Assessment Inventory (Leadership Standard)

SAI is a 60 item electronic survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standards. There are 5 questions for each of the 12 NSDC standards. The average Leadership Standard score below is on a scale from **0 (never) to 4 (always)**. The questions are:

1. Our principal believes teacher learning is essential for achieving our school goals.
10. Our principal's decisions on school-wide issues and practices are influenced by faculty input.
18. Our principal is committed to providing teachers with opportunities to improve instruction.
45. Our principal fosters a school culture that is focused on instructional improvement.
48. I would use the word, empowering, to describe my principal.

Leadership Standard Avg. Score:		

2010 AIMS Data (Percent Meeting/Exceeding)

Grade	Math	Reading	Writing	Science
3rd				
4th				
5th				
6th				
7th				
8th				
2012 (10th)				
2011 (11th)				
2010 (12th)				

Content Competency (HQ) Criterion for Core Academic Positions

-Numbers represent teaching positions; teachers can be assigned to more than one position at one or more schools. Therefore, these numbers are duplicate counts and may not add up to the number of core academic teachers below.

Positions not FTE →	Number	Percent
Not Highly Qualified:		
Highly Qualified (detailed below):		
AEPA (Rigorous State Exam):		
24 Sem. Hrs./Major or Advanced Degree:		
HOUSSE (Grandfathered in on experience & limited content coursework):		
Other:		
Core Academic Teacher Information		
Number of Core Academic Teachers:		
Bachelor's:		
Master's:		
Doctorate:		
Teacher Absences (Fall Semester, 2009) Equity Pilot Only		
0 to 4 Days:		
5 to 9 Days:		
10 to 14 Days:		
More than 14 Days:		
Years of Experience (Total)		
0 to 3 Years:		
4 to 6 Years:		
7 to 10 Years:		
More than 10 Years:		
Years at Current School*		
0 to 3 Years:		
4 to 6 Years:		
7 to 10 Years:		
More than 10 Years:		

Retention data were not collected in SY 09-10. Data collected in SY 10-11 were used for teachers teaching at the school in SY 09-10.

Student Population Based on October 1st, 2009 Enrollment

Female		Male		Asian		African American		Hispanic		Native American		White		Total
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N

Student Demographic Data
54% minority 67% poverty