

ESEA Flexibility Package

November 2011

- States request waivers from 10 provisions of NCLB (optional 11th flexibility)
- In exchange, states agree to address four key principles aimed at:
 - Improving student achievement
 - Increasing quality of instruction

4 Key Principles

1. College and Career Ready Expectations
2. State-Developed Differentiated Recognition, Accountability and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

- Why are we moving forward?

- Schools need relief
- System as is unfairly identifies schools
- Key principles complement DOE focus areas

Summary of Flexibility

- States have flexibility regarding NCLB's 2013-14 timeline for 100% proficiency
 - New targets must be “ambitious but achievable”

Summary of Flexibility

- Three options for setting targets:
 - 100% proficiency by 2019-20
 - Annual incremental goals toward reducing by half the percentage of students who are not proficient with six years
 - Another method that is ambitious but achievable

Summary of Flexibility

- Eliminates school improvement process as we currently know it:
 - No longer identifying schools in various levels of “improvement”
 - Under waiver, NO requirement for district to develop and implement an improvement plan, provide supplemental services, etc.

Summary of Flexibility

- In exchange, states must develop differentiated recognition, accountability and support system
 - Identify “Reward,” “Focus” and “Priority” schools
 - Definitions outlined in federal language

Summary of Flexibility

- Other flexibilities related to how Title I (1003 A&G) funds may be spent

AYP Determinations

- Still required to do annual Adequate Yearly Progress determinations based on new targets

Summary of Flexibility

- Under waiver, district that does not meet its targets for “highly qualified” teachers would no longer have to develop an improvement plan, nor have the use of its funds restricted pursuant to such a plan

Summary of Flexibility

- In exchange, states/districts must develop more meaningful evaluation systems
 - Federal language outlines six criteria
 - That language includes linking teacher performance to student growth
 - New state standards for teaching provide foundation

Key Principles

- Principle #1: College and Career Ready Expectations for All Students
 - States must adopt college and career-ready standards and assessments
 - SD has adopted Common Core
 - SD part of SMARTER Balance Assessment Consortium

Key Principles

- Principle #2: State-Developed Differentiated Recognition, Accountability and Support
 - Setting ambitious but achievable targets
 - Focus on assisting Priority and Focus schools
 - Focus on rewarding high-performing and high-progress schools

Key Principles

- Principle #3: Supporting Effective Instruction and Leadership
 - States must commit to develop, pilot and implement teacher and principal evaluation and support systems
 - Timeline: Full implementation by 2014-15

Key Principles

- Evaluation and Support Systems must:
 - 1) Be used for continual improvement of instruction
 - 2) Meaningfully differentiate performance using at least 3 levels
 - 3) Use multiple valid measures, including as a significant factor data on student growth
 - 4) Evaluate teachers/principals on a regular basis
 - 5) Provide clear, timely and useful feedback, including feedback that guides professional development
 - 6) Be used to inform personnel decisions

Key Principles

- Principle #4: Reducing Duplication and Unnecessary Burden
 - State had started that process as part of Governor's Regulatory Reform
 - DOE will continue reviewing our processes/policies/procedures to eliminate unnecessary paperwork, requirements, etc.

- State plans to apply for flexibility in February 2012 window
- Request: Stay at current AMO targets this school year
- With plan to move forward to new system of accountability in 2012-13 school year