

National Title I Association
2012 National Title I Conference

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)



Gaylord Opryland Hotel & Convention Center · 2800 Opryland Drive · Nashville, TN 37214
Monday – Thursday, January 21-24, 2013

FLEXIBILITY OVERVIEW AGENDA

- Flexibility 101
- Flexibility Monitoring
- Technical Assistance
- Questions and answers with panel

STATES ARE MOVING FORWARD

- 34 States and DC have been approved for ESEA flexibility.
- Seven States (AK, AL, HI, ME, NH, ND, WV), as well as PR and the Bureau of Indian Education (BIE) submitted requests that are currently under review in Window 3.



ESEA FLEXIBILITY CORE POLICIES

Set a high bar for students and schools

Protect all students

Provide flexibility to move forward with reform

“This voluntary opportunity will provide educators and State and local leaders with flexibility ... to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.”

– Secretary Duncan

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ESEA FLEXIBILITY PRINCIPLES

Principle 1

- College- and career-ready expectations for students

Principle 2

- State-developed differentiated recognition, accountability, and support

Principle 3

- Supporting effective instruction and leadership

Principle 4

- Reducing duplication and unnecessary burden

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PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS

- Adopt college- and career-ready standards in reading and mathematics
- Transition to and implement standards statewide for all students and schools
- Develop and administer aligned, high-quality assessments that measure student growth
- Adopt corresponding English language proficiency standards and aligned assessments

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PRINCIPLE 2: ACCOUNTABILITY SYSTEM

Develop accountability systems that include at least:

- Student achievement in English/language arts and mathematics
- Graduation rates
- School performance and progress over time

Set new AMOs:

- SEA must set new ambitious, but achievable Annual Measurable Objectives
- States must report student performance against the new performance targets—overall and by subgroup

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PRINCIPLE 2: IDENTIFICATION OF AND SUPPORT FOR SCHOOLS

Identify three categories of schools:

- Reward
- Priority (5%)
- Focus (10%)

Provide incentives and supports to Other Title I Schools:

- States must support and provide incentives for schools not categorized

Capacity building through:

- Monitoring and technical assistance
- Support (e.g., leveraging of funds)
- District accountability

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PRIORITY SCHOOLS

SEA Requirements

- Publicly identifying the lowest-performing 5% of schools as “priority schools”
- Develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status

LEA Requirements

- Implement, for three years, meaningful interventions aligned with all of the turnaround principles in each of these schools

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FOCUS SCHOOLS

SEA Requirements

- Publicly identify 10% of Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools”
- Develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.

LEA Requirements

- Implements interventions in each of these schools based on reviews of the specific academic needs of the school and its students.

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OTHER TITLE I SCHOOLS

- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs, graduation rates, and other measures, are not making progress in improving student achievement and narrowing achievement gaps.

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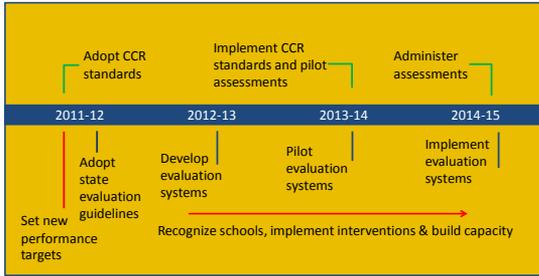
PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION & LEADERSHIP

Teacher and principal evaluation and support systems that:

- Will be used for continual improvement of instruction
- Meaningfully differentiate performance
- Use multiple valid measures, including student growth
- Evaluate teachers and principals on a regular basis
- Provide clear, timely, and useful feedback
- Will be used to inform personnel decisions

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WHAT'S NEXT FOR FLEX STATES?



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ESEA FLEXIBILITY MONITORING

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FLEXIBILITY MONITORING

Frequent and Responsive

- Move from monitoring States once every three years to monitoring several times within the first year of implementation
- Tailor the level of monitoring to the level of need and the extent of challenges as implementation continues

Collaborative across the Department

- Assemble cross-POC monitoring teams (including ISU for RTT States)
- Hold pre- and post-monitoring debriefs with cross-POC teams to leverage knowledge, ensure consistency and problem-solve

Supportive of State efforts toward success

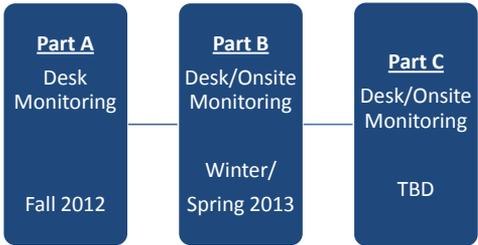
- Use monitoring calls and follow-up reports to identify highlights, requests for technical assistance, and areas in need of follow-up and action

Adaptive to get the right results

- Identify and address State-specific contexts; differentiate approaches

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OVERVIEW OF ESEA FLEXIBILITY MONITORING



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TECHNICAL ASSISTANCE

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THEORY OF ACTION

If ED . . .

- Collaborates across multiple ED offices to leverage technical assistance content, knowledge, and strategies.
- Coordinates and communicates with ED-funded centers to ensure State access to relevant resources.
- Help States build capacity to support districts and schools in implementing reforms.

Then it will effectively support State implementation of reforms.

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TECHNICAL ASSISTANCE: TARGET AREAS



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TECHNICAL ASSISTANCE: STRATEGIES

- Provide substantial and sustained support of State-led reforms.
- Identify and help States address implementation challenges.
- Support peer-to-peer and peer-to-expert learning.
- Implement feedback loop to continuously refine support to States.

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ALIGN TECHNICAL ASSISTANCE WITH KEY TIMELINES: COLLEGE- AND CAREER-READY STANDARDS

- Timeline for college and career-ready (CCR) standards under ESEA flexibility

Adopt CCR standards	Transition to CCR standards	Implement CCR standards and pilot assessments	Administer assessments
2011-12	2012-13	2013-14	2014-15

- Tentative key topics:
 - Transition for students with disabilities and English Learners
 - Professional development models
 - Developing and implementing curriculum and instruction aligned with college- and career-ready standards

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ALIGN TECHNICAL ASSISTANCE WITH KEY TIMELINES: NEW ACCOUNTABILITY SYSTEMS

- Timeline for implementing differentiated recognition, accountability, and support systems



- Tentative key topics:
 - Priority and focus school interventions
 - Interventions to target students with disabilities and English Learners
 - Interventions to increase graduation rates
 - Use of data for formative and summative evaluation

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ALIGN TECHNICAL ASSISTANCE WITH KEY TIMELINES: SUPPORTING TEACHERS AND LEADERS

- Timeline for implementing new teacher and principal support and evaluation systems under ESEA flexibility



- Tentative key topics
 - Measuring growth in untested grades and subjects
 - Measuring growth for teachers of students with disabilities and English Learners
 - Aggregating system components into an overall rating
 - Statewide approaches to growth

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TECHNICAL ASSISTANCE: TWO PHASES

- Phase 1: Identify and deploy existing, high-quality ED resources addressing the most pressing State needs.
- Phase 2: Implement a longer-term technical assistance plan to proactively develop resources addressing needs based on key milestones of reforms within each target area.

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