
ESEA FLEXIBILITY: AN OVERVIEW

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Truncated by A. Smith
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INTRODUCTION

STATES LEADING REFORM

- States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students.
- NCLB requirements have unintentionally become barriers to State and local implementation of forward-looking reforms.

INTRODUCTION

DEPARTMENT OFFERS FLEXIBILITY

- ESEA flexibility offers the opportunity to request flexibility on behalf of your State, your LEAs, and your schools in order to better focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction.
- This flexibility will build on and support the significant State and local reform efforts already underway.

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
 - Flexibility to develop new ambitious but achievable Annual Measurable Objectives in reading/language arts and mathematics
2. Implementation of School Improvement Requirements
 - Flexibility from requirement for LEAs to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
3. Implementation of LEA Improvement Requirements
 - Flexibility from requirement for SEAs to identify or take improvement actions for LEAs identified for improvement or corrective action

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

4. Rural LEAs

- Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status

5. Schoolwide Programs

- Flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold if the SEA has identified the school as a **priority school** or a **focus school**, and the LEA is implementing 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 the school

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

6. Support School Improvement

- Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any **focus** or **priority school**

7. Reward Schools

- Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**

8. Highly Qualified Teacher (HQT) Improvement Plans

- Flexibility from the requirements regarding HQT improvement plans

PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION

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

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

To support States in continuing the work of transitioning students, teachers, and schools to higher standards

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics
- Transition to and implement CCR standards
- Develop and administer Statewide, aligned, **high-quality assessments** that measure student growth
- Adopt ELP standards corresponding to the State's new CCR standards and develop aligned assessments

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

To support states' efforts to move forward with next-generation accountability systems

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with the **turnaround principles**
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in schools with the greatest achievement gaps or low graduation rates
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning in all schools

Principle 3: Supporting Effective Instruction and Leadership

To support SEA and LEA development of evaluation systems that go beyond NCLB's minimum HQT standards

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines

Principle 4: Reducing Duplication and Unnecessary Burden

to provide an environment in which schools and districts have the flexibility to focus on what is best for students

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise SEA administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

IMPLEMENTATION TIMELINES

- The Secretary intends to grant waivers included in this flexibility through the end of the 2013–2014 school year.
- An SEA may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.
- The time at which an SEA may begin to take advantage of a particular waiver and the deadlines for implementation of a particular principle vary from principle to principle and from waiver to waiver. See the “Timeline for Implementation” in the document titled *ESEA Flexibility* for the deadlines for complying with each principle and implementing each waiver.

TIMELINE FOR SUBMISSION

IN ORDER TO PROVIDE FLEXIBILITY TO STATES BY THE END OF THE 2011-2012 SCHOOL YEAR, WE WILL PROVIDE TWO SUBMISSION WINDOWS

- Submit request by **November 14, 2011** for December peer review
- Submit request by **mid-February, 2012** for a Spring 2012 review

THANK YOU

- ESEA Flexibility Web Site
 - www.ed.gov/esea/flexibility
- Questions?
 - ESEAflexibility@ed.gov