

ESEA Flexibility

NCLB Waiver Discussion

October 24, 2011

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Intent of Waiver

- ★ Provide flexibility regarding specific requirements of NCLB in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction

U.S. Department of Education, September 2011



NCLB Requirements

- ★ 100% proficiency by 2013–14
- ★ Adequate Yearly Progress (AYP) determinations for all schools & districts
- ★ Schools & districts identified for improvement, corrective action, & restructuring
- ★ Required actions linked to NCLB status
 - ★ 20% reservation for school choice & supplemental educational services (SES)
 - ★ 10% reservation for professional development
 - ★ Parent/guardian notification



Waiver Requirements

- ★ Set new ambitious but attainable Annual Measurable Objectives (AMOs) toward specific goals
 - ★ State, districts, schools, student groups
- ★ Implement system of differentiated recognition, accountability, & support
 - ★ Identify high performance &/or growth, persistent subgroup issues, lowest performance, schools not meeting AMOs
- ★ Adopt college- and career-ready standards & assessments
- ★ Implement educator evaluation system
- ★ Reduce duplication & burden



Waiver Options

- ★ Seek flexibility to transfer up to 100% of Title II-A & Title IV-B (21st Century Community Learning Center) funds into Title I
 - ★ State- and/or district-level
- ★ Waive Highly Qualified Teacher Improvement Plan requirements & associated restrictions on funds
- ★ Use 21st CCLC funds to support expanded learning time during school day



Objectives of MA Waiver Proposal

- ★ Unify accountability & assistance system
 - ★ Bring together state & federal requirements
- ★ Maintain Massachusetts' track record in setting high standards & expectations
 - ★ Goals that are ambitious & attainable
- ★ Incentivize improved student achievement in all schools
- ★ Identify schools that need the most assistance in the aggregate and for student subgroups, and recognize high achieving and improving schools
- ★ Incorporate growth in accountability determinations



Stakeholder Input

- ★ NCLB waiver survey (5,000+ respondents)
 - ★ 94% of those offering an opinion supported waiver
 - ★ State should seek flexibility from:
 - ★ Goal of 100% proficient by 2014
 - ★ Current identification system for schools & districts
 - ★ Current consequences for identified schools & districts
- ★ Additional input:
 - ★ Accountability & Assistance Advisory Committee
 - ★ MassPartners (MTA, AFT, MASS, MESPA, MSSA, MASC, PTA)
 - ★ Massachusetts Charter Public School Association
 - ★ Urban Superintendents Network
 - ★ Title I Committee of Practitioners



Proposed Goal

Reduce proficiency gap by half by 2016–17

- ★ Ambitious but achievable
- ★ Requires greater progress for students furthest behind



Reminder: CPI

- ★ Composite Performance Index
- ★ A metric of school and district performance and improvement
- ★ 100-point index combining the scores of students who participate in standard MCAS ELA and mathematics tests and MCAS-Alt
- ★ Allows schools and districts to demonstrate student progress toward proficiency



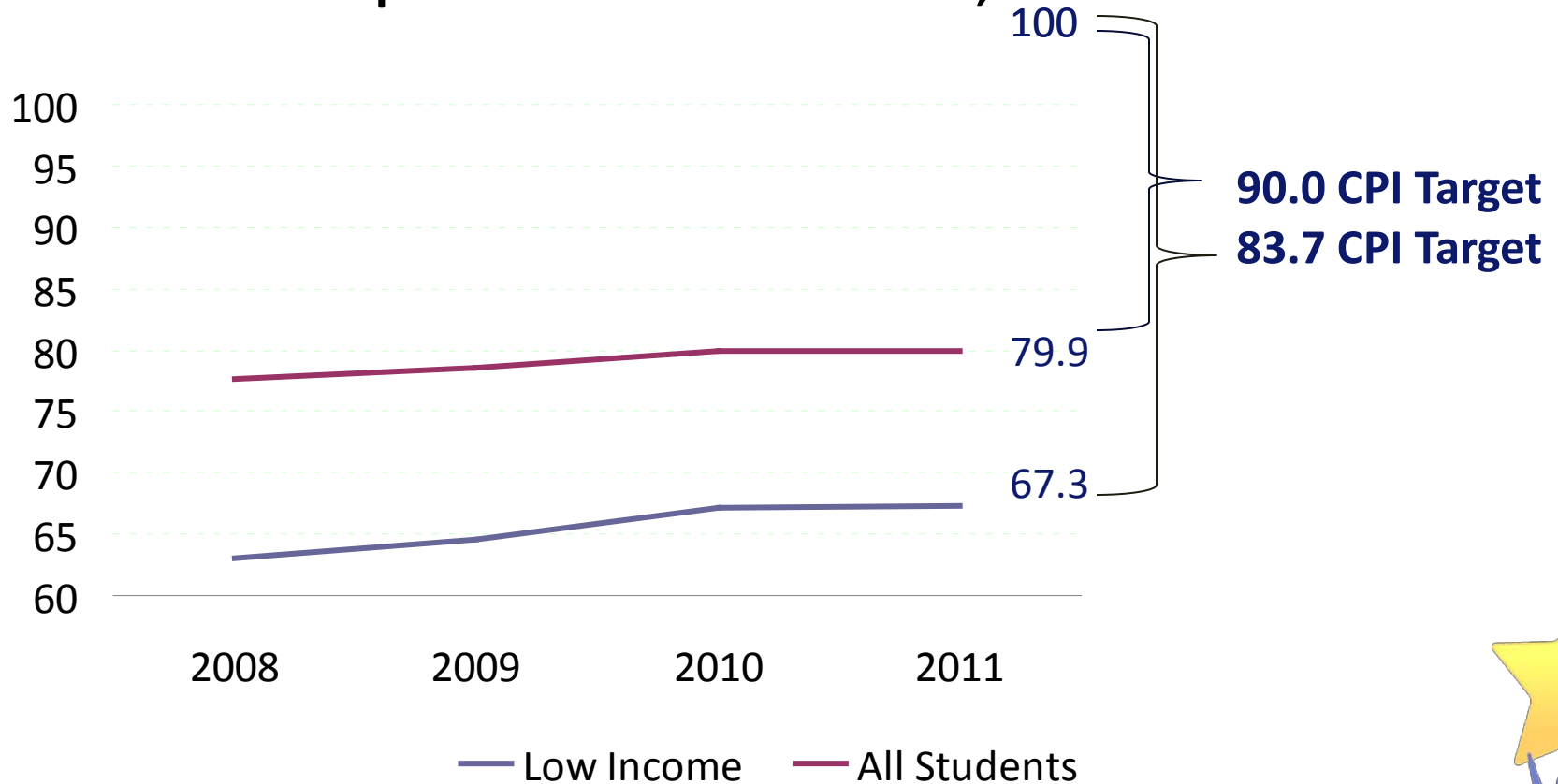
How CPI Points Are Assigned

MCAS Performance Level (Scaled Score Range)	Points Per Student	# of Students	Total Points
Proficient or Advanced (240-280)	100	10	1000
Needs Improvement High (230-238)	75	4	300
Needs Improvement Low (220-228)	50	3	150
Warning / Failing High (210-218)	25	2	50
Warning / Failing Low (200-208)	0	1	0
Totals		20	1500
$1500 \div 20 = \text{A CPI of } 75.0$			



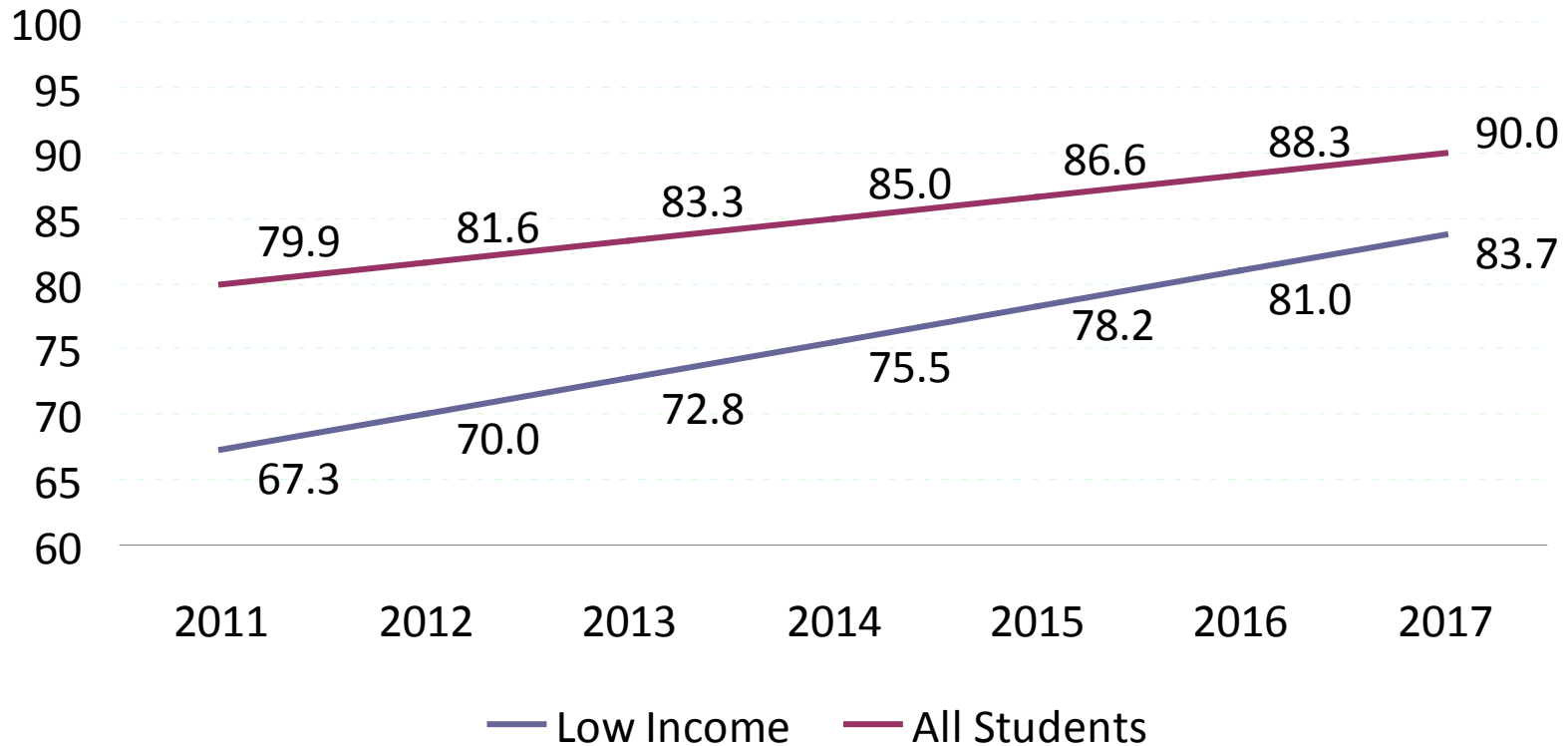
Reduce the Proficiency Gap by Half by 2016–17 (each group & school)

Example: Math CPI – All Grades, Low Income



Reduce the Proficiency Gap by Half by 2016–17

Example: Math CPI – All Grades, Low Income



Annual Measurable Objectives

Participation

- 95% of all students must participate in MCAS

Achievement

- Meet or exceed statewide or group-specific gap closing target

Growth / Improvement

- Meet or exceed student growth or improvement targets

Attendance

- Meet or exceed statewide target rate for non-high schools

Graduation Rate

- Meet or exceed statewide targets for 4- & 5-year rates, or meet improvement target

Performance

Other



Annual Measurable Objectives

- ★ AMO determinations for all schools, districts, and subgroups
- ★ Goal is same for all; targets are differentiated
- ★ Move away from “one no” determinations
- ★ Weighted formula depending on school type, e.g.,

Measure	Non-High Schools	High Schools
Participation	15%	15%
Achievement	35%	30%
Growth/Improvement	35%	30%
Other	15%	25%

- ★ All schools and districts assigned points on Accountability Index



Accountability & Assistance Levels

Designation	Description	Based On
No Level	Schools meeting AMOs	AMOs – 1 year
Level 1	Low performance for high needs subgroup	AMOs – 1 year
Level 2	Low aggregate performance	AMOs – 1 year
Level 3	Lowest performing 20% of schools	4 years of data
Level 4	Lowest performing schools	4 years of data
Level 5	Chronically underperforming schools	Multiple years of data

* **Priority Schools:** Lowest performing schools

* **Focus Schools:** Schools with persistent low subgroup performance

* **Commendation Schools:** High achieving, high growth schools



Priority Schools

- ★ At least the lowest performing 5% of Title I schools
- ★ Levels 4 or 5
- ★ Based on four years of performance and growth data, plus graduation and dropout rates for high schools



Focus Schools

- ★ Schools with persistent low subgroup performance over multiple years
- ★ May come from Levels 1, 2, or 3
- ★ Low performing subgroup(s) will be highlighted
 - ★ e.g., “Level 2 school, focus on LEP”
- ★ At least 10% of Title I schools



Commendation Schools

★ **High achieving:** High overall achievement, with focus on advanced

- or -

★ **High progress:** Either sustained growth or movement to advanced

- or -

★ **Gap closers:** Closing proficiency gaps for subgroups, as measured by CPI

★ May come from Level 1 or 2 schools and schools with no level

★ Based on two or more years of data



Accountability & Support

★ Overview

- ★ Relieves districts & schools of “one size fits all” NCLB accountability requirements. Tailors response to scope of problem.
- ★ Allows districts to select from range of proven supports and responses
- ★ Consistent with Framework for Accountability & Assistance



Response – Fund Use

Under NCLB

- ★ Districts must reserve 20% of district's Title I allocation for public school choice & tutoring if any school in the district is in improvement status
- ★ Additional 10% district reservation required if district is in improvement status
- ★ 10% of each school's allocation must go to professional development if school is in improvement status

Under This Flexibility

- ★ Districts reserve Title I funds on a sliding scale commensurate with most serious level of any school in the district (e.g., 0 to 25%), to be used to address identified needs
- ★ Districts select responses to fit local context and need; ESE engagement tailored to level designation
- ★ Greater fiscal accountability to ensure quality and efficiency



Response – Supports

Under NCLB

- ★ Supplemental Educational Services (SES) tutoring not strategically targeted to help the most struggling students
- ★ Professional development is episodic and not necessarily connected to educators' needs
- ★ Mandated corrective actions & restructuring measures inappropriate to the scale of the problem in most schools
- ★ Available interventions incomplete to address all student needs

Under This Flexibility

- ★ Expanded learning opportunities for struggling students, which may include tutoring and other supports forged through strategic partnerships
- ★ Professional development is embedded, sustained, and connected to educators' needs
- ★ Districts select interventions to address identified needs; ESE engagement in schools with serious problems
- ★ Interventions are aligned to conditions for school effectiveness, e.g., social, emotional, and health supports; family-school engagement



Accountability & Assistance

Designation	Description	District Flexibility	ESE Engagement
No Level	Schools meeting AMOs	Very High	Very Low
Level 1	Low subgroup performance	High	Low
Level 2	Low aggregate performance	Moderate	Moderate
Level 3 & Focus Schools	Lowest performing 20% of schools; schools with persistent low subgroup performance	Low	High
Level 4	Lowest performing schools	Very Low	Very High
Level 5	Receivership: Joint ESE/district governance		



Fiscal Waiver Options

- ★ Option for ESE and districts to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA into Title I, Part A
 - ★ Current transferability percentage is capped at 50%
- ★ ESEA programs authorized to transfer from:
 - ★ Improving Teacher Quality State Grants (Title II-A)
 - ★ Educational Technology State Grants (Title II-D)
 - ★ 21st Century Community Learning Centers



Fiscal Waiver Options

- ★ ESE plans to seek the increased transfer percentage authority
- ★ Increased funding flexibility provides the opportunity for ESE and districts to explore new strategies for meeting needs within the Title I and Title II-A program grants



Next Steps

Event	Anticipated Timeline
Board endorsement	October 25, 2011
Ongoing stakeholder input	October & November 2011
Application submission	By November 14, 2011
Application review	Winter 2011–12
Once approved:	
Regulatory change	Early spring 2012
Implementation	2012–13 school year

