

The background of the slide features a series of stylized, 3D human figures in shades of blue, holding hands in a circle. The figures are rendered with a slight perspective, giving them a three-dimensional appearance. The overall color scheme is a gradient of blues, from a deep blue at the bottom to a lighter blue at the top.

Title I Update ESEA Flexibility and What it Means for LEAs

Title I Administration Meeting
Hunt Valley, Maryland
April 26, 27, 2012

Purpose



- The U.S. Department of Education is inviting each State educational agency (SEA) to request flexibility on behalf of itself, its local educational agencies, and schools, in order to better focus on improving student learning and increasing the quality of instruction.
- This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Waiver 1



SEA does not have to follow prescribed annual measurable objectives for determining AYP to ensure all students meet or exceed the State's proficient level of academic achievement by the 2013-14 school year.

Maryland has developed new and ambitious, but achievable, AMOs in Reading/LA, Math.

Waver 2



SEA no longer follows the requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring a Title I school that fails, for two consecutive years or more to make AYP, and for a school so identified to take certain actions.

Eliminates these requirements:



- Public School Choice
- SES (optional in MD)
- 10 School Improvement Requirements
- 10% school reservation for PD
- Corrective Actions, Restructuring Planning, Restructuring Implementation
- 85% rule for schools in corrective action or restructuring

What does this mean for PSC?



- No parental notification letters
- No identification of receiving schools
- LEAs should work with parents early to:
 - a. *Inform parents that their students will have to return to their home schools because PCS is no longer being implemented*
 - b. *Inform parents that the LEA will continue to provide transportation if the child remains in receiving school*
 - c. *Inform parents that the LEA will no longer provide transportation if the child remains in receiving school*

What does this mean for School Plans?



- No revisions to the school-wide plan with the 10 school improvement requirements included
- No written notice to parents about the school's improvement status

What does this mean for SES?



- SES will be discontinued as a SEA responsibility
- SES will be optional for LEAs. Each LEA may run its own program
- No written notification to parents
- LEAs should inform parents early and discuss options
- The 20% reservation will be required for use in the 5 priority schools

School Improvement Requirements



- No corrective actions
- No restructuring planning
- No restructuring implementation with approval by the State Board of Education
- No application of the 85% rule

Waiver 3



LEAs will not be designated as in improvement or corrective action.

- No written notification to parents
- No 10% reservation of Title I funds for PD
- No requirements in the Master Plan Update

Waiver 4



Small Rural School Achievement Funds and Rural and Low-Income School programs may use funds for allowable activities regardless of their AYP status.

Waiver 5



The requirement for at least a 40% poverty threshold to become a school-wide school for priority and focus schools will be lifted.

Waiver 6



Section 1003(a) fund usage has been expanded to focus and priority schools.

- Section 1003(a) funds may now be used for priority and focus schools.
- These funds will be sub-granted to LEAs with focus schools and low performing Title I schools across the State.

Waiver 7



Reward schools may receive recognition funds from SEA reservation (if applicable).

- **MD will not provide monetary recognition.**

Waiver 8



LEAs and SEAs will not have to develop improvement plans if the HQT goal is not met.

- LEAs are expected to focus on developing and implementing more meaningful evaluation and support systems.

Waiver 9



Transferability option expanded. LEA may transfer 100% of funds from authorized programs into Title I.

Waiver 10



Section 1003(g) definition of a Tier I school has been expanded to include any priority school that is implementing one of the 4 SIG models.

- These schools would be eligible to receive SIG funds if implementing one of the 4 SIG models.

Optional Waivers



- 12. No identification of AYP- will use performance against the AMOs to support continuous improvement.*
- 13. LEAs can serve a Title I eligible HS with graduation rates less than 60% as a priority school even if the school does not rank sufficiently to be served.*

Principle 1: College and Career Ready Expectations for All Students



- Adopt College- and Career-Ready standards for all students
- Include English Language Learners and students with disabilities
- Support transition
- Administer statewide tests aligned with college and career standards

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



- Gives credit for progress toward college- and career-readiness
- Recognizes and rewards highest-achieving schools that serve low-income students and those showing greatest progress (*Reward Schools*)
- Implements rigorous Interventions for 5 percent of the lowest-performing schools (*Priority Schools*)
- Targets strategies for 10 percent of schools with low graduation rates, large achievement gaps, and low student subgroup performance (*Focus Schools*)

Reward Schools



I. **Highest Performing Reward School**

- Met AYP 2 consecutive years
- And 10% or less gap between all students and any lower performing subgroup

Distinguished Highest Performing Reward Schools

- Highest performing reward schools that appear in the top 10% of Title I schools showing the most improvement over 5 years.

Reward Schools



Superlative Highest Performing Reward Schools

- Any highest performing reward school that has also improved it's all students performance by at least 18 percentage points over the last 5 years and has 50% or more economically disadvantaged students

II. *High Progress Reward School*

- Gain of 18% from 2007-11 for “all Students and a 10% or less gap between the performance of “all students” and any lower performing subgroup.

30 Schools have been identified.

Priority Schools



- Priority schools are 5% of all Title I schools that have that are the lowest performing over-all in Reading/LA and Math over a 2 year period.
- Maryland used 2011 MSA data and the current approved definition for lowest performing schools under SIG.
- MSDE identified 16 Schools under SIG and 5 additional schools under Flex.

Priority Schools



- All 21 Priority schools are located in Prince George's County and Baltimore City.
- New priority schools, not operating under SIG will be required to complete an improvement plan (template) that addresses the 7 turnaround principles or, adopt one of the 4 SIG models.
- Funding: 20% of Title I, Part a funds formally reserved for SES/PSC.

Focus Schools



- 10% of all Title I schools that have the largest gap between the “all students” subgroup and the lowest performing subgroup.
- 41 schools in 14 school districts are designated as focus schools.
- Focus schools will complete an application for 1003(a) funds and may also be funded by the 20% reservation formally reserved for SES/PSC.
- Networks will be formed to support Focus schools.
- Differentiated support through the Breakthrough Center.

Low Performing Title I Schools



- Low performing Title I school are those schools that are not making progress in achievement and/or closing the achievement gap.
- Low performing schools are determined annually.
- Low performing Title 1 schools will continue to be supported through Title I 1003(a) funds.

Principle 3: Evaluating and Supporting Teacher and Principal Effectiveness



- Establish basic guidelines for teacher and principal evaluation
- Develop with input from teachers and principals
- Will be based on multiple measures, including student progress over time
- Include multiple measures of professional practice
- Provide clear feedback to teachers on how to improve instruction

Principle 4: Reducing Duplication and Unnecessary Burden



- Consolidated planning via the Master Plan Update.

When will it all begin?



- Following USED approval of the application, which is expected in May-June.
- MSDE will be issuing guidance to LEAs.
- Attachment 7 will be revised to incorporate the waivers from the Flex plan.
- More information?
www.marylandpublicschools.org