

# 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 (21<sup>st</sup> 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 21<sup>st</sup> 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



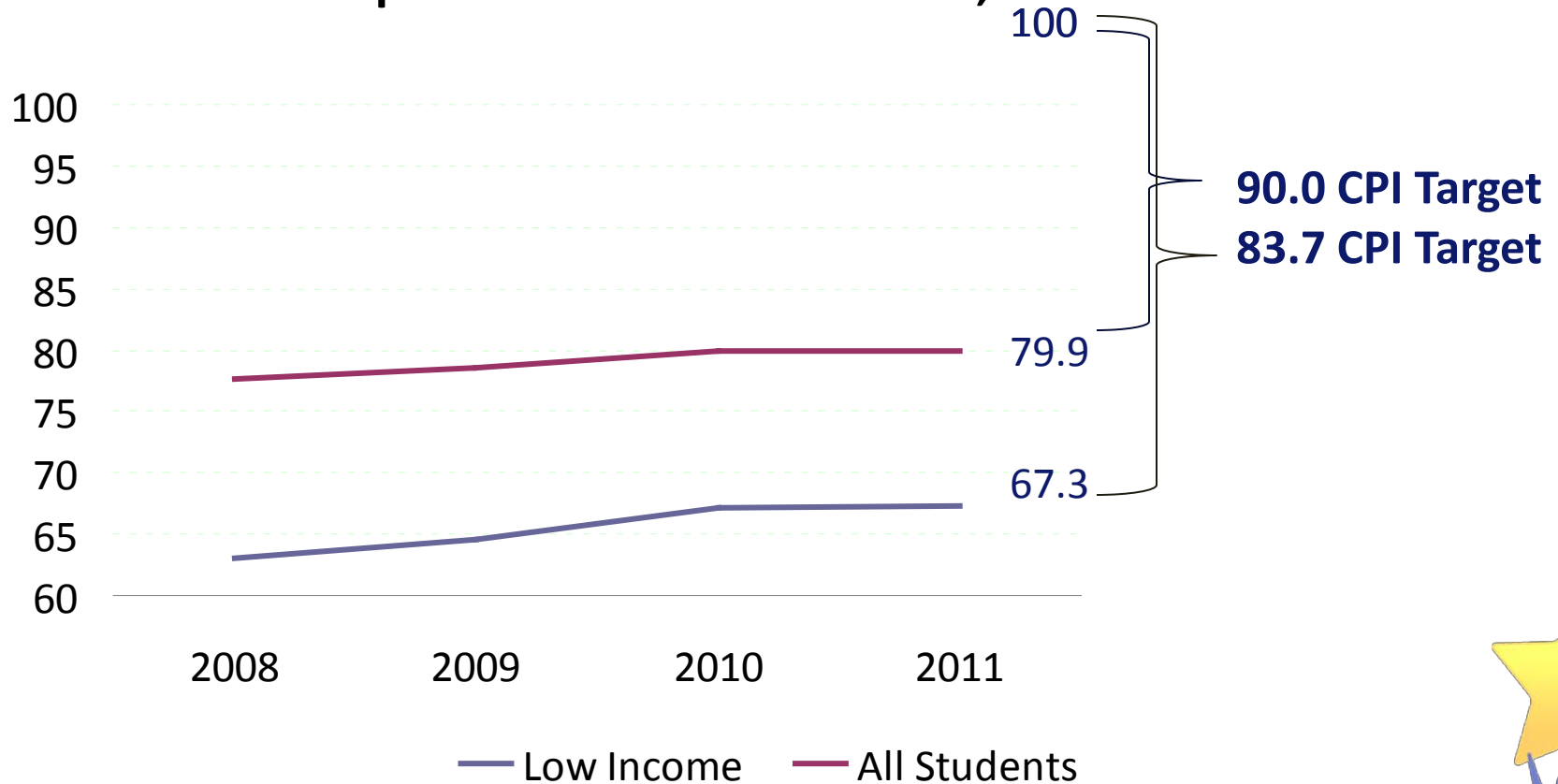
# How CPI Points Are Assigned

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



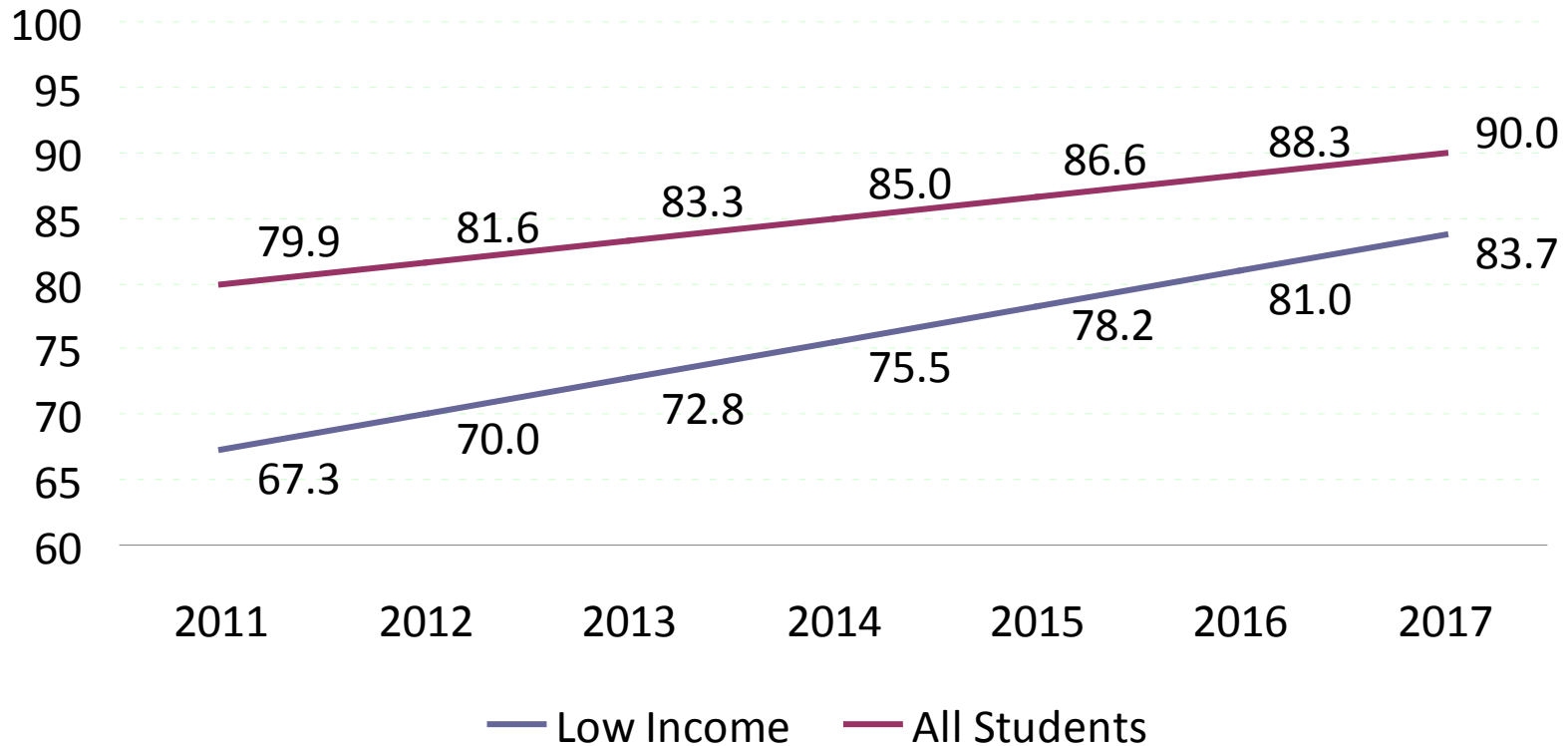
# Reduce the Proficiency Gap by Half by 2016–17 (each group & school)

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)
  - ★ 21<sup>st</sup> 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     |

