

Actions Needed for ESEA Flexibility

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

1. Show evidence that shows our standards are CCR
2. Show evidence that statewide assessments align with CCR standards

PRINCIPLE 2: State-Developed System of Accountability and Support

1. Set ambitious but achievable Annual Measurable Objectives (AMOs)
2. Develop a methodology for identifying Reward Schools, which can be the highest-performing and the highest-progress Title I schools.
3. Develop a methodology for identifying Priority Schools, the 5 percent lowest-performing Title I schools in the state.
4. Develop a methodology for identifying Focus Schools, the 10 percent that have major achievement gaps, low-performing subgroups or graduation rates of less than 60 percent.
5. Identify the interventions that would be required for Priority Schools. These interventions must be aligned with the “turnaround principles” and must be implemented by the Priority School’s LEA.
6. Identify a process for working with LEAs with one or more Focus Schools to implement interventions that close achievement gaps, improve the performance of identified subgroups or improve the graduation rate. This will include identifying potential interventions.
7. Develop a system for providing incentives and supports to Title I schools not identified as Reward, Priority or Focus Schools.
8. Explain how we will build SEA, LEA and school capacity to improve student learning.

PRINCIPLE 3: Supporting Effective Instruction and Leadership

1. Develop and adopt guidelines for local teacher and principal evaluation and support systems.

PRINCIPLE 4: Reducing Administrative Burden

1. Show how the SEA is working to reduce duplicative and unnecessary reporting requirements for districts.

OTHER AREAS OF FLEXIBILITY

1. An LEA would have the flexibility to operate a schoolwide program at any Priority or Focus School implementing interventions consistent with the turnaround principles even if that school does not meet the 40 percent poverty threshold.
2. An SEA would have the flexibility to allocate SIG funds (under ESEA 1003(a)) in order to serve any Priority or Focus School, if we determines such schools are most in need of additional support.
3. An SEA and LEAs would have flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and Title I, Part A.