ESEA FLEXIBILITY

ESEA FLEXIBILITY CORE POLICIES

Set a high bar for students and schools

Protect all students

Provide flexibility to move forward with reform

"This voluntary opportunity will provide educators and State and local leaders with flexibility … to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction."

— Secretary Duncan

FLEXIBILITY TO IMPROVE ACHIEVEMENT AND INSTRUCTION

- Flexibility regarding the 2013-2014 timeline for achieving 100 percent proficiency
- Flexibility regarding district and school improvement and accountability requirements
- Flexibility related to the use of Federal education funds

PRINCIPLES FOR IMPROVING ACHIEVEMENT AND INSTRUCTION

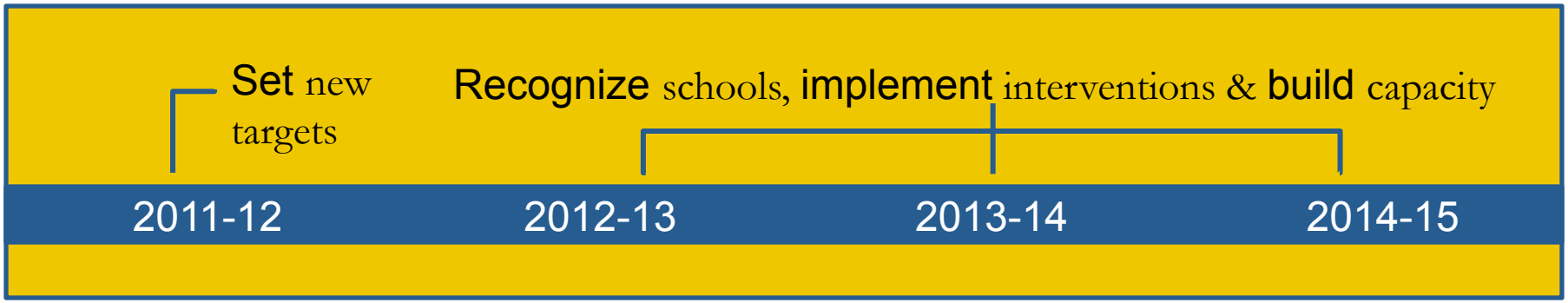
1. College- and career-ready expectations for all students
2. State-developed differentiated recognition, accountability, and support
3. Supporting effective instruction and leadership
4. Reducing duplication and unnecessary burden

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS

- Adopt college- and career-ready standards in reading and mathematics
- Transition to and implement standards statewide for all students and schools
- Develop and administer aligned, high-quality assessments that measure student growth
- Adopt corresponding English language proficiency standards and aligned assessments

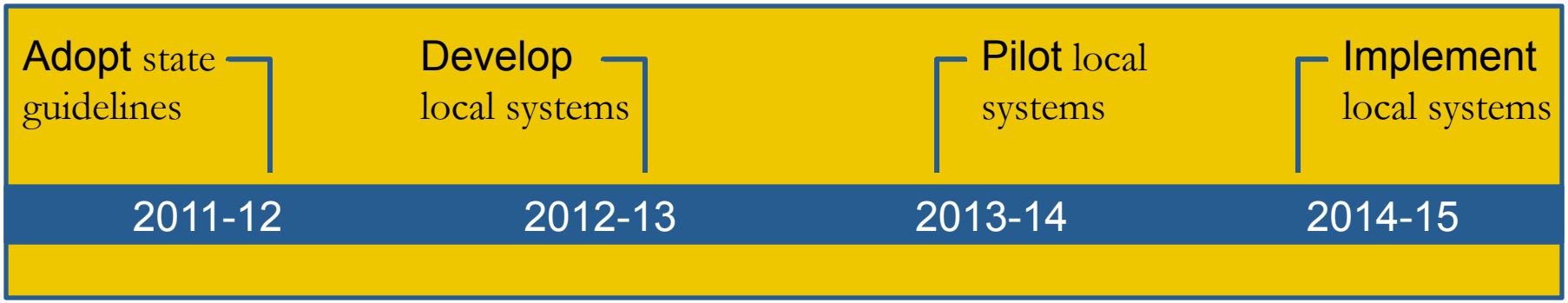
PRINCIPLE 2: REQUIREMENTS AND TIMELINE

- Develop system to ensure continuous improvement in all Title I schools
- Set ambitious but achievable performance targets
- Reward high-progressing and highest-performing schools
- Effect dramatic, systemic change in lowest-performing schools
- Implement focused interventions in schools with greatest gaps
- Build state, district, and school capacity to improve student learning



PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION & LEADERSHIP

- Teacher and principal evaluation and support systems that:
  - Will be used for continual improvement of instruction
  - Meaningfully differentiate performance
  - Use multiple valid measures, including student growth
  - Evaluate teachers and principals on a regular basis
  - Provide clear, timely, and useful feedback
  - Will be used to inform personnel decisions

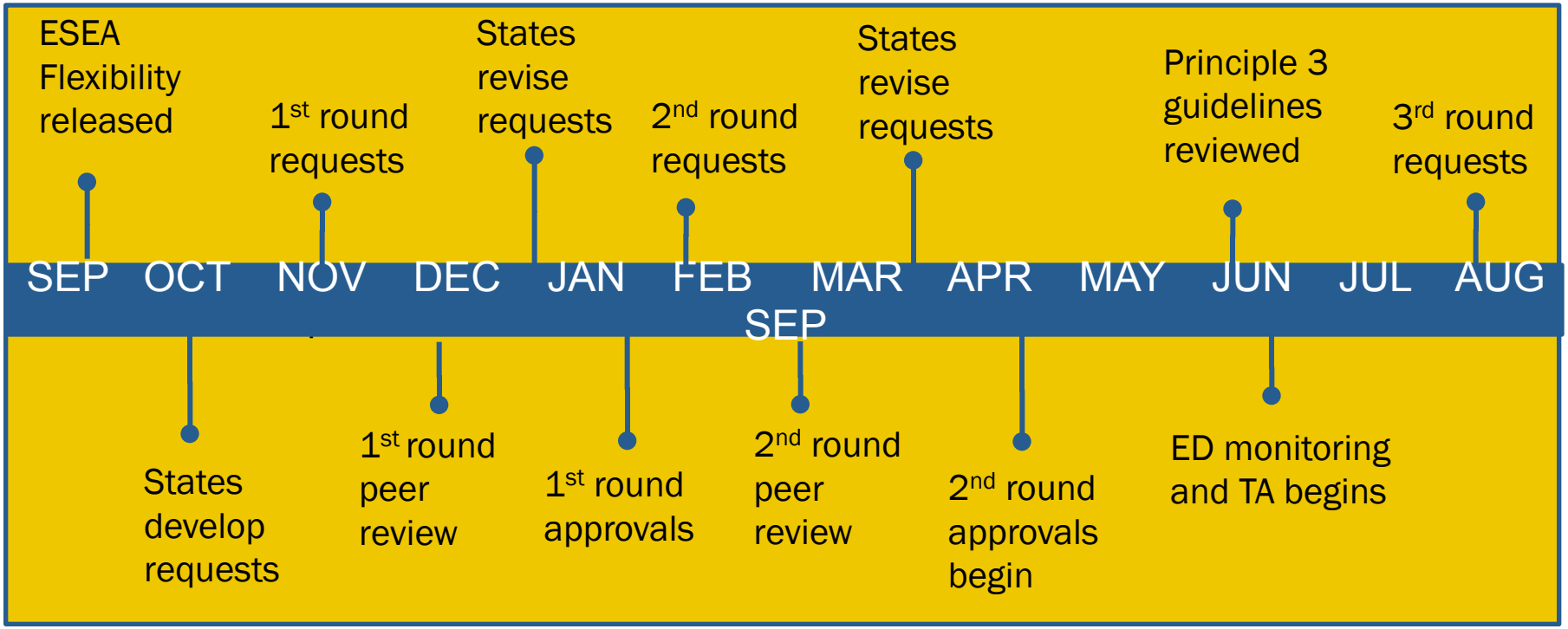


STATUS OF STATE REQUESTS

States that submitted on Nov. 14th	States that submitted on Feb. 28th		States that may submit on Sept. 6th
Colorado	Arkansas	Nevada	Hawaii
Florida	Arizona	New York	Maine
Georgia	Connecticut	North Carolina	New Hampshire
Indiana	District of Columbia	Ohio	North Dakota
Kentucky	Delaware	Oregon	Puerto Rico
Massachusetts	Idaho	Rhode Island	Alabama
Minnesota	Illinois	South Carolina	Alaska
New Jersey	Iowa	South Dakota	BIE
New Mexico	Kansas	Utah	
Oklahoma	Louisiana	Vermont	
Tennessee	Maryland	Virginia	
	Michigan	Washington	
	Mississippi	Wisconsin	
	Missouri		
11	**27**		**8**

PROCESS AND TIMELINE

- New partnership with States to support innovation and reform
- Peer review to help maintain a high bar and ensure accountability
- Provide feedback and opportunities for States to submit revised requests
- Support States as they implement ESEA flexibility



PRINCIPLE 3 REVIEW OF JUNE 25TH SUBMISSIONS

- 13 states approved with original submissions.
- 22 states submitted Teacher and Principal Evaluation Guidelines in June.
- Peer Review was held in mid-July.
- Feedback and requests for further information were sent out in mid-August.
- States' responses are coming in through the month of September.
- Round 3 submissions one year later.

DISCUSSION: WHAT ARE BIGGEST ISSUES YOU ARE SEEING?

- In pairs, discuss the biggest challenges you've seen in states as they are implementing educator evaluation systems?

ISSUES ACROSS P3 REQUESTS

- Source of Legal Authority Varies.

  --Legislation, State Board actions, Department Regulations, Statewide Task Forces.

- State System or Locally-developed Systems

  --Review of LEA plans

  --TA and assurance of fidelity in State systems

ISSUES ACROSS P3 REQUESTS

- Student Growth (Tested)
  - --Definitions
  - --Percentages
  - --Embedded in Rubrics
  - --Additional Growth Measures
  - --Additional Achievement Measures
- Student Growth (Non tested)
  - --EL and Special Education Teachers

ISSUES WITH P3 REQUESTS

- Nature of Pilots for Evaluation Systems, and how the states will collect and act on evidence from pilots.
- Training for and norming of observations.
- Alignment of professional development and supports often under-developed.
- Principal reviews often less well developed.

LOOKING FORWARD

- Staging of work within P3 Timeline varies as long as meets 2014-15 implementation.
- Peers concerned about training and infrastructure for state systems.
- Round 3 requests come in Sept. 6th.
- Monitoring of States begins.

ESEA FLEXIBILITY MONITORING

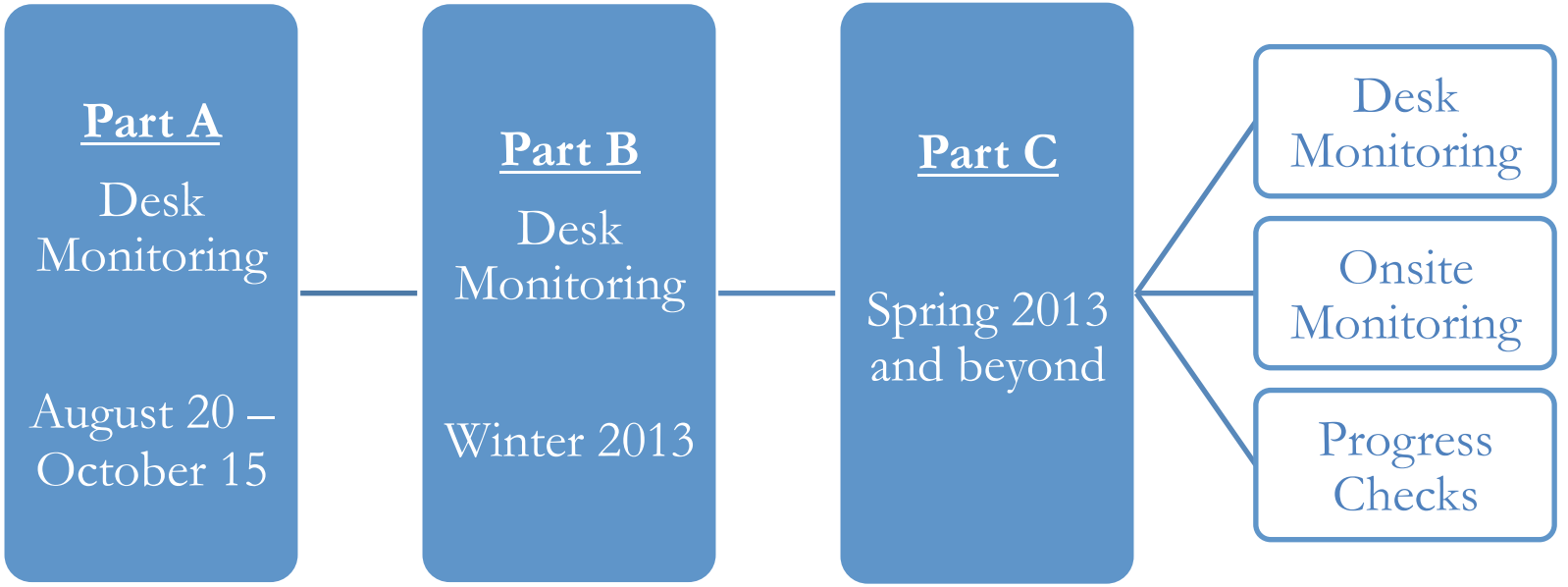
GOALS OF MONITORING

- **Technical Assistance:** Support States in their work by providing technical assistance and identify best practices that could help support the work of other States

- **Effectiveness:** Examine how a State's implementation of ESEA flexibility is improving outcomes for students

- **Compliance:** Ensure compliance with principles of ESEA flexibility, approved flexibility requests, and unwaived Title I requirements

OVERVIEW OF ESEA FLEXIBILITY MONITORING



ESEA FLEXIBILITY MONITORING PART A

STRUCTURE FOR PART A

- **Format:**
  - 1 ½ hour conference call scheduled between August 20-October 15

- **Participants:**
  - SEA staff who can respond to the questions in the protocol and additional SEA staff who are working on the various principles of ESEA flexibility, if desired
  - The Department's monitoring team will be comprised of staff from across programs in Office of Elementary and Secondary Education and the Department, as applicable.

INDICATORS

- Framing Questions
- Principle 2: State-Developed Differentiated Recognition, Accountability, and Support
  - 2.A Develop and Implement a State-Based System of Differentiated Recognition Accountability and Support
  - Assurance 7: Report to the Public Lists of Reward Schools, Priority Schools, and Focus Schools
  - 2.D Priority Schools
  - 2.E Focus Schools
  - 2.F Provide Incentives and Support for Other Title I Schools
  - 2.G Build SEA, LEA, and School Capacity to Improve Student Learning
- Fiscal
  - Use of Funds
  - Rank Order
- Additional Questions
  - Outreach to LEAs
  - Technical Assistance

DISCUSSION

What are the key components ED should be focusing on or critical questions ED should be asking to make sure that SEAs and their LEAs will be able to implement teacher and leader evaluation systems in the 2014-2015 school year?

CONTACT INFORMATION

- Pat Johnson, patricia.johnson@ed.gov
- Christie Imholt, christina.imholt@ed.gov
- ESEAFlexibility@ed.gov