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# ESEA FLEXIBILITY: AN OVERVIEW

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As presented by the Oklahoma State  
Department of Education



# INTRODUCTION

## STATES LEADING REFORM

- States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students.
- NCLB requirements have unintentionally become barriers to State and local implementation of forward-looking reforms.

# INTRODUCTION

## UNITED STATES DEPARTMENT OF EDUCATION OFFERS FLEXIBILITY

- ESEA flexibility offers the opportunity to request flexibility on behalf of the State, the LEAs, and the schools in order to better focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction.
- This flexibility will build on and support the significant State and local reform efforts already underway.

## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

- Replace AYP Requirements and Consequences for Not Meeting Them
  - LEA would no longer be required to comply with the requirements in ESEA section 1116(b)

## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

- Provide Flexibility in Allocation, Pooling, and Usage of Federal Funds (Title I Schoolwide, School Improvement, School Improvement Grant [SIG], 21<sup>st</sup> Century Community Learning Centers Grant, Transferability)
  - Flexibility to use rural, low-income schools (RLIS) funds for any authorized purpose
  - Flexibility to use 1003(a) funds to serve any Priority or Focus School
  - Flexibility to operate a Schoolwide program
  - Flexibility regarding HQT improvement plan
  - Flexibility to transfer certain funds

## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

- Remove Highly Qualified Teacher Requirements in Order to Focus on Development of Teacher and Leader Effectiveness Evaluation Systems

## **PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF 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

Reward Schools

F

O

All Other Schools

C

U

Targeted Intervention  
Schools

S

Priority Schools

C<sup>3</sup>



## Reward Schools

Reward schools are high achieving in all state assessments or have high progress in reading and mathematics.

Targeted Intervention Schools are in the bottom 25% of student achievement in reading and mathematics.

## Targeted Intervention Schools

# Targeted Intervention Schools

- Complete comprehensive needs assessment
- Utilize *Menu of Interventions and Supports for School Improvement*

# Menu of Interventions and Supports

1. Schoolwide Interventions & Supports
2. Leadership Interventions & Supports
3. Teacher Interventions & Supports
4. Classroom Interventions & Supports
5. Parent and Community Interventions & Supports

Priority Schools are in the bottom 5% of achievement in reading and mathematics, have a graduation rate below 60% for at least three years, or have received a School Improvement Grant (SIG).

**Priority Schools**

C<sup>3</sup> Schools are Priority Schools that will enter into a partnership of shared leadership with the State Department of Education.

Priority Schools

C<sup>3</sup>

## Priority Schools

- **Priority Schools** must implement Turnaround principles.

# Turnaround Principles

- Providing strong Leadership
- Ensuring teachers are effective and able to improve instruction
- Redesigning the school day, week, or year
- Strengthening the school's instructional program
- Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data
- Establishing a school environment that improves school safety
- Providing ongoing mechanisms for family and community engagement



## District Capacity Determination Document

- Historical Data Analysis
- District Expectations Communicated to All Stakeholders
- Academic Supports
- Organizational Supports

## C<sup>3</sup> Schools

- Each LEA submitted a District Capacity Determination Document.
- The review committee comprises outside educational professionals and OSDE personnel.
- State Board of Education makes a decision regarding inclusion of Priority Schools in the C<sup>3</sup> Schools.
- SEA assumes control of academic functions of schools recommended for C<sup>3</sup> Schools.

# Priority

- In order to exit Priority School status, a school must earn an A, B, or C on the State's A-F Grading System.

Focus Schools are low achieving in reading and mathematics in the State's lowest performing subgroups or have low graduation rates in the State's lowest graduating subgroups.

F

O

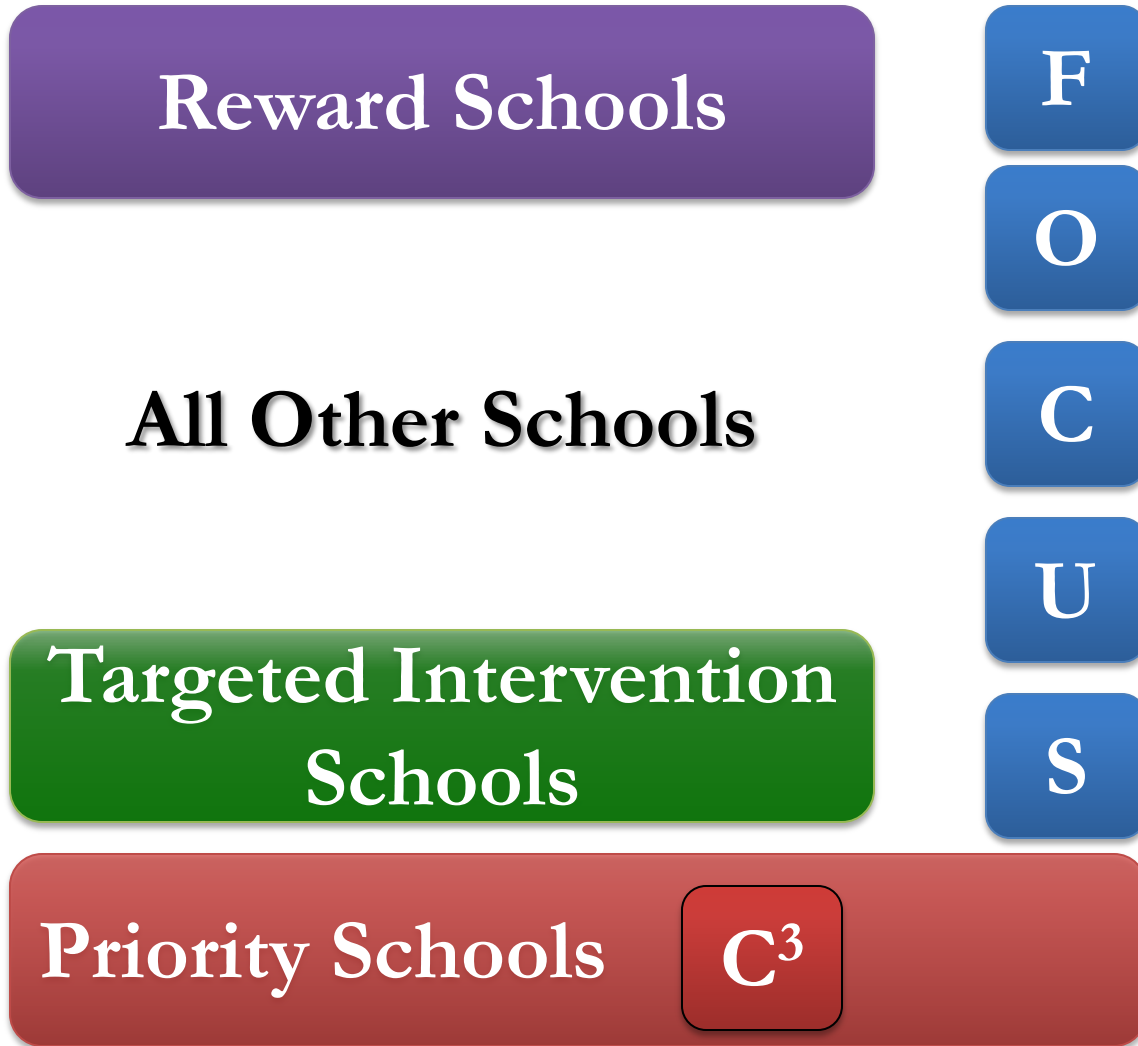
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# Focus Schools

- In order to exit Focus School status, a school must do the following:
  - Make AMOs in all student groups based on the State’s new Differentiated Accountability Recognition and Support System; and
  - Earn an A, B, or C on the State’s A-F Grading System



# TIMELINE OF INFORMATION PROVIDED TO DISTRICTS

ESEA Flexibility Request and Supporting Resources

<http://ok.gov/sde/elementary-and-secondary-education-act-esea>

- Email to all Superintendents (November 2011)
- Phone calls to all Superintendents with Priority Schools (December 2011)
- E-Newsletter “Leadership Post” to all Superintendents (February 9, 2012)
- Live Webinar via WebEx (February 20, 2012)
- Phone calls to all Superintendents with Reward, Targeted Intervention, or Focus Schools (February 2012)
- Letter to all Superintendents with Reward, Targeted Intervention, Priority, or Focus Schools (March 2012)
- Live Videoconference (March 5 and March 9, 2012)