



Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

2011 NDEA Instructional Conference

October 21, 2011

Presentation

on

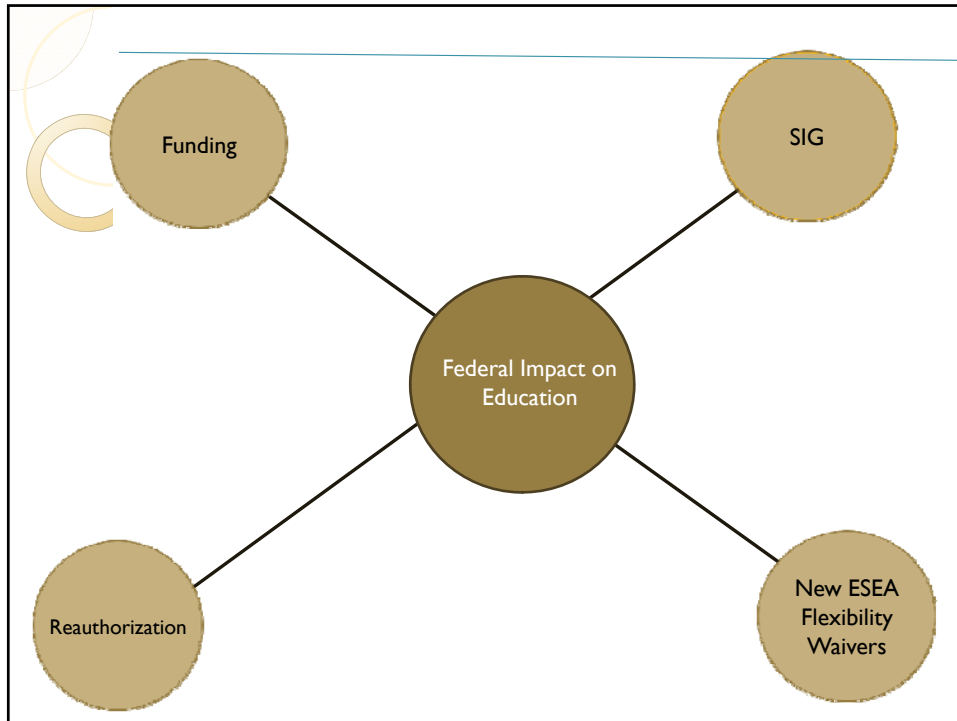
Title I, SIG & ESEA Updates

Presented By
Laurie Matzke
State Title I Director



Agenda

- Federal Funding
- SIG
- Reauthorization
- New ESEA Flexibility Waivers



Federal Funding

- ARRA Timeline Extension
- Continuing Resolution-Reduces Title I Funding for 2011-2012
- Funding for 2012-2013
- Jobs Bill
- Super Committee-Massive Cuts



School Improvement Grant (SIG)



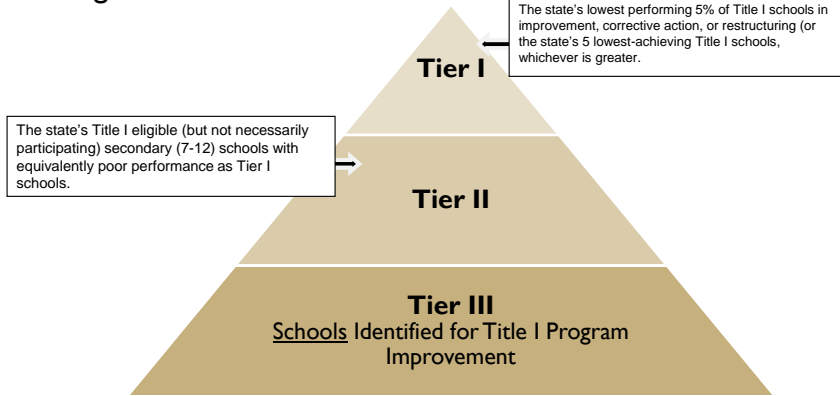
Title I School Improvement Grant Overview

- On February 17, 2009, the American Recovery and Reinvestment Act (ARRA) was signed into law by President Obama.
- Record setting funding was appropriated for schools to implement innovative practices through various grant opportunities, some of which included:
 - State Fiscal Stabilization
 - Race to the Top
 - School Improvement Grants (SIG)

School Improvement Grant

Overview

Within each of these grants, the U.S. Department of Education (USDE) aligned a requirement for states to identify low performing schools. These schools are then categorized into Tiers, I, II, and III.



Title I School Improvement Grant

Overview

- Schools in Tier I and II who apply for improvement grant funds are **required** to implement in their school one of the four models outlined in USDE guidance

Turnaround Model	Restart Model
Close/Consolidate Model	Transformation Model

Schools in Tier III who apply for school improvement grant funds do not have to implement one of the four models



Title I School Improvement Grant Overview

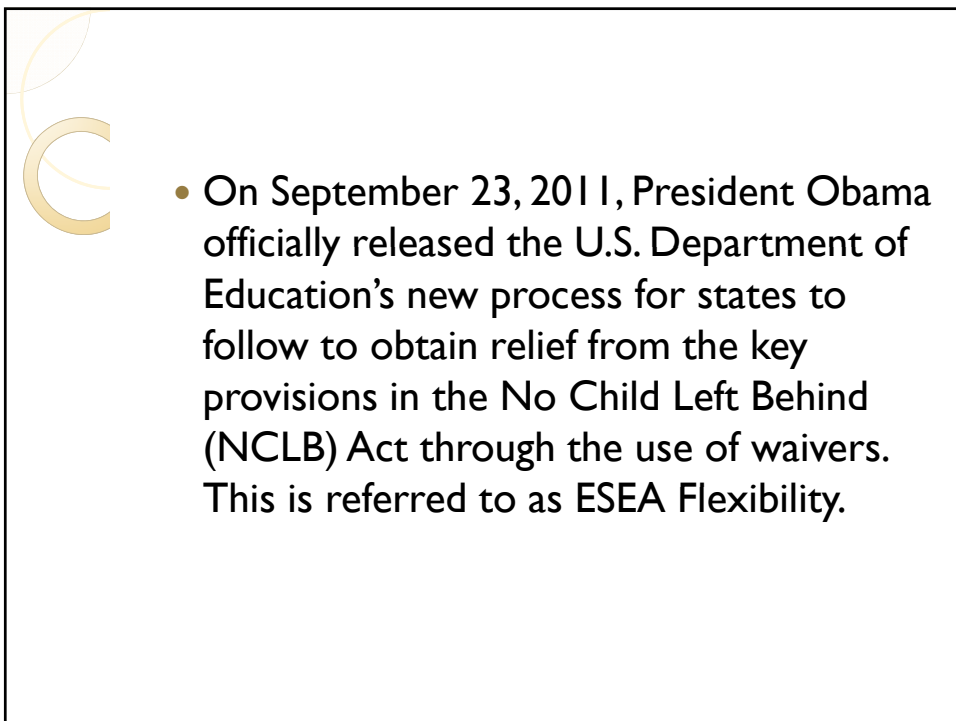
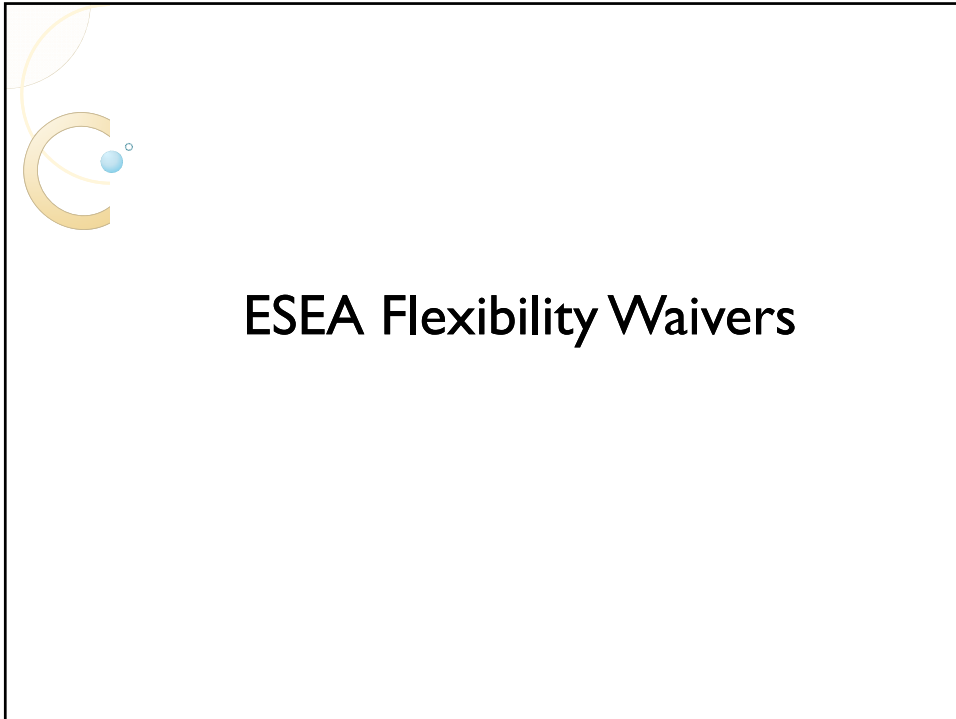
The North Dakota Department of Public Instruction has created a SIG webpage. All SIG related information and documents can be accessed on department's website at:

www.dpi.state.nd.us/title1/legislative/sig/index.shtm.



Reauthorization

- Status
- House versus Senate
- Timeline





Purpose:

- ESEA Flexibility offers the opportunity to request flexibility on behalf of the state, districts, and schools in order to better focus on improving educational outcomes, closing achievements gaps, and increasing the quality of instruction.



States Must Meet Criteria In Four Key Principles to be Eligible for a Waiver

- 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



Handouts Regarding Principle 2

- An Overview
- Sample Timeline
- 7 Levels



ESEA Flexibility Waiver Application II Components

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP)
2. Flexibility in Implementation of School Improvement Requirements
3. Flexibility in Implementation of District Improvement Requirements
4. Flexibility for Rural Districts
5. Flexibility for Schoolwide Programs
6. Flexibility to Support School Improvement
7. Flexibility for Reward Schools
8. Flexibility Regarding Highly Qualified Teacher (HQT) Improvement Plans
9. Flexibility to Transfer Certain Funds
10. Flexibility to Use School Improvement Grant (SIG) Funds to Support Priority Schools
11. Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds



Timeline for Submission

- Submit request by **November 14, 2011**
 - December peer review
 - Estimated approval February 2012
- Submit request by **mid-February 2012**
 - Spring 2012 peer review
 - Late spring 2012 approval

Comparison of Key Provisions in NCLB versus ESEA Flexibility

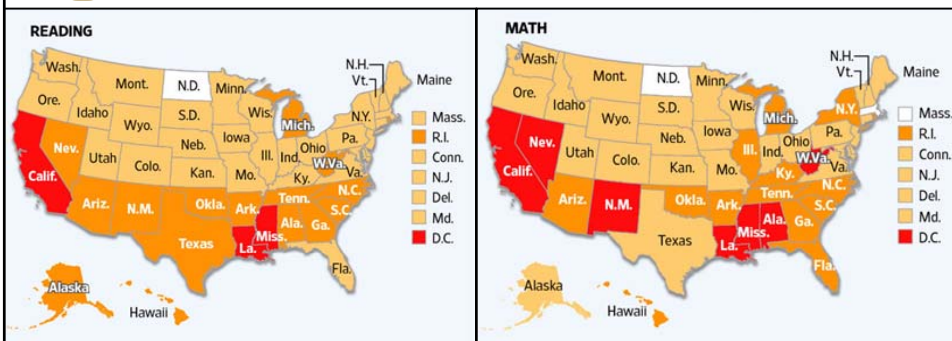
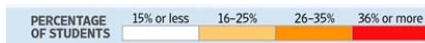
Comparison of NCLB Requirements with New ESEA Flexibility Waivers			
Key Regulation	NCLB	ESEA Flexibility Waiver	Comparison
Standards	The state must adopt academic standards in English language arts and mathematics (individually).	The state must adopt college and career ready standards in English language arts and mathematics (minimally).	Relatively Similar
State Assessment	The state must implement annual reading and mathematics assessments for grades 3-8 and once in high school.	The state must develop and administer annual, statewide, aligned, high-quality assessments that measure student growth for grades 3-8 and once in high school.	Relatively Similar
AMOs (Annual Measurable Objectives)	The state must set measurable objectives.	The state must set ambitious but achievable annual measurable objectives.	Relatively Similar
Timeline for Proficiency	States had to define AYP so that in 12 years (2014) 100% of the students were proficient.	The state must set AMOs that increase in annual, equal increments toward a goal of reducing the percentage of students who are not proficient within six years by at least one-half.	Significantly Different
AYP Report	The state must report school and district progress toward AYP.	The state must report school progress toward AMOs.	Relatively Similar
Reporting Requirements (i.e., report cards, school district profiles)	The state must prepare annual report cards for parents and the public on the academic achievement of all schools and districts.	The state must prepare annual report cards for parents and the public on the academic achievement of all schools and districts.	No change
Program Improvement Identification of Schools	The state must identify for improvement any Title I school that misses AYP for two consecutive years.	The state must develop a system to differentiate recognition and accountability by categorizing schools into one of the six levels.	Significantly Different
Sanctions Timeline for Schools in Improvement	The law outlines a series of sanctions that are applied to schools in each year they are identified for improvement.	Lowest 15% of Title I schools will have expectations to meet if accepting funds.	Significantly Different
Program Improvement Identification of Districts	The state must identify for improvement any Title I district that misses AYP for two consecutive years.	Does not apply.	Significantly Different
Highly Qualified Teachers	The state must ensure that all educators teaching in core academic subjects are highly qualified.	The state must develop and adopt guidelines for local teacher and principal evaluations and support systems that are tied to student achievement.	Significantly Different
Aides/Paraprofessionals	All aides/paraprofessionals working in a program supported with Title I funds must be highly-qualified.	All aides/paraprofessionals working in a program supported with Title I funds must be highly-qualified.	No Change

See Handout

Pros and Cons in Applying for the Waiver

PROS	CONS
<ul style="list-style-type: none"> ○ No Timeline Sanctions ○ No Set Asides <ul style="list-style-type: none"> ➢ SES ➢ School Choice ➢ Professional Development ○ No District Program Improvement ○ Eliminates Requirement for 100% Proficiency 	<ul style="list-style-type: none"> ○ Still Prescriptive Requirements (Trading one system for another) ○ 15% of Title I Schools Still Identified for Improvement ○ New Teacher and Principal Evaluation System ○ ND may not be able to utilize our 1003G funding if no schools are willing to implement one of the four SIG models

Percentage of eighth-grade students showing below basic on the 2009 NAEP



Sources:
 Wall Street Journal – <http://online.wsj.com/article/SB10001424053111904563904576587232199603912.html> and
 USDE – <http://dashboard.ed.gov/default.aspx>



Where to Access Information

- ✓ NDDPI Website

www.dpi.state.nd.us/ESEA/waivers.shtm

- ✓ USDE Website

www.ed.gov/esea/flexibility



Questions

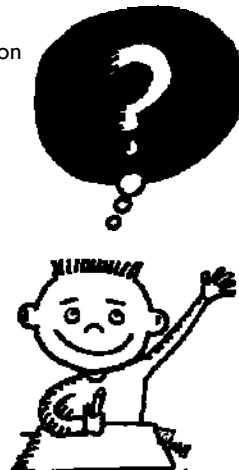
- Laurie Matzke

State Title I Director

North Dakota Department of Public Instruction

701-328-2284

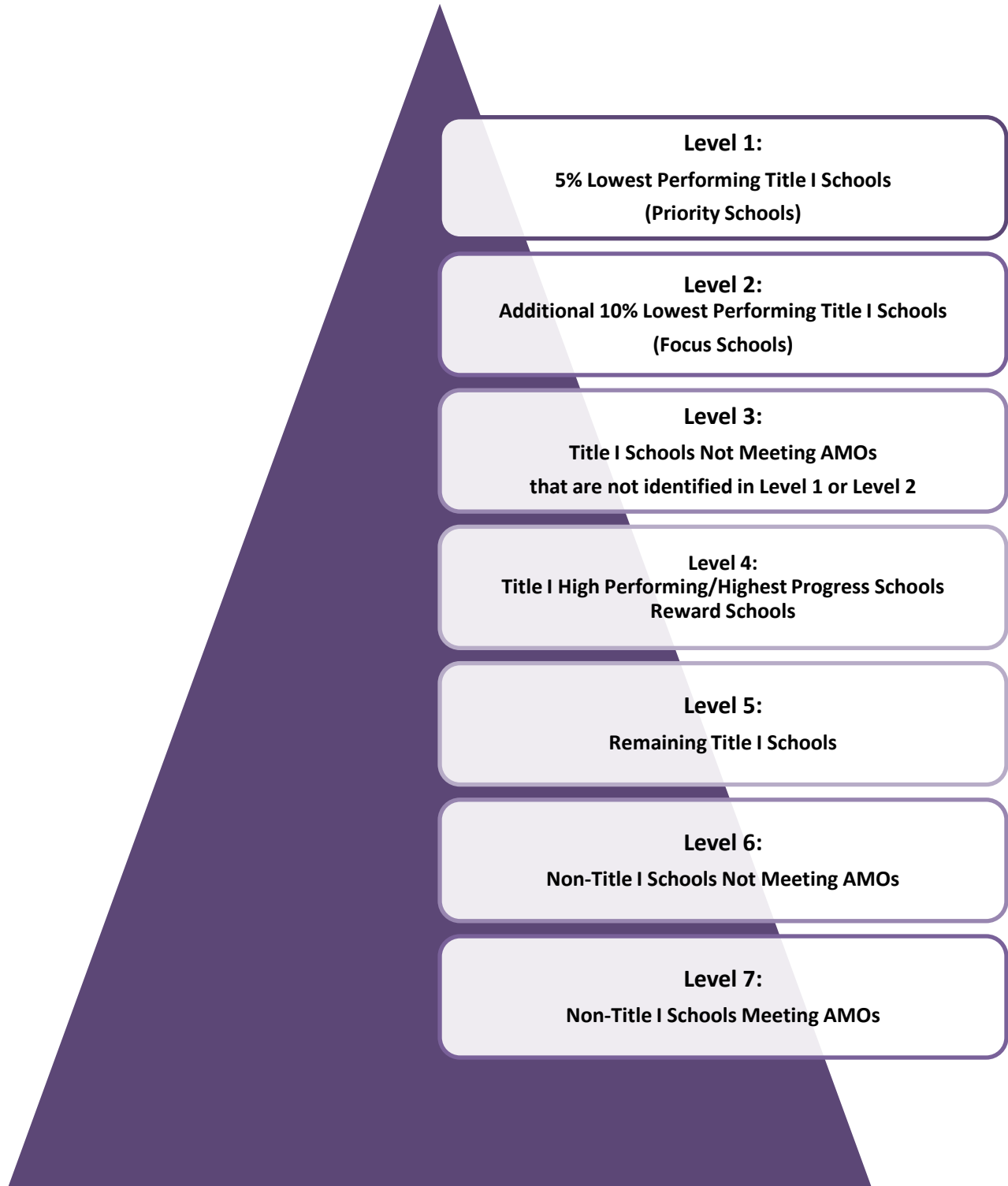
lmatzke@nd.gov



Comparison of NCLB Requirements with New ESEA Flexibility Waivers

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Program Improvement Identification of Districts	The state must identify for improvement any Title I district that misses AYP for two consecutive years.	Does not apply.	Significantly Different
Highly Qualified Teachers	The state must ensure that all educators teaching in core academic subjects are highly-qualified.	The state must develop and adopt <u>guidelines</u> for local teacher and principal evaluation and support systems that are tied to student achievement.	Significantly Different
Aides/Paraprofessionals	All aides/paraprofessionals working in a program supported with Title I funds must be highly-qualified.	All aides/paraprofessionals working in a program supported with Title I funds must be highly-qualified.	No Change

Levels of Schools within Differentiated Accountability Plan under ESEA Flexibility Waiver



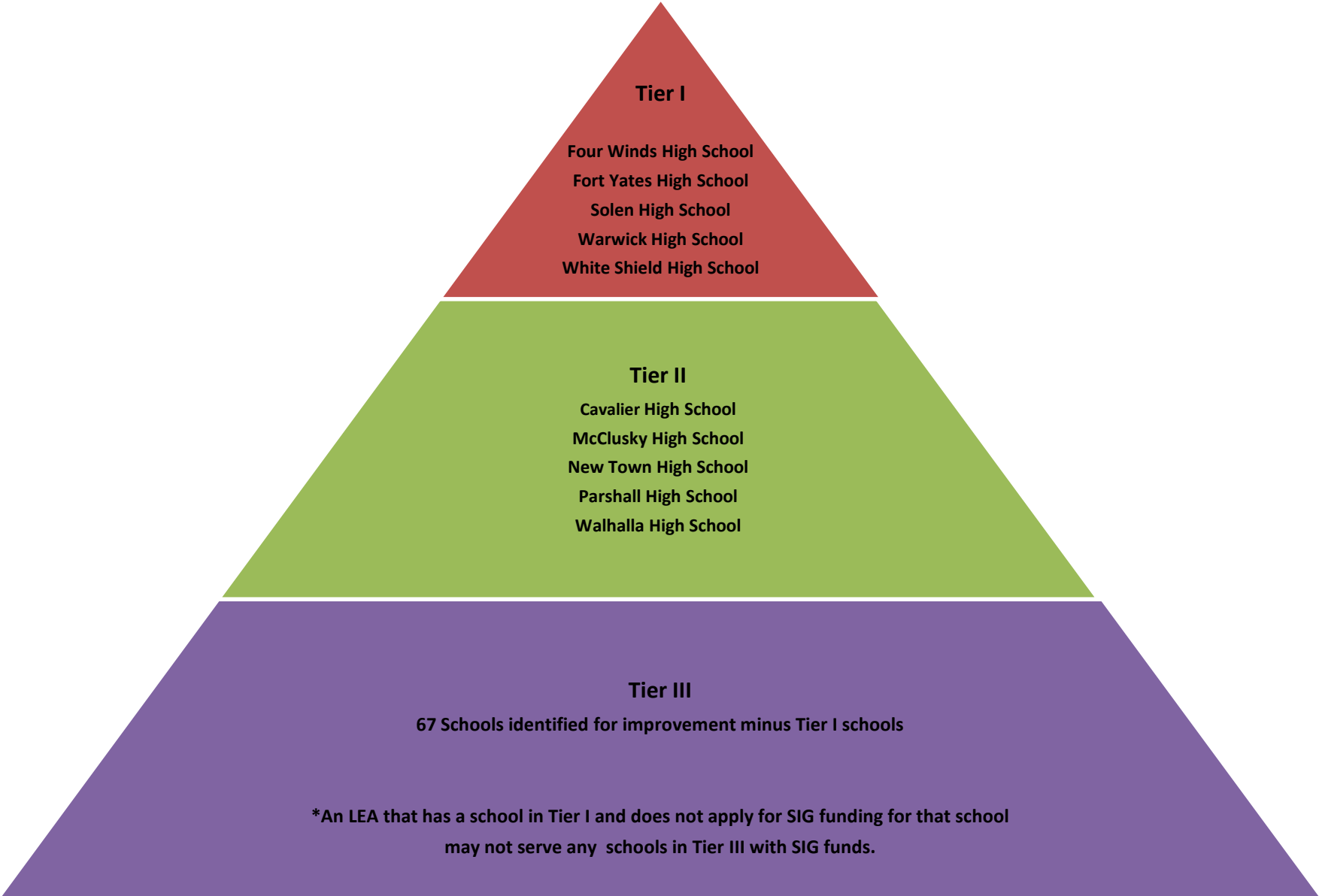
PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT AN OVERVIEW

Develop and implement a system of differentiated recognition, accountability, and support for implementation by the 2012-2013 school year that is likely to improve student achievement, close achievement gaps, and improve the quality of instruction for students.

- Set Ambitious, but Achievable Annual Measurable Objectives
 - Option A: Set AMOs in annual equal increments towards a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years.
 - Option B: Set AMOs that increase in annual equal increments toward a goal of 100 percent proficiency no later than the end of the 2019-2020 school year.
 - Option C: Describe another method that is educationally sound and results in ambitious, but achievable AMOs for all LEAs, schools, and subgroups.
- Reward Schools
 - Highest-performing Title I schools and high-progress Title I schools
- Priority Schools
 - Lowest performing Title I schools equal to at least 5% of state’s Title I schools
- Focus Schools
 - Low-performing Title I schools equal to at least 10% of state’s Title I schools
- Provide Incentives and Supports for Other Title I schools
- Build SEA, LEA, and School Capacity to Improve Student Learning

2010-2011

Tier I, II, and III Schools – USDE School Improvement Grant (SIG)



ESEA Waiver Application Offers Flexibility for Eleven Components

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP): An SEA would have flexibility to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that will be used to guide support and improvement efforts.
2. Flexibility in Implementation of School Improvement Requirements: An LEA would no longer be required to comply with the requirements in ESEA section 1116(b) to identify for improvement, corrective action, or restructuring, as appropriate, its Title I schools that fail, for two consecutive years or more, to make AYP.
3. Flexibility in Implementation of LEA Improvement Requirements: An SEA would no longer be required to comply with the requirements in ESEA section 1116(c) to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP.
4. Flexibility for Rural LEAs: An LEA that receives Small, Rural School Achievement Program funds would have to use those funds for any authorized purpose regardless of the LEA's AYP status.
5. Flexibility for Schoolwide Programs: An LEA would have flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold if the SEA has identified the school as a **priority school** or a **focus school**.
6. Flexibility to Support School Improvement: An SEA would have flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any priority or focus school.
7. Flexibility for Reward Schools: An SEA would have flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**.
8. Flexibility Regarding Highly Qualified Teacher (HQT) Improvement Plans: An LEA that does not meet its HQT targets would no longer have to develop an improvement plan.
9. Flexibility to Transfer Certain Funds: An SEA and its LEAs would have flexibility to transfer up to 100 percent of the funds received under the authorized programs in ESEA into Title I Part A.
10. Flexibility to Use School Improvement Grant (SIG) Funds to Support Priority Schools: An SEA would have flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.
11. Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds: An SEA would have flexibility under to use those funds to support expanded learning time during the school day in addition to during non-school hours.

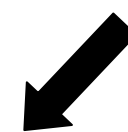
ESEA Flexibility Waiver Timeline

Annual Measurable Objectives (Increase Yearly in Annual Equal Increments)

Starting point:
Percentage of non-
proficient students



Goal:
Reduce the
number of
non-proficient
students by
half within
six years



Repeat the process for each subgroup