

# ESEA Flexibility

Changes to School & District  
Accountability and Assistance

April 2012

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Today's agenda

- ★ Welcome & framing of the day
- ★ Overview of flexibility waiver & changes to accountability and assistance system
- ★ Using federal resources to support school improvement



# Framing the day...



# Some of your questions may be...

## Technical

- ★ How will ESE measure school & district performance next year?
- ★ How does ESE's flexibility plan impact my district or school accountability status?
- ★ How much of my Title I grant will I have to set aside & for what?
- ★ Will I have to implement SES &/or school choice?
- ★ Can I continue to use my Title I funds as I have been?
- ★ What does the flexibility plan mean for my Title II-A funds?



# Some of your questions may be...

## Adaptive / Strategic

- ★ How do I know if I have been using my Title I funds effectively?
- ★ What data should I collect in order to answer that question?
- ★ How should I plan to use my set-aside funds?
- ★ Should I think about using my total Title I allocation differently to get better results for students in my low-performing schools?



# Intended outcomes for today

*We hope you will leave this meeting with:*

1. Increased understanding of changes to MA school & district accountability and assistance system resulting from ESEA/NCLB flexibility waiver
2. Additional ideas about how your district might use federal resources to help support low-performing schools
3. Knowledge about where and when you can get more information



# Why are we here?

- ★ This year – with broad stakeholder support & input – Massachusetts received a waiver of certain NCLB requirements
  - ★ Over 5000 survey responses; almost all in favor
- ★ Beginning in 2012-13, we will unify federal & state accountability requirements
  - ★ One classification system for all schools, using same indicators and measures
  - ★ Flexibility & opportunity to direct additional resources to schools with lowest achieving students



# What are the major changes?

- ★ NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- ★ NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- ★ AYP replaced with new performance measure that incorporates student growth & other indicators
- ★ Enhanced focus on subgroups, including new 'high needs' group
- ★ SES & choice requirements replaced by supports & interventions responsive to identified needs

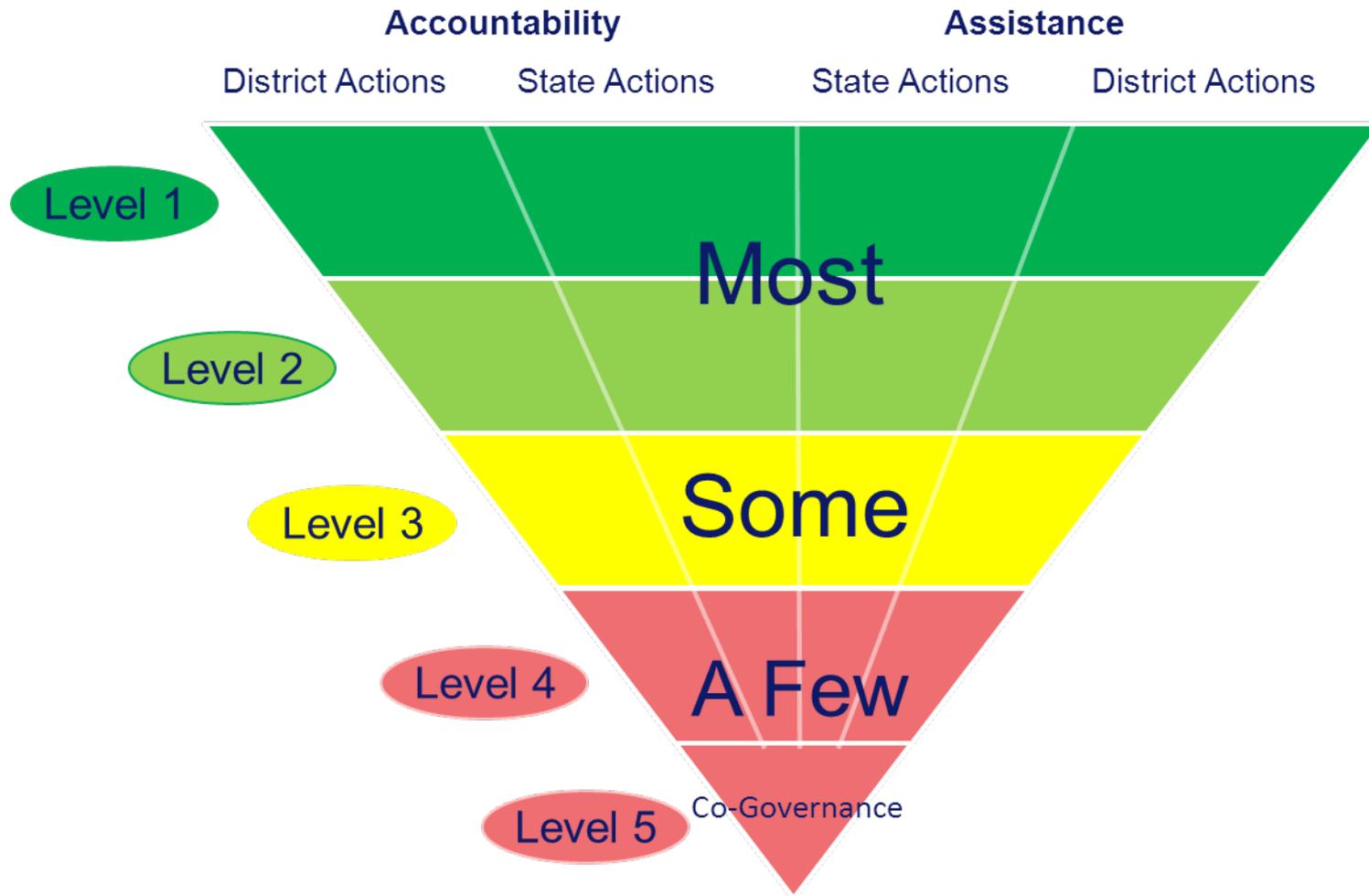


# What did NCLB require?

- ★ 100% proficiency in ELA & math 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



# What is our state framework?



# What were the waiver requirements?

- ★ Set new ambitious but attainable annual targets 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 annual targets
- ★ Adopt college- & career-ready standards & assessments
- ★ Implement educator evaluation system
- ★ Reduce duplication & burden



# Why seek flexibility?

- ★ Unify accountability & assistance system
  - ★ Bring together state & federal requirements
  - ★ Better differentiate between schools
- ★ 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 & for student subgroups, and recognize high achieving and improving schools
- ★ Focus more deliberately on proficiency gaps
- ★ Incorporate growth in accountability determinations



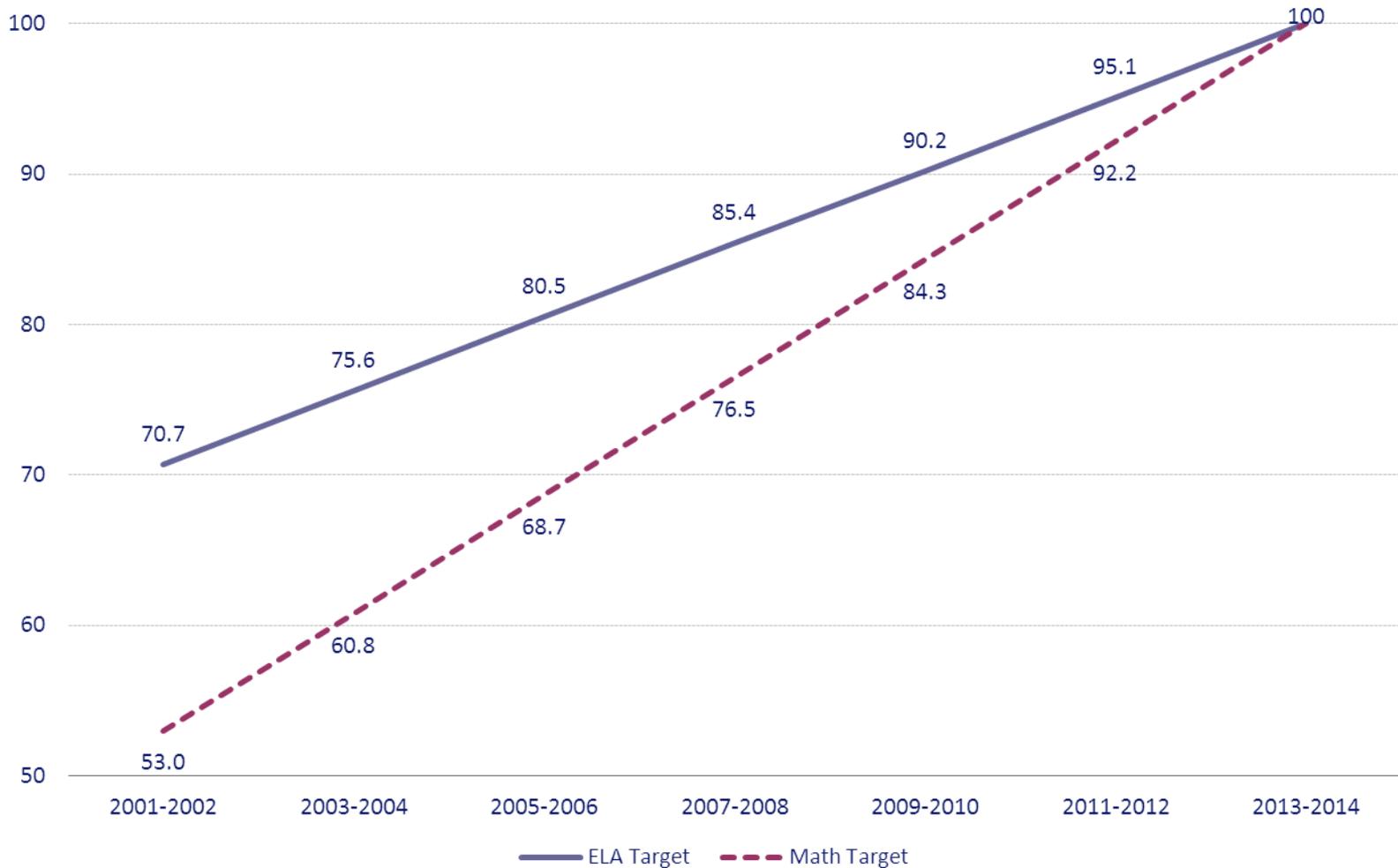
# A revised goal

Reduce *proficiency gap* by half by 2016–17

- ★ Proficiency versus achievement gaps
- ★ Ambitious but achievable
- ★ Requires greater progress for students furthest behind
- ★ Focus on English language arts, mathematics, & science
- ★ Goal is same for all, but targets are differentiated
- ★ Applies to state, districts, schools, & groups

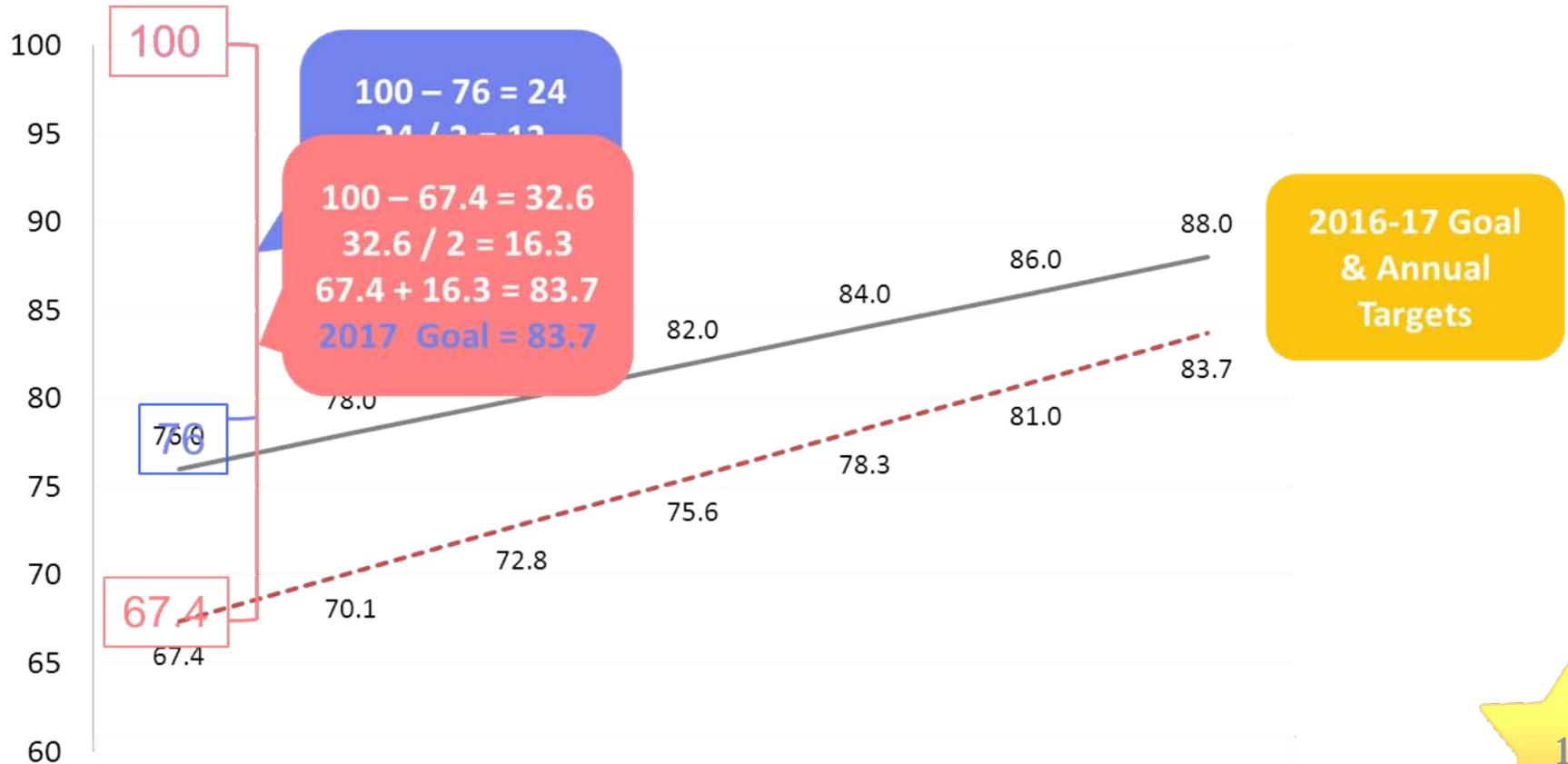


# State Performance Targets Under NCLB



# Reduce proficiency gap by half by 2016–17

Example: Math CPI, All Students and Low Income



# What will ESE report?

## ★ Progress & Performance Index (PPI)

- ★ Annual PPI: measure of district, school, & group progress
- ★ Four-year PPI: comprehensive measure of progress, updated annually
  - ★ More recent years weighted the most (40%-30%-20%-10%)
  - ★ Reported at state, district, school, & subgroup level

## ★ School & district levels (1-5)



# What does the PPI measure?

## For elementary & middle schools

- ★ Participation on MCAS
- ★ Progress on CPI gap-closing in ELA, math, science
- ★ Growth in ELA and math
- ★ Improved performance at Advanced & Warning/Failing levels

## For high schools

- ★ Above, plus graduation & annual dropout rates



# How is the PPI calculated?

- ★ Points awarded for each PPI indicator
- ★ Full credit for meeting goal, extra credit for exceeding target, partial credit for progress
  - ★ Exceed target
  - ★ Meet target
  - ★ Improve below target
  - ★ No change
  - ★ Decline
- ★ Additional details in folder



# Which student groups are included?

- ★ All students (minimum of 20)
  - ★ High needs students: low income, special education, former/English language learner (minimum of 30)
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- ★ Low income
- ★ Special education
- ★ Former/English language learner
- ★ Seven racial/ethnic categories



# High needs subgroup

- ★ Eliminates multiple counting of students who are in more than one subgroup
- ★ Holds over 300 additional schools accountable for low income, special education, & English language learner students
- ★ Most schools will be placed in levels based on the performance of all students & high needs group
- ★ Exception: schools with lowest performing subgroups statewide



# Classifying schools

	<u>Description</u>	<u>ESE Engagement</u>
Commendation Schools	High achieving, high growth, gap narrowing schools (subset of Level 1)	
Level 1	Meeting gap closing goals (for aggregate & high needs students)	Very low
Level 2	Not meeting gap closing goals (for aggregate &/or high needs students)	Low
Level 3	Lowest performing 20% of schools (including lowest performing subgroups)	High
Level 4	Lowest performing schools (subset of Level 3)	Very high
Level 5	Chronically underperforming schools (subset of Level 3)	Extremely high

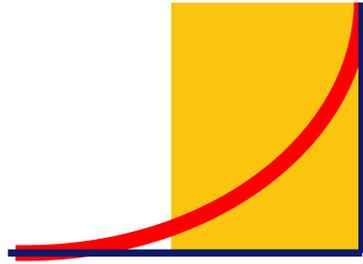


# Classifying schools & districts

- ★ Charter schools will be assigned levels
- ★ Districts will be classified based on their lowest-performing schools
  - ★ Exception for certain Level 4 and 5 districts designated based on Board action
- ★ Better alignment between levels & district accountability determinations for special education



# Overview of waiver opportunities



In this section we will discuss:

- ★ Using federal funds strategically
- ★ Using Title I reservations to support most significant needs
- ★ Planning, implementing and measuring impact of high leverage strategies



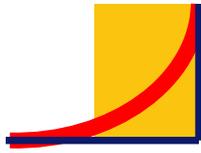


# Strategic use of Title I funds

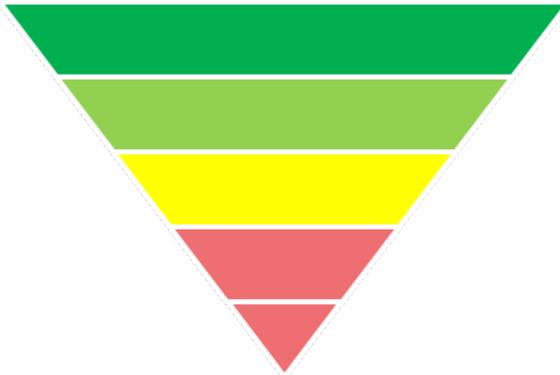
- ★ You can use the flexibility granted by the waiver to help your lowest performing schools make their targets by...
  - ★ Serving lowest performing schools with Title I funds using available funding methods
  - ★ Designating any Level 3 or 4 school as a Title I schoolwide program school, even if the school does not have a poverty percentage of 40% or more
  - ★ Transferring up to 100% of your Title II-A funds into Title I & using them for Title I purposes



# What are my continuing obligations?



- ★ Prioritize your lowest achieving students in your lowest performing schools
- ★ Reserve portion of Title I, Part A funds commensurate with the scope of the problem



- ★ **Level 1 districts** - No specific requirements
- ★ **Level 2 districts** – up to **20%** of allocation must support Level 2 schools
- ★ **Level 3 districts** – at least **20%** of allocation must support Level 2 & 3 schools
- ★ **Level 4 districts** – at least **25%** of allocation must support Level 3 & 4 schools



# How can reserving funds support my improvement strategies?



- ★ Additional support for lower-performing Title I schools
- ★ Additional support for low-performing students district-wide



# How should I plan to use my reserved funds?

- ★ Self-assess identified needs using Conditions for School Effectiveness as the lens
- ★ Scan all Conditions, but focus on a few – those closest to the instructional core
- ★ Link to analysis of data & other evidence of impact
- ★ Identify strengths & areas for improvement
- ★ Use high leverage strategies to guide plan development





# High leverage strategies...

- ★ target your lowest achieving students in your lowest performing schools
- ★ aggressively address school performance & student achievement
- ★ are close to the instructional core, e.g.:
  - ★ Regular structures/systems for collecting & analyzing data that directly informs instructional practice
  - ★ Frequent teacher teaming & teacher-specific coaching linked to instructional practice
  - ★ Responsive systems of tiered instruction, especially Tiered II & Tier III interventions
- ★ are monitored for efficacy & impact



# Conditions for School Effectiveness



1. Effective district systems for support & intervention
2. Effective school leadership
3. Aligned curriculum
4. Effective instruction
5. Student assessment
6. Principal's staffing authority
7. Professional development & structures for collaboration
8. Tiered instruction & adequate learning time
9. Students' social, emotional, & health needs
10. Family-school engagement
11. Strategic use of resources & adequate budget authority





# Emerging Practices in Rapid Achievement Gain Schools

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An Analysis of 2010-2011 Level 4 Schools to Identify Organizational and Instructional Practices that Accelerate Students' Academic Achievement

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February 2012



# In proposing use of reservation funds...



- ★ Describe how you will use the flexibility opportunities granted by the waiver to provide maximum support to lowest-achieving students in your lowest-performing schools
- ★ Describe how you assessed the needs of those schools using the Conditions for School Effectiveness as the frame for that analysis
- ★ Describe the high-leverage strategies you will use to aggressively address school performance and student achievement, & how you will know if they are working





# Resources

- ★ All districts have access to redesigned online suite of district analysis, review, & assistance tools
- ★ Level 3 districts get priority assistance & must seek consultation of DSAC on district's proposed use of reservation funds prior to submitting Title I, Part A grant application
- ★ Level 4 districts engage with ESE Liaison





# District Analysis, Review, & Assistance Tools

## DISTRICT ANALYSIS, REVIEW, & ASSISTANCE TOOLS HEADLINES:

There are no District Analysis, Review, & Assistance Tools Headlines at this time

General Information & Organization	Title I / Federal Support Programs	State System of Support	Accountability Reports	<b>District Analysis, Review, &amp; Assistance Tools</b>	Partnership	
<b>DART</b>	Leadership & Governance	Curriculum & Instruction	Assessment	HR & PD	Student Support	Financial & Asset Management



The **District Analysis and Review Tools (DARTs)** turn the Department's vast amount of data into valuable, easily consumable information. The DARTs offer snapshots of district and school performance, allowing users to easily track select data elements over time, and make sound, meaningful comparisons to the state or to "comparable" organizations. The data elements in each DART tool are linked to a broader strategic framework defining the characteristics of effective educational organizations and cover a broad range of district and school interests including demographic, assessment, student support, educator, financial, and achievement gap data. The DARTs, in combination with other tools found on this website, may be utilized by district and school leaders in enacting each of the six district standards upon which district reviews, improvement planning, and other forms of accountability and assistance are based: *Leadership & Governance, Curriculum & Instruction, Assessment, Human Resources & Professional Development, Student Support, and Financial & Asset Management.*

### DART Survey

What do you think about the DARTs? Please complete our 5-minute survey by following this link: <http://sqiz.mobi/s3/be8c0272b044>

### DART for Districts & DART for Schools

Updates are as follows:

#### Home

- 2011 NCLB Accountability Status (includes new Level 4 schools)
- 2012 Enrollment
- New Table of Contents links

#### Context

- 2012 Total Enrollment and % of Enrollment
- 2011 Stability Rate
- 2012 Percentage of Kindergarten Students Enrolled in Full Day Kindergarten
- 2011 Percentage of School-aged Residents Enrolled in Public School (District-only)

#### Curriculum and Instruction

- 2011 Grade 8 Enrollment in Algebra

### DART Files

- DART for Districts (Last Updated 03/16/2012)
- DART for Districts - Macintosh Prior to Office 2011 (Last Updated 03/16/2012)

- DART for Schools (Last Updated 03/16/2012)
- DART for Schools - Macintosh Prior to Office 2011 (Last Updated 03/16/2012)

- DART Detail: English Language Learners (Last Updated 02/06/2012)
- DART Detail: English Language Learners - Macintosh Prior to Office 2011 (Last Updated 02/06/2012)

### DART User Guides

- DART User Guide (for Districts or Schools) (Last Updated 03/16/2012)

- DART Detail: English Language Learners User Guide (Last Updated 01/24/2012)

<http://www.doe.mass.edu/apa/dart/default.html>



# SES/Choice: What comes next?

## ★ Spring 2012:

- ★ Districts choosing not to continue offering SES or school choice in 2012-13 must provide parents with information to explain why & describe the interventions, incentives and supports that will replace those options
- ★ Any student who has transferred into a school through NCLB choice must be allowed to remain in that school through the highest grade served by the school
- ★ District obligations to fund transportation for such students based on state law & local transportation policies



# Data: What comes next?

## ★ Spring 2012:

- ★ ESE releases preliminary PPI data & levels for districts & schools based on data from 2009, 2010, and 2011
- ★ Comprises 60% of official 2012 PPI
- ★ Basis for determining Title I reservation amounts
- ★ Intended to help districts plan use of Title I funds
- ★ Districts “held harmless” if final level is lower than preliminary data



# Info sharing: What comes next?

## ★ Spring/Early Summer 2012:

- ★ Level 3 districts consult with DSAC on use of proposed reservation funds
- ★ Statewide meeting of Title I directors to discuss changes to Title I / II-A grant application
- ★ Title I, Part A allocations shared with districts upon receipt from US Department of Education

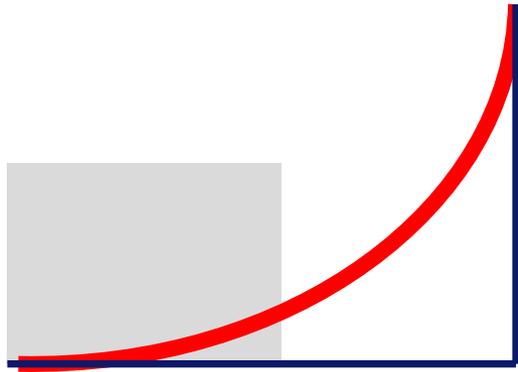


# SY2012-13: What comes next?

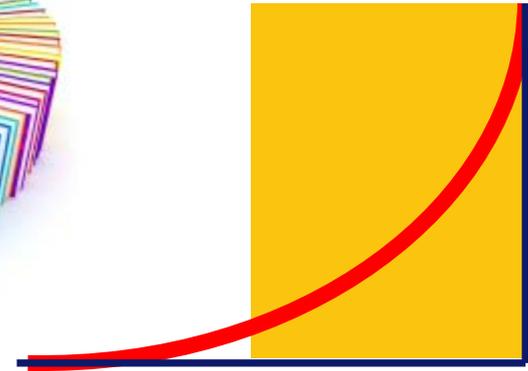
## ★ Summer/Early Fall 2012:

- ★ Waiver takes effect beginning with 2012-13 school year (FY13)
- ★ ESE staff review & approve Title I / II-A grant applications; may request additional evidence prior to grant approval
- ★ ESE releases official PPI data & levels for all districts & schools based on data from 2009, 2010, 2011, & 2012





Technical  
Content



Adaptive / Strategic  
Content

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