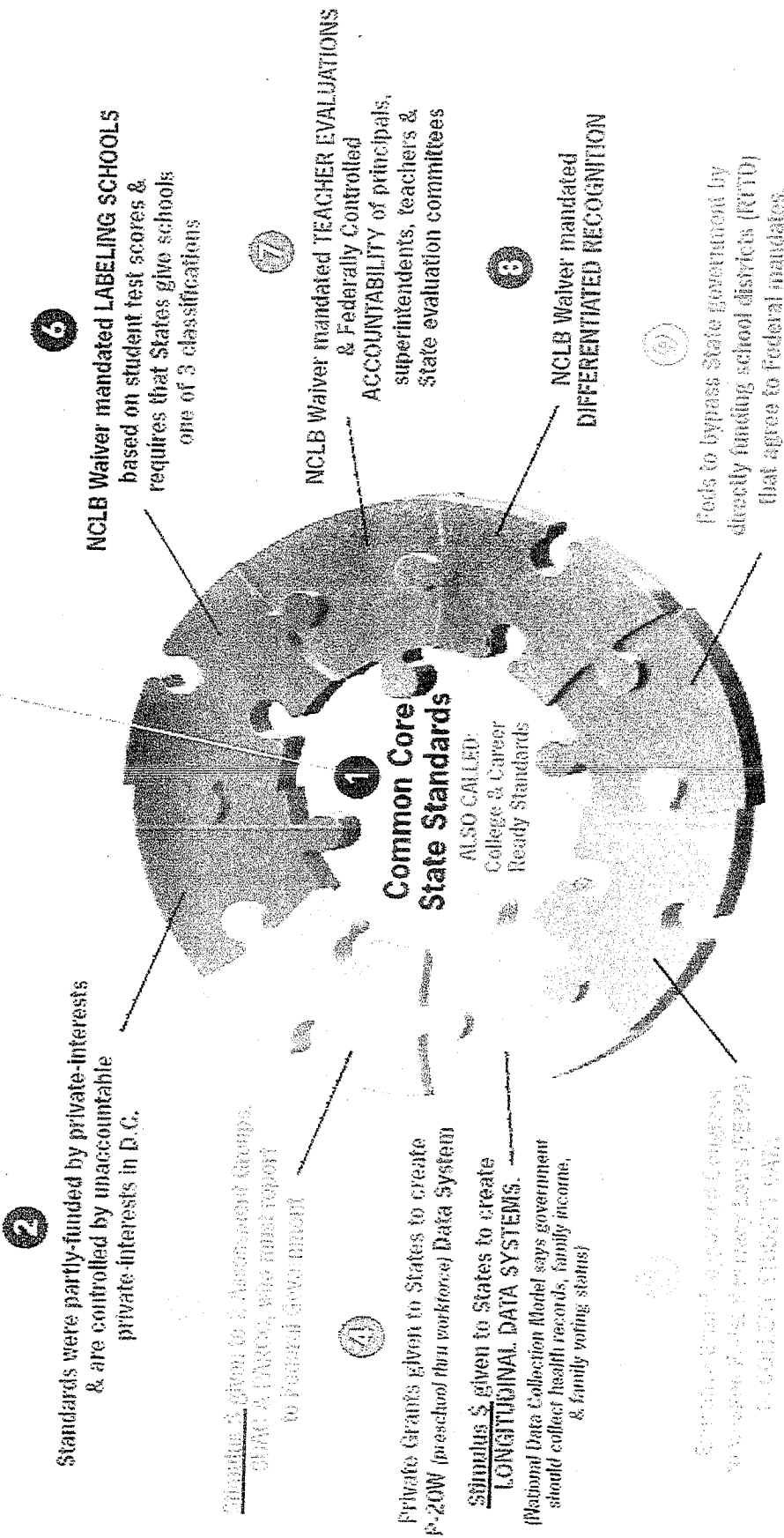


# How Common Core Doubles Down on No Child Left Behind

Stimulus \$ No Child Left Behind Waiver The End of State Sovereignty over Education.



Standards were partly-funded by private-interests & are controlled by unaccountable private-interests in D.C.

Stimulus \$ given to 2 Assessment Groups (NAEP & PARCC) who must report to Federal level directly

Private Grants given to States to create P-20W (pre-school thru workforce) Data System

Stimulus \$ given to States to create LONGITUDINAL DATA SYSTEMS. (National Data Collection Model says government should collect health records, family income, & family voting status)

Stimulus \$ given to States to create LONGITUDINAL DATA SYSTEMS. (National Data Collection Model says government should collect health records, family income, & family voting status)

Obama announces plan to pay teachers directly by creating a "Master Teachers Corps."

- ADDITIONAL SOURCES TO STATES:**
- 1. [www.assessmentgroups.org](http://www.assessmentgroups.org)
  - 2. [www.naep.gov](http://www.naep.gov)
  - 3. [www.parc.org](http://www.parc.org)
  - 4. [www.fedregister.gov](http://www.fedregister.gov)
  - 5. [www.fedregister.gov](http://www.fedregister.gov)
  - 6. [www.fedregister.gov](http://www.fedregister.gov)
  - 7. [www.fedregister.gov](http://www.fedregister.gov)
  - 8. [www.fedregister.gov](http://www.fedregister.gov)
  - 9. [www.fedregister.gov](http://www.fedregister.gov)
- SOURCES:**
- 1. NCLB Waiver: Principle 1, Page 20
  - 2. See: CBO's Foundation Grants
  - 3. [www.parc.org](http://www.parc.org)
  - 4. [www.fedregister.gov](http://www.fedregister.gov)
  - 5. [www.fedregister.gov](http://www.fedregister.gov)
  - 6. [www.fedregister.gov](http://www.fedregister.gov)
  - 7. [www.fedregister.gov](http://www.fedregister.gov)
  - 8. [www.fedregister.gov](http://www.fedregister.gov)
  - 9. [www.fedregister.gov](http://www.fedregister.gov)





# **ESEA Flexibility**

**Updated June 7, 2012**

*4 principles  
summarized on  
pages 1-3*

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

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In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements. In order to receive this flexibility, an SEA must meet the principles described in the next section. Terms that are defined in the Definitions section of this document are in bold type the first time they appear.

This document was originally issued on September 23, 2011. It has been updated to include two optional waivers that have been added to ESEA flexibility since that time and to reflect the implementation timeline for an SEA that requests this flexibility at the beginning of the 2012–2013 school year.

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP): An SEA would no longer need to follow the procedures in ESEA section 1111(b)(2)(E) through (H) for setting annual measurable objectives (AMOs) to use in determining AYP. Instead, 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 for the State, LEAs, schools, and student subgroups.
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, and neither the LEA nor its schools would be required to take currently required improvement actions; however, an SEA may still require or permit an LEA to take such actions. An LEA would also be exempt from all administrative and reporting requirements related to school improvement under current law.
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, and neither the LEA nor the SEA would be required to take currently required improvement actions. An LEA would also be exempt from all associated administrative and reporting requirements related to LEA improvement under current law.
4. Flexibility for Rural LEAs: An LEA that receives Small, Rural School Achievement Program funds or Rural and Low-Income School Program funds would have flexibility under ESEA sections 6213(b) and 6224(e) 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 in ESEA section 1114(a)(1) if the SEA has identified the school as a **priority school** or a **focus school**, and the LEA is implementing interventions consistent with the **turnaround principles** or interventions

that are based on the needs of the students in the school and designed to enhance the entire educational program in the school, as appropriate.

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, if the SEA determines such schools are most in need of additional support.
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**, if the SEA determines such schools are most appropriate for financial rewards.
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 under ESEA section 2141 and would have flexibility in how it uses its Title I and Title II funds. An SEA would be exempt from the requirements regarding its role in the implementation of these plans, including the requirement that it enter into agreements with LEAs on the uses of funds and the requirement that it provide technical assistance to LEAs on their plan. This flexibility would allow SEAs and LEAs to focus on developing and implementing more meaningful evaluation and support systems. An SEA would not be exempt from the requirement of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers; however, once more meaningful evaluation and support systems are in place in accordance with principle 3 (described below), an SEA may use the results of such systems to meet that requirement.
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 designated in ESEA section 6123 among those programs and into Title I, Part A. Moreover, to minimize burden at the State and local levels, the SEA would not be required to notify the Department and its participating LEAs would not be required to notify the SEA prior to transferring funds.
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.

#### **OPTIONAL FLEXIBILITY**

In addition to its request for waivers of each of the requirements above, an SEA may wish to request flexibility through waivers related to the following:

11. Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds: An SEA would have flexibility under ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) to permit community learning centers that receive funds under the 21st CCLC program to use those funds to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess).
12. Flexibility Regarding Making AYP Determinations: An SEA and its LEAs would no longer be required to comply with the requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) to make AYP determinations for LEAs and schools, respectively. Instead, an SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in

ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

13. Flexibility Regarding Within-District Title I Allocations: An LEA would have flexibility under ESEA section 1113(a)(3)-(4) and (c)(1) so that it may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served based solely on the school's poverty rate.

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

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To receive flexibility through the waivers outlined above, an SEA must submit a request that addresses each of the following four principles, consistent with the definitions and timelines described later in this document, to increase the quality of instruction for students and improve student academic achievement in the State and its LEAs. In the SEA's request, the SEA must describe how it will ensure that LEAs will fully implement these principles, consistent with the SEA's authority under State law and the SEA's request.

### **1. College- and Career-Ready Expectations for All Students**

Over the past few years, Governors and Chief State School Officers have developed and adopted rigorous academic content standards to prepare all students for success in college and careers in the 21st century. States are also coming together to develop the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge. To support States in continuing the work of transitioning students, teachers, and schools to a system aligned to college and career ready expectations, this flexibility would remove obstacles that hinder that work.

To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments. To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.

### **2. State-Developed Differentiated Recognition, Accountability, and Support**

Fair, flexible, and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. Based on the principles for accountability developed by the Council of Chief State School Officers, many States are already moving forward with next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the largest achievement gaps. This flexibility would give SEAs and LEAs relief from the school and LEA improvement requirements of NCLB so they can implement these new systems.

To receive this flexibility, an SEA must develop and implement a system of differentiated

recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and all subgroups; and school performance and progress over time, including the performance and progress of all subgroups. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth. An SEA's system of differentiated recognition, accountability, and support must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and to close achievement gaps for all subgroups, including interventions specifically focused on improving the performance of English Learners and students with disabilities. More specifically, the SEA's system must, at a minimum:

- Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as “reward schools.”
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying “priority schools” and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status. Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools” and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.
- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. The SEA must provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools, and must hold LEAs accountable for improving school and student performance, particularly for turning around their priority schools. The SEA and its LEAs must also ensure sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

### **3. Supporting Effective Instruction and Leadership**

In recent years, many SEAs and LEAs have begun to develop evaluation systems that go beyond



NCLB's minimum HQT standards, provide more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. High-quality systems, informed by research that affirms that educators have significant and lasting effects on student learning, draw on multiple measures of instructional and leadership practices to evaluate and support teacher and principal effectiveness. This flexibility will give SEAs and LEAs the ability to continue this work designed to increase the quality of instruction for all students by building fair, rigorous evaluation and support systems and developing innovative strategies for using them.

To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines. To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs. Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

#### **4. Reducing Duplication and Unnecessary Burden**

In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

Nothing in these principles shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

## **CONSULTATION**

Each SEA must engage diverse stakeholders and communities in the development of its request. By engaging relevant stakeholders at the outset of the planning and implementation process, an SEA can ensure they have input in shaping the SEA's comprehensive plan, which will help ensure successful implementation of the SEA's plan. Ideally, an SEA will solicit input from stakeholders representing diverse perspectives, experiences, and interests, including those that will be impacted by and implement the policies included in the SEA's plan, and will strengthen its request by revising it based on this input.

Each SEA must provide a description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives. Each SEA must also provide a description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes. Finally, each SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in its request.

## **EVALUATION**

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Implementing this flexibility presents a valuable opportunity for SEAs, LEAs, and the Department to learn more about the effectiveness of various programs, practices, and strategies and to contribute to the evidence base of what works. The Department encourages an SEA that receives approval to implement this flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. For example, an SEA could propose to evaluate an aspect of its plan for transitioning to college- and career-ready standards; the interventions the SEA and its LEAs are implementing in priority or focus schools; or its teacher and principal evaluation and support systems. Interested SEAs will need to, upon receipt of approval of this flexibility, nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principle 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

## DEFINITIONS

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1. **College- and Career-Ready Standards:** “College- and career-ready standards” are content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation. A State’s college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.
2. **Focus School:** A “focus school” is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is—
  - a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
  - a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

3. **High-Quality Assessment:** A “high-quality assessment” is an assessment or a system of assessments that is valid, reliable, and fair for its intended purposes; and measures student knowledge and skills against college- and career-ready standards in a way that—
  - covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;
  - as appropriate, elicits complex student demonstrations or applications of knowledge and skills;
  - provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students;
  - provides an accurate measure of student growth over a full academic year or course;
  - produces student achievement data and student growth data that can be used to determine whether individual students are college and career ready or on track to being college and career ready;
  - assesses all students, including English Learners and students with disabilities;
  - provides for alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and
  - produces data, including student achievement data and student growth data, that can be

used to inform: determinations of school effectiveness for purposes of accountability under Title I; determinations of individual principal and teacher effectiveness for purposes of evaluation; determinations of principal and teacher professional development and support needs; and teaching, learning, and program improvement.

4. **Priority School:** A “priority school” is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—
  - a school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
  - a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
  - a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.
5. **Reward School:** A “reward school” is a Title I school that, based on the most recent data available, is—
  - a “**highest-performing school**,” which is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups, on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the Title I schools with the highest graduation rates. A highest-performing school must be making AYP for the “all students” group and all of its subgroups. A school may not be classified as a “highest-performing school” if there are significant achievement gaps across subgroups that are not closing in the school; or
  - a “**high-progress school**,” which is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a “high-progress school” if there are significant achievement gaps across subgroups that are not closing in the school.
6. **Standards that are Common to a Significant Number of States:** “Standards that are common to a significant number of States” means standards that are substantially identical across all States in a consortium that includes a significant number of States. A State may supplement such standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for a content area.
7. **State Network of Institutions of Higher Education (IHEs):** A “State network of institutions of higher education” means a system of four-year public IHEs that, collectively, enroll at least 50 percent of the students in the State who attend the State’s four-year public

IHEs.

8. **Student Growth:** “Student growth” is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—
- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
  - For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.
9. **Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:
- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
  - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - 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 and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such

as a recovery school district or other management organization.

**TIMELINES FOR “WINDOW 1” AND “WINDOW 2” REQUESTS**

The dates identified in the chart as deadlines (bolded in the chart) for complying with a principle are the latest by which an SEA that submitted an ESEA flexibility request for Window 1 (*i.e.*, for peer review in December 2011) or Window 2 (*i.e.*, for peer review in March 2012) or its LEAs must meet a particular principle. The dates identified as when an SEA or LEA may begin to implement a waiver represent the earliest an SEA that submitted an ESEA flexibility request for Window 1 or Window 2 or its LEAs may take advantage of the specified waiver.

The “At Submission” column describes generally the information an SEA must supply in order to receive the flexibility. See the document titled *ESEA Flexibility Request* for more detail on the specific evidence that States must submit to meet the principles. The initial waiver period for waivers granted to an SEA that submits a request in Window 1 or Window 2 will be through the 2013–2014 school year; however, an SEA that wishes to receive the flexibility must develop a plan that covers all four years identified in the chart. The “SY 2014–2015” column identifies the additional actions that an SEA that submitted a request in Window 1 or Window 2 must take if it receives an extension of the flexibility.

**TIMELINE FOR IMPLEMENTATION OF ESEA FLEXIBILITY FOR “WINDOW 1” AND “WINDOW 2” REQUESTS**

| Principle or waiver  | Required at submission   | Required during initial waiver period SY 2011–2012   | Required during initial waiver period SY 2012–2013   | Required during initial waiver period SY 2013–2014  | Required if approved for extension SY 2014–2015   |
|--|--|--|--|---|---|
| Adopt college- and career-ready standards  | Request includes evidence that the State has formally adopted college- and career-ready standards  | No text  | No text  | No text   | No text   |
| Implement college- and career-ready standards  | Request includes plan for transitioning to and implementing college- and career-ready standards  | SEA and LEAs prepare to implement college- and career-ready standards                            | SEA and LEAs prepare to implement college- and career-ready standards                            | SEA and LEAs implement college- and career-ready standards                                      | No text   |
| Develop and administer high-quality assessments aligned with college- and career-ready standards | Request includes plan for developing and administering high-quality assessments aligned with college- and career-ready standards, and assurance that SEA will develop and administer alternate assessments consistent with 34 C.F.R. § 200.6(a)(2) | SEA develops statewide high-quality assessments aligned with college- and career-ready standards | SEA develops statewide high-quality assessments aligned with college- and career-ready standards | SEA administers pilot high-quality assessments aligned with college- and career-ready standards | SEA administers high-quality assessments aligned with college- and career-ready standards |



| Principle or waiver  | Required at submission  | Required during initial waiver period SY 2011-2012 | Required during initial waiver period SY 2012-2013 | Required during initial waiver period SY 2013-2014  | Required if approved for extension SY 2014-2015  |
|--|---|--|--|---|--|
| Adopt ELP standards that correspond to college- and career-ready standards | Request includes assurance that SEA will adopt ELP standards                    | No text  | No text  | SEA adopts ELP standards that correspond to State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2) | No text  |
| Develop and administer ELP assessments                                     | Request includes assurance that SEA will develop and administer ELP assessments | No text  | No text  | No text   | SEA develops and administers ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) |

| Principle or waiver  | Required at submission   | Required during initial waiver period SY 2011-2012   | Required during initial waiver period SY 2012-2013   | Required during initial waiver period SY 2013-2014   | Required if approved for extension SY 2014-2015  |
|--|--|--|--|--|--|
| <p>Annually report college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State</p> | <p>Request includes assurance that SEA will annually report to the public the required data</p>    | <p>No text</p>   | <p>No text</p>   | <p>No text</p>   | <p>SEA annually reports to the public college-going and college credit-accumulation rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12)</p> |
| <p>Waiver to set new ambitious but achievable AMOs</p>   | <p>Request includes proposed new AMOs and justification that they are ambitious but achievable</p> | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2011-2012 assessment results</p> | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2011-2012 assessment results</p> | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2011-2012 assessment results</p> | <p>Continue applying new AMOs</p>  |

| Principle or waiver   | Required at submission | Required during initial waiver period SY 2011–2012  | Required during initial waiver period SY 2012–2013   | Required during initial waiver period SY 2013–2014   | Required if approved for extension SY 2014–2015 |
|---|------------------------|---|--|--|---|
| Waiver of requirement to make AYP determinations (*Optional)  | No text                | Beginning with reporting results of SY 2011–2012 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively                 | Beginning with reporting results of SY 2011–2012 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively  | Beginning with reporting results of SY 2011–2012 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively  | Continue waiver                                 |
| Waiver of requirements to identify schools and LEAs for improvement status                          | No text                | Beginning with release of AYP determinations based on SY 2011–2012 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement | Beginning with release of AYP determinations based on SY 2011–2012 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement  | Beginning with release of AYP determinations based on SY 2011–2012 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement  | Continue waiver                                 |
| Waiver of requirements for schools and LEAs in improvement status to take certain specified actions | No text                | No text   | Beginning in SY 2012–2013, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status) | Beginning in SY 2012–2013, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status) | Continue waiver                                 |

| Principle or waiver   | Required at submission   | Required during initial waiver period SY 2011–2012  | Required during initial waiver period SY 2012–2013  | Required during initial waiver period SY 2013–2014  | Required if approved for extension SY 2014–2015                                      |
|---|--|---|---|---|--|
| Develop and implement a State-based system of differentiated recognition, accountability, and support | Request includes a description of the SEA's differentiated recognition, accountability, and support system and the SEA's plan for implementation   | No text   | SEA implements its system of differentiated recognition, accountability, and support  | SEA implements its system of differentiated recognition, accountability, and support  | Continue implementing differentiated recognition, accountability, and support system |
| Annually identify and recognize or reward highest-performing and high-progress Title I schools        | Request includes SEA's methodology for identifying schools and list of schools based on SY 2010–2011 assessment results  | SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools | SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools   | SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools   | Continue annually publicly identifying reward schools                                |
| Implement school interventions consistent with the turnaround principles in priority schools          | Request includes SEA's methodology for identifying schools, list of schools based on SY 2010–2011 assessment results, and a plan to implement interventions consistent with the turnaround principles in such schools over the period of the flexibility | SEA makes public its list of priority schools   | LEAs implement interventions consistent with the turnaround principles in each Title I school identified as a priority school and consistent with SEA's timeline for implementing such interventions in all of those schools over the period of the flexibility | LEAs implement interventions consistent with the turnaround principles in each Title I school identified as a priority school and consistent with SEA's timeline for implementing such interventions in all of those schools over the period of the flexibility | Continue implementing interventions in priority schools                              |

| Principle or waiver  | Required at submission  | Required during initial waiver period SY 2011-2012 | Required during initial waiver period SY 2012-2013   | Required during initial waiver period SY 2013-2014   | Required if approved for extension SY 2014-2015      |
|--|---|--|--|--|--|
| Implement interventions in focus schools   | Request includes SEA's methodology for identifying schools, list of schools based on SY 2010-2011 assessment results, SEA's process for ensuring LEAs implement interventions based on needs, and examples of interventions | SEA makes public its list of focus schools         | LEAs implement interventions in each Title I school identified as a focus school   | LEAs implement interventions in each Title I school identified as a focus school   | Continue implementing interventions in focus schools |
| Build capacity to improve student learning   | Request includes description of the SEA's process for building SEA, LEA, and school capacity  | No text  | SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools | SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools | No text  |
| Waiver of poverty threshold for priority and focus schools to operate a schoolwide program | No text   | No text  | LEAs may operate a schoolwide program in their priority schools to implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school        | LEAs may operate a schoolwide program in their priority schools to implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school        | Continue waiver                                      |

| Principle or waiver  | Required at submission  | Required during initial waiver period SY 2011-2012   | Required during initial waiver period SY 2012-2013   | Required during initial waiver period SY 2013-2014  | Required if approved for extension SY 2014-2015     |
|--|---|--|--|---|---|
| Waiver of requirement to serve schools in rank order of poverty (*Optional)        | No text   | No text  | LEAs may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served based solely on the school's poverty rate | LEAs that receive Small, Rural School Achievement Program or Rural and Low-Income School Program funds may use those funds for any authorized purpose regardless of their AYP status                | Continue waiver                                     |
| Waiver providing flexibility for rural LEAs  | No text   | No text  | LEAs develop evaluation and support systems consistent with State guidelines   | LEAs pilot implementation of evaluation and support systems (e.g., pilot in a few schools; implement in all schools but do not publicize results) or fully implement evaluation and support systems | Continue waiver                                     |
| Develop, adopt, and implement teacher and principal evaluation and support systems | Request includes a plan to develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required under the State Fiscal Stabilization Fund | SEA adopts guidelines for teacher and principal evaluation and support systems<br><br>SEA provides student growth data to teachers |  |   | LEAs fully implement evaluation and support systems |

| Principle or waiver   | Required at submission | Required during initial waiver period SY 2011-2012                     | Required during initial waiver period SY 2012-2013   | Required during initial waiver period SY 2013-2014   | Required if approved for extension SY 2014-2015 |
|---|------------------------|--|--|--|---|
| Waiver of limits on transferability of funds and requirements to report transfers prior to transferring funds | No text                | Limits on transferability do not apply to FY 2011 and subsequent funds | Limits on transferability do not apply to FY 2011 and subsequent funds   | Limits on transferability do not apply to FY 2011 and subsequent funds   | Continue waiver                                 |
| Waiver for flexibility to support school improvement  | No text                | No text  | SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support               | SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support               | Continue waiver                                 |
| Waiver for flexibility to reward schools  | No text                | No text  | SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards | SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards | Continue waiver                                 |

| Principle or waiver                                 | Required at submission | Required during initial waiver period SY 2011–2012  | Required during initial waiver period SY 2012–2013  | Required during initial waiver period SY 2013–2014  | Required if approved for extension SY 2014–2015 |
|---|------------------------|---|---|---|---|
| Waiver to use SIG funds to support priority schools | No text                | SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school | SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school | SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school | Continue waiver                                 |



| Principle or waiver  | Required at submission | Required during initial waiver period SY 2011-2012  | Required during initial waiver period SY 2012-2013  | Required during initial waiver period SY 2013-2014 | Required if approved for extension SY 2014-2015 |
|--|------------------------|---|---|--|---|
| <p>Waiver regarding use of 21st CCLC program funds (*Optional)</p> | <p>No text</p>         | <p>Beginning with its first competition for 21st CCLC funds after receiving ESEA flexibility, SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session</p> | <p>Beginning with its first competition for 21st CCLC funds after receiving ESEA flexibility, SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session</p> |  | <p>Continued waiver</p>                         |

| Principle or waiver  | Required at submission | Required during initial waiver period SY 2011-2012  | Required during initial waiver period SY 2012-2013  | Required during initial waiver period SY 2013-2014  | Required if approved for extension SY 2014-2015 |
|--|------------------------|---|---|---|---|
| Waiver regarding Highly Qualified Teacher (HQT) improvement plan | No text                | LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans | LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans | LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans | Continue waiver                                 |

**TIMELINES FOR “WINDOW 3” REQUESTS**

The dates identified in the chart as deadlines (bolded in the chart) for complying with a principle are the latest by which an SEA that submits an ESEA flexibility request for Window 3 (*i.e.*, for peer review in October 2012) or its LEAs must meet a particular principle. The dates identified as when an SEA or LEA may begin to implement a waiver represent the earliest an SEA that submits an ESEA flexibility request for Window 3 or its LEAs may take advantage of the specified waiver.

The “At Submission” column describes generally the information an SEA must supply in order to receive the flexibility. See the document titled *ESEA Flexibility Request for Window 3* for more detail on the specific evidence that States must submit to meet the principles. The waiver period for requests submitted for Window 3 will be through the 2014–2015 school year.

**TIMELINE FOR IMPLEMENTATION OF ESEA FLEXIBILITY FOR “WINDOW 3” REQUESTS**

| Principle or Waiver                           | At submission   | SY 2012–2013  | SY 2013–2014   | SY 2014–2015 |
|---|---|---|--|--------------|
| Adopt college- and career-ready standards     | Request includes evidence that the State has formally adopted college- and career-ready standards | No text   | No text  | No text      |
| Implement college- and career-ready standards | Request includes plan for transitioning to and implementing college- and career-ready standards   | SEA and LEAs prepare to implement college- and career-ready standards | SEA and LEAs implement college- and career-ready standards | No text      |

| Principle or Waiver  | At submission  | SY 2012–2013   | SY 2013–2014  | SY 2014–2015   |
|--|--|--|---|--|
| Develop and administer high-quality assessments aligned with college- and career-ready standards | Request includes plan for developing and administering high-quality assessments aligned with college- and career-ready standards, and assurance that SEA will develop and administer alternate assessments consistent with 34 C.F.R. § 200.6(a)(2) | SEA develops statewide high-quality assessments aligned with college- and career-ready standards | SEA administers pilot high-quality assessments aligned with college- and career-ready standards   | SEA administers high-quality assessments aligned with college- and career-ready standards  |
| Adopt ELP standards that correspond to college- and career-ready standards                       | Request includes assurance that SEA will adopt ELP standards   | No text  | SEA adopts ELP standards that correspond to State’s college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2) | No text  |
| Develop and administer ELP assessments   | Request includes assurance that SEA will develop and administer ELP assessments  | No text  | No text   | SEA develops and administers ELP assessments aligned with the State’s ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) |

| Principle or Waiver  | At submission  | SY 2012-2013   | SY 2013-2014   | SY 2014-2015   |
|--|--|--|--|--|
| <p>Annually report college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State</p> | <p>Request includes assurance that SEA will annually report to the public the required data</p>    | <p>No text</p>   | <p>No text</p>   | <p>SEA annually reports to the public college-going and college credit-accumulation rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12)</p> |
| <p>Waiver to set new ambitious but achievable AMOs</p>   | <p>Request includes proposed new AMOs and justification that they are ambitious but achievable</p> | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2012-2013 assessment results</p>   | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2012-2013 assessment results</p>   | <p>SEA may apply new AMOs to AYP determinations beginning with SY 2012-2013 assessment results</p>   |
| <p>Waiver of requirement to make AYP determinations (*Optional)</p>  | <p>No text</p>   | <p>Beginning with reporting results of SY 2012-2013 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively</p> | <p>Beginning with reporting results of SY 2012-2013 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively</p> | <p>Beginning with reporting results of SY 2012-2013 assessments, SEA and LEAs need not make AYP determinations for LEAs or schools, respectively</p>                           |

| Principle or Waiver  | At submission  | SY 2012–2013  | SY 2013–2014  | SY 2014–2015  |
|--|----------------|---|---|---|
| <p>Waiver of requirements to identify schools and LEAs for improvement status</p>                          | <p>No text</p> | <p>Beginning with release of AYP determinations based on SY 2012–2013 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement</p> <p>No text</p>   | <p>Beginning with release of AYP determinations based on SY 2012–2013 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement</p>  | <p>Beginning with release of AYP determinations based on SY 2012–2013 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement</p>  |
| <p>Waiver of requirements for schools and LEAs in improvement status to take certain specified actions</p> | <p>No text</p> | <p>Beginning in SY 2013–2014, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status)</p> | <p>Beginning in SY 2013–2014, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status)</p> | <p>Beginning in SY 2013–2014, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status)</p> |

| Principle or Waiver  | At submission  | SY 2012-2013  | SY 2013-2014   | SY 2014-2015   |
|--|--|---|--|--|
| <p>Develop and implement a State-based system of differentiated recognition, accountability, and support</p> <p>Annually identify and recognize or reward highest-performing and high-progress Title I schools</p> | <p>Request includes a description of the SEA's differentiated recognition, accountability, and support system and the SEA's plan for implementation</p> <p>Request includes SEA's methodology for identifying schools and list of schools based on SY 2011-2012 assessment results</p> | <p>No text</p> <p>SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools</p> | <p>SEA implements its system of differentiated recognition, accountability, and support</p> <p>SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools</p> | <p>SEA implements its system of differentiated recognition, accountability, and support</p> <p>SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools</p> |

| Principle or Waiver   | At submission   | SY 2012–2013   | SY 2013–2014   | SY 2014–2015   |
|---|---|--|--|--|
| <p>Implement school interventions consistent with the turnaround principles in priority schools</p> | <p>Request includes SEA’s methodology for identifying schools, list of schools based on SY 2011–2012 assessment results, and a plan to implement interventions consistent with the turnaround principles in such schools over the period of the flexibility</p> | <p>SEA makes public its list of priority schools</p> | <p>LEAs implement interventions consistent with the turnaround principles in each Title I school identified as a priority school and consistent with SEA’s timeline for implementing such interventions in all of those schools over the period of the flexibility</p> | <p>LEAs implement interventions consistent with the turnaround principles in each Title I school identified as a priority school and consistent with SEA’s timeline for implementing such interventions in all of those schools over the period of the flexibility</p> |
| <p>Implement interventions in focus schools</p>   | <p>Request includes SEA’s methodology for identifying schools, list of schools based on SY 2011–2012 assessment results, SEA’s process for ensuring LEAs implement interventions based on needs, and examples of interventions</p>                              | <p>SEA makes public its list of focus schools</p>    | <p>LEAs implement interventions in each Title I school identified as a focus school</p>  | <p>LEAs implement interventions in each Title I school identified as a focus school</p>  |



| Principle or Waiver                        | At submission  | SY 2012-2013 | SY 2013-2014   | SY 2014-2015   |
|--|--|--------------|--|--|
| Build capacity to improve student learning | Request includes description of the SEA's process for building SEA, LEA, and school capacity | No text      | SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools | SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools |

| Principle or Waiver   | At submission  | SY 2012-2013   | SY 2013-2014   | SY 2014-2015   |
|---|----------------|----------------|--|--|
| <p>Waiver of poverty threshold for priority and focus schools to operate a schoolwide program</p> | <p>No text</p> | <p>No text</p> | <p>LEAs may operate a schoolwide program in their priority schools to implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school</p> | <p>LEAs may operate a schoolwide program in their priority schools to implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school</p> |

| Principle or Waiver  | At submission  | SY 2012-2013   | SY 2013-2014   | SY 2014-2015   |
|--|----------------|----------------|--|--|
| <p>Waiver of requirement to serve schools in rank order of poverty (*Optional)</p> | <p>No text</p> | <p>No text</p> | <p>LEAs may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if it does not rank high enough to be served based solely on the school's poverty rate</p> | <p>LEAs may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if it does not rank high enough to be served based solely on the school's poverty rate</p> |
| <p>Waiver providing flexibility for rural LEAs</p>                                 | <p>No text</p> | <p>No text</p> | <p>LEAs that receive Small, Rural School Achievement Program or Rural and Low-Income School Program funds may use those funds for any authorized purpose regardless of their AYP status</p>  | <p>LEAs that receive Small, Rural School Achievement Program or Rural and Low-Income School Program funds may use those funds for any authorized purpose regardless of their AYP status</p>  |

| Principle or Waiver  | At submission  | SY 2012–2013  | SY 2013–2014  | SY 2014–2015   |
|--|--|---|---|--|
| <p>Develop, adopt, and implement teacher and principal evaluation and support systems</p>                            | <p>Request includes a plan to develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required under the State Fiscal Stabilization Fund</p> | <p>SEA adopts guidelines for teacher and principal evaluation and support systems<br/><br/>SEA provides student growth data to teachers</p> | <p>LEAs develop evaluation and support systems consistent with State guidelines</p> | <p>LEAs pilot implementation of evaluation and support systems (e.g., pilot in a few schools; implement in all schools but do not publicize results) with intent to fully implement in 2015–2016 or fully implement evaluation and support systems</p> |
| <p>Waiver of limits on transferability of funds and requirements to report transfers prior to transferring funds</p> | <p>No text</p>   | <p>Limits on transferability do not apply to FY 2012 and subsequent funds</p>   | <p>Limits on transferability do not apply to FY 2012 and subsequent funds</p>       | <p>Limits on transferability do not apply to FY 2012 and subsequent funds</p>  |

| Principle or Waiver                                  | At submission | SY 2012-2013 | SY 2013-2014   | SY 2014-2015   |
|--|---------------|--------------|--|--|
| Waiver for flexibility to support school improvement | No text       | No text      | SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support | SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support |

| Principle or Waiver                             | At submission  | SY 2012-2013   | SY 2013-2014  | SY 2014-2015  |
|---|----------------|----------------|---|---|
| <p>Waiver for flexibility to reward schools</p> | <p>No text</p> | <p>No text</p> | <p>SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards</p> | <p>SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards</p> |

| Principle or Waiver   | At submission  | SY 2012-2013   | SY 2013-2014   | SY 2014-2015   |
|---|----------------|--|--|--|
| <p>Waiver regarding Highly Qualified Teacher (HQT) improvement plan</p> | <p>No text</p> | <p>LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans</p> | <p>LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans</p> | <p>LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans</p> |
| <p>Waiver to use SIG funds to support priority schools</p>              | <p>No text</p> | <p>SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school</p>   | <p>SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school</p>   | <p>SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school</p>   |

| Principle or Waiver   | At submission  | SY 2012–2013   | SY 2013–2014   | SY 2014–2015   |
|---|--|--|--|--|
| <p>Review and evaluate State-level administrative and reporting requirements to reduce duplication and unnecessary burden</p> | <p>SEA assures it will review and evaluate State-level administrative requirements and adjust appropriately in order to reduce duplication and unnecessary burden on LEAs and schools.</p> | <p>SEA reviews and evaluates State-level administrative and reporting requirements and adjusts appropriately in order to reduce duplication and unnecessary burden on LEAs and schools</p> | <p>SEA reviews and evaluates State-level administrative and reporting requirements and adjusts appropriately in order to reduce duplication and unnecessary burden on LEAs and schools</p> | <p>SEA reviews and evaluates State-level administrative and reporting requirements and adjusts appropriately in order to reduce duplication and unnecessary burden on LEAs and schools</p> |

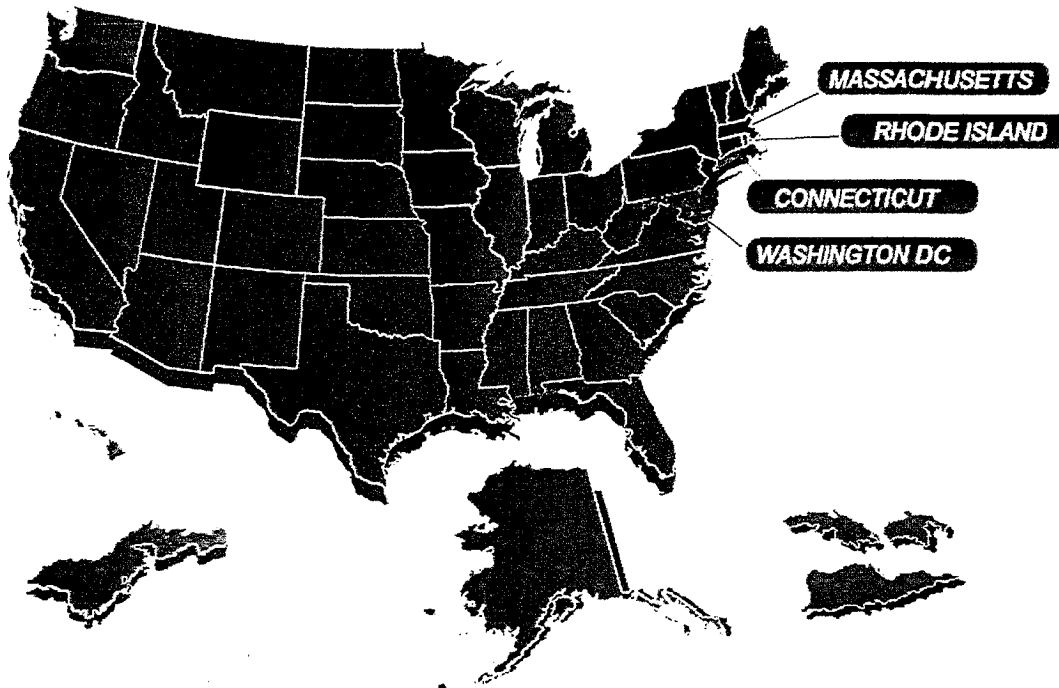


| Principle or Waiver  | At submission  | SY 2012-2013  | SY 2013-2014  | SY 2014-2015  |
|--|----------------|---|---|---|
| <p>Waiver regarding use of 21st CCLC program funds (*Optional)</p> | <p>No text</p> | <p>Beginning with its first competition for 21st CCLC funds after receiving ESEA flexibility, SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session</p> | <p>Beginning with its first competition for 21st CCLC funds after receiving ESEA flexibility, SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session</p> | <p>Beginning with its first competition for 21st CCLC funds after receiving ESEA flexibility, SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session</p> |



## Meet our Clients

Below is a sampling of some of our clients. Hover over the highlighted regions to view details on the work we've done in each.



## Federal Clients

### National Education Data Model

NEDM Website - <http://NCES.SIFinfo.org/DataModel/>

- Website to present information and visualization of the NEDM model
- Reporting structures

### CCSSO

*Data Shuttle*

- Enterprise Integration Framework - ETL and data migration from ED Facts database to the school data direct system

## State Clients

### American Samoa

American Samoa Department of Education

- Enterprise Integration Framework - ETL Services

- edFusion™ Data Warehouse
- edFusion™ Enterprise Reporting
- edFusion™ Portal
- edFusion™ Directory and Identity Manager

## **Tennessee**

Tennessee Department of Education

- Base K-12 data model
- edFusion™ Enterprise Portal
- edFusion™ Enterprise Directory and Identity Manager
- edFusion™ Influence Spectrum Management (ISM)

## **Washington**

Washington Office of Superintendent of Public Instruction

- edFusion™ Data Warehouse
- edFusion™ Enterprise Reporting infrastructure including Snapshots, Data Tables, Analysis, Balanced Score Cards, and Research Data Marts
- edFusion™ Directory and Identity Manager
- edFusion™ Enterprise Portal

## **Maine**

Maine Department of Education

- edFusion™ Data Warehouse and Reporting infrastructure
- edFusion™ Enterprise Portal for report dissemination
- edFusion™ Enterprise Reporting infrastructure including Maine specific reports
- edFusion™ Enterprise Reporting frameworks for Growth Model, At-Risk-Management, Balanced Scorecard, and EDFacts
- edFusion™ Directory and Identity Manager

## **Connecticut**

Connecticut Department of Education

- edFusion™ Directory and Identity Manager
- Identity Management solution with state Novel eDirectory
- edFusion™ Enterprise Reporting infrastructure, including NCLB reports
- edFusion™ Enterprise Portal
- Statewide pre-K information system
- Various data collection and management systems
- edFusion™ State Registration System to manage unique student and staff IDs

## **Massachusetts**

Massachusetts Department of Education

- Enterprise Directory
- Initial Data Warehouse design and development
- Lead the Student Information System development
- VES architecture and design team

## **U.S. Virgin Islands**

Virgin Islands Department of Education

- System security infrastructure
- Data quality procedures
- NCLB Report Card Application which provides self service approval mechanism for all state, district, and school report cards

## **Iowa**

Iowa Department of Education

- edFusion™ Directory and Identity Manager
- edFusion™ Enterprise Portal
- Single Sign-On to various applications via SharePoint

## **Missouri**

Missouri Department of Education

- Enterprise Integration Framework - ETL Services
- System security infrastructure

## **Wyoming**

Wyoming Department of Education

- edFusion™ Enterprise Portal
- Assessment Data Mart and edFusion™ Influence Spectrum Management (ISM)
- edFusion™ Enterprise Reporting infrastructure
- edFusion™ Directory and Identity Manager
- edFusion™ State Registration System to manage unique student and staff IDs

## **Illinois**

Illinois State Board of Education

- edFusion™ Data Warehouse
- Business Intelligence infrastructure
- edFusion™ Directory and Identity Manager

## **North Carolina**

North Carolina Department of Public Instruction

- Platform to deliver math problems to students at risk via mobile phones (smart phones)

- Forward looking teacher portal
- Standards and curriculum center
- Communications center
- Instructional resources management
- Assessment modules
- Web 2.0 community to share ideas and problem related content between students and teachers

## **Alaska**

Alaska Department of Education

- edFusion™ Enterprise Portal
- Designed various user websites and views
- edFusion™ Enterprise Directory for security and provisioning
- Enterprise data dissemination strategy - online ad-hoc querying tool

## **Utah**

Utah Department of Education

- edFusion™ Data Warehouse
- P-20 Data Governance Support
- Student record exchange ODS
- Self-service portal for users
- District facing data collection utilities

## **Rhode Island**

Rhode Island Department of Education

- SharePoint portal
- School websites

## **District/School Clients**

### **Various Districts: (Ongoing)**

- edFusion™ Enterprise Portal
- edFusion™ Enterprise Reporting and Data Warehouse solutions
- edFusion™ Enterprise Learning Management System
  - Instructional management
  - System interfaces with library information system
  - System interfaces with student information system
  - System includes grade book capabilities
  - System includes curriculum authoring and management

### **Boston Public Schools and Center for Collaborative Education (Ongoing)**

- edFusion™ Influence Spectrum Management (ISM) solution
  - Features an advanced analytics dashboard
  - Includes intervention assignment and monitoring
  - Allows for collaboration on identified issues
  - Features alerts and notifications based on data driven events

### **Philadelphia School of the Future**

- Various edFusion™ solution modules
  - edFusion™ Influence Spectrum Management (ISM) solution
  - edFusion™ Classroom Tools
  - Curriculum management tools
-





#5

**Compliance With the Family Educational Rights and Privacy Act**

*Comment:* Some commenters questioned whether establishing and implementing an SLDS in the manner proposed in the NPR would violate State and Federal law, including FERPA. In this regard, a number of commenters noted that some of the Department's past interpretations of FERPA may pose a barrier to States' ability to establish an SLDS that contains all 12 COMPETES Act elements and still comply with FERPA. One commenter requested that any data collection that violated FERPA or other Federal law be deleted from the indicators and descriptors.

Many commenters supported the Department's commitment in the NPR to provide guidance regarding statewide longitudinal data systems and FERPA. The commenters suggested that the Department provide guidance or clarity on such issues as the ability to collect, report, audit, and share information between State agencies.

*Discussion:* The establishment of a statewide longitudinal data system with the necessary functionality to incorporate all 12 of the COMPETES Act elements, by itself, does not violate FERPA. The actual implementation of such a system (including the disclosure and redisclosure of personally identifiable information from education records) also does not violate FERPA provided that States follow FERPA's specific requirements. In the following sections, in response to specific questions from commenters, we provide greater detail about how an SLDS may be established and implemented in compliance with FERPA. The Department is not aware of any other Federal laws that would prohibit or pose barriers to a State establishing an SLDS.

To the extent that State laws present barriers to the development of an SLDS in compliance with the ARRA, the State will likely need to take specific actions to address those barriers. As part of its application, each State will identify any obstacles, including legal barriers, that may prevent it from implementing an SLDS by the September 30, 2011 deadline. The Department will provide further clarification in this area as warranted.

*Changes:* None.

*Comment:* Some commenters expressed concerns that the requirement to collect and report student data from out-of-State IHEs would violate FERPA. A few commenters asked the Department to provide guidance on how States can collect data on remedial

coursework on students who attend out-of-State or private IHEs.

*Discussion:* Proposed Indicator (c)(13) would have requested that States collect and report college course completion data for students who enroll in a public IHE, whether or not the IHE is in-State or out-of-State. We recognize that collection of data from out-of-State IHEs in a FERPA-compliant manner could be burdensome on States and, therefore, are revising this Indicator to provide that States need only collect and publicly report these data from public IHEs within the State. We also encourage States to consult the NCES Web site for further assistance in developing statewide longitudinal data systems. This Web site can be accessed at <http://nces.ed.gov/dataguidelines/>.

*Changes:* We have modified new Indicator (c)(12) (proposed Indicator (c)(13)) to require that States provide college course credit data only for students enrolled in public in-State IHEs.

*Comment:* One commenter suggested that, because States may collect data only for those students who approve the release of their student records, the data would not be reliable.

*Discussion:* As discussed in more detail later in this section, under various exceptions in FERPA, a State may collect and disclose student-level data for the purpose of evaluating education programs and improving instruction without prior written student or parent consent. Moreover, the Department is not asking States to collect data only for those students who approve the release of information from their student records.

*Changes:* None.

*Comment:* Several commenters recommended that the Department clarify whether States have the authority under FERPA to share data between pre-kindergarten-through-grade-12 (pre-K-12) and postsecondary data systems, particularly with respect to the requirements in new Indicators (c)(11) and (c)(12) (proposed Indicators (c)(12) and (c)(13)) that States collect and report student-level college enrollment and course completion information. One commenter specifically asked whether a State educational agency (SEA) may access postsecondary education records of former students without explicit student permission.

*Discussion:* As stated earlier, the establishment of a statewide longitudinal data system with the necessary functionality to incorporate all 12 of the COMPETES Act elements, including the sharing of data between pre-K-12 and postsecondary data systems, by itself, does not violate

FERPA. States also may implement an SLDS that includes the disclosure and redisclosure of personally identifiable information from education records in a manner that complies with FERPA.

We first address the question of the disclosure and redisclosure of personally identifiable information in the pre-K context. The disclosure of personally identifiable information from pre-K programs to LEAs is not affected by FERPA with respect to pre-K programs that do not receive funding from the Department, as FERPA does not apply to those programs. With respect to pre-K programs that receive funding from the Department, the non-consensual disclosure of personally identifiable information from the students' pre-K education records to LEAs is permitted under the enrollment exception in the FERPA regulations, provided that certain notification and access requirements are met (20 U.S.C. 1232g(b)(1)(B); 34 CFR 99.31(a)(2) and 99.34).

The second issue raised by commenters involves the sharing of information between postsecondary institutions and SEAs. Similar to the pre-K context, the non-consensual disclosure of personally identifiable information from K-12 education records to a postsecondary institution is permitted under the enrollment exception, provided the notification and access conditions are met. A postsecondary institution may disclose personally identifiable information to an SEA under the evaluation exception if the SEA has the authority to conduct an audit or evaluation of the postsecondary institution's education programs (20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5); 34 CFR 99.31(a)(3) and 99.35). States that have not established the requisite authority may do so in a number of ways, such as (1) creating an entity in the State to house the SLDS and endowing that entity with the authority to conduct evaluations of elementary, secondary, and postsecondary education programs, or (2) granting authority at the SEA or IHE level to conduct evaluations of elementary, secondary, and postsecondary education programs. States may grant authority through various vehicles, including, for example, executive orders, regulations, and legislation. In some States, the formation documents for SEAs, IHEs, or other educational entities may already grant the necessary authority.

The Department recognizes that there is considerable variation among States' governance structures and laws, and that in some States using the evaluation exception to obtain personally identifiable information from

postsecondary institutions may be difficult. The Department is currently reviewing its regulations and policies in this area and will be in close communication with States over the next several months regarding these issues. Of course, the Department also is available, upon request, to provide States with technical assistance on how to implement an SLDS that meets the requirements of FERPA.

*Changes:* None.

*Comment:* One commenter encouraged the Department to revisit FERPA interpretations related to SLDSs, including on the issue of sharing data between SEAs and State workforce agencies.

*Discussion:* Under current Department regulations, FERPA prevents SEAs and LEAs from non-consensually disclosing personally identifiable information from education records to State workforce agencies. However, the sharing and reporting of personally identifiable information from education records in de-identified form is permissible under FERPA (see 34 CFR 99.31(b)). Furthermore, the reporting of individually identifiable data by a State agency that does not maintain education records is not covered by FERPA inasmuch as FERPA applies only to the disclosure of student-level data from education records. In other words, because the data maintained by a workforce agency is not in an education record, FERPA does not apply and, accordingly, does not present a barrier to the disclosure of such data by State workforce agencies to educational agencies, to IHEs, or to the State agency that maintains the SLDS.

*Changes:* None.

*Comment:* One commenter requested that the Department clarify its position on the National Student Clearinghouse's ability to verify college enrollment and course completion data.

*Discussion:* To the Department's knowledge, while the National Student Clearinghouse does have the capacity to verify student enrollment, persistence, and graduation data for the vast majority of IHEs, it does not collect course completion data.

*Changes:* None.

#### **America COMPETES Act Elements**

*Comment:* One commenter recommended that we define what it means for students to transition successfully from secondary school to postsecondary education, which is one of the elements for an SLDS described in the America COMPETES Act. Another commenter outlined challenges in tracking students after they graduate from high school, including difficulty in

disaggregating data by subgroups in a manner that is statistically accurate due to the fact that most high school graduating classes have 100 or fewer students.

*Discussion:* The Department does not have a definition of "successful transition" at this time. States and LEAs may use many indicators to determine successful transition, which may include the ability to transition from secondary school to postsecondary school within four to six years, an analysis of trends in student demographics, program participation rate, courses taken or passed as they relate to participation in remediation programs in postsecondary education settings, time needed to graduate, and differences in retention and persistence in community colleges versus four-year institutions.

As discussed previously, to assist in SLDS design and development, NCES has posted standards and guidelines at the following Web site: <http://nces.ed.gov/Programs/SLDS/standardsguidelines.asp>. The NCES handbooks available at this Web site include schemas of the Schools Interoperability Framework Association and the Postsecondary Electronic Standards Council, the National Education Data Model of the National Forum on Education Statistics, the data glossary of NCES' Integrated Postsecondary Education Data System, and others. Work is currently underway to create comprehensive standards and guidelines for use by States in promoting data quality and interoperability of data systems both within States and across States. The NCES site will be modified, as appropriate, to include up-to-date resources.

*Changes:* None.

*Comment:* One commenter requested that the Department provide its long-term expectations regarding the higher education data elements of an SLDS so that States may set up their systems to meet those goals and any future requirements. One commenter recommended that the Department publish criteria to judge the efficacy of SLDSs.

*Discussion:* As noted previously, work is underway to create comprehensive standards and guidelines for use by States to promote data quality and interoperability of data systems that span early childhood through postsecondary education. The NCES site referenced previously will be modified, as appropriate, to include up-to-date resources.

*Changes:* None.

*Comment:* Two commenters recommended that the Department clarify whether the requirement in the COMPETES Act that the SLDS have the capacity to communicate with higher education data systems means data integration or two-way communications. Another commenter asked whether these data can be merged for program evaluation and policy analysis purposes.

*Discussion:* The COMPETES Act specifies that an SLDS have the capacity to communicate with higher education data systems. Therefore, statewide longitudinal data systems should have the ability to link an individual student record from one system to another. Additionally, these systems should meet interoperability and portability standards, which will ensure that the systems provide timely and reliable opportunities to share data across different sectors within a State and across States. Timely and reliable information from across sectors will facilitate the evaluation of which program or combinations of programs is improving outcomes for students.

*Changes:* None.

*Comment:* One commenter expressed concern that the requirement that the SLDS communicate with postsecondary education data systems does not account for students who choose a postsecondary path other than higher education (i.e., military or employment credentials). Another commenter recommended that the Department collect data on students who enter the workforce or apprenticeship programs, or follow some form of career and technical training path after high school.

*Discussion:* The Department acknowledges the importance of collecting data on students who enter careers or technical training upon graduating from high school. However, for the purposes of the SFSF program, the Department has chosen to focus its data collection and public reporting requirements on college enrollment and course completion. The measures included in this notice will allow parents, educators, and other key stakeholders to measure the efficacy of secondary schools in preparing their graduates for success in college. In addition, collecting and publicly reporting data on students entering employment or technical training would be extremely complex and burdensome on States.

*Changes:* None.

*Comment:* One commenter recommended that the Department require States to include in their SLDS an additional data element on the rate of out-of-school suspensions and

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## U.S. Department of Education Announces 11 States Will Receive Funding to Continue Efforts to Turn Around Their Lowest-Performing Schools

MARCH 11, 2013

**Contact:** Press Office, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov) (<mailto:press@ed.gov>)

U.S. Secretary of Education Arne Duncan today announced that 11 states will receive funding to continue efforts to turn around their persistently lowest achieving schools through the Department's [School Improvement Grants \(SIG\) program](http://www2.ed.gov/programs/sif/index.html) (<http://www2.ed.gov/programs/sif/index.html>). The states that will receive continuation awards are: Connecticut—\$3.6 million; Kentucky—\$7.7 million; Maryland—\$6.8 million; Minnesota—\$5.5 million; Mississippi—\$6.1 million; New Mexico—\$4.1 million; Ohio—\$20.2 million; South Carolina—\$7.4 million; South Dakota—\$1.5 million; Utah—\$3.4 million; and West Virginia—\$3.3 million.

"When schools fail, our children and our neighborhoods suffer," Duncan said. "Turning around our lowest-performing schools is hard work but it's our responsibility. We owe it to our children, their families and the broader community. These School Improvement Grants are helping some of the lowest-achieving schools provide a better education for students who need it the most."

School Improvement Grants are awarded to State Educational Agencies (SEAs) that then make competitive subgrants to those local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use them to provide the resources required to substantially raise student achievement in their lowest-performing schools.

Under the Obama Administration, the SIG program has invested up to \$6 million per school over three years at more than 1,300 of the country's lowest-performing schools. Early findings show positive momentum and progress in many SIG schools, and some of the greatest gains have been in small towns and rural communities.

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The White House  
Office of the Press Secretary

For Immediate Release

July 17, 2012

## President Obama Announces Plans for a New, National Corps to Recognize and Reward Leading Educators in Science, Technology, Engineering, and Math

Administration will also immediately dedicate \$100 million to supporting STEM teachers

WASHINGTON, DC -- Today, the Obama Administration will announce the President's plan for the creation of a new, national Science, Technology, Engineering and Math (STEM) Master Teacher Corps comprised of some of the nation's finest educators in STEM subjects. The STEM Master Teacher Corps will begin with 50 exceptional STEM teachers established in 50 sites and will be expanded over 4 years to reach 10,000 Master Teachers. These selected teachers will make a multi-year commitment to the Corps and, in exchange for their expertise, leadership and service, will receive an annual stipend of up to \$20,000 on top of their base salary. The Administration will launch this Teacher Corps with the \$1 billion from the President's 2013 budget request currently before Congress.

President Obama said, "If America is going to compete for the jobs and industries of tomorrow, we need to make sure our children are getting the best education possible. Teachers matter, and great teachers deserve our support."

Today, the Administration also announced that the President will immediately dedicate approximately \$100 million of the existing Teacher Incentive Fund toward helping school districts implement high-quality plans to establish career ladders that identify, develop, and leverage highly effective STEM teachers. With an application deadline of July 27th, over 30 school districts across America have already signaled their interest in competing for funding to identify and compensate highly effective teachers who can model and mentor STEM instruction for their teaching peers, providing those teachers with additional compensation, recognition, and responsibilities in their schools.

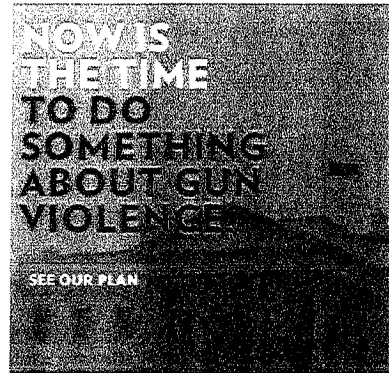
These Administration plans build on a key recommendation of the President's Council of Advisors on Science and Technology (PCAST), calling for a national STEM Master Teacher Corps to recognize and help retain America's most talented STEM teachers, build a community of practice among them, raise the profile of the STEM teaching profession, and leverage excellent teachers to collaborate with their peers to strengthen STEM education in America's public schools.

As part of the announcement, Secretary of Education Arne Duncan, White House Domestic Policy Council Director Cecilia Muñoz, White House Office of Science and Technology Policy Director Dr. John Holdren, and PCAST Co-Chair Dr. Eric Lander will meet on Wednesday at the White House with outstanding math and science teachers to discuss efforts to strengthen teaching and learning in science, technology, engineering and mathematics and build up the STEM education profession.

### Supporting Master Teachers through Recognition, Respect, and Rewards

Early in his Administration, President Obama called for a national effort to help move American students from the middle to the top of the pack in science and math achievement. The Obama Administration is committed to preparing young people both to learn deeply and think critically in STEM, and to equip them with the knowledge and skills necessary for jobs in the high-growth fields that fuel American innovation.

Improving STEM teaching is a key strategy to reaching this national goal. To meet this critical need, PCAST issued the *Prepare and Inspire* report, with a key recommendation calling for the creation of a new, national STEM Master Teacher Corps. Master Teachers are classroom-based educators who are highly effective in improving learning outcomes for their students, model outstanding teaching, and share their practices and strategies with their professional colleagues to lead and guide improvements across education. Master teachers know and are deeply interested in their subject, care about improving their craft, and inspire both their students and fellow teachers. PCAST recommended that the STEM Master Teacher Corps become a national resource -- a networked community of outstanding public school teachers of STEM subjects who can serve as resources to each other and to other educators in schools and communities nationwide, and who would signal the value of STEM education to America's future.



### BLOG POSTS ON THIS ISSUE

March 13, 2013 10:45 AM EDT

#### Sunshine Week: In Celebration of Civic Engagement



As part of our Sunshine Week series, Macon Phillips discusses We the People.

March 12, 2013 4:35 PM EDT

#### President Obama Meets with the Sultan of Brunei



President Obama hosts His Majesty Sultan of Brunei for a bilateral meeting in the Oval Office to affirm the relationship between our two countries that dates back more than 160 years.

March 12, 2013 3:07 PM EDT

#### President Obama Talks Trade with His Export Council

President Obama stops by a meeting of his Export Council, a group of business executives and government leaders who advise him on trade and export issues.

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In order to ensure America's students are prepared for success in an increasingly competitive global economy, we must do more to ensure that teaching is highly respected and supported as a profession, and that accomplished, effective teachers are guiding students' learning in every classroom. The Obama Administration's 2013 budget includes a new, \$5 billion program – the RESPECT Project, which stands for Recognizing Educational Success, Professional Excellence, and Collaborative Teaching – that will boldly re-envision the teaching profession for the 21st Century. Today's announcements build on the RESPECT project by supporting STEM master teachers as a key strategy to retain and reward our nation's most accomplished STEM educators, and by enabling them to work in new ways to dramatically improve student achievement. Lifting up America's teachers is critical to recruiting promising talent, retaining the best, and continuously improving outcomes for students.

#### **A New, National STEM Master Teacher Corps**

The President will dedicate \$1 billion from his 2013 budget request currently before Congress to launch a new, national STEM Master Teacher Corps.

As part of the RESPECT project, the STEM Master Teacher Corps will be supported by the U.S. Department of Education, and established in collaboration with independent, non-profit organizations and local public-private partnerships between STEM-related businesses and industries and school districts. Key parts of the plan include:

- A rigorous selection of the best and brightest math and science teachers from across the country: The STEM Master Teacher Corps will be established in 100 sites – each with 50 exceptional STEM teachers – and will be expanded over 4 years to reach 10,000 Master Teachers. Accomplished teachers will be selected for the STEM Master Teacher Corps through a highly competitive process, based on demonstrated effectiveness in teaching one or more STEM subjects, their content knowledge, and their contributions to the continuous improvement of teaching and learning both within their schools and across the community of STEM teachers. The selection process will be administered locally or regionally, but aligned to a set of national benchmarks.

- National recognition and rewards, including compensation to keep Corps members in the profession: STEM Master Teacher Corps members will benefit from a professional compensation structure that will make their profession more competitive with alternative careers, keeping the best teachers in the classrooms where they are needed. STEM Master Teacher Corps members will make a multi-year commitment to the Corps and, in exchange for their expertise, leadership and service, will receive an annual stipend of up to \$20,000 on top of their base salary. This recognition further raises the prestige of the Corps members, enabling America's classrooms to attract and secure the best talent in the STEM education profession.

- Corps members as a national resource, for their schools and for other STEM educators: STEM Master Teacher Corps members will be called to serve their profession and the nation, through an ongoing commitment to professional learning. They will build a community of teaching practice where they live, helping students excel in math and science while taking on leadership and mentorship roles in their schools and communities. Corps members will lead ongoing professional meetings and teacher development activities; assist their schools and school districts in evaluating and providing feedback to other teachers; and validate and disseminate effective practices to improve STEM instruction. They will participate in regular convenings to engage in professional development and share best practices; deepen their subject matter expertise; consult with experts in teaching and learning; and improve their instructional leadership and pedagogical content skills.

These efforts will be complemented as well by private sector responses to the President's call for "all hands on deck" approach to excellence in STEM education, including Google's commitment to convene education leaders and innovators to develop ideas to recognize, connect, and raise the profile of these STEM master teachers.

#### **Building on Success**

Today's announcements align with the President's belief that excellent STEM teaching requires both deep content knowledge and strong teaching skills, and his strong leadership in working to improve STEM education:

The President has announced an ambitious goal of preparing 100,000 additional STEM teachers over the next decade, with growing philanthropic and private sector support. This program would provide competitive awards to create or expand high-quality pathways to teacher certification and other innovative approaches for recruiting, training, and placing talented recent college graduates and mid-career professionals in the STEM fields in high-need schools. With the president's leadership, over 115 organizations, led by Carnegie Corporation of New York and Opportunity Equation, came together to form the coalition "100Kin10" to help reach the President's goal. These efforts have yielded a \$22 million investment from philanthropic and private sectors toward helping to meet the President's goal.

- Since 1983, the National Science Foundation's **Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)** program has served as the nation's highest honors for teachers of mathematics and science. Plans are underway to reconfigure PAEMST beyond its current scope to design new opportunities for PAEMST teachers to share their expertise and to continue to grow as professionals. Opportunities may include benefiting from NSF-sponsored international exchanges, collaborating with the research scientists and engineers funded by the NSF, and accessing scientific data and findings from NSF projects for use in their classrooms. These





opportunities will allow PAEMST teachers to connect directly with NSF-funded science and education projects, so they can use the latest scientific findings, tools and data in their classrooms and with their colleagues, and even participate in frontier research. Additionally, NSF will help strengthen the cyber networks among the more than 4,000 PAEMST awardees over the past 29 years, and PAEMST awardees will have opportunities to serve as mentors and advisors to the next generation of STEM teachers. In the coming months, NSF will host a series of community forums for input in the design of these new components.

- The only competitive preference priority in the **Race to the Top** program was for states to develop a high quality plan to improve STEM education at the state level. All twelve awardees in the initial round of this \$4 billion program earned points for this priority, and this emphasis was maintained through an additional \$200M in funding to seven more states in Phase 3 of the Race to the Top competition.

- The **Investing in Innovation (i3)** program makes competitive awards to develop, validate, and scale up innovative programs, practices, and strategies that are effective in improving student outcomes. i3 has maintained a priority on promoting STEM education, to support innovative programs with evidence of impact from districts across the country. Next year, funds within i3 will also support the new **Advanced Research Projects Agency for Education**, which will foster breakthrough developments in educational technology and learning systems.

- In 2009, the President launched **Educate to Innovate**, a public-private partnership that brings together leading businesses, foundations, non-profits, and professional societies to improve STEM teaching and learning. As part of this effort, the President launched **Change the Equation**, a CEO-led effort to dramatically improve STEM education by mobilizing the business community to improve the quality of STEM education in the United States. This past February, Change the Equation announced that 24 member companies would expand five effective STEM programs in more than 130 new sites, benefiting nearly 40,000 students nationwide -over half of whom are in low-income schools.

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