

# 4 Principles of ESEA Flexibility



1. College-and-Career-Ready Expectations for All Students (✓)
2. State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback)
3. Supporting Effective Instruction and Leadership (✓)
4. Reducing Duplication and Unnecessary Burden (✓)

# For Principle 2



- **Annual Measurable Objectives**
- **Subgroups and differentiated targets**
- **Priority, Focus and Reward Schools**

# ESEA: AMO



Reduce Not-Proficient by  $\frac{1}{2}$  in 6 years (by 2017)

Sets targets in a different way than NCLB

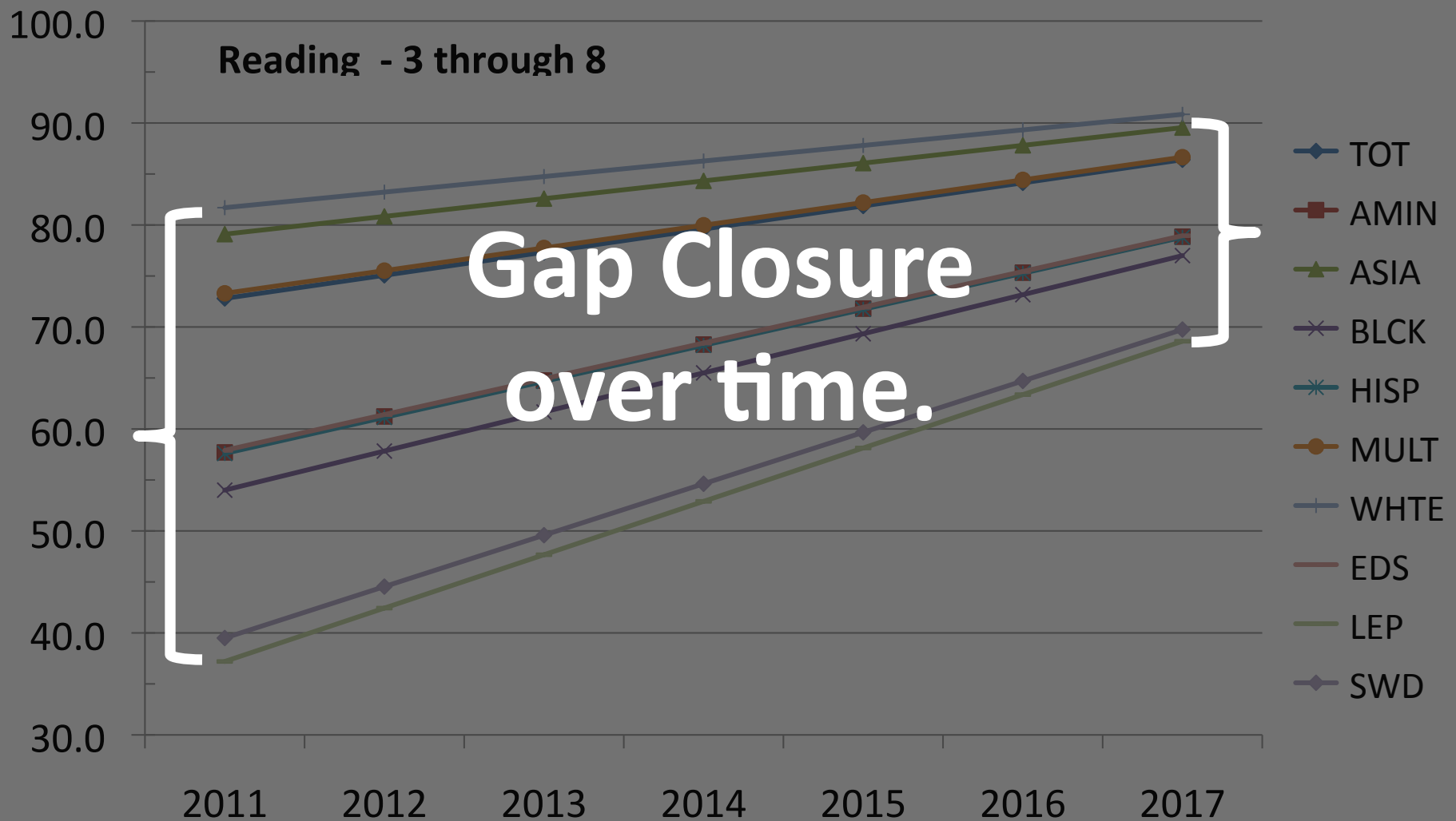
Target perceived as achievable



Different Targets  
for Each  
Subgroup

Recognizes  
different starting  
points for different  
subgroups

# Gap Closure



# Understanding New AMOs



100 - 57.6 means **42.4%** are not proficient.

Decrease by half in equal increments over 6-years means

Subgroup

$42.4/2 = 21.2$ . **21.2** point improvement over 6 years

$21.2/6 \approx 3.5$  point increase every year

Subgroup	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS
Total	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Native American	57.5	72.8	61.2	75.1	64.8	77.3	68.3	79.6	71.8	81.9	75.3	84.1	78.9	86.4
Asian	79.1	81.0	80.8	82.6	82.6	84.2	84.3	85.8	86.1	87.3	87.8	88.9	89.6	90.5
Black	54.0	74.7	57.8	76.8	61.7	78.9	65.5	81.0	69.3	83.1	73.2	85.2	77.0	87.4
Hispanic	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Multiracial	73.3	86.6	75.5	87.7	77.8	88.8	80.0	90.0	82.2	91.1	84.4	92.2	86.7	93.3
White	81.7	90.4	83.2	91.2	84.8	92.0	86.3	92.8	87.8	93.6	89.3	94.4	90.9	95.2
Economically Disadvantaged	57.9	75.6	61.4	77.6	64.9	79.7	68.4	81.7	71.9	83.7	75.4	85.8	79.0	87.8
Limited English proficient	37.2	32.1	42.4	37.8	47.7	43.4	52.9	49.1	58.1	54.7	63.4	60.4	68.6	66.1
Students With Disabilities	39.5	45.9	44.5	50.4	49.6	54.9	54.6	59.4	59.7	63.9	64.7	68.4	69.8	73.0

# Understanding New AMOs



Two important results of this method are

- 1) Acknowledges that subgroups have different starting points
- 2) Differentiated targets are ambitious *and feasible*

# ESEA: Priority, Focus, & Reward



## Priority

Determined by

- **Reading + Math Performance Composite**  
< 50 % in 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- **Graduation rate**  
< 60 %

## Focus

Determined by

- Schools with the **largest in-school gaps** for 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- Above state average 38.7%
- Title I schools with a subgroup with **proficiency score below 50%** for 2010-11 school year and one of the two previous years

## Reward

Determined by

- Poverty rate at or above 50% and gap between highest and lowest performing subgroups below state average **and**
- Schools made AYP and all subgroups have performance composite above state performance composite and graduation rate, if any, above state graduation rate  
**or**
- Schools in the highest 10% performance composite progress and graduation rate progress, if any, for “all students” over a 2-year period.



# ESEA: Priority, Focus, & Reward



## Priority

Longview

~80 Schools  
statewide

## Focus

Banks Road, Conn,  
Douglas, Durant,  
Fuquay Varina,  
Hunter, Lynn Road,  
Millbrook, North  
Ridge, Poe, Stough,  
Timber, Wakefield,  
Wendell, Yates Mill

~130 Schools  
statewide

## Reward

Carver          Smith  
Wakelon Zebulon

~127 Schools  
statewide

## 3 potential levels of support



**Intensive**  
Support and  
Intervention

**Moderate**  
Support and  
Intervention

**Independent**  
with General  
Support