

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: June 11, 2012

AGENDA ITEM No. 12-06-13

ACTION ITEM: (Y/N) Y

SUBJECT: Title I Plan Approval / Future Assessment and Accountability Changes Report

INFO. CONTACT: Dr. Denise Morton, Dr. Mary Calhoun PHONE: (919) 732-8126

- ATTACHMENTS:
1. 2012-2013 Title I Application
 2. 2012-2013 Title I Budget
 3. ESEA Flexibility Waiver/Plan Power Point.
 4. ESEA FAQs.

PURPOSE: To provide the Board of Education for review and approval the annual Title I application and to provide information on future assessment and accountability changes for the state of North Carolina.

BACKGROUND: Title I federal funding (Improving Academic Achievement of the Disadvantaged and The No Child Left Behind Act of 2001 P.L. 107-110) provides supplemental funding for schools who are identified as having high poverty rates. For the 2012-2013 school year, Title I funding will continue to support three elementary schools as well as the district's alternative school. To determine the schools that were eligible, data was collected and used from the April 2012 Meals Plus Student Eligibility Demographics report generated by the district's Child Nutrition department. The poverty rates at these four sites are as follows: Partnership Academy: (78.79%), Central Elementary (70.71%), Efland Cheeks Elementary (59.82%) and New Hope Elementary (57.59%). Title I funding will also be used to support the district PreK program, provide support for homeless students, increase parental involvement, and assist in Local Education Agency (LEA) improvement efforts.

Accompanying the implementation of the common core and essential standards in 2012-2013 will be key assessment and accountability changes. A number of changes will occur now that the Education of Secondary and Elementary Act (ESEA) waiver that the state submitted to the federal government has been approved as of May of 2012. In addition to accountability changes, there will be changes to the types of assessments that will be administered to students over the next year and beyond. The North Carolina Department of Public Instruction, as part of the Race to the Top grant, has been part of a multi-state consortium working with the SMARTER Balanced Assessment Consortium (SBAC) to design new assessments that will be administered in 2014-2015.

FINANCIAL IMPACT: The district will receive the \$1,353,579.00 in Title I (050) funds for the 2012-2013 school year. This is an increase of \$512,442.00 over the 2011-2012 allotment.

RECOMMENDATION: The Superintendent recommends that the Board of Education approve the Orange County Schools Title I Application for the 2012-2013 academic year as presented and receive for information the report on future assessment and accountability changes.

North Carolina Title I Application – 2012-2013

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED
PENDING ESEA FLEXIBILITY WAIVER APPROVAL, MAY 2012

LEA NAME	Orange County Schools	LEA CODE 680	
Title I Director	Lisa A. Napp	Mailing Address	154 Hayes Street
Phone	919-732-3622	Address 2	
FAX	919-245-4150	City	Hillsborough
Email	lisa.napp@orange.k12.nc.us	State ZIP	NC, 27278

NOTE: The completed paper application should be used to enter information on the web-based grants management tool, the Comprehensive Continuous Improvement Plan, by June 30, 2012.

CERTIFICATION

The applicant designated above hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application. I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on June 11, 2012. (Month/Day/Year)

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

- identify eligible school attendance areas/schools and will allocate funds received under this Title to those areas/schools in accordance with section 1113.
- develop an LEA plan that is consistent with the requirements of section 1112.
- make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115.
- use Federal funds under this part to supplement not supplant State and local funds, consistent with section 1120A.
- ensure that all teachers and paraprofessionals working in programs supported by funds under this part are highly qualified as consistent with section 1119 as verified by each school principal served under this part.
- make provisions for services to eligible children attending private elementary and secondary schools in accordance with section 1120.
- annually review program effectiveness and make provisions for the implementation of school improvement procedures consistent with the requirements of section 1116.
- implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
- significantly improve the quality of instruction by providing staff in participating schools with substantial opportunities for professional development as required by section 1119.
- maintain its fiscal effort in accordance with section 9521.
- comply with comparability requirements specified in sections 1120A, 1114 and 1115.
- use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds allotted to the LEA as required by GEPA.
- retain title and control of property and equipment purchased under this title consistent with the requirements of GEPA.
- prepare and disseminate individual school performance profiles, as specified in section 1111.
- cooperate, by keeping records and providing information, in carrying out the evaluation of the Title I program conducted by or for the SEA, the Secretary or other Federal officials as required by GEPA.
- be responsible for repayment of Title I funds in the event of an audit exception. [GEPA]
- adopt effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from scientifically-based educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. [sections 1114 & 1115]

G. Patrick Rhodes

Typed Name of Superintendent	Signature of Superintendent
STATE EDUCATIONAL AGENCY SIGNATURE	APPROVAL DATE

**CERTIFICATION REGARDING
DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

Website Reference for NC Debarred Vendors: <http://www.dba.state.nc.us/PandC/actions.asp>. Federal website for debarred vendors: <https://www.epls.gov/>

THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT.

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
2. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
3. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
4. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
5. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
6. A participant in a covered transaction may rely upon a certification of a perspective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

G. Patrick Rhodes
Typed Name of Superintendent

Signature of Superintendent

***Complete if Private Schools are Participating**

TITLE I EQUITABLE SERVICES FOR PRIVATE SCHOOL CHILDREN: Consistent with section 1120(a), an LEA shall after timely and meaningful consultation with appropriate private school officials, provide eligible private school children, on an equitable basis, special educational services or other benefits under this part that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

Set-Aside Proportion: Private schools are entitled to their pro rata share of certain LEA set-asides: parental involvement, professional development, and district-wide instructional programs. To ensure that services are equitable, compute the percent of private school children from low-income families residing in Title I-participating school attendance areas.

In participating public school attendance areas:

# of Private School Children from low-income families	N/A	+	# of Public School Children from low-income families	N/A	=	Total number of children from low-income families	N/A
# of Private School Children from low-income families	N/A	÷	Total number of children from low-income families	N/A	=	Percent of Set-Aside	N/A

District-wide Instructional Programs Set-Aside (does not apply to preschool programs)

Percent of Set-Aside	0	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	0	=	Amount for Private School Equitable Services	0
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Parent Involvement Set-Aside

Percent of Set-Aside	1%	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	\$13,579.00	=	Amount for Private School Equitable Services	0
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Professional Development Set-Aside

Percent of Set-Aside	3%	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	\$50,850.00	=	Amount for Private School Equitable Services	0
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DISTRICT SET-ASIDES

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This consultation must also occur with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

NOTE: For LEAs that will serve schools below 35% low-income, set-asides should not be listed until the per pupil cost is determined on page 5).

Set-Asides	Description	Amount
Title I Planning Allotment	Enter Title I Planning Allotment (PRC 050).	\$1,353,579.00
1. District Administration	Consistent with State law, an LEA may reserve up to 12% for administrative activities. Indirect Cost is included in the calculation.	\$162,429.28
2. Parental Involvement	An LEA that receives more than \$500,000 under subpart 2 of Part A must spend at least 1% of its allocation for parental involvement activities. LEAs whose allocation is \$500,000 or less are required to expend Title I funds for parent involvement activities. However, the law does not stipulate the amount to be spent. Note: Of the 1% Parent involvement set aside at the district level, then not less than 95% of those funds must be distributed to the Title I schools.	\$13,535.79
Private School	Enter the private school pro rata share of this set-aside. See page 3.	\$0
3. Prekindergarten	The LEA may reserve funds as are reasonable and necessary to conduct authorized activities such as preschool programs.	\$299,272.22
4. Professional Development	LEAs may reserve Title I funds to support ongoing training and professional development, as defined in Title IX. Additionally, each LEA may reserve up to 5% of their Title I funds to provide incentives and rewards to teachers to work in Title I schools that are in improvement, corrective action, or restructuring. Reservation will be utilized for: <input checked="" type="checkbox"/> Professional Development: \$ 50,850.00 <input type="checkbox"/> Incentives/Rewards. \$	\$ 50,850.00
Private School	Enter the private school pro rata share of this set-aside. See page 3.	\$0
5. LEA Improvement No new allocation for 12-13 due to ESEA Flexibility Plan eliminating sanctions (not to be added into 12 13 total)	LEAs identified for improvement, shall spend not less than 10% of the allocation for professional development including funds reserved for professional development for schools in School Improvement, but excluding funds reserved for professional development under section 1119 (referenced in line 4).	\$ 112,634.21 LEA improvement (set-aside) carryover funds may continue to be used in the same manner for the remainder of the period of availability (Sept. 30, 2013).
6. School Improvement ESEA Flexibility Plan eliminates School Improvement Sanctions	Each LEA shall spend an amount equal to 20% of its allocation for provision of school choice related transportation costs and supplemental education services unless a lesser amount is needed. If Title I, Part A funds will be used to fund this set-aside, please indicate the amount. An LEA may, but is not required to, count costs for parent outreach and assistance regarding public school choice and SES toward its 20 percent obligation, subject to a cap of 1 percent thereof.	\$0
7. Title I District-wide Instructional Initiative(s)	Enter the amount to be reserved for such initiative(s). See page 7 for further information.	\$220,329.42
Private School	Enter the private school pro rata share of this set-aside. See page 3.	\$0

8. Homeless	Each LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in participating schools to serve homeless children who do not attend participating schools.	\$ 15,000.00
9. Neglected/Delinquent	Enter the amount for Neglected (Title I, Part A) and/or Delinquent (Title I, Part D). This will be received as a separate allocation amount. See page 22.	\$0
10. Other (please specify)		\$0
TOTAL	Enter the TOTAL set-aside . Calculate the total of all set-asides listed.	\$761,416.71

SCHOOL ALLOCATIONS

Funds are allocated based on the number of children from low-income families in each eligible school attendance area or school. Allocation per child may vary by school, as long as higher per-child allocations are provided to schools with higher percentages of low-income children. The LEA may not reduce allocations from the previous year by more than 15% for schools in corrective action or restructuring.

1. Title I Allotment	Enter Title I Planning Allotment (PRC 050).	\$ 1,353,597.00
2. Projected Carryover Funds for School Allocations	Enter the amount of projected carryover funds that the LEA will include in the school allocations. The LEA is not required to expend all carryover funds for school allocations. (Note: Carryover listed here may include both PRC 050 and/or PRC 141).	\$ 0
3. Set-Asides	Enter the TOTAL set-aside from the previous table on page 4.	\$761,416.71
4. Title I Funds To Be Allotted To Schools	Enter the total amount of Title funds to be allotted to schools. <i>(Title I Planning Allotment) plus (Project Carryover Funds) minus (Total Set-Asides) = Title I Funds Allotted to Schools.</i>	\$ 592,162.09
5. Number of Low-Income Children	If the LEA serves no schools below 35% low-income, the total number of low-income children is the number of such children in the schools being served. Include eligible private school children from participating private schools.	857
6. Number of Low-Income Children (125% rule)	If the LEA serves schools below 35% low-income, the total number of low-income children is the number of such children in the district as a whole. Include eligible private school children from participating private schools.	0
7. Cost Per Low-Income Child	Calculate and enter the cost per low-income child. If the LEA serves no schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) = Cost Per Low-Income Child.</i>	\$690.97 (\$289.52 increase per child from 11-12)
8. Cost Per Low-Income Child (125% rule)	Calculate and enter the cost per low-income child using the 125% rule. If the LEA serves schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) multiplied by 125% = \$ Per Low-Income Child.</i>	\$0
9. Number of Eligible Private School Children	Enter the number of eligible private school children (if applicable). To be eligible, a child must be low-income and reside in Title I-participating attendance area. See page 3.	0
10. Private School Title I Allotment	Calculate and enter the private school allotment. The allotment is determined by the following formula: <i>(Number of Eligible private school children) multiplied by (Cost Per Low-Income Child) = Private School Title I Allotment</i>	\$0

POVERTY BANDS (if applicable)

Band	Poverty Percent Or Grade Spans		Per Pupil Cost
	From	To	
1			
2			
3			
4			
5			
6			

Complete the table to show how poverty bands will be implemented. If poverty bands are used, indicate whether the band is determined by using *poverty* or *grade span* (K-5; 6-8; etc.)

EXAMPLE (based on Poverty Percent):

Poverty Band	Percent Low-Income	Per-Pupil Cost
1	From 100% to 75%	\$500.00
2	From 74% to 50%	\$300.00
3	From 49% to 35%	\$150.00

DISTRICT SET-ASIDE JUSTIFICATIONS (Attach additional pages as needed).

TITLE I DISTRICT-LEVEL STAFF POSITIONS: List all Title I district-level staff positions. (NOTE: A job description must be on file in the LEA for each position listed.)
All split-funded positions funded through Title I must maintain time and effort logs.

Name	Position	FTE	Name of Set-Aside for Funding the FTE (e.g., LEA Improvement)	PRC Source PRC 141 or PRC 050-Regular Title I
1	2	3	4	5
Lisa A. Napp	Title I & Elementary Ed.	13%	District Administration	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
Vickie Smith	Literacy & Prof. Dev.	33.4 %	District Administration (moved from LEA Improvement)	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
Portia Holman	Administrative Assistant	60%	District Administration	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
TBA	Differentiation Coach	100%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
TBA	Academic Achievement Coach	100%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
TBA	Math Coach	50%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS: Complete for Homeless Children Attending Non-Title I Schools and Migrant Children Attending Title I Schools.

Homeless Education

- Enter the number of homeless children that were identified in the previous project year. 120
- Does the district receive McKinney-Vento (PRC 026) funds? Yes No
- Did the Title I coordinator and local homeless liaison meet to discuss the amount of Title I funds to set-aside for homeless students? Yes No
- Have expenditures for homeless students that will be covered by the Title I set-aside been identified? Yes No
- Were Title I funds set-aside for homeless students in the previous school year fully spent on homeless students? Yes No
- Does the LEA provide services comparable to those provided to children in Title I schools to homeless children who do not attend participating schools? Yes No

Migrant Education

- Does the district receive Migrant Education Program (PRC 051) funds? Yes No
- Does the LEA assure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive Title I services? Yes No

DISTRICT-WIDE INSTRUCTIONAL INITIATIVES: If program funds are expended for district-wide initiatives, justify such expenditures by describing the services, programs, and activities. Show the demonstrated relationship between needs assessment data and the proposed instructional initiatives that provide an equitable opportunity for participation of all Title I schools.

Name of District Initiative	Identified Need(s)	Objectives in measurable terms	Indicate student population served
Differentiation/Tier I Instruction	High Student Achievement for all students through Differentiated Instruction designed to address learners through language rich instruction.	Increase in K-12 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2012 – 2013 school year. Increase by 10%.	K – 5 students in Title I schools and 8 - 12 students in Alternative setting.
Academic Achievement	High Student Achievement for all students through Academic Achievement strategies designed to address learners ability to access education through self monitoring of appropriate learning centered behaviors.	Increase in K-12 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2012 – 2013 school year. Increase by 10%.	K – 5 students in Title I schools and 8 - 12 students in Alternative setting.
Math Coach	High Student Achievement for 3 – 5 students through formative assessments designed to address learners needs through identified strategies.	Increase in 3-5 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2012 – 2013 school year. Increase by 10%.	3 – 5 students in Title I schools.

CARRYOVER FROM SET-ASIDES: Funds not expended from the previous year's set-asides for Parental Involvement and LEA Improvement must be expended in the current project year and appropriately coded as such. List the amount of carryover for Parental Involvement (Purpose Code 5880) and LEA Improvement (Purpose Code 5870) that will be expended in addition to the current year's set-aside amount.

	2009-2010 Set-Asides	Unexpended Carryover PRC 050	Unexpended Carryover PRC 141
Parental Involvement (1% required district set-aside)		\$ 13,535.79	0
LEA Improvement (10% required district set-aside)		112,634.21	0
School Improvement (20% set aside for choice/SES) if entering "0," complete below.		No longer required under ESEA Flexibility Plan	N/A

LEA has met the regulatory criteria* in §200.48(d)(2)(i); and intends to spend the remainder of its 20-percent obligation on other allowable activities, specifying the amount of that remainder [§200.48(d)(2)(iii)]. Records demonstrating that it has met the criteria will be maintained for review. An LEA must meet, at a minimum, the following criteria:

- Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of opportunities to transfer or to receive SES [§200.48(d)(2)(i)(A)].
- Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by:
 - Providing timely, accurate notice to parents.
 - Ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents, and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families.
- Ensure that eligible SES providers are given equal access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities [§200.48(d)(2)(i)(C)].
- Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by providing a minimum of two enrollment

"windows," at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider [§200.48(d)(2)(i)(B)]. Enrollment periods for 2009-2010: 1. 2.

OTHER CARRYOVER: The amount of funds available for carryover is limited to 15% of the current year's allocation. List the estimated total amount of carryover funds for the district. List the amount of carryover used in School Allocations. List any other uses of carryover funds planned for the current project year. Carryover waiver will be requested.

Estimated Total Amount of Carryover Funds			
PRC 050 \$ \$ 13,535.79 (Parent Involvement) + \$ 112,634.21 (LEA carry over)			
Carryover \$ 126,170.00			
Total Amount of Carryover Funds to be Used in School Allocations	\$ 13,535.79 (Parent Involvement) (From Page 5, Line 2)		
Will carryover funds be expended for any district-wide initiative?	X Yes	<input type="checkbox"/> No	If yes, list the amount to be used: \$ 112,634.21 (LEA carry over)
Explain:			
LEA improvement funds determined as carry over from 2011-2012 budget will be used for district-wide initiatives for both Title I and non-Title I district schools to complete training in literacy and math initiatives outlined in 2011-2012 Title I Plans. This is allowed through a waiver submitted by NC in the ESEA Flexibility Plan approved in May 2012. When carry over funds are expended no additional Title I funds may be allocated for district wide initiatives inclusive of non-Title I schools.			

ELIGIBLE SCHOOLS SUMMARY (Instructions)

School Attendance Areas: Title I funds can only be used in eligible school attendance areas. A "school attendance area" means the geographic area of a particular public school in which the children served by that school reside. An "eligible school attendance area" is one where the percentage of children from low-income families who live in the school attendance area is at least as high as the percentage of children from low-income families in the LEA as a whole.

The Consolidated Federal Data Collection (CFDC) - Eligible Schools Summary Report (ESSR) system opened on April 7th, 2010. All users are required to have an NCID K-12 username and password. The CFDC-ESSR system collects Title I School eligibility and program model information in compliance with new federal requirements. All LEAs and Charter Schools, both those that receive Title I funds and those that do not receive Title I funds, must report ESSR data through the CFDC-ESSR system.

If you already have a NCID K-12 username, please do not register for another username. You can verify if one already exists by clicking on the "Forgot your User ID?" or "Forgot Your Password?" on <https://ncid.nc.gov>. All NCID usernames are in the form `firstname_lastname`.

Registration steps are as follows:

1. Identify CFDC users.
 - a. LEAs must identify primary and alternate users.
 - b. Charter Schools must only identify a primary user.
2. LEAs and Charter Schools must register for an NCID K-12 account at <https://ncid.nc.gov/>. For instructions go to <http://www.dpi.state.nc.us/ncid/k12/>.
3. Upon successful NCID K-12 registration, Title I Directors or Charter School Coordinators must email the name of their user(s) to Richard Trantham at rtrantham@dpi.state.nc.us.
4. LEAs and Charter Schools must register for the CFDC-ESSR system at <https://schools.nc.gov/title1fdc>.
5. A confirmation e-mail will be sent after CFDC-ESSR registration.

For the Title I Application

Within the CFDC-ESSR, the user should access the excel format for the Eligible Schools Summary Report. Utilizing this spreadsheet, please:

- List all schools in the LEA in rank order, in descending order from highest percent (not number) of poverty to lowest percent of poverty. Number 1 is the highest poverty school in the system; number 2 is the second highest poverty and so on to the lowest poverty school.
- Print a copy of the CFDC-ESSR excel spreadsheet to be used with the Title I application.

Additional Information (please provide in the spaces below)

- ◆ Enter the source of low-income and the date the data was collected. (e.g., free/reduced lunch data, etc.)
- ◆ Enter the source of membership (total number of resident children) and the date the data was collected. (e.g., principals monthly report, SIMS data, etc.)

Note: Low-income and membership data should be collected during the same time period. Measure(s) selected must be used consistently throughout the LEA to select schools and allocate funds.

Source of Low-Income	<u>Free & Reduced Student Data</u>	Date Collected	<u>4/30/2012</u>
Source of Membership	<u>NC Wise Data</u>	Date Collected	<u>4/30/2012</u>

COMPARABLE SERVICES

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if --

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed. Note: Approval for skipping schools is contingent upon the LEAs provision of substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost: Calculate per pupil amount based on inclusion of the schools listed below in Title I Funds to be Allotted to Schools (page 5)

School Name	Grade Span	Number of Low-Income Students	Anticipated Title I Funding	Comparable Funding Source(s)	
				Local Supplemental Dollars	State Supplemental Dollars
1	2	3	4	5	6

Description of Comparable Funds: Provide a description of the per pupil allocation of staff, curriculum materials, and instructional supplies provided for non-Title I schools compared to the school(s) eligible for Title I funds that the LEA proposes to skip.

Description of Comparable Services: Provide a brief description of the comparable services to be offered.

Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program--

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

SCHOOLWIDE PROJECT SCHOOLS FUNDING

List schools in rank order according to percent low-income. Attach additional pages as necessary (11a, 11b, etc.). Note: Schools in Title I school improvement are required to spend not less than 10 percent of their Title I allocation on providing quality professional development. [Section 1116(b)]

School Code	School Name	RESIDENT CHILDREN			Per Pupil Cost	School may enter Corrective Action or Restructuring? (Y or N)	School Allocation	Staff Funded by Title I (List as Full-Time Equivalent)							
		Number Enrolled	LOW-INCOME Number	LOW-INCOME Percent				Tchrs		Paras		* Other		Tutors (Y or N)	
								R	A	R	A	R	A		R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
335	1.Partnership	33	26	78.79	690.97	N/A	\$17,965.22	.15							
312	2. Central Elementary	288	205	72.29	690.97	N/A	\$141,648.85		1		1				
324	3.Eiland - Cheeks Elementary	463	278	58.50	690.97	N/A	\$192,089.66	2.5							
330	4.New Hope Elementary School	610	327	57.38	690.97	N/A	\$225,947.19	2.5							
304	5. A.L. Stanback Middle	609	282	44.66	0	N/A	\$0								
327	6.Gravelly Hill Middle	497	208	41.85	0	0	\$0								
336	7.Pathways Elementary School	491	203	41.34	0	N/A	\$0								
328	8.Grady A. Brown	485	199	41.03	0	N/A	\$0								
308	9. Cameron Park Elementary	647	237	36.63	0	N/A	\$0								
316	10. Orange High School	1185	413	34.85	0	N/A	\$0								
332	11. Charles W. Stanford Middle	625	210	33.60	0	N/A	\$0								
310	12.Cedar Ridge High School	1050	274	26.01	0	N/A	\$0								
329	13.Hillsborough Elementary	426	67	15.73	0	N/A	\$0								
14.							\$								
15.							\$								
16.							\$								
17.							\$								
18.							\$								
19.							\$								
20.							\$								
21.							\$								

13.																							
14.																							
15.																							
16.																							
17.																							
18.																							
19.																							
20.																							
21.																							
22.																							
TOTALS																							
*Provide a description of any Other positions that will be funded by Title I.																							

NOTE: Schools in Corrective Action or Restructuring must receive an allocation that is not reduced by more than 15% as compared to the previous year's allocation.
 R = PRC 050 - Regular Title I A = PRC 141 - ARRA

TARGETED ASSISTANCE SCHOOLS PROJECT DESCRIPTION Reading Math Other

Complete one page for each type of project setting (reading, math, and other).

School Code	School Name	Project Setting	*Pull Out Settings			Targeted Assistance programs use Title I resources to help participating children meet the state's challenging student academic achievement standards expected of all children. Planning for students served under Title I should be incorporated into existing school planning. Programs should give primary consideration to providing extended learning time such as an extended school year, before and after-school programs and summer programs.
			Days per Week	Minutes per Day	Regular Instructional Time for Subject	
1	2	3	4	5	6	Project Settings include the following: <ul style="list-style-type: none"> SE - A scheduled elective program is one in which participating students receive Title I instructional services during an elective period. PO - The pull-out setting involves pulling students from the regular classroom on a limited basis. <ul style="list-style-type: none"> Note: In order to ensure compliance with Section 1115, Title I services offered during the regular instructional day may not exceed 25% of the students' total instructional time. IC - The in-class model involves the use of resource teachers (Title I teachers) and/or other resources in the regular classroom. <ul style="list-style-type: none"> Note: The in-class support that is most effective does not resemble a

pull-out in the back of the classroom.

- **AOEL** - The add-on/extended learning model involves providing Title I services at times other than the regular instructional day (before school, after school or summer school).

Note: Title I statute strongly encourages the use of this model.

TITLE I FUNDED PREKINDERGARTEN CLASSES

Title I Funded Pre-Kindergarten classes are those in which all children have been through the selection process and determined eligible for Title I. Attach additional pages if needed. Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.

School Name	Total # of Students Per School	Funding Source: (select one) 1 District Set-Aside 2 School Allocation	Amount of Title I Funding Per School	# of Title I Paid Staff in Full Time Equivalents (FTEs)						
				Teachers		Paras		Other		
				R	A	R	A	R	A	
1	2	3	4	5	6	7	8	9	10	
TOTALS										

Dually Eligible Students

Do any Title I eligible students also qualify for More-at-Four or Even Start funding? Yes No If yes, complete the following with projections for next year: The children listed above may be dually eligible for other programs as well (e.g., Title I/More-at-Four/Even Start). Note: Title I students must be identified first.

School Name for Title I Funded Classes (as listed above)	Total # of Dually Eligible Students Per School	More-at-Four Funding Per Child Per Month	Estimated Total of More-at-Four Funds Per School Per Year	Estimated Total of Even Start Funds Per Class

TOTALS							

Estimated Cost

The total estimated cost of operating all classes above, including all sources of funds is:
 (Include all funds needed including teacher salaries and benefits, materials and supplies, equipment, snacks, professional development costs, parental involvement costs, field trips, etc.)

TITLE I FUNDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

Title I Participant Identification: Describe how the district will select students for Title I funded preschool. Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards.

Curriculum and Instructional Approach: Indicate the curriculum that is being implemented by the district.

Preschool Choices:

- The Creative Curriculum for Preschool, 4th Edition
- The Empowered Child, Child time, 2nd Edition
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education
- High/Scope Preschool Curriculum
- Opening the World of Learning (OWL)
- Passports
- Tutor Time Lifesmart

Infant-Toddler Choices:

- The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition
- High/Scope Infant-Toddler Curriculum
- The Program for Infant/Toddler Care (PITC)

Ongoing Assessments to Monitor Progress: Indicate the assessment instrument(s) used to monitor child progress.

- High Scope Child Observation Record 2nd Edition (COR)
- Work Sampling System
- Creative Curriculum Developmental continuum
- Galileo Online Assessment System
- Learning Accomplishment Profile, 3rd Edition (LAP-3)
- Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime)
- Other:

Describe how the information gathered through this process will be collected and used to monitor progress and inform instruction.

Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.

Family Involvement: Describe the strategies to be used to involve families in the education of their child(ren).

Check to indicate any other Prek programs that operate in the LEA separate from Title I:

- Head Start
- Smart Start
- Exceptional Children
- More at Four
- OTHER:

BLENDING PRE-KINDERGARTEN CLASSES Blended Pre-Kindergarten classes are those in which some children have been determined eligible for Title I and some have been determined eligible for other programs (e.g., Exceptional Children, Head Start). Each program provides funding in proportion to the number of children served by that program. **Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.**

School Name	Total # of Students Per School	Total # of Title I Students Per School	Title I Paid Staff (in FTEs)						Proportion of Prek Funding by Program			Amount of Title I Funding For Site
			Tchrs		Paras		% Title I Funds	% EC Funds	% Other Funds			
			R	A	R	A						
1	2	3	4	5	6	7	8	9	10	11		
1. New Hope Elementary	18	14	1	1			.65	.35			\$158,442.62	
2. Efland - Cheeks Elementary	18	14	1	1			.65	.35			\$140,829.60	
3.											\$	
4.											\$	
5.											\$	
6.											\$	
7.											\$	
8.											\$	
TOTALS	36	28	2	2			.65	.35			\$299,272.22	

***Specify Source of "Other" Funds:**

Dually Eligible Students
 Do any Title I eligible students also qualify for More-at-Four or Even Start funding? Yes No **If yes, complete the following with projections for next year:**
 The children listed above may be dually eligible for other programs as well (e.g., Title I/More at Four/Even Start). Note: Title I students must be identified first.

School Name for Title I Funded Classes (as listed above)	Total # of Dually Eligible Students Per School	More-at-Four Funding Per Child Per Month	Estimated Total of More-at-Four Funds Per School Per Year	Estimated Total of Even Start Funds Per Class
TOTALS				

Estimated Cost

The total estimated cost of operating all classes above, including all sources of funds is:
 (Include all funds needed including teacher salaries and benefits, materials and supplies, equipment, snacks, professional development costs, parental involvement costs, field trips, etc.)

BLENDed PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

Title I Participant Identification: Describe how the district will select students for Title I funded preschool. Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards.

Students are identified as eligible for the Blended Title I classroom after being assessed by the Dial 3. Children scoring at or below the 50th percentile are placed in order of most at risk to least at risk. Additionally, parent/family interviews, referrals from county agencies serving young children, and teacher recommendations are taken into consideration and data is recorded on a rubric. The most academically at risk children are offered a Title I Blended classroom slot. If a family declines the offer the children on the wait list are contacted until the class is full.

Curriculum and Instructional Approach: Indicate the curriculum that is being implemented by the district.

Preschool Choices:

- The Creative Curriculum for Preschool, 4th Edition
- The Empowered Child, Child time, 2nd Edition
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education
- X High/Scope Preschool Curriculum
- Opening the World of Learning (OWL)
- Passports
- Tutor Time Lifesmart

Infant-Toddler Choices:

- The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition
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Ongoing Assessments to Monitor Progress: Indicate the assessment instrument(s) used to monitor child progress.

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- Creative Curriculum Developmental continuum
- Galileo Online Assessment System
- Learning Accomplishment Profile, 3rd Edition (LAP-3)
- Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime)
- X Other: Pre- and post Dial 3 assessments, Concepts in Print, Essential Learning Outcomes based on Common Core ELA and Math Standards, Kindergarten Readiness rubric;

Describe how the information gathered through this process will be collected and used to monitor progress and inform instruction.

Formative assessments are administered at a minimum of three times per school year. Additionally, formative screens, observation check lists, anecdotal notes, parent input, and observations by early childhood specialists inform needs based instructional activities designed for whole group and small group activities, as well as play time.

Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.

State mandated Health and Safety training is offered annually and as appropriate. District staff development in the area of Literacy, Math, and Science as well as Common Core is offered. All staff attend the state NAEYC conference.

Family Involvement: Describe the strategies to be used to involve families in the education of their child(ren). Pre-K teachers contact families to arrange home visits at the beginning of the year. Teachers have an open door policy for parents and families to come and join activities during the school day. Evening Parent/Family workshops are held in the area of literacy and math. Celebrations are held throughout the year and all Pre-K parents and families are invited to PTA functions and programs.

--

Check to indicate any other PreK programs that operate in the LEA separate from Title I:

X Head Start Smart Start X Exceptional Children X More at Four OTHER:

PRIVATE SCHOOLS

The LEA is to retain documentation to demonstrate that accredited nonpublic schools were given a timely and equitable opportunity to participate but were ineligible because:

- 1) students did not reside in served attendance areas;
- 2) students residing in served attendance areas did not have poverty counts to generate funds; or
- 3) students residing in served attendance areas were not identified as educationally in need by nonpublic school officials.

The district must retain documentation for nonpublic schools that decline Title I services for eligible students. Documentation must:

- 1) demonstrate that timely and meaningful consultation between the LEA and the nonpublic school official took place;
- 2) support that equitable educational services and other benefits to eligible nonpublic children were offered; and
- 3) include a written statement or letter declining services and signed by the nonpublic school official.

Services may be provided at the school site, mobile unit, public school, student's home, rental/leased site, computer-assisted lab, portable unit, community-based site, or other.

Website reference for Non-Public Schools Directory: <http://www.ncdnpe.org/hhh118.aspz>

Name of Private School	Date of Initial Consultation to Discuss Participation	Served (Y or N)	Grade Span	Number of Eligible Students	Estimated Number Served	If Private School is participating complete below:		
						Regular Title I	School Allocation	ARRA Funds
1	2	3	4	5	6	7	8	9
Private schools were contacted 3 times and a meeting was held to share information about Title Services. No Private Schools responded to the communications or attended the district meeting.	April 2012							

Please summarize the LEA plan for ongoing consultation (how often, stakeholders involved, etc.):

Professional Development for Staff

Professional Development to be provided by: LEA Staff Third-party provider Other: N/A
Professional Development Activities will be used to support: Reading Math Other: N/A

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Complete one for each participating non-public school.

Section 1120(b) of the No Child Left Behind and § 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where, and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services of eligible private school children in accordance with § 200.10 and how the LEA will use the results of that assessment to improve Title I services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with § 200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under § 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decisions that affected the participation of eligible private school children in the Title I, Part A program.

STATEMENT OF ASSURANCES

Assurances are given that –

- Nonpublic school officials have provided accurate and reliable low-income data to the district for children residing in eligible school attendance areas for purposes of allocating Title I funds.
- The LEA has determined a per pupil allocation for each eligible school attendance area and reserved that amount for each nonpublic low-income child residing in the participating school attendance area.
- The educational services and other benefits offered to eligible nonpublic children are equitable in comparison to services and benefits for public school children.
- Each nonpublic school child receiving Title I assistance resides in a Title I-served school attendance area and has educational need based on multiple, objective, academically-related criteria.
- The educational services and other benefits provided to eligible nonpublic school children are secular, neutral, non-ideological, and under the district's administrative direction and control.

Public School Official _____ Date _____ Private School Representative _____ Date _____

School District _____ Name of Private School _____

THE LEA MUST MAINTAIN A COPY OF THIS FORM IN ITS RECORDS AND PROVIDE A COPY TO THE SEA.

NEGLECTED AND DELINQUENT INSTITUTIONS

Provide the following information for each institution for neglected and/or delinquent youth operating in the LEA with Title I funds.

LEA Name:	Type of Institution:	<input type="checkbox"/> Neglected	<input type="checkbox"/> Delinquent
Institution Name:	<i>Type should reflect the original charter.</i>		
Institution Official:	Regular Educational Services provided by:	<input type="checkbox"/> LEA Schools	<input type="checkbox"/> Institution-based
Institution Address:	<i>LEA must attach a copy of the formal agreement if regular educational services are provided by the institution</i>		
Institution Phone:	Percent of students that will reside outside the boundaries served by the LEA upon leaving the facility:	<input type="checkbox"/> More than 30%	<input type="checkbox"/> 30% or less
Email:		<i>If 30 percent or less, the LEA must use a portion of funds to operate a dropout prevention program within its schools.</i>	

PROJECT NARRATIVE

Participant Identification

Describe the population served and specifically how student academic needs are assessed at intake.

Instructional Program

Describe the instructional program/project to be implemented. Include strategies, pupil services support, and procedures that will be used to meet the identified needs of the participants.

Types of Materials and Equipment Used

Describe the instructional materials and equipment to be used in the program/project.

Monitoring of Progress/Other Assessments Used

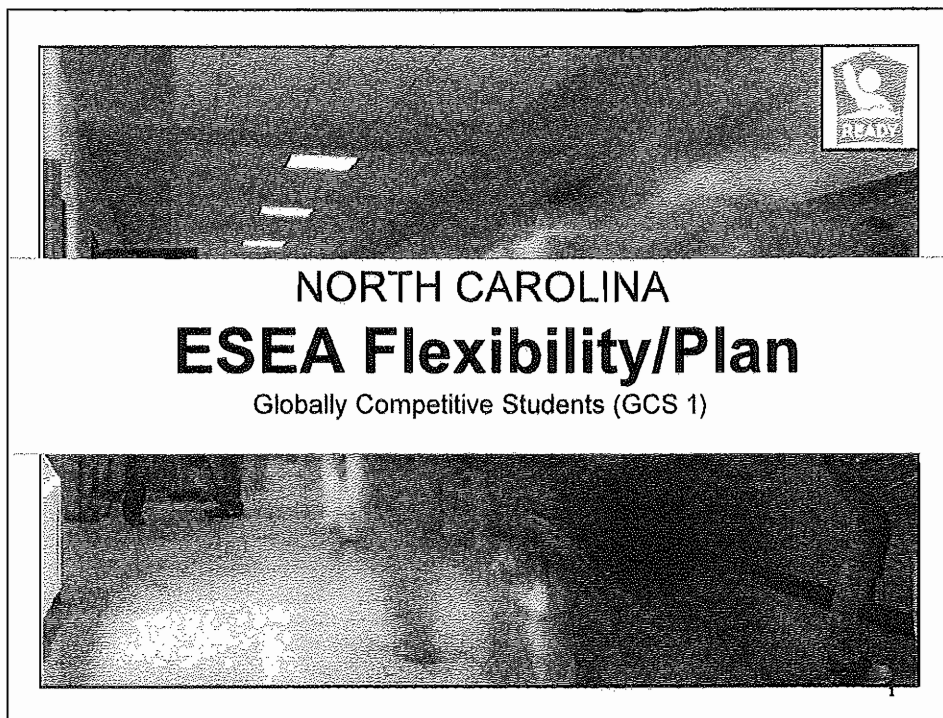
Describe how the progress of participating students will be monitored and the types of assessments used to determine program effectiveness. **Please provide specific, measurable outcomes to be evaluated throughout the year.**

Professional Development for Staff

Describe the training that will be offered to teachers working with neglected or delinquent students.

Transition activities

Describe the strategies that will be implemented to assist children and youth in making successful transitions from the institution.



NORTH CAROLINA
ESEA Flexibility/Plan
Globally Competitive Students (GCS 1)

New Elementary/Secondary Education Act (ESEA) Flexibility Plan

ESEA Flexibility Plan is formerly known as NCLB

- ABC's reported for the final time in August 2012
- Scores in 2012-2013 will be delayed until October 2013
- No retesting 2012-2013
- Proposed Measures of Student Learning will be tied to Standard Six of the Teacher Evaluation Instrument

ESEA Flexibility: Historical Timeline

- **Origins: 1965 Elementary and Secondary Education Act (ESEA)**
 - War on Poverty Movement: Lyndon Baines Johnson Administration
 - Title I funds available to school districts and schools to support the academic progress of students living at or below the national poverty line
- **2001 ESEA amended: No Child Left Behind Act (NCLB)**
 - Local Education Agency (LEA) and School Accountable for Achievement - Districts and schools sanctioned if Annual Yearly Proficiency (AYP) goals were not 100% met
 - Annual Yearly Proficiency goals based on reaching 100% proficiency in all sub groups by 2014
 - Parent empowerment through Choice Sanctions and Supplemental Education Services (SES)
 - Teacher Quality - All staff serving students in Title I Schools to meet Highly Qualified (HQ) status
 - Monitoring & Oversight - "Shall vs. May"
 - Decision-Making Processes are data driven and goals are measurable
- **No Child Left Behind Waived: Flexibility Waiver/Plan (2012)**
 - Removal of Local Education Agency (LEA) /School Improvement Sanctions & related Set-Asides
 - Focus, Priority, and Reward Schools: Designated by State Education Agency (SEA) & Federal guidelines
 - Some flexibility returned to Local Education Agency (LEA) to solve achievement problems
 - Allowable use Title I Funds to support Priority Schools (Title I and non-Title I)
 - Different Accountability expectations: Annual Measurable Outcome's (AMO) based on growth
 - Title I Targeted Assistance Schools may be moved to Schoolwide status at 30% poverty level


Principle 2

Recognition, Accountability and Support System



1. College and Career Ready Expectations
 2. **Recognition, Accountability and Support System**
 3. Supporting Effective Instruction and Leadership
 4. Reducing Duplication and Unnecessary Burden
-
- **Development of State Recognition, Accountability and Support System for All Schools**
 - Setting **Annual Measurable Objectives (AMO)** and ensuring target measures relate to state needs & student growth
 - Identifying and Supporting/Intervening in **Priority Schools**
(lowest achieving and lowest progress schools > 50% proficiency > 60% graduation rate; Non-Title I schools can be designated as Priority schools and receive funds)
 - Identifying and Supporting/Intervening in **Focus Schools**
(Title I schools contributing to the state achievement gap)
 - Identifying and Recognizing **Reward Schools**
(highest achievement and highest progress Title I, must be Title I schools and must meet 100% of their goals)
 - Support of all students and families

Principle 2
Recognition, Accountability and Support System




Annual Measurable Objectives

Reduce Non-Proficient by $\frac{1}{2}$ in 6 years (by 2017)

Sets targets for subgroups to impact closing of gaps

5

Understanding New AMOs




Two important results of this method are

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

6

Understanding New AMOs



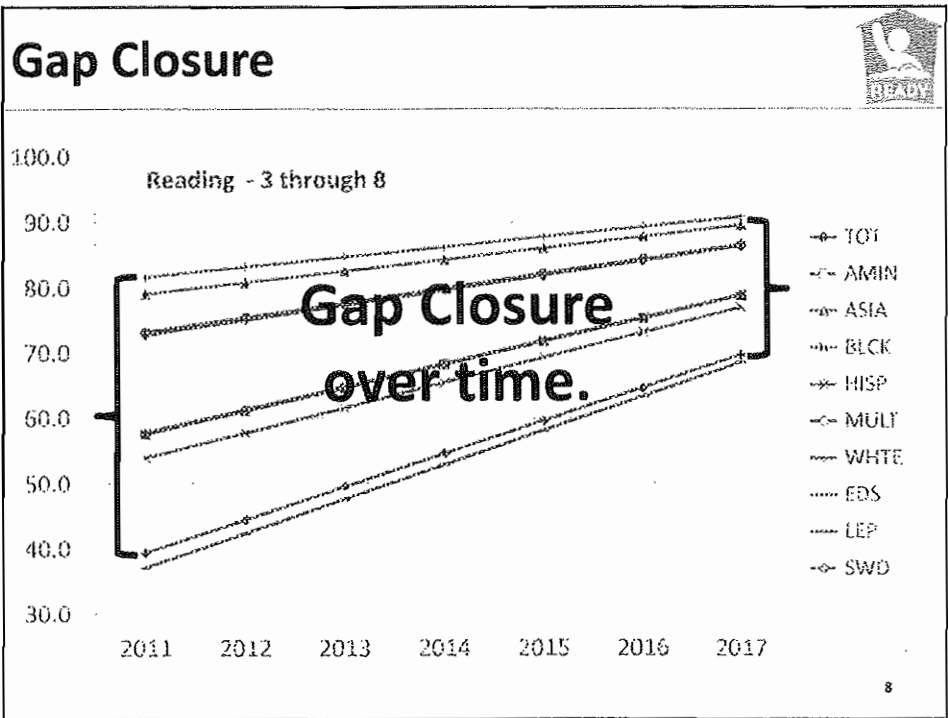
100 - 57.6 means 42.4% are not proficient.

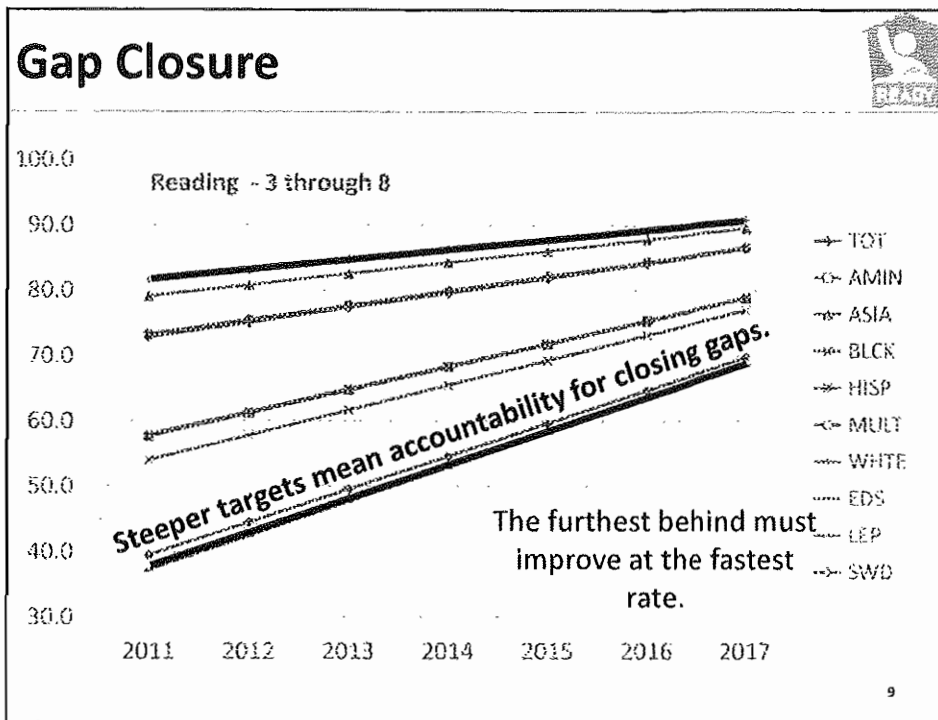
Decrease by half in equal increments over 6-years means

42.4/2 = 21.2, 21.2 point improvement over 6 years:

21.2/6 ≈ 3.5 point increase every year

Subgroup	2010	2011	2012	2013	2014	2015	2016	2017
Hispanic	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7
Black	44.7	61.7	46.0	61.7	49.9	66.9	50.9	67.9
White	71.7	80.4	61.9	81.9	67.0	83.0	70.8	84.4
English Learners	47.4	64.4	47.4	64.4	47.4	64.4	47.4	64.4
Students with Disabilities	42.1	59.1	42.1	59.1	42.1	59.1	42.1	59.1





Priority, Focus, & Reward


USED Definitions

Priority	Focus	Reward
<p>From USED Flexibility Guidance:</p> <p><i>A "priority school" is a Title I or Title I-eligible school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.</i></p> <p><i>Orange County School District has no Priority Schools.</i></p>	<p>From USED Flexibility Guidance:</p> <p><i>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.</i></p> <p><i>Orange County School District has no Focus Schools.</i></p>	<p>From USED Flexibility Guidance:</p> <p><i>A "reward school" is a Title I school that, based on the most recent data available, is a highest-performing school or a high-progress school. (Must make AMO for all subgroups and cannot have persistent achievement gaps)</i></p> <p><i>Orange County School District has no Reward Schools. (Yet)</i></p>

10

Priority, Focus, & Reward

Methodology Employed by NCDPI




Priority	Focus	Reward
<ul style="list-style-type: none"> • Reading + Math Performance Composite < 50 % in 2010-11 school year and one of the two previous years (2008-09 or 2009-10) ➢ CE = 66.7%; ECE= 68.3%; NH = 76.9%; PE= 77.8% (met AYP); GAB=79.5%; HE= 85.1% (met AYP);CP=89.7%; • High School Graduation rate < 60 % ➢ Orange County Schools graduation rate = 82.8% 	<ul style="list-style-type: none"> • 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 3-year state average of 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 	<ul style="list-style-type: none"> • Poverty rate at or above 50% and gap between highest and lowest performing subgroups below 3-year state average and • Schools made AYP/AMOs 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.

11

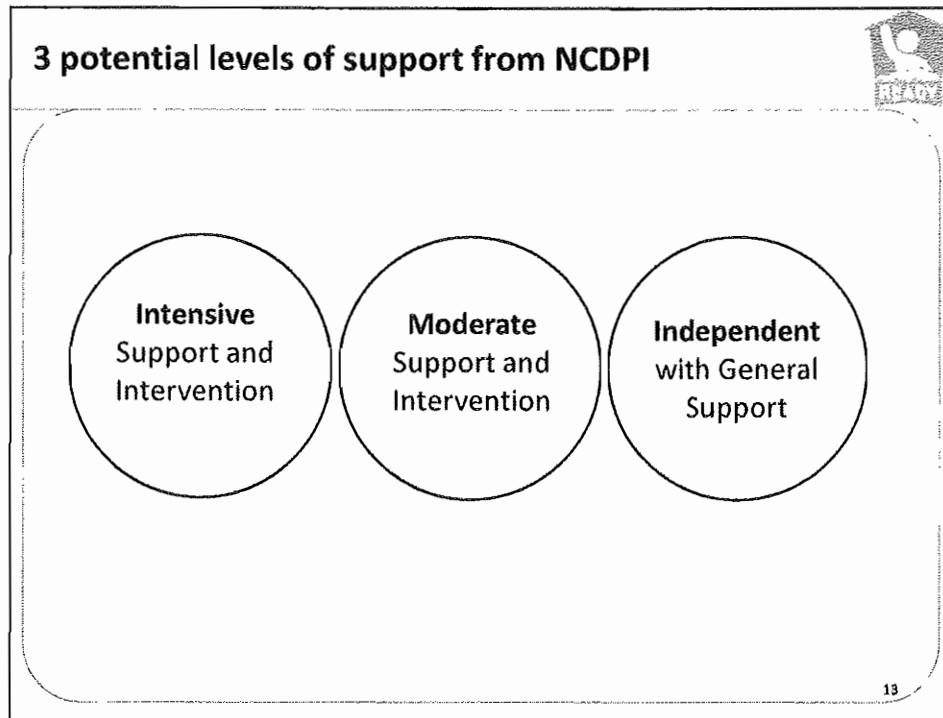
Priority and Focus

What interventions will be required?



Priority	Focus
<ul style="list-style-type: none"> • SEA must ensure that interventions are aligned with each of the following “turnaround principles”: • Strong leadership • Effective teachers and improved instruction • Expanded learning time • Strengthened instructional program • Use of data • School safety and discipline • Family and community engagement 	<ul style="list-style-type: none"> • LEA/School must implement interventions to address the gap in performance for which they were identified • Interventions must reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program

12





Public Schools of North Carolina

State Board of Education | Department of Public Instruction

ESEA Flexibility Request Frequently Asked Questions *Updated March 7, 2012*

The U.S. Department of Education (USED) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to improve the focus on student learning and increasing the quality of instruction. This opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

An SEA seeking approval to implement this flexibility must submit a request that addresses all aspects of the principles and waivers. Within each principle, a specific plan must be developed to meet and/or exceed the rigorous standards of NCLB. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

North Carolina is uniquely positioned to support the implementation of the principles outlined in the ESEA Flexibility package as these principles are aligned to the State Board of Education goals:

- A great teacher in every classroom and a great principal in every school;
- College- and career-ready standards;
- Turning around the lowest performing schools; and
- Data systems to improve instruction.

Allowing the LEAs and schools to utilize federal resources more flexibly will ensure that our goals are met.

NOTE: All responses to Frequently Asked Questions noted here are pending until final USED approval.

WAIVERS

1. Which waivers will be included in NC's flexibility request?

The request includes ten (10) specific waivers (see Appendix A). An SEA may not request a portion of this flexibility or implement only some of its principles. This flexibility is intended to build on and support the significant State and local reform efforts already underway.

There are three (3) optional waivers. The optional waiver to provisions of sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program was offered in the original request package.

On February 10, 2012, two (2) additional waivers were added as follows:

- The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The 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 that are not reward schools, priority schools, or focus schools.
- The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve 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.

NC is requesting the three (3) optional waivers in addition to the ten (10) comprehensive waivers being offered through its ESEA Flexibility Request.

2. When would ESEA flexibility for 21st CCLC funds take effect?

ESEA flexibility would not affect current 21st CCLC sub-grantees. Rather, this flexibility would take effect for local competitions conducted after an SEA receives ESEA flexibility. Thus, when an SEA runs its next 21st CCLC competition following the receipt of ESEA flexibility, it may solicit applications from eligible entities to provide activities that support high-quality expanded learning time in addition to activities conducted during non-school hours or periods when school is not in session.

FUNDING

3. Following approval of the ESEA Flexibility Request, may an LEA continue to set-aside Title I, Part A funds to provide school choice transportation for students in Title I schools currently (2011-12) identified for school improvement? If so, may these funds be used to transport students to both Title I and non-Title I schools?

Yes. Setting aside Title I funds to support choice transportation efforts will continue to be allowed, as is currently the case under Title I rules.

4. May an SEA allow LEAs currently (2011-12) identified for LEA Improvement to continue their K12/Title I/Non-Title I professional development efforts with existing LEA improvement set-aside funds, with the expectation that LEAs expend remaining funds as carryover within the 2012-2013 school year? If so, can these funds support non-Title I Schools?

Yes. LEA Improvement (set-aside) carryover funds may continue to be used in the same manner for the remainder of the period of availability (Sept. 30, 2013).

5. Upon approval, may the SEA continue to permit the use of 1003(a) carryover funds in schools currently identified for school improvement, corrective action, or restructuring for the full 27-month period of availability? In essence, this would allow a school that received 1003(a) funds for the first time in 2011-12 to continue to have access to these funds until Sept. 30, 2013.

Yes. 1003(a) carryover funds may continue to be used to support currently identified schools through the period of availability (Sept. 30, 2013).

ACCOUNTABILITY

6. What method will NC use to set new Annual Measurable Objectives (AMOs)?

North Carolina AMOs will be set to reduce by half the number of non-proficient students within six years. These targets are set for the "all students" group and for each subgroup at the state level. Targets will be set by subgroups to allow each to progress on their own trajectory. Although there are different starting points, the expectation is greater over the same period of time. Rather than lowering expectations, the subgroups starting at a lower point have to work very hard to reach the end-goal or reducing their non-proficient by half within six years.

NC has set AMO targets in reading and mathematics based on the 2010-11 assessment data. The 2010-11 GS (grades 3-8) baseline was set on the end-of-grade tests in reading and mathematics at grades 3-8. For the HS (high schools), the Algebra I and English I assessments were used. The SBE approved the targets at it February 2011 meeting.

7. What happens if subgroups do not meet AMOs?

Progress on AMOs, along with other measures of student achievement, will be reviewed annually by the SEA to determine schools/districts that may need additional support within the Statewide System of Support. Districts should also review AMO progress and use the results in making decisions about interventions and strategies to address in the district's Title I Plan that will meet the needs of under-performing subgroups in Title I schools.

PRIORITY, FOCUS AND REWARD SCHOOLS

8. What are the SEA's responsibilities with regard to providing differentiated recognition, accountability and support for schools?

In order to meet these requirements, a State-based differentiated recognition, accountability, and support system must include:

- Ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups;
- The identification of reward schools, and providing such schools with recognition or rewards;
- The identification of a number of schools equal to at least 5 percent of Title I schools as priority schools, ensuring that LEAs implement interventions aligned with the turnaround principles in such schools, and criteria for determining when a school exits priority status;
- The identification of at least an additional 10 percent of Title I schools as focus schools, ensuring that LEAs implement interventions in such schools, and criteria for determining when a school exits focus status;
- Incentives and supports for other Title I schools that are not making progress in improving student achievement and narrowing achievement gaps, based on the SEA's new AMOs and other measures;
- Building 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.

9. What rewards and recognitions are available for Reward schools?

Title I schools selected as the highest-achieving and highest-progress schools in the state may be recognized in the following ways:

- Announcement letter of distinction/selection from the State Superintendent's office;
- School information and replicable practices disseminated publicly in the Title I Distinguished Schools magazine (<http://www.ncpublicschools.org/program-monitoring/distinguished/>)

- Public recognition posted on the NCDPI website and disseminated through multiple listservs (e.g., Superintendents, principals, teachers, afterschool network partnerships, etc.);
- Banners provided for each school for local public display;
- Media clip and photographs provided for use in each district;
- Recognition luncheon at the State Title I Conference in the fall of each year; and
- Priority provided to any selected schools to present at the State's annual Collaborative Conference for Student Achievement.

Schools identified as the top ten percent of all Reward schools may submit portfolios identifying the best practices contributing to the school's success. Portfolios will include plans for schools to receive funds reserved under section 1117(b). The mini-grants will support school efforts to expand and strengthen existing instructional practices and to develop demonstration classrooms in order to spotlight best practices for other teachers across the state.

10. Are there particular interventions that an LEA must implement in its Focus schools?

No. An LEA must implement interventions in its focus schools, which might include one of the interventions provided as an example in the SEA's request, but this flexibility does not prescribe the particular interventions that an LEA must implement. Districts may choose to implement school choice options or before- and after-school tutoring services as well as other interventions in its focus schools. Example interventions may include:

- Extend learning time in coordination with community and business partnerships (e.g., 21st Century Community Learning Center programs, Supplemental Educational Services (SES) providers, etc.);
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make progress;
- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen planning processes; and (2) how to address the specific issues underlying the school's continued inability to make progress;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

Interventions selected for each Focus school must be clearly addressed in revised school improvement plans and aligned to the identified needs of the school. Interventions must include strategies to address the needs of all children particularly the lowest-achieving and how those needs will be met in a timely and effective manner. School plans must be revised and approved by the LEA early in the school year so that schools begin implementing some of the interventions in 2012-13.

11. Will the LEA be required to offer afterschool tutoring in its Focus Schools?

No. Rather than focusing on implementing a “program,” districts must implement interventions in its Focus Schools that reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program. The comprehensive school plan must identify how the interventions demonstrate the most likelihood for increasing the academic performance for under-performing student subgroups. This may include offering afterschool tutoring.

12. If the LEA chooses to implement afterschool tutoring, will LEAs be required to use State-approved SES providers?

With an approved waiver, the LEA will no longer be required to select State-approved providers. Although the administration of SES under provisions of Section 1116 of ESEA will no longer be required, LEAs and charter schools may choose to offer tutoring services with State-approved SES providers. Through a renewal process, the SEA will maintain the current list of State-approved SES providers through 2014-15. Additionally, NC will monitor and evaluate State-approved SES providers as outlined in its State Board Policy.

13. What federal funds are available to support interventions in Focus schools?

Under NCLB, many LEAs were required to reserve 20 percent of the districts Title I allotment to implement choice and/or Supplemental Educational Services (SES). Under the waivers, funds previously reserved to meet sanction requirements may be used to support implementation of interventions in an LEA’s focus schools.

14. What interventions must an LEA implement in its priority schools?

An LEA that has a priority school must implement interventions aligned with the turnaround principles, which are described in the document titled *ESEA Flexibility* accessible at <http://www.ed.gov/esea/flexibility>. An LEA may also implement any of the four SIG models — the turnaround model, the restart model, the school closure model, and the transformation model — in its priority schools.

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.

15. What funds are available for Priority schools?

An LEA that is implementing one of the four SIG models in a Priority school previously identified as a SIG school will continue to use funds from the SIG program authorized by ESEA section 1003(g) consistent with the LEA's approved SIG application. An LEA implementing interventions aligned with the turnaround principles in other Priority schools may use school improvement funding reserved by the SEA for subgrants to LEAs under ESEA section 1003(a).

16. May Title I, Part A funds be used in a Title I-eligible high school that has had a graduation rate less than 60 percent over a number of years?

Yes, under certain conditions. Consistent with the definition of "priority school," an SEA may identify a Title I-eligible high school as a Priority school if it has had a graduation rate less than 60 percent over a number of years. If the LEA uses Title I, Part A funds to serve the school, the school would become a Title I-participating school.

17. With approved waivers, would this flexibility allow the LEA to "skip" other high schools (with higher poverty percentages) above the Priority high school in rank order? If so, may the LEA do so without reference to comparable services/funds in the "skipped" high schools?

Yes. The LEA could serve the high school without demonstrating comparable services in other schools "skipped" in the ranking in order to serve the Priority high school.

18. How long will schools remain on the Priority, Focus, and Reward schools lists?

Schools will exit Priority or Focus status when, three years from initial identification (i.e., 2012-13), a new list of Priority schools is developed and the applied methodology no longer results in the school's designation as a Priority or Focus school. Maintaining Priority or Focus status for the full three-year period will ensure 1) sufficient time for the LEA to fully implement interventions aligned to turnaround principles; 2) sufficient SEA support for sustaining efforts of SIG models when SIG funds are no longer available; and 3) sufficient time for the State to monitor and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups.

The Reward school list will be updated each year.

19. If a school remains in Priority or focus status for 3 years, and reward status for 1 year, could a school possibly be in 2 categories at the same time?

Yes. Schools initially identified as Priority or Focus could make substantial progress during the course of the three-year period and could be identified as a Reward school in a subsequent year.

HIGHLY QUALIFIED TEACHERS**20. Must staff in Title I programs still meet the definitions of highly-qualified?**

Yes. All provisions of section 1119 regarding qualifications of teachers and paraprofessionals must still be met. However, an LEA that misses HQT targets for two years would no longer be required to develop an improvement plan under ESEA section 2141(a) or enter into an agreement with its SEA under ESEA section 2141(c).

PARENT INVOLVEMENT**21. With approved waivers, must LEAs continue to reserve district funds for parental involvement activities outlined in section 1118?**

Yes. An LEA that receives a Title I, Part A allocation of greater than \$500,000 must reserve not less than one percent of its Title I, Part A allocation to carry out the provisions of section 1118, including promoting family literacy and parenting skills. The percentage reserved for parental involvement must be calculated on the basis of the LEA's total Title I, Part A allocation. *[Section 1118(a)(3)(A), ESEA.]*

22. What is the role of parents and the broader community in implementing ESEA flexibility?

If the SEA's request for flexibility is granted, an LEA with one or more priority schools must seek input from families and the community in selecting the meaningful interventions aligned with the turnaround principles that will be implemented in these schools. Additionally, an LEA's interventions in priority schools must include ongoing mechanisms for family and community engagement (see C-37 ESEA Flexibility Frequently Asked Questions at <http://www.ed.gov/esea/flexibility>).

Under ESEA flexibility, parents will continue to receive information on their children's progress in meeting State academic achievement standards as well as their school's success in helping all students meet those standards. Parents will know whether their children's schools are succeeding, by being identified as reward schools, or falling short, by being identified as priority or focus schools. When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

Under general provisions of ESEA (SEC. 9101(23)), parental involvement means *the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encourage to be actively involved in their child's education at school;*
and
- *That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.*

23. If the LEA has schools identified as Reward, Focus, and Priority, must parents be notified of the status?

Under this flexibility, an SEA and its LEAs must include the identification of schools under the SEA's new differentiated recognition, accountability, and support system, including reward schools, priority schools, and focus schools, in their annual report cards. An SEA and Title I LEAs must still meet all of the other statutory State and LEA report card requirements.

Although an SEA and its LEAs will no longer have to report on LEAs and schools that have been identified for improvement, corrective action, or restructuring since no such LEAs or schools will be identified, Title I, Part A continues to provide for substantive parental involvement at every level of the program. Because regular communication is the foundation of effective parental involvement, SEAs, LEAs, and schools must continue to provide information about district, school, and student progress to parents.

Appendix A
Flexibility Waivers to Provisions of NCLB

Waiver	What It Removes	What It Allows
1. 1111(b)(2)(E-H)	Removes required procedures for setting AMOs to use in determining AYP	<ul style="list-style-type: none"> • Allows SEA to develop new AMOs for determining AYP reading/math
2. 1116(b)	Removes current status of schools and requirements for sanctions	<ul style="list-style-type: none"> • Reduces administrative burden for administrative and reporting requirements • Allows LEA to use up to 20% of Title I funds for customized interventions in Focus schools
3. 1116(c)	Removes all LEA Improvement/Corrective Action status and requirements for sanctions	<ul style="list-style-type: none"> • Reduces administrative burden for administrative and reporting requirements • Allows LEA to use up to 10% of Title I funds for any authorized purpose
4. 6213(B)/6224(E)	Removes restrictions on use of REAP funds related to LEA/school improvement status	<ul style="list-style-type: none"> • Allows LEAs to use REAP funds for any authorized purpose regardless of LEA's AYP status
5. 1114(a)(1)	Removes requirement of 40% poverty to operate a schoolwide program	<ul style="list-style-type: none"> • Allows any school implementing interventions in Priority or Focus schools to operate as schoolwide
6. 1003(a)	Removes restriction that funds are used only for schools in improvement status	<ul style="list-style-type: none"> • Allows use of funds for any Focus or Priority school
7. 1117(c)(2)(A)	Removes restriction that funds may only be provided for schools in the highest quartile of poverty	<ul style="list-style-type: none"> • Allows use of funds for any Reward school
8. 2141(a-c)	Removes restrictions on use of Title I and Title II funds related to HQT	<ul style="list-style-type: none"> • Allows LEAs to use Title I and Title II funds for any authorized purpose regardless of LEA's AYP status
9. 6123	Removes limitation on percent transfer of other funds into Title I	<ul style="list-style-type: none"> • Reduces administrative burden as it relates to notifying USED and/or SEA • Allows SEA or LEA to transfer up to 100% of funds under certain programs into Title I, Part A
10. 1003(g)	Removes restriction that funds are used only for SIG schools	<ul style="list-style-type: none"> • Allows use of SIG funds for any Priority school (NOTE: all 1003(g) committed to current SIG sub-grants)
11. Optional Flexibility	Removes restriction that funds are only be used for programs outside of the school day	<ul style="list-style-type: none"> • Allows 21st CCLC funds to be used for expanded learning w/in school day

**Appendix B
Implementation of Waivers by SEAs and LEAs**

REQUIREMENT TO BE WAIVED	SEA IMPLEMENTATION	LEA IMPLEMENTATION
State reservation of Title I, Part A funds for school improvement activities	SEA considers whether to distribute section 1003(a) reservation for use in priority and focus schools even if they are not in improvement, corrective action, or restructuring	None
State reservation of Title I, Part A funds for reward schools	SEA considers whether to distribute section 1117(c) reservation for use in reward schools	None
Timeline for 100 percent proficiency	SEA sets ambitious but achievable AMOs	AYP determinations based on new AMOs
Identification of schools for improvement, corrective action, or restructuring	None	LEA need not identify schools for improvement, corrective action, or restructuring
Identification of LEAs for improvement or corrective action	SEA need not identify LEAs for improvement or corrective action	LEA no longer subject to improvement or corrective actions
Requirements for SEA and LEAs to include on their respective report cards information regarding LEAs and schools in improvement status	SEA need not include on its report card information on LEAs that are in improvement status	LEA need not include on its report card information on schools within the LEA that are in improvement status
Requirements for schools and LEAs in improvement status to take certain specified actions (e.g., offer public school choice and SES)	SEA need not carry out its responsibilities for LEAs and schools within those LEAs (e.g., approve and monitor SES providers)	LEA no longer subject to the school improvement requirements of section 1116(b), including public school choice and SES, or the LEA improvement requirements of section 1116(c)
Poverty threshold for operation of a schoolwide program	None	LEA may operate a schoolwide program in a priority or focus school even if the school does not meet the poverty threshold in order to allow the LEA to implement interventions aligned with the turnaround principles or an intervention that is based on the needs of the students in the school and designed to enhance the entire educational program of the school, as appropriate

REQUIREMENT TO BE WAIVED	SEA IMPLEMENTATION	LEA IMPLEMENTATION
Requirement that LEAs not making progress toward meeting HQT requirements develop an improvement plan and SEA provides technical assistance	SEA would no longer need to provide technical assistance to LEAs developing improvement plans to meet HQT requirements	LEA that is not making progress toward meeting HQT requirements would no longer have to develop an improvement plan
Requirement for SEA to enter into or enforce agreements with LEAs regarding HQT requirements	SEA would not enter into or enforce existing agreements with LEAs	<p>LEA would not have to enter into agreement with the SEA, even if it has not met the applicable HQT requirements and has not met AYP for 3 consecutive years</p> <p>LEA that has already entered into agreement with SEA no longer needs to implement terms of agreement</p>
Limits on transferability of funds	SEA would be permitted to exceed relevant transferability limits; SEA would not be required to report to Department prior to transferring funds	LEA would be permitted to exceed relevant transferability limits; LEA would not be required to report to the SEA prior to transferring funds