# ESEA FLEXIBILITY MONITORING, PART B:
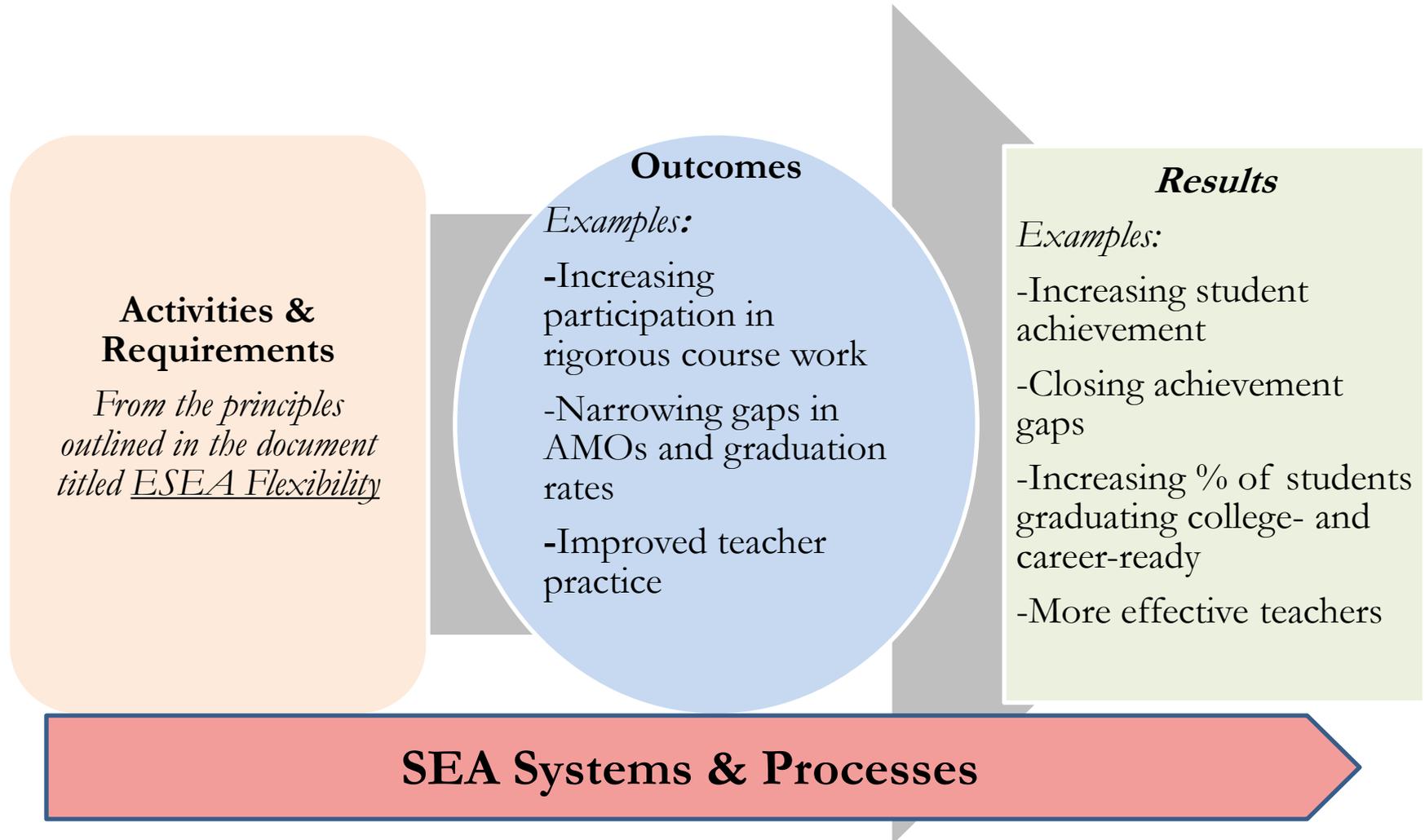## Tips and Updates from On-site Pilots

June 25, 2013

# Agenda

- Welcome and Introduction

- Monitoring Recap

- Clarifications on Monitoring Protocol

- Tips and Lessons Learned from Pilots
  - Sharing from Pilot States

# MONITORING RECAP

# ESEA Flexibility Logic Model

**Activities & Requirements**

*From the principles outlined in the document titled ESEA Flexibility*

**Outcomes**

*Examples:*

-Increasing participation in rigorous course work

-Narrowing gaps in AMOs and graduation rates

-Improved teacher practice

**Results**

*Examples:*

-Increasing student achievement

-Closing achievement gaps

-Increasing % of students graduating college- and career-ready

-More effective teachers

**SEA Systems & Processes**

# Purpose of Part B Monitoring

- To assess implementation of ESEA flexibility so that SEAs can increase student achievement and improve the quality of instruction for all students

- An SEA's implementation of ESEA flexibility will be assessed by identifying the extent to which an SEA:

    o Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility

    o Is continuing to review and make adjustments to support implementation

    o Is sustaining implementation and improvements

- Use information gathered to inform selection and delivery of technical assistance

# Overview of Part B Monitoring

## Differentiated & Customized Monitoring

Depth:

### Foundational Review

- A basic review of SEA implementation of elements of ESEA flexibility that focuses on the status of implementation to ensure the SEA meets expectations

- Foundational reviews will be conducted for all elements of ESEA flexibility

**AND/ OR**

### Comprehensive Review

- An in-depth review of SEA implementation of certain elements of ESEA flexibility

- Comprehensive reviews will be conducted for:
  - SEA Systems and Processes for all SEAs
  - Select elements within Principles 1, 2, and 3 for SEAs monitored onsite

# Review: The Protocol as an Evolving Tool

## Differentiated & Customized Monitoring

Complete
Protocol

Customized
Protocol

Monitoring
Interview
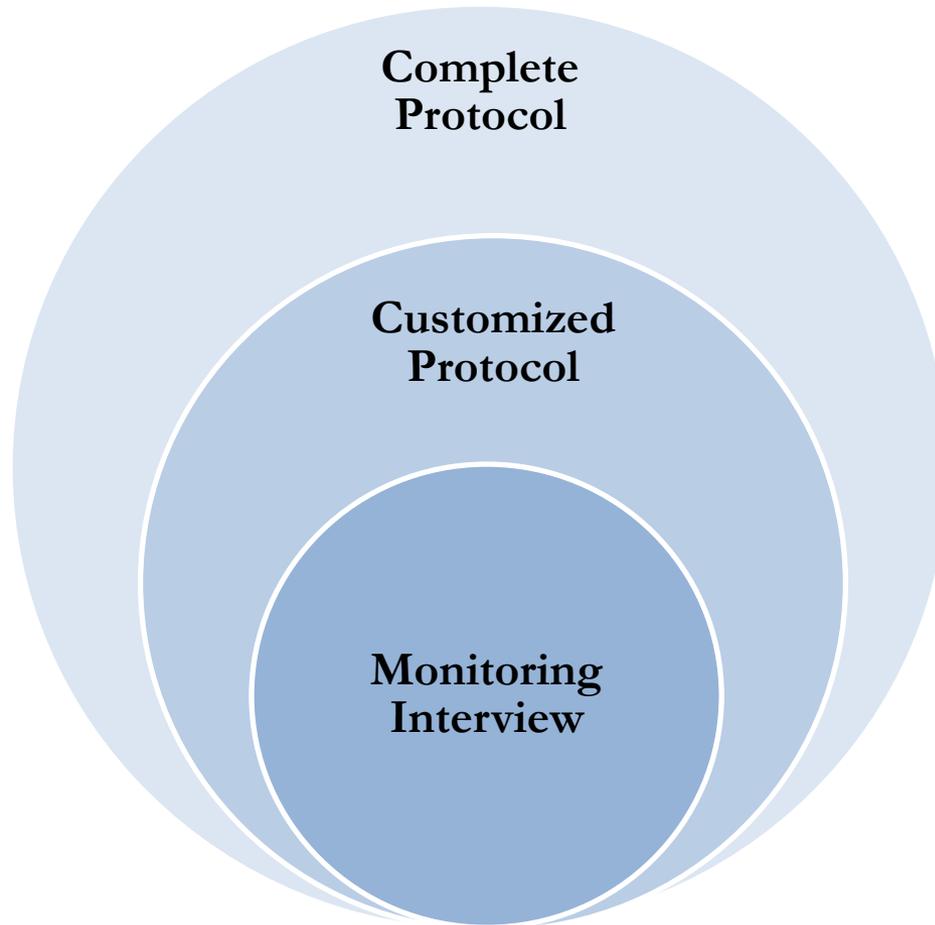
# Part B Monitoring Timeline

- **Pilots**
  - 2 States (CO, MS) participated in onsite monitoring pilot in May
  - 2 States (NJ, CT) will participate in desk pilot in July

- **Remaining States**
  - Many SEAs have already received an Initial Notification Call to assist in scheduling dates for monitoring.  ED staff should be reaching out soon to remaining SEAs:
    - Indicate whether monitoring will be desk or onsite
    - Narrow or confirm dates for the monitoring event

- **ED continues to consider possible inclusion of LEAs/schools in monitoring**

# CLARIFICATIONS ON MONITORING PROTOCOL

# Meaning of "Foundational Review Questions"

Status of implementation
- **This will address what the SEA is doing to implement the element.**

Method to determine status
- **This will address how the SEA knows whether LEAs are implementing the element, and what SEAs are doing if LEAs are not implementing as planned.**

# Meaning of "Additional Questions for Comprehensive Review"

Method to determine effectiveness or impact of implementation

- **This will address how the SEA knows or plans to learn if implementation is working (*e.g.*, data points, leading indicators, surveys, etc.).**

SEA's assessments of effectiveness and impact of activity

- **This will address whether or not implementation is working (i.e., successfully achieving the desired outcome).**

Adjustments to address challenges

- **This will address changes the SEA has made in cases where implementation was not working (i.e., successfully achieving the desired outcome).**

Efforts to review, assess, and revise implementation

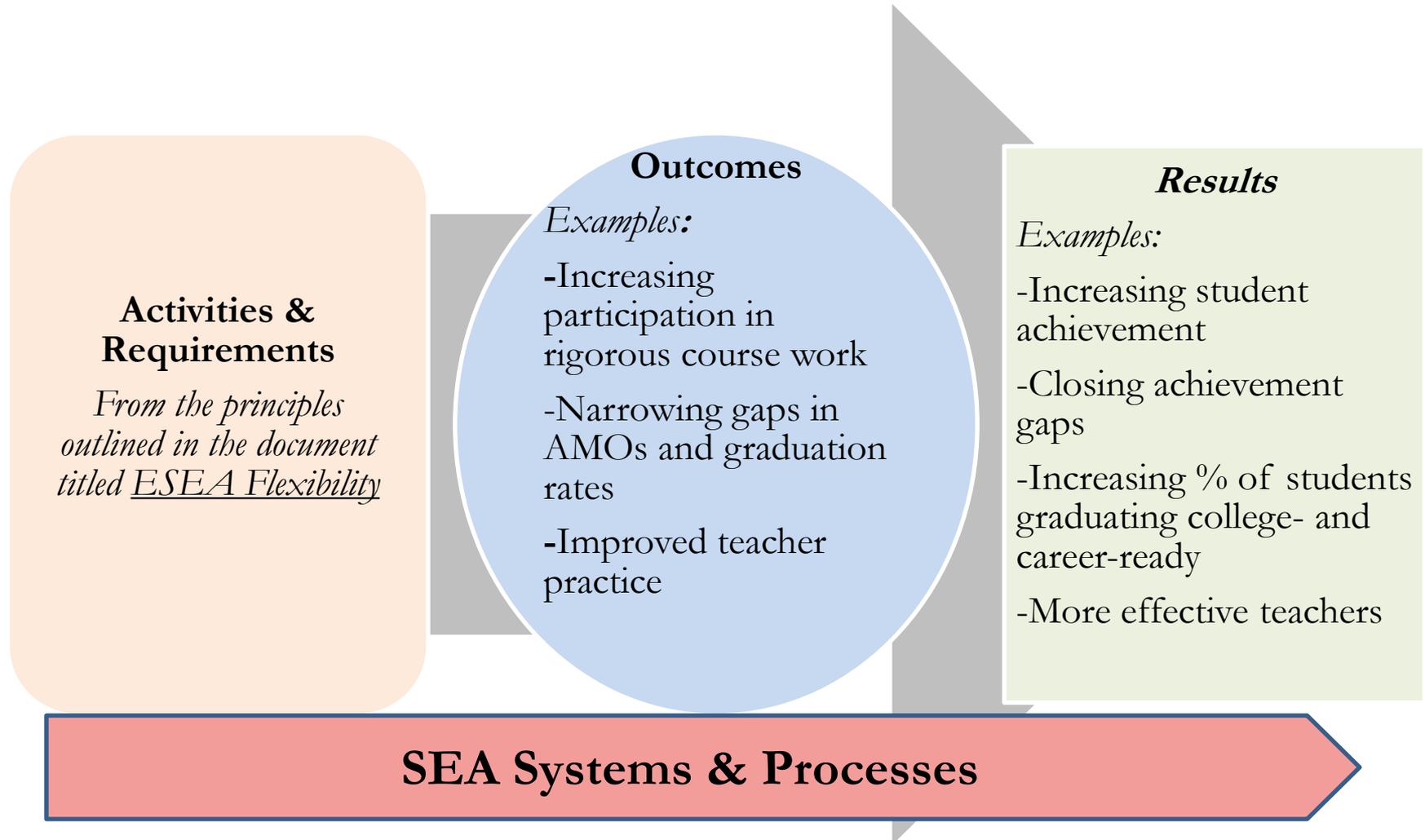- **This will address what the SEA is doing to promote continuous improvement.**

# Role of "Additional Questions for Comprehensive Review"

- Purpose: Move the conversation towards outcomes-based monitoring. These questions are designed to help SEAs improve the quality of implementation.

- SEAs are in various stages of implementing and improving implementation.

- ED will ask these questions only for elements receiving Comprehensive Reviews.

# Clarify Types of Documentation

| Element | Documentation |
|---|---|
| **Activities and requirements related to:**<br>• **SEA Systems and Processes**<br>• **ESEA Flexibility Principle 1**<br>• **ESEA Flexibility Principle 2**<br>• **ESEA Flexibility Principle 3** | *Documentation to be provided by the SEA to the extent available and appropriate to address the SEA's current level of implementation.*<br><br>• Updated protocol will have specific examples of the types of documentation that an SEA may provide |

# ROLE OF SEA SYSTEMS AND PROCESSES

### Activities & Requirements

*From the principles outlined in the document titled ESEA Flexibility*

### Outcomes

*Examples:*

- **-**Increasing participation in rigorous course work

- -Narrowing gaps in AMOs and graduation rates

- **-**Improved teacher practice

### Results

*Examples:*

- -Increasing student achievement

- -Closing achievement gaps

- -Increasing % of students graduating college- and career-ready

- -More effective teachers

## SEA Systems & Processes

# SEA SYSTEMS & PROCESSES

- Monitoring

- Technical Assistance

- Data Collection & Use

- Family & Community Engagement and Outreach

# Revisions in Elements for Monitoring

- Added Overarching Questions to frame Principle 2:

  o What is the SEA's overall strategy for supporting Title I schools and ensuring that they receive the appropriate interventions and supports?

  o How do the specific approaches being implemented for priority schools, focus schools and other Title I schools complement each other and lead to a continuum of supports for all of the lowest performing schools, student subgroups and all students?

# Revisions in Elements for Monitoring

- Clarified and Streamlined:
    - Family and Community Engagement Questions
    - Data Collection and Use Questions
    - Principle 3 Questions
- Removed Unwaived Title I Requirements from Part B Monitoring
- Numbered questions under each element

# TIPS AND LESSONS LEARNED FROM PILOTS

# SEA Pre-Monitoring Call

- To occur approximately 6 weeks before monitoring event

- Topics Include:
  - Purpose and Goals of Monitoring
  - Structure and Logistics of Monitoring Event(s)
    - For on-site monitoring, ED will inform the SEA of the two ED-selected elements to receive additional questions for comprehensive review
  - Walk Through Protocol, including documentation section
  - Opportunity to clarify additional questions from the SEA

# TIPS: Logistics

- **Agenda**
  - ED will provide preliminary agenda and may make adjustments based on documentation

- **Scheduling SEA Staff**
  - ESEA flexibility contact attends and participates in all interviews
  - For the discussion of SEA Systems & Processes, all SEA staff who support these areas across the principles of ESEA flexibility, including staff who support English learners and students with disabilities should attend and participate
  - Key SEA staff responsible for specific elements
  - To the extent possible, include across all interviews, staff responsible for Title I, Title II, Title III, IDEA, SIG and other related programs

# TIPS: Submitting Documentation

Possible ways to submit documentation

- Submit electronically
    - SEA FTP site
    - zip files
    - mailed USB drive

Suggestions for how to organize documentation

- Organize folders by element name (*e.g.*, Focus Schools or 2.E)
    - Within each element, indicate if evidence is associated to one of seven questions
        - Sub-folders
        - File name (*e.g.*, Q1_sample focus school implementation plan for Frederick LEA)
- Embed files as links in a copy of the protocol (examples)

# Example Of Documents Submitted By Colorado For Focus Schools Element

| Documentation | Question | Links to Documents |
|---|---|---|
| 4.a) Evidence of progress made in implementing interventions in all SEA's focus schools since Part A monitoring. | The SEA provides evidence of progress made in implementing interventions in all its focus schools since Part A monitoring, including: 1) evidence of how SEA addressed any Next Steps in its Part A monitoring report; and 2) evidence of carrying out any activities identified in its approved ESEA flexibility request. | PT and Turnaround.ppt.ppt Focus Schools Webinar Nov 2012.pptx Focus School Information.msg Webinar with Title Toolkit Utilization ppt.pptx Phone calls Focus School Identification 2012_09 06 12.xlsx ELLandUIP-FocusSchoolWebinar12-4-12.pptx 0880_Denver County_1.docx Focus School Information.msg |
| 4.b) Evidence that SEA's process to ensure implementation of interventions in focus schools is consistent with SEA's approved request and timelines and principles of ESEA flexibility (if not provided for Part A monitoring). | The SEA provides evidence that its process to ensure the implementation of interventions in focus schools is consistent with the SEA's approved request and timelines and principles of ESEA flexibility (if not provided for Part A monitoring), and evidence of SEA actions taken to address focus schools not implementing interventions appropriately. | THESCO~3.MSG UIPFeedbackSession4_2013.pptx Unified Improvement Planning.doc THESCO~1.MSG THESCO~2.MSG Focus School UIP Development.doc Focus School TA Calendar.docx |
| 4.c) Evidence of how SEA determines the impact of interventions in focus schools on student groups for which the school is identified and evidence of any impact. | The SEA provides evidence of how it determines the impact of interventions in focus schools on student groups for which the school is identified and evidence of any impact. | SchoolQualityCriteria2012.pdf District Support Preparation Meeting Model_110512_nmn.pptx 1234 - 5678 - 3 Year.pdf Reviewing UIPs for Focus Schools.doc 1234 - 5678 - 1 Year.pdf THESCO~1.MSG |
| 4.d) Evidence of actions taken in response to a lack of positive impact. | The SEA provides evidence of actions taken in response to a lack of positive impact. | 6_Focus School and PITA District Data Digs.pdf |
| 4.e) Evidence of SEA's process to enable LEAs and schools to sustain any positive impact and encourage continuous improvement. | The SEA provides evidence of its process to enable LEAs and schools to sustain any positive impact and encourage continuous improvement. | SIS Grant Summary.xls SIS Application Data.xls ti_sis_Powerpoint3.19.13.pptx THESCO~1.MSG |

# Example Of Documents Submitted By Mississippi

ESEA FLEXIBILITY—PART B MONITORING        MISSISSIPPI CUSTOMIZED PROTOCOL        MAY-OCTOBER 2013

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| Element | Questions | Documentation |
|---|---|---|
| **III4. Focus Schools** (2.E of ESEA Flexibility) *(Foundational and Comprehensive Review)* *(ED selected area for Comprehensive Review)* | *Foundational Review Questions*<br>• Where are you statewide in the process of implementing interventions in your focus schools that target the reasons the schools were identified (e.g., low-graduation rate, low-achieving student group, within school achievement gaps)?<br>• What changes have been made since Part A monitoring to your method for determining that implementation of interventions in your focus schools is on track? If any changes were made, what were the reasons for making those?<br><br>*Additional Questions for Comprehensive Review*<br>• How are you determining or planning to determine that implementation of interventions in focus schools is having an impact on student groups for which schools were identified?<br>• Based on what you are using to determine impact how would you say this implementation of interventions in focus schools has been/is going?<br>• For any areas in which you are not seeing a positive impact why do you think that is happening and what is being done to achieve the desired impact?<br>• For those areas for which you are seeing a positive impact what is being done to sustain this positive impact and to encourage continued review, assessment, and revisions when needed?<br><br>*Additional Questions to Inform Technical Assistance*<br>• What obstacles or challenges do you anticipate in continuing to implement interventions in focus schools or sustaining positive impact? | *Foundational Review Documentation*<br>• The SEA provides evidence of progress made in implementing interventions in all its focus schools since Part A monitoring, including:<br>  ○ evidence of how SEA addressed any Next Steps in its Part A monitoring report; None noted<br>  ○ evidence of carrying out any activities identified in its approved ESEA flexibility request. No changes since Part A monitoring<br>• The SEA provides evidence that its process to ensure the implementation of interventions in focus schools is consistent with the SEA's approved request and timelines and principles of ESEA flexibility (if not provided for Part A monitoring), and evidence of SEA actions taken to address focus schools not implementing interventions appropriately. No changes since Part A monitoring; however, plans for spring are due May 31. Training for Fall 2013 will provide additional support for district staff to implement change. III4. MS SOARS Implementation Spring 2013 includes materials shared with the LEAs and school principals of Focus and Approaching Target Schools to support on-going implementation.<br><br>*Comprehensive Review Documentation*<br>• The SEA provides evidence of how it determines the impact of interventions in focus schools on student groups for which the school is identified and evidence of any impact.<br>• The SEA provides evidence of actions taken in response to a lack of positive impact.<br>• The SEA provides evidence of its process to enable LEAs and schools to sustain any positive impact and encourage continuous improvement.<br>  ○ After evaluating data in summer 2013, MDE will have a better idea of impacts. Plans include additional focused supports for Focus Schools not closing gaps or continuing to have the lowest lowest performing subgroup in the state. III4. Focus School Support Plan outlines some of the MDE's proposed plans for supporting these LEAs. The proposal will be vetted with practitioners to ensure quality support sustained continuous improvement in a quality manner. |

# PART B MONITORING:  REFLECTIONS FROM PILOT STATES

- Mississippi Department of Education
  - Marcus Cheeks, Director of Title Programs

- Colorado Department of Education
  - Pat Chapman, Executive Director, Federal Programs Administration

# QUESTIONS?