



U.S. Department of Education  
Office of State Support  
Office of Special Education Programs

Combined Federal Programs Summer Meeting

# Program Updates

July 2015  
Washington, DC



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# Program Updates

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## Agenda

### ☐ Office of State Support Updates

- Title I, Part A
- Title II, Part A
- Title III
- School Improvement Grant
- ESEA Flexibility
- Equitable Access to Excellent Educators (State Educator Equity Plans)
- Enhanced Assessment Grant
- Race to the Top
- Race to the Top Assessment
- Standards and Assessment

### ☐ Office of Special Education Programs Updates

- Results Driven Accountability
- State Systemic Improvement Plan (SSIP)
- State-Identified Measurable Result (SIMR)
- Collaboration with Federal Partners
- English Language Learners with Disabilities



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## OSS UPDATES



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## OSS Updates: Title I, Part A

- ☐ Title I participation data for the 2013-2014: approximately 24 million Title I students and approximately 55,000 Title I schools
- ☐ In March 2015 ED issued updated guidance on Title I and the school meal programs' Community Eligibility Provision.
- ☐ FY 15 Final allocations awarded July 1 totaling 14.4 billion.
- ☐ The Uniform Guidance was released  
[https://www.whitehouse.gov/omb/grants\\_docs](https://www.whitehouse.gov/omb/grants_docs)



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## OSS Updates: Title II, Part A

- ☐ Grant awards for FY 15 went out to all 104 grants (52 SEA and 52 SAHEs) on July 1, 2015
- ☐ ED re-released previously issued FAQs on equitable services to non-public schools <http://www2.ed.gov/programs/teacherqual/faq.html>
- ☐ The Title II, Part A team helped to support and organize a Superintendents' Summit at the White House in collaboration with the Office of Educational Technology. <http://tech.ed.gov/superintendentsummit/> and <http://tech.ed.gov/district-and-state-leaders/> Note – scroll down to the video and click on "Playlist" to see all of the videos from this Superintendent series.



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## OSS Updates: Title III

- ❑ Issued guidance for \$14 million in supplemental Title III immigrant children and youth awards
- ❑ Collaborated with ED's Office of Non-Public Education to develop guidance on equitable services for Title III
- ❑ Collaborated with OSERS, OCR and OELA to develop an addendum to guidance on ELs with disabilities.
- ❑ Finalized Title III online training modules to be piloted for the field this summer.
- ❑ The Office of English Language Acquisition (OELA) has developed an English Learner toolkit to support the EL Dear Colleague Letter released in January by OCR and DOJ
- ❑ The Toolkit is designed to be useful to practitioners and state leaders in identifying practices, research citations, examples and samples for effectively serving English Learners  
<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>



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## OSS Updates: School Improvement Grant

- ❑ The Department published new regulations on February 9, 2015  
<http://www2.ed.gov/programs/sif/index.html>
- ❑ The final requirements include: seven models
  - ❑ four existing models: (1) Turnaround; (2) Transformation; (3) Restart; and (4) Closure
  - ❑ three new models: (5) State-determined; (6) Early Learning; and (7) evidence-based, whole school reform
- ❑ In the process of approving FY14 SIG funds
- ❑ Five States (Colorado, Minnesota, New York, Rhode Island, and Texas) submitted a State-determined model. The Department approved all five models
- ❑ The Department has approved four evidence-based, whole-school reform models: Success for All, Institute for Student Achievement Whole-School Reform Model, Positive Action, and Small Schools of Choice



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## OSS Updates: ESEA FLEXIBILITY

### Progress in ESEA Flexibility Renewal

- ☐ 5 States approved earlier this year in expedited review (KY, MN, NC, NM, and VA)
- ☐ 21 States, approved in standard review (AK, DC, DE, GA, HI, IN, KS, MA, MD, MO, NJ, NV, NY, OK, OR, PR, RI, SC, TN, UT, and WV)



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## OSS Updates: ESEA FLEXIBILITY

### Sampling of State Highlights

- ☐ Delaware is providing extensive in-person and online support for staff implementing teacher and principal evaluation and support systems
- ☐ South Carolina has focused on using data to improve educational opportunities and outcomes for students. The state has created an innovative set of data dashboards.
- ☐ Missouri has implemented the Diverse Learner Amplification Project.
- ☐ New York has been able to focus on the equitable distribution of effective teacher talent. One major way this is being accomplished is through the Teacher and Leader Effectiveness Continuum.



## OSS Updates: State Educator Equity Plans

- ☐ All students deserve an equal educational opportunity, including equal access to excellent educators.
- ☐ Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed.
- ☐ Three-part initiative includes the following:
  1. Comprehensive Educator Equity Plans
  2. Educator Equity Profiles
  3. Equitable Access Support Network (EASN)

Resources are available at: [www.ed.gov/programs/titleiparta/resources](http://www.ed.gov/programs/titleiparta/resources)

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## OSS Updates: State Educator Equity Plans

- ☐ Plans were submitted to the Department on June 1, 2015
- ☐ All States are provided the opportunity to receive technical assistance feedback on their State Plans through EASN and our partners, such as the Center for Great Teachers and Leaders (GTL), CCSSO, the Comprehensive Centers, and others
  - Pre-Submission Expert Panel Review (April & May 2015)
  - Post-Submission Panel Review (June 2015)
- ☐ On-going technical assistance and support for States
  - Planning tools, webinars, and State-specific supports
  - GTL Equitable Access Toolkit (Stakeholder engagement guide, data analysis tool, root cause workbook, sample plan)
  - Communities of Practice on Stakeholder Engagement, data, and rural strategies
  - <http://EASN.grads360.org> and [http://gtlcenter@air.org](mailto:gtlcenter@air.org)

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## OSS Update: Enhanced Assessment Grant

- ☐ ED is in the process of the EAG competition for FY14 and FY15
- ☐ 15 eligible applications
- ☐ Available funds: \$8-\$17 million
- ☐ Range of awards: \$1-\$6 million
- ☐ Estimated number of awards: 3-6
- ☐ Focus of this year's competition:
  - Statutory priorities: Collaboration, multiple measures of student achievement, charting student progress over time, and comprehensive academic assessments
  - Competitive priority 1: Implementing internally benchmarked college and career ready standards and assessments
  - Competitive priority 2: Leveraging technology to support instructional practice and professional development
  - Invitational priority: Audit of State and local assessment systems



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## OSS Updates: Race to the Top

- ☐ 19 Race to the Top (RTT) grantees in three Phases
- ☐ In May 2015, the Department released Phase 1 and Phase 2 RTT State-specific reports and Annual Performance Reports: <http://www2.ed.gov/programs/racetothetop/performance.html>
- ☐ By the end of this summer, 12 states from Phases 1 and 2 of the program will have completed their grants



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## OSS Updates: Race to the Top

### RTT Highlights

- ❑ Through RTT, States built new systems, supports and resources for their districts and schools to improve instruction
- ❑ RTT grantees created hundreds of thousands of resources aligned to college- and career-ready standards, many of which are publicly available
- ❑ Teachers have access to timely, accurate, and relevant data that they can use to continuously improve instruction and help students stay on track to meet college- and career-ready standards
- ❑ RTT funding supported States as they improved their human capital systems, including developing educator evaluation systems based on multiple measures
- ❑ States and districts created new systems of support for their lowest-performing schools



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## OSS Update: Race to the Top Assessment

- ❑ In 2010, ED provided grants to 4 consortia of State to develop new assessments in English language arts and mathematics aligned to the States' college- and career-ready standards
- ❑ All first administered the assessments in 2014-2015:
  - General assessments
    - PARCC (12 States)
    - Smarter Balanced Assessment Consortium (18 States plus USVI)
  - Alternate assessments for students with the most significant cognitive disabilities
    - Dynamic Learning Maps (15 States)
    - National Center and State Collaborative (13 States)





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## OSS Updates: Standards & Assessments

- ❑ Almost every State has adopted college and career ready standards
- ❑ The vast majority of States administered new assessments in English language arts and mathematics in 2014-2015 – including new alternate assessments for students with the most significant cognitive disabilities
  - Setting achievement standards this summer
  - Reporting results to parents, schools, and the public this summer and Fall
- ❑ ED supported States through this unprecedented transition
  - Permitted States to pause the accountability system's use of test results this year
  - Provided flexibility around timeline for including test results in evaluation systems



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## OSEP UPDATES



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## Office of Special Education Programs

Collaborating to Improve Results for Students with Disabilities

### Greater emphasis on Improving Results

- ☐ Results Driven Accountability (RDA)
  - State Performance Plan/Annual Performance Report
  - Annual Determinations
  - Differentiated Monitoring and Support



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## State Systemic Improvement Plan (SSIP)

- ☐ Multi-year ambitious, yet achievable plan to improve results for children with disabilities
- ☐ State special education programs are required to include their regular education partners in the development of their SSIPs
- ☐ We've learned that siloed approaches to improvement don't work. Collaboration is key!



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## State-Identified Measurable Result (SIMR)

- ☐ States have selected SIMRs clustered around the following results areas:
  - Increasing graduation rates
  - Improving literacy, math, or both
  - Improving post-secondary outcomes



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## Working with our Federal Partners to Align our Efforts

- ☐ Collaboration with the Office of State Support
  - Joint monitoring
  - ESEA Flexibility Renewal
  - Flexible Funding



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## English Language Learners with Disabilities

- ☐ Collaboration with
  - Office of English Language Acquisition (OELA)
  - Title I and Title III Offices



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## MSIP Restructuring to Better Support States

- ☐ Establishing new Implementation Teams
  - Performance Accountability
  - Program Accountability
  - Data Accountability
  - Fiscal Accountability



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## Differentiated Monitoring and Support

- ❑ OSEP moving to a risk-based approach to supporting improvement and ensuring program compliance
- ❑ Using the new Implementation Team framework, OSEP will use a tiered, differentiated approach to supporting States



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