

ESEA Waiver Renewal Application

Overview

The ESEA Waiver Renewal will only be a “tweaking” of New York State’s currently approved waiver. The following core activities under the waiver will remain the same, but the State will provide additional detail on how these activities will be continued in the 2014-2015 and 2015-2016 school years:

- Implementation of the Diagnostic Tool for School and District Effectiveness.
- Implementation of the Common Core Learning Standards and related Common Core assessments.
- Implementation of teacher and principal evaluation systems, as required by Education Law 3012-c.
- Implementation of either a School Improvement Grant, School Innovation Grant, or School Comprehensive Education Plan aligned with the USDE Turnaround Principles for identified Priority Schools.
- Use of the District Comprehensive Improvement Plan to address district supports for identified Priority and Focus Schools.
- Annual identification of Local Assistance Plan schools and Rewards Schools.

USDE Flexibility Waiver Renewal Requirements

Within its Flexibility Waiver Renewal Application, NYSED must:

- Describe how it meaningfully engaged and solicited input, across LEAs throughout New York State, on implementation of ESEA flexibility, as well as on changes to its request made in order to seek ESEA flexibility renewal, from LEAs, teachers, their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.
- Provide an updated description and evidence of how the State is ensuring that all LEAs are fully implementing the State’s college and career ready standards, including for English language learners, students with disabilities, and low-achieving students.
- Provide an updated narrative description of the SEA’s status in adopting English language proficiency standards by the end of the 2013-2014 school year.
- Describe a process for ensuring that each of its LEAs is able to implement college and career ready assessments for all students in the 2014-2015 school year, including an assessment of infrastructure needs and a plan for addressing those needs.
- Provide an updated narrative description of the SEA’s progress in meeting its assurance that it will develop and administer no later than the 2014-2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. 200.6(a)(2) and are aligned with the State’s college and career-ready standards.
- Provide a high quality plan for implementation of interventions aligned with the turnaround principles in Priority Schools in 2014-2015 and 2015-2016 school years, including how the State will identify future cohorts of Priority Schools and how the State will increase the rigor of interventions and supports in those previously-identified Priority

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Schools that have not yet met the SEA's exit criteria after three years of implementing interventions aligned with the turnaround principles.

- Provide an updated timeline for implementation in all its Priority Schools, including as an attachment, a list of the Priority Schools that began full implementation in each of the 2012-2013 and 2013-2014 school years, and that will begin full implementation in the 2014-2015 school year.
- Provide an updated timeline for implementation of interventions in Focus Schools, including a plan for implementation in the 2014-2015 and 2015-2016 school years that describes how the State will identify future cohorts of Focus Schools and how the State will increase the rigor of interventions and supports in those previously-identified Focus Schools that have not met the State's exit criteria after implementing interventions that are based on the needs of students and designed to improve the performance of low-performing students and reduce achievement gaps among subgroups.
- Provide a demonstration that the SEA's system of differentiated recognition, accountability, and support ensures continuous improvement in other Title I schools, including a clear and rigorous process for providing interventions and supports to low-achieving students when one or more subgroups miss AMOs or graduation rate targets over a number of years.
- Provide a demonstration that the SEA's system of differentiated recognition, accountability, and support builds SEA, LEA, and school capacity to improve student learning in all schools, including a clear and rigorous process to hold LEAs accountable for improving school and student performance.
- Demonstrate that the SEA is on track for full implementation of its teacher and principal evaluation systems in 2014–2015, including:
 - a process for collecting and incorporating data and feedback on implementation in all of its LEAs, including collecting and incorporating data on measures of growth for tested and non-tested grades and subjects to ensure that growth is included as a significant factor; and
 - a detailed timeline of the SEA's plan for implementation of teacher and principal evaluation and support systems, including when data from the systems will be collected, publicly reported, and incorporated into ratings, when ratings will be given to teachers and principals, when ratings will be used to guide professional development, and when ratings will be used to make personnel decisions.

New Renewal Requirements

- A description of how the SEA is leveraging existing processes, and/or developing new processes or modifying old processes as needed, in a systematic way to ensure that:
 - Each LEA's use of Title II, Part A funds is aligned with the findings of the local needs assessment and derived from sources of student and educator data such as educator surveys and evaluation results, classroom observations, student mastery of standards, professional learning communities and performance tasks; and
 - When an LEA is using ESEA Title II, Part A funds for professional development , (1) the professional development for teachers and principals of all students is deepening their knowledge of college- and career-ready standards and the instructional practices, curricula, and high-quality assessments tied to those

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standards; (2) such professional development is evidence-based and is intended to have a substantial, measurable, and positive impact on educators' subject-matter knowledge and instructional practices and student academic achievement, including for students with disabilities, English learners, and low-achieving students; and (3) an LEA's teachers and principals have collaborated in preparing the local professional development plan and that their ongoing input and feedback are used to monitor and improve that plan. Further, the SEA and its LEAs must ensure that educators and parents have easy access to information about how each LEA's Title II, Part A funds are used.

- Consistent with the requirements in ESEA sections 1111(b)(8)(C) and 1112(c)(1)(L) ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, each SEA must commit to ensuring that poor and minority students are not taught at higher rates than other children by ineffective teachers. Each SEA must describe the process for how it and its LEAs will transition to using effectiveness data from teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility to fulfill sections 1111(b)(8)(C) and 1112(c)(1)(L), respectively. This description must include:
 - A detailed timeline setting forth the dates on which key activities will begin and be completed and milestones will be achieved to enable the SEA to submit a comprehensive equity plan, as described in guidance, by October 2015; and
 - The SEA's current strategies for meeting the requirements of sections 1111(b)(8)(C), and for ensuring LEAs meet the requirements of 1112(c)(1)(L), including the data the SEA and LEAs are using to measure progress towards meeting those requirements.

Renewal Application Timeline

Month	Activities	Groups/Stakeholders
October	<ul style="list-style-type: none">• Convene Internal Work Group and Think Tank for bi-monthly meetings to guide drafting of renewal application.• Present Overview of Renewal Application to Committee of Practitioners	<ul style="list-style-type: none">• SED Internal Work Group• Think Tank (Educational Organizations, Districts, Teachers, Unions, Administrators, Parent Representatives)• Committee of Practitioners
November	<ul style="list-style-type: none">• Present Overview of Renewal Application Process to Board of Regents• Continue with Internal Work Group and Think Tank Meetings	<ul style="list-style-type: none">• Board of Regents• SED Internal Work Group• Think Tank

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December	<ul style="list-style-type: none">• Submit Letter of Intent to re-apply for ESEA Waiver to USDE• Present Renewal Application to Board of Regents• Post Draft Renewal Application to SED website for public comment• Finalize Renewal Application	<ul style="list-style-type: none">• Board of Regents• SED Work Group• Think Tank• General Public
January 22-31, 2014: Submit ESEA Waiver Renewal Application		