

# ESEA Flexibility Waiver and the Flexible Learning Program (FLP)

2015 GCEL Annual Conference  
March 2 - 4, 2015

# Presenters



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
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# SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS





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# Purpose

This session will review the Flexible Learning Program (FLP) as it is currently being implemented in Georgia. Participants will be provided data related to the implementation of FLP during the FY13 and FY14 school years. The session will also include information regarding the Georgia Department of Education's current ESEA Flexibility Waiver application

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# Georgia's Performance Based Observation and Implementation Pilot

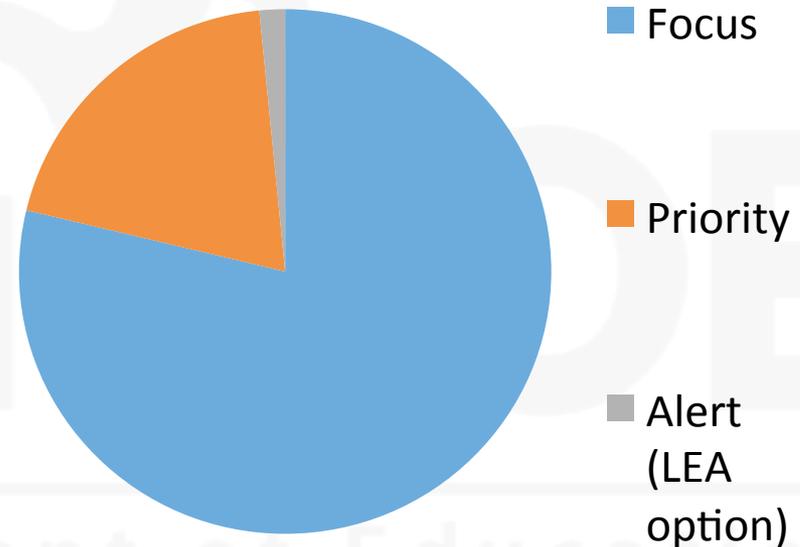
# FY13—Baseline Data

- Supplemental Educational Services (SES)
  - FY12 (final year of implementation)
  - 234 schools required to offer SES in FY12
  - 18,108 students served
- Flexible Learning Program (FLP)
  - FY13 (first year of implementation)
  - 193 schools required to offered FLP services
    - 3 Title I Alert Schools
    - 152 Focus Schools
    - 38 Priority Schools
  - 31,721 students served

# FY13 FLP Programs

## FLP Programs by School Designation

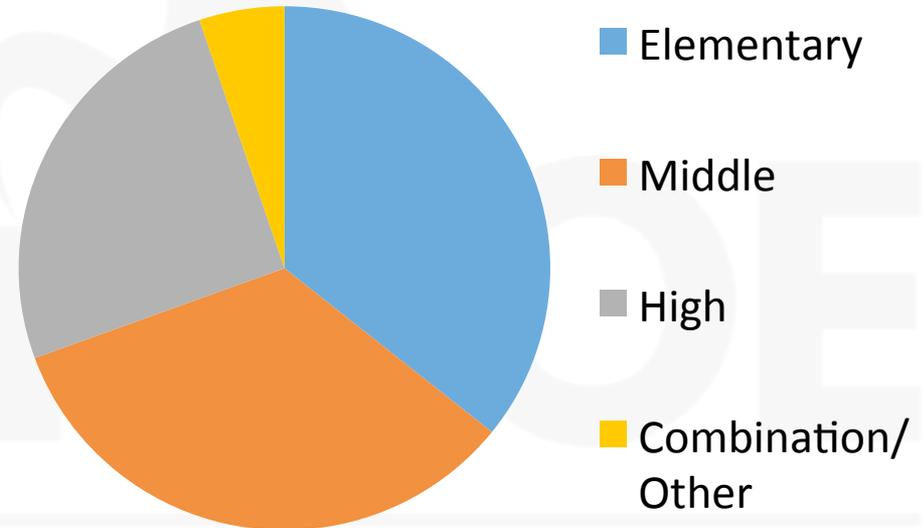
Designation	N	%
Focus	152	79%
Priority	38	20%
Alert (LEA option)	3	1%
<i>Total</i>	<i>193</i>	<i>100%</i>



# FY13 FLP Programs

## FLP Programs by School Type

School Type	N	%
Elementary	69	36%
Middle	65	34%
High	49	25%
Combination/ Other	10	5%
<i>Total</i>	<i>193</i>	<i>100%</i>





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# FY13 Selection

- Representative sample of FLP programs based on:
  - School designation (Priority, Focus, Alert)
  - School type (Elementary , Middle, High, Combination/ Other)
- Eligible during cross-functional monitoring cycle
  - 3 year cycle (for FY13)
  - Risk assessment

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# PBO Components

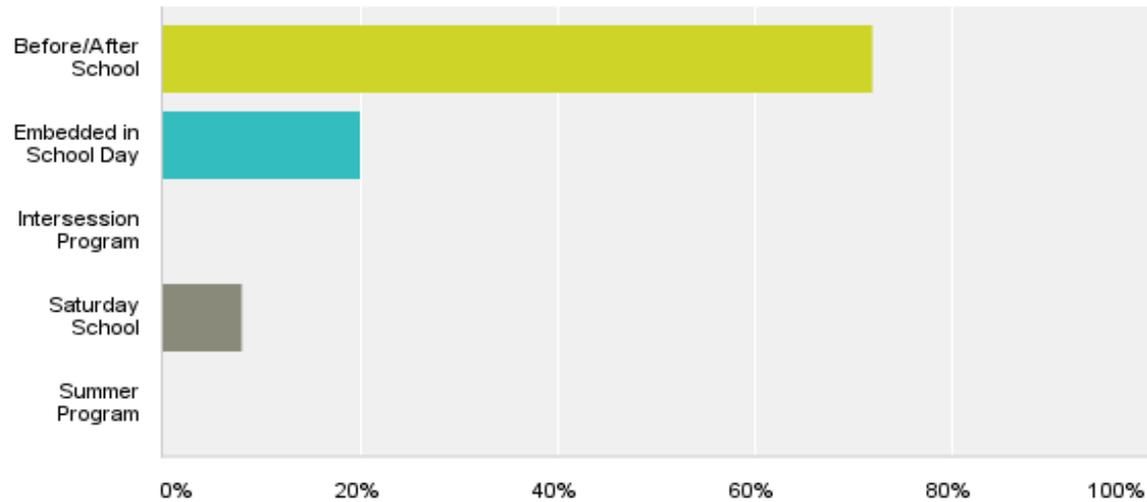
- Classroom Observation
- Teacher Interview
- Principal Interview
- District Interview

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# FY13 Classroom Observations

## Q14 Delivery Model:

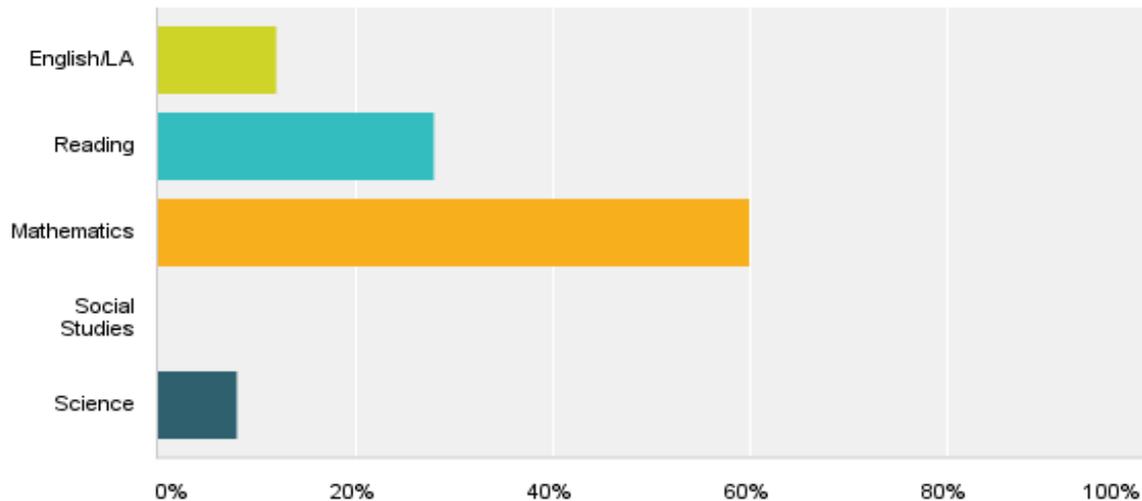
Answered: 25 Skipped: 0



# Classroom Observations

## Q8 Subject(s) Observed:

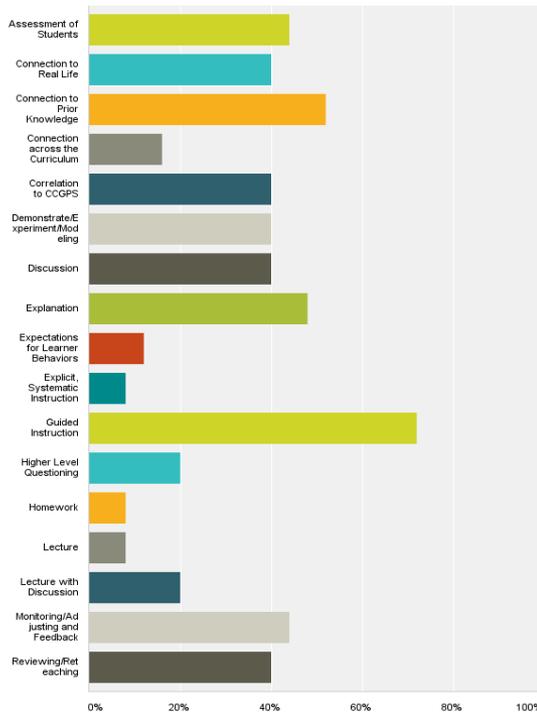
Answered: 25 Skipped: 0



# Classroom Observations

Q17 Select the following Instructional Methods observed during the visit:

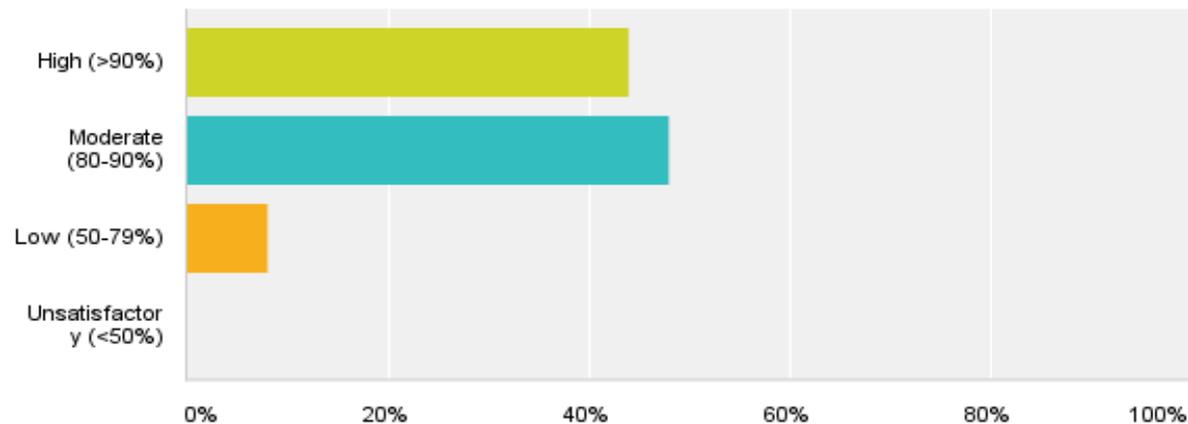
Answered: 25 Skipped: 0



# Classroom Observations

Q20 Which of the following most accurately describes the level of Student Engagement observed during the visit?

Answered: 25 Skipped: 0

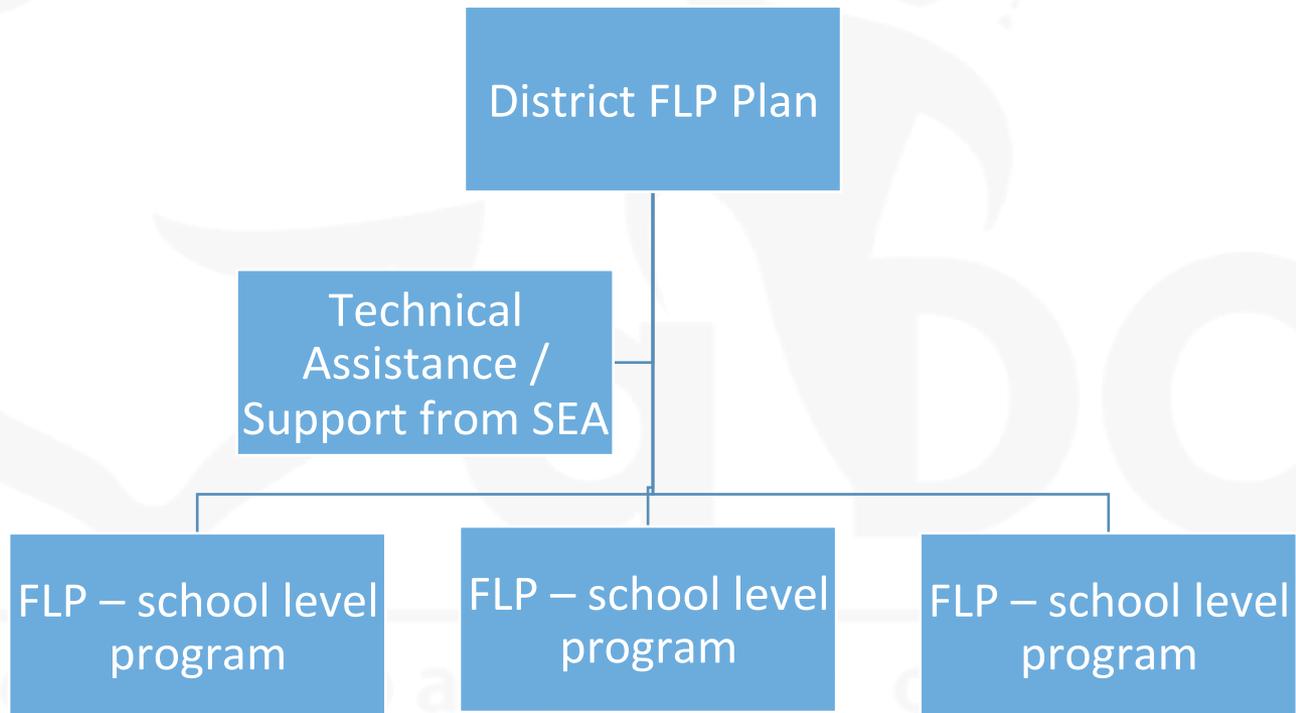






# Lessons Learned

- FLP is a SCHOOL PROGRAM operating within a DISTRICT PLAN





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# Lessons Learned

- Collaborative Effort
  - How might I get meaningful feedback and build buy-in for the program?
- Communication is Key
  - Do all personnel across different levels have a shared vision for FLP?
- Teachers matter
  - Are the best possible instructors working with students through this program? Are we providing sufficient support for instruction?
- A positive approach filters down
  - Do I see FLP as a consequence or an opportunity?

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# ESEA Flexibility Waiver Renewal

# Principle 1

- College-and Career-Ready Expectations for All Students
  - Update language to reflect standards
  - Update language to reflect Georgia Milestones Assessment
  - EL learners additional year exemption

# Principle 2

- State Developed Systems of Differentiated Recognition, Accountability, and Support
  - Update formulas used to identify Priority, Focus, Reward Schools (Align with components of the CCRPI)
  - Update formulas used to exit Priority and Focus Schools
  - Update School Standards
  - Update language regarding non-negotiables for Priority Schools, Focus Schools, and Districts
  - Update District Standards

# Principle 2

- State Developed Systems of Differentiated Recognition, Accountability, and Support
  - Describe District Effectiveness designations (District CCRPI scores)
  - Insert language requiring identified districts to do a districtwide set-aside
  - Insert State Systemic Improvement Plan (SSIP) information
  - Include language from equity plan
  - Update language regarding support to other Title I schools



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# Principle 2

- State Developed Systems of Differentiated Recognition, Accountability, and Support
  - Elaborate on building capacity at the LEA and SEA level (collaboration across programs – both funding and programmatic)

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# What Questions Do You Have?



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