

# Minnesota's ESEA Flexibility Waiver Stakeholder Update Meeting

January 30, 2014

# Waiver Highlights

- **Minnesota set forth a goal in the waiver to reduce achievement gaps by 50 percent by 2017**
- **Minnesota has been a leader in setting high standards and aligning assessments to these standards**
- **A stronger accountability system is in place – one that focuses on reducing achievement gaps and improving graduation rates**
  - **The World’s Best Workforce legislation reinforces the state’s commitment to strong accountability**
- **We continue to improve the implementation of our waiver by working collaboratively**

# Today's Agenda

- **Commissioner Introduction**
- **Waiver Extension Process**
- **Federal Monitoring Overview**
- **Update on Waiver Implementation**
- **MMR Technical Changes**
- **Next Steps**

# Waiver Extension Process

- **DOE invited states to request a one-year extension of ESEA Flexibility through a streamlined process**
- **States are to:**
  - **Submit a letter to DOE requesting extension; and**
  - **Resolve any issues or “next steps” from monitoring**
- **MDE is to submit a request for extension of ESEA Flexibility no later than February 28, 2014 or 60 days from receipt of its monitoring report**

# Federal ESEA Flexibility Monitoring

- **Minnesota's implementation of ESEA flexibility was reviewed across key areas:**
  - **Principle 1: College- and Career-Ready Expectations for all Students**
  - **Principle 2: Differentiated Recognition, Accountability and Support System**
  - **Principle 3: Supporting Effective Instruction and Leadership**

# Federal ESEA Flexibility Monitoring Process

- **A cross-agency team consisting of staff representing academic standards, assessment, accountability, Federal programs, English learners and special education participated**
- **Minnesota submitted documentation and engaged in a series of phone conversations**
- **DOE assessed MDE's implementation to determine whether expectations are being met**

# Monitoring Outcomes

- **Results provided by DOE demonstrate that Minnesota has no next steps**
- **DOE noted Minnesota's strong implementation of ESEA Flexibility and suggested no required changes**

# Principle 1 - Academic Standards

- **All schools are currently implementing college- and career-ready academic standards**
  - **2007 math standards: implemented since 2010-2011**
  - **2010 ELA standards: implemented since 2012-2013**
- **Minnesota is pioneering efforts to broadly apply the findings of implementation science to help schools implement rigorous academic standards**

# Principle 1 - Academic Standards Initiatives

- **Major Implementation Initiatives**
  - **Regional Centers of Excellence**
  - **Minnesota Blueprint for Literacy**
  - **Reading Well by Third Grade**
  - **Local Literacy Plan and Incentive Aid**
  - **Standards Implementation Toolkit**
  - **Minnesota Math and Science Frameworks**
  - **Math and Science Teacher Academy**
  - **PRIME Leadership Academy (math—for principals)**
  - **Collaboration in cross-agency teams to support students with special needs and English language learners**
  - **Webinars and workshops offered by MDE in collaboration with professional content organizations**

# Principle 2

## Differentiated Accountability System

- **The NCLB Flexibility Waiver strengthens Minnesota's accountability system by:**
  - **Setting a new goal and targets to reduce the achievement gap by half by 2017**
  - **Giving every school an achievement gap measure**
  - **Raising the graduation rate goal to 90% for every subgroup, not just for students overall**
  - **Acknowledging the importance of growth for ALL students**
  - **Providing more, better data to parents and communities**

# Principle 2

## Multiple Measurements Rating (MMR)

- **Multiple Measures are used to compute two different ratings and determine designations and recognition for Title I schools**
- **All schools receive an MMR and an FR**
  - **MMR**
    - Proficiency
    - Growth
    - Achievement Gap Reduction
    - Graduation Rates
  - **FR**
    - Focused Proficiency
    - Achievement Gap Reduction

# Principle 2

## How are Title I schools identified for support?

- **Priority Schools**
  - Bottom 5% on MMR
  - Initially identified in 2012; new schools will be identified in 2014
- **Focus Schools**
  - Bottom 10% on FR
  - Initially identified in 2012; new schools will be identified in 2014
- **Continuous Improvement Schools**
  - Bottom 25% on MMR not already identified as Priority or Focus
  - Identified annually; new schools will be identified in

2014

# Principle 2

## How are Title I schools identified for recognition?

- **Reward Schools**
  - Top 15% on MMR
  - Identified annually; new schools will be identified in 2014
- **Celebration Eligible Schools**
  - Next 25% on MMR (in the 60<sup>th</sup> to 85% percentile)
  - Celebration Eligible schools are then invited to apply for the Celebration recognition
  - Identified annually; new schools will be identified in 2014

# Principle 2

## Differentiated Support and Recognition

- **The NCLB Flexibility Waiver strengthens Minnesota school accountability by:**
  - Transitioning from a punitive, compliance-based system to one of targeted, strategic support
  - Empowering a statewide system of support that can provide professional development to teachers through the work of the Regional Centers of Excellence
  - Creating opportunities to learn from the best practices of our highest-performing schools

# Principle 2

## Progress in Priority Schools

- **17 Priority schools were removed from the Priority status because of their progress**
  - 13 of these Priority schools were receiving School Improvement Grant (SIG) funds
  - Seven Priority schools received the Celebration Eligible recognition and two are Reward schools
- **78% of Priority schools demonstrated improvement on the MMR from 2012 to 2013**
  - 33% of which improved by 20 MMR percentage points of more

# Principle 2

## Progress in Focus Schools

- **10 Focus schools have demonstrated great improvement and no longer have the Focus designation**
  - 14 Focus schools received the Celebration Eligible recognition and one is a Reward school
- **71% of Focus schools demonstrated improvement on the Focus Rating (FR) from 2012 to 2013**
  - 30% of which improved by 20 FR percentage points or more

# **Principle 2**

## **Minnesota's Highest Performers**

- **99 schools have received multiple years of Reward recognition**
- **Reward schools are designated annually; however, some Reward schools have demonstrated consistent high performance for multiple years**
  - **79 schools received the Reward recognition twice**
  - **20 schools received the Reward recognition three times**

# Principle 3

## Principal Development and Evaluation

- **Minnesota Statutes 123B.147 are the SEA guidelines for the waiver**
- **Districts are receiving support through:**
  - **Minnesota’s example model (piloted in 2012-13)**
    - Designed in cooperation with MESPA, MASSP and other stakeholders
    - Model revision and communication
    - Stakeholder feedback survey
  - **Regional information sessions during 2012-13**
  - **Ongoing technical assistance**
- **A letter of assurance was issued in September 2013**

# Principle 3

## Teacher Development and Evaluation

- **Minnesota Statutes 122A.40/41 are the SEA guidelines for the waiver**
- **Districts are receiving support through:**
  - **Minnesota’s example model (piloting in 2013-14)**
    - Stakeholder work group consulted with Commissioner
    - Independent pilot evaluator from U of M – CAREI
    - Student engagement perception surveys in grades 3-6 and 6-12
  - **Regional information sessions during 2012-13**
  - **Ongoing technical assistance**
- **A letter of assurance will be issued September 2014**

# Principle 3

## Educator Evaluation

- **MDE will send a survey to assess the needs of districts in implementing educator evaluation**
  - Considering training for evaluators, peer reviewers and teachers
  - Who? When? Where? At what cost?
- **MDE will provide training to districts:**
  - Defaulting to the state model
  - Choosing the state model or close variations
- **MDE will develop surveys, including:**
  - A stakeholder perception survey for principal evaluation
  - Student perception surveys for teacher evaluation

# Multiple Measurements Rating (MMR) Proposed Minor Technical Changes

- **MDE assembled a group of experts to provide input on technical improvements to the MMR**
- **After a series of meetings, the group made some key recommendations for MMR calculation changes**
- **The proposed changes strengthen the system by:**
  - **Stabilizing results from year-to-year**
  - **Ensuring all four areas of the MMR count equally in a school's overall results**
  - **Improving transparency of school performance for stakeholders**
  - **Increasing the number of schools receiving an MMR**

# Multiple Measurements Rating (MMR) Proposed Changes – Graduation Rates

- **Recommendation: Lower the graduation rate minimum n-size from 40 to 20**
- **Value of recommendation:**
  - Holds more schools accountable for graduation rates overall and for subgroups
  - Increases the number of schools receiving a graduation rate domain in MMR

# Multiple Measurements Rating (MMR) Proposed Changes - Participation

- **Recommendation: Ensure schools have participation rates over 95% to be eligible for the Reward or Celebration Eligible designation**
- **Value of recommendation:**
  - Makes certain that results are valid for schools recognized for high performance
  - Proactively alleviates future issues with low participation rates (no indication that this is currently a widespread issue)

# Multiple Measurements Rating (MMR) Proposed Technical Changes

- **Eliminating percentile ranking mechanism in Proficiency and Graduation domains to determine points earned out of 25**
  - **Recommendation: Assign points in the Proficiency and Graduation Rate domains using the percentage of subgroups reaching targets times 25 possible points**
  - **Value of proposed method:**
    - Mitigates the current “cliff effect”
    - Minimizes swings in points earned from year to year
    - Better demonstrates school performance against targets (maintains the “hard marker”)

# Multiple Measurements Rating (MMR) Proposed Technical Changes

- **Eliminating percentile ranking mechanism in Growth and Achievement Gap Reduction domains to determine points earned out of 25**
  - **Recommendation: Assign points in the Growth and Achievement Gap Reduction domains using a statistical methodology based on a normal curve**
  - **Value of proposed method:**
    - Better balances the weight of these two domains with Proficiency and Graduation to ensure all four domains count the same in a school's overall score
    - Recommended by DOE technical advisors

# Multiple Measurements Rating (MMR) Proposed Changes

- **Recommendation: Utilize multi-year averaging when designating Priority and Focus schools**
  - This has already been approved and applied in Minnesota
- **Recommendation: Decide on the number of years to average and whether to average MMR results in years in which Priority and Focus schools are not designated**
  - Average two or three years of MMR?
  - Average MMR in all years or only years in which Minnesota designates Priority and Focus schools?

# Next Steps

- **DOE anticipates issuing waiver extensions during spring 2014**
- **Extensions are granted through the 2014-15 school year**
- **2014 MMR results and new MMR designations will be released in early fall 2014**
- **Waiver renewal for the 2015-16 school year and beyond will likely be required next year**
  - **Stakeholder input will be sought in the development of the next phase of Minnesota's waiver**