Requirements Under Federal Law: the Elementary and Secondary Education Act ("ESEA"), a/k/a the No Child Left Behind Act of 2001 ("NCLB")
An act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.
Basic Program Requirements

Academic Standards, Academic Assessments, and Accountability

http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html
Each State shall develop and implement a single, statewide accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress.
The accountability system shall:

- be based on academic standards and academic assessments set forth in, and adopted under, NCLB and take into account the achievement of all public school students;
- be the same accountability system used for all public schools; and
- include sanctions and rewards, such as bonuses and recognition, to hold schools accountable for student achievement and for ensuring that students make *adequate yearly progress*, as defined in ESEA section 1111(b)(2)(C).
Timeline for Adequate Yearly Progress

Among other things, the Act requires that the timeline for AYP shall “ensure that not later than 12 years after the end of the 2001-2002 school year, all students . . . will meet or exceed the State’s proficient level of academic achievement on the State’s assessments . . . .” ESEA Sec. 1111(b)(2)(F).

Essentially, 100% of students were to be proficient by the end of the 2013-2014 school year.
The Indiana Department of Education’s Waiver Request

• On November 14, 2011, the IDOE submitted its ESEA Flexibility Request, requesting flexibility through the waiver of several ESEA requirements, including the 100% proficiency requirement and funding restrictions.

• The IDOE received approval of its waiver request in February of 2012.

• See http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html
Highlights of the IDOE’s ESEA Flexibility Request

• A-F grading system based on an index that includes student achievement and growth with a focus on the growth of the lowest performing students.
• New performance targets for reading and math.
• Identifying schools with the largest gaps between the highest and lowest performing subgroups as “focus schools” and requiring the schools to implement interventions.
• Identifying the lowest-performing schools as “priority schools” and implementing interventions by the districts.
• Increase accountability and support for the districts.
• See http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html
Requirements for Accountability Under the Waiver

State-Developed Differentiated Recognition, Accountability, and Support
The IDOE’s flexibility request is up for renewal . . .
• Under ESEA’s flexibility requirements, a State Educational Agency must develop and implement a system of differentiated recognition, accountability, and support for all local educational agencies in the State and for all Title I schools in those LEAs.

• The systems must look at student achievement in at least reading/language arts and math; graduation rates; and school performance and progress over time.

• Once an SEA has adopted a high-quality assessment, it must take into account student growth.

• The system must create incentives and include differentiated interventions and support to improve student achievement and graduation rates.
Minimum Requirements

• Set new ambitious but achievable annual measurable objectives ("AMOs") in at least reading/language arts and math.
• Provide incentives and recognition for success, including, if possible, rewarding Title I schools making the most progress and identifying the schools as Title I “reward schools.”
• Effect dramatic, systematic change in the lowest-performing schools, identifying the schools as Title I “priority schools” and ensuring meaningful interventions.
• Work to close achievement gaps by identifying schools with the greatest achievement gaps as Title I “focus schools” and ensuring interventions based on reviews of the specific academic needs of the school and its students.
• Provide incentives and supports to ensure continuous improvement in Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.
• Build capacity to improve student learning in all schools.