

Chart
KEY TO LOCAL-FLEX REQUIREMENTS

<p>SELECTION CRITERION:</p> <p>(a) <u>Identification of the Need for the Local-Flex Agreement.</u> (25 points) The Secretary considers the LEA's description and analysis of its need for a Local-Flex agreement. In determining the quality of the description and analysis, the Secretary considers the following factors:</p> <p style="padding-left: 20px;">(i) The extent to which the LEA's baseline achievement data and data on other academic indicators are objective, valid, and reliable, and provide disaggregated results.</p> <p style="padding-left: 20px;">(ii) The extent to which the proposal identifies achievement gaps among different groups of students.</p> <p style="padding-left: 20px;">(iii) The extent to which the Local-Flex agreement will focus on serving or otherwise addressing the needs of students most at risk of educational failure.</p> <p style="padding-left: 20px;">(iv) The extent to which the additional flexibility provided under the Local-Flex agreement would enable the LEA to meet more effectively the State's definition of adequate yearly progress and specific, measurable goals for improving student achievement and narrowing achievement gaps.</p>	<p>APPLICATION REQUIREMENT:</p> <p>(a) <u>Baseline academic data.</u> Each LEA seeking to enter into a Local-Flex agreement with the Secretary must provide, as part of its proposed agreement, student achievement data for the most recent available school year. An LEA must provide data for both mathematics and reading or language arts, and the LEA must disaggregate the results by each major racial and ethnic group, by English proficiency status, by disability status, and by status as economically disadvantaged. (These are the categories, among others, by which an LEA must disaggregate data for determining AYP under section 1111(b)(2) of the reauthorized ESEA.)</p> <p style="padding-left: 20px;">In addition to submitting baseline achievement data that are disaggregated, to the extent possible, by the categories noted above, LEAs may also submit baseline achievement data that are further disaggregated by gender and by migrant status, or baseline data on other academic indicators, such as grade-to-grade retention rates, student dropout rates, and percentages of students completing gifted and talented, advanced placement, and college preparatory courses. To the extent possible, the baseline data on other academic indicators should also be disaggregated.</p>
<p>NARRATIVE CHECKLIST:</p> <ul style="list-style-type: none"> • Achievement data for the most recent available school year; including (to the extent available): <ul style="list-style-type: none"> ○ Actual scores and/or number of students at different achievement levels, for math and reading/language arts ○ Data aggregated for all students, plus disaggregated by major racial/ethnic groups, English proficiency status, disability status, economically disadvantaged status ○ Data disaggregated by other categories, such as gender, migrant status • Data from other pertinent academic indicators (e.g., retention, dropout, etc.) disaggregated where possible. • Analysis/description of achievement trends <ul style="list-style-type: none"> ○ Math and language arts ○ For different student subgroups • Analysis/descriptions of achievement gaps • Short discussion of the characteristics of the schools in the LEA, including achievement trends • Summaries of achievement data for schools to be targeted by the agreement. • Identification of student groups that will be the focus of the activities under this agreement • Identification of schools that will be the focus of the activities under this agreement • Discussion of the LEA's need for additional flexibility <ul style="list-style-type: none"> ○ To serve targeted students and help them meet achievement standards ○ To help schools within the LEA, and the LEA itself, meet the State's definition of adequate yearly progress • Discussion and evidence of objectivity, validity, reliability of the data, including information about the proportion of students represented by the data <p style="padding-left: 40px;">The discussion of need and baseline data is clearly related to the goals and objectives for the agreement, and to the plan.</p>	

<p>SELECTION CRITERION:</p> <p>(b) <u>Quality of the Educational Goals.</u> (25 points) The Secretary considers the quality of the goals that the LEA sets in its proposed Local-Flex agreement. In determining the quality of the LEA's goals, the Secretary considers the following factors:</p> <ul style="list-style-type: none"> (i) The extent to which the goals in the proposed Local-Flex agreement are clearly specified and measurable. (ii) The significance of the improvement in student achievement and in narrowing achievement gaps proposed in the agreement. (iii) The extent to which the goals relate to the needs identified in the LEA's baseline achievement data and data on other academic indicators. (iv) The extent to which the goals support the intent and purposes of the Local-Flex program. 	<p>APPLICATION REQUIREMENT:</p> <p>(b) <u>Specific, measurable education goals.</u> Each applicant must submit a five-year Local-Flex plan that contains specific, measurable educational goals, with annual objectives, that the LEA seeks to achieve by consolidating and using funds in accordance with the terms of its proposed agreement. The goals must relate to raising student achievement and narrowing achievement gaps relative to the baseline achievement data and other baseline data that are submitted.</p>
<p>NARRATIVE CHECKLIST:</p> <ul style="list-style-type: none"> o Goals are <ul style="list-style-type: none"> o specific o clearly stated o measurable o contain annual objectives o related to improving student achievement and narrowing achievement gaps o connected to the baseline data o Goals/objectives represent significant improvement in student achievement and narrowing of achievement gaps o Goals clearly convey the degree of improvement sought in student academic achievement o The goals and objectives clearly address the needs identified through the baseline data and are connected to the 5-year plan. <p>Discussion of how the goals/objectives for the proposed Local-Flex agreement support the intent and purposes of the Local-Flex program</p>	

<p>SELECTION CRITERION: (c) <u>Quality of the Local-Flex Plan.</u> (35 points) The Secretary considers the quality of the LEA's Local-Flex plan. In determining the quality of the Local-Flex plan, the Secretary considers the following factors:</p> <p>(i) The extent to which the LEA will use funds consolidated under the Local-Flex agreement to address the needs identified in the baseline achievement data in order to assist the LEA in achieving its educational goals.</p> <p>(ii) The extent to which the LEA's Local-Flex plan constitutes a coherent, sustained approach for reaching the LEA's goals, and to which the timelines for implementing strategies in the plan are reasonable.</p> <p>(iii) The extent to which the LEA will use achievement data and data on other academic indicators to manage the proposed activities and to monitor progress toward reaching its goals on an ongoing basis.</p> <p>(iv) The extent to which the LEA demonstrates that it will meet the general purposes of the programs that would be consolidated under its Local-Flex agreement;</p> <p>(v) The extent to which the LEA included parents, especially parents of children most at risk of educational failure, in the development of the Local-Flex proposal.</p>	<p>APPLICATION REQUIREMENT: (c) <u>Strategies for meeting its goals and the general purposes of the consolidated programs.</u> (NOTE: This application requirement relates to both criteria (c) <i>Quality of the Local-Flex Plan</i> and (d) <i>Adequacy of Resources</i>. See page D-12). Each applicant must propose a five-year plan that contains specific strategies for reaching its stated goals. In particular, the plan must describe how the applicant will consolidate and use funds received under Subpart 2 of Part A of Title II (Teacher and Principal Training and Recruitment); Subpart 1 of Part D of Title II (Enhancing Education Through Technology); Subpart 1 of Part A of Title IV (Safe and Drug-Free Schools and Communities); and Subpart 1 of Part A of Title V (Innovative Programs).</p> <p>As part of its five-year plan, an applicant must also describe how it will meet the general purposes of the programs that are consolidated under the Local-Flex agreement. In particular, an applicant must describe how its proposed plan would –</p> <p>(i) Improve teacher and principal quality and increase the number of highly qualified teachers in classrooms (Title II, Part A);</p> <p>(ii) Improve teaching and student academic achievement through the use of technology in schools (Title II, Part D);</p> <p>(iii) Support programs that prevent violence in and around schools and that prevent the illegal use of alcohol, tobacco, and drugs (Title IV, Part A);</p> <p>(iv) Support local education reform efforts that are consistent with and support statewide education reform efforts (Title V, Part A).</p>
<p>NARRATIVE CHECKLIST:</p> <ul style="list-style-type: none"> • Plan covers 5 years of agreement • Plan identifies which Federal programs are to be consolidated and how the funds will be used to implement the 5-year plan • Plan discusses the strategies to be used to attain the goals • Plan describes activities to be undertaken, their purposes, and their intended beneficiaries • Plan provides timelines for implementing activities • Discussion of how activities target needs identified through the baseline data and the goals and objectives for the agreement • Plan incorporates the use of achievement data to monitor progress, including <ul style="list-style-type: none"> ○ identification of data, in particular achievement data, that will be used to monitor progress toward goals established for the agreement ○ strategies/tasks for collection/analysis of data for monitoring progress ○ strategies for preparing and submitting annual reports and associated requirements • Discussion of how parents, in particular, parents of children most at risk of educational failure, were included in the development of the Local-Flex proposal. • Discussion of how other members of the public were involved in the development of the plan • Plan is coherent and represents a sustained approach for reaching goals • Discussion of the strategies/activities undertaken as part of the 5-year plan will meet the general purposes of the program to be consolidated <ul style="list-style-type: none"> • Improve teacher and principal quality and increase the number of highly qualified teachers in classrooms. (Title II, Part A) • Improve teaching and student academic achievement through the use of technology in schools. (Title II, Part D) • Support programs that prevent violence in and around schools, and that prevent the illegal use of alcohol, tobacco, and drugs. (Title IV, Part A) • Support local education reform efforts that are consistent with and support statewide education reform efforts. (Title V, Part A) 	

<p>SELECTION CRITERION:</p> <p>(d) <u>Adequacy of the Resources</u>. (15 points) The Secretary considers the adequacy of the resources for the proposed Local-Flex agreement. In considering the adequacy of the resources, the Secretary considers the following factors:</p> <p>(i) The extent to which the funds that the LEA proposes to consolidate under the Local-Flex agreement are adequate to support the strategies in its Local-Flex plan.</p> <p>(ii) The extent to which the funds that the LEA proposes to consolidate under the Local-Flex agreement will be integrated with other resources to meet the goals of the proposed agreement.</p> <p>(iii) The extent to which costs that the LEA will incur under the Local-Flex agreement are reasonable in relationship to the goals that will be achieved under the agreement.</p>	<p>APPLICATION REQUIREMENT:</p> <p>(c) <u>Strategies for meeting its goals and the general purposes of the consolidated programs</u>. (NOTE: This application requirement relates to both criteria (c) <i>Quality of the Local-Flex Plan</i> and (d) <i>Adequacy of Resources</i>. See page D-11). Each applicant must propose a five-year plan that contains specific strategies for reaching its stated goals. In particular, the plan must describe how the applicant will consolidate and use funds received under Subpart 2 of Part A of Title II (Teacher and Principal Training and Recruitment); Subpart 1 of Part D of Title II (Enhancing Education Through Technology); Subpart 1 of Part A of Title IV (Safe and Drug-Free Schools and Communities); and Subpart 1 of Part A of Title V (Innovative Programs).</p> <p>As part of its five-year plan, an applicant must also describe how it will meet the general purposes of the programs that are consolidated under the Local-Flex agreement. In particular, an applicant must describe how its proposed plan would –</p> <ul style="list-style-type: none"> (i) Improve teacher and principal quality and increase the number of highly qualified teachers in classrooms (Title II, Part A); (ii) Improve teaching and student academic achievement through the use of technology in schools (Title II, Part D); (iii) Support programs that prevent violence in and around schools and that prevent the illegal use of alcohol, tobacco, and drugs (Title IV, Part A); (iv) Support local education reform efforts that are consistent with and support statewide education reform efforts (Title V, Part A).
<p>NARRATIVE CHECKLIST:</p> <ul style="list-style-type: none"> •List of Federal funds to be consolidated (programs and estimated amounts), over 5 years •5-year budget outline for proposed activities to be funded with Federal and other resources, with narrative (include administrative costs) •Discussion reflects why the funds supporting activities over the 5 year plan are sufficient and reasonable 	