

Welcome to Nobody Does it Better: How to Write and Implement a Successful ESEA Flexible Learning Program (FLP) Plan

This session will begin at 9 am.

While you are waiting, please do the following:

Configure your microphone and speakers by going to:

- Tools – Audio – Audio setup wizard

Confirm your connection speed by going to:

- Tools – Preferences – Connection speed

Nobody Does it Better



How to Write and Implement
a Successful ESEA Flexible Learning Program
(FLP) Plan

August 2015



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Presenters

Jennifer L. Davenport, Ed.D.
Title I, Part A Program Manager
Georgia Department of Education
jedavenp@doe.k12.ga.us
(404) 463-1955

Tammy Wilkes
Title I Education Program Specialist
Georgia Department of Education
twilkes@doe.k12.ga.us
(478) 237-2873

SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS



Purpose



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

This session will provide detailed information on steps to developing, writing and implementing an ESEA FLP plan that will include all required elements of each of the FLP's ten components to enable districts to submit a FLP plan for each its participating schools. The FLP will meet compliance requirements and provide participating students with a genuine opportunity to improve their academic achievement relevant to the subjects offered by the district's FLP.

Flexible Learning Program (FLP)

Georgia's ESEA Flexibility Waiver



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

- The requirement for FLP is found in Georgia's ESEA Flexibility Waiver as approved by the U. S. Department of Education on June 23, 2015.
- Authorizes and **requires** districts to provide Flexible Learning Programs (FLPs) in Title I Schools that have been designated as Priority or Focus Schools.
- This is a non-negotiable for Title I Priority or Focus Schools.
- <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/ga.html>



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

I am a slow walker, but I never walk backwards.

— Abraham Lincoln

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- FLP is a **supplemental** academic intervention that is required for Priority Schools and Focus Schools.
- FLP allows districts to design an extended learning program tailored to meet the needs of the school and students with **greatest academic need**.

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- The district/school **must** incorporate careful planning to ensure that the programs and activities provided as a part of the FLP will improve the academic achievement of students participating in the program.
- The district/school **must** consult with parents and other stakeholders in developing its FLP plan. Documentation (agendas, sign-in sheets, meeting minutes, etc.) must be maintained to support the collaboration.

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- All parents must be given a **genuine** opportunity to provide input, comments, suggestions and ideas for the FLP as it relates to improving the academic achievement of participating FLP student.

SIG Schools--Cohorts 3 & 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

**School Improvement Grants 1003(g) Cohorts
Fiscal Year 2016
School Year 2015-16
Cohort 3 (July 1, 2013 - September 30, 2016)**

System	School
Bibb County	Westside High School
Bibb County	Matilda Hartley Elementary School
Fulton County	Frank McClarin High School
Gwinnett County	Meadowcreek High School
Quitman County	Quitman County High School
Twiggs County	Twiggs County High School
Wilkinson County	Wilkinson County High School

Cohort 4 (July 1, 2014 - September 30, 2017)

System	School
Atlanta Public Schools	Frederick Douglass High School
Bibb County	Southwest Magnet High School & Law Academy
Dougherty County	Dougherty Comprehensive High School
Dougherty County	Monroe Comprehensive High School
Muscogee County	Fox Elementary School
Muscogee County	Jordan Vocational High School
Muscogee County	William H. Spencer High School

General Information



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

The FLP replaces Supplemental Educational Services (SES) formally required of schools in needs improvement.

SES

- Required the use of outside providers approved by GaDOE to provide free tutoring to eligible students based on Federal Rank Order
- Was designed to improve the academic achievement of **individual** students

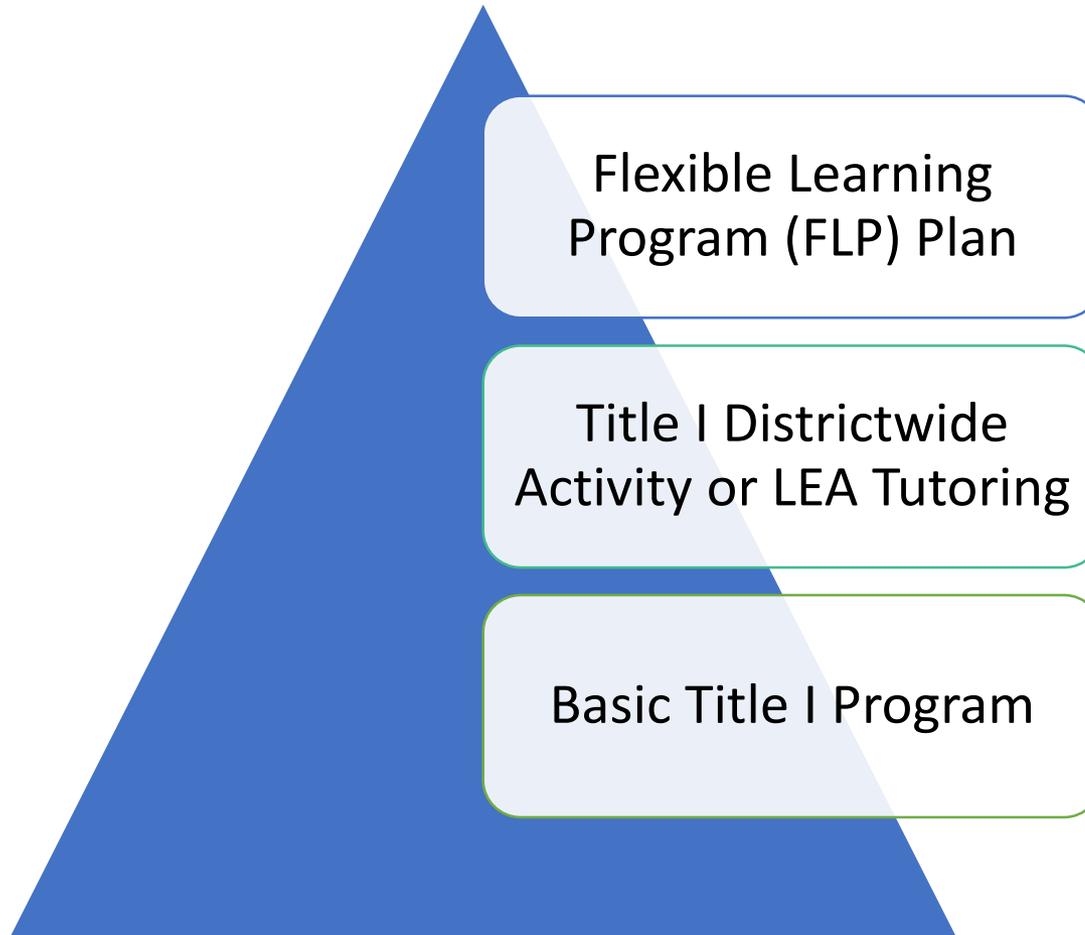
FLP

- Allows districts to design and provide supplemental extended learning opportunities to eligible students based on Federal Rank Order
- Is designed to improve the academic achievement of **individual** students

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org



Who Should Be Involved?



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

- In order for a District to develop the best FLP Plan possible the following groups need to be involved in the FLP Planning:
 - Superintendent
 - Title I Director/Coordinator
 - Priority or Focus School Principal
 - Priority or Focus School eligible Title I Parents

Designing a FLP



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

With the exception of School Improvement Grants 1003(g) Cohorts 3 and 4, all Priority and Focus Schools **must** offer Flexible Learning Programs (FLP)

- Elementary schools offering a specials or activity class (music, art, etc.) are encouraged to offer the FLP as a part of the rotation during this time period.
- Middle schools offering connections classes are encouraged to offer the FLP as a part of the rotation during this time period.
- Where specials/activity classes or connections classes are not offered as a part of a school's regular daily schedule, LEAs are encouraged to extend the school day to provide FLP within the regular school day schedule

Designing a FLP



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- For all schools **not** implementing the FLP through either specials/activity classes, connections classes, or an extended school day offering, such schools must offer **two** of these opportunities for all students to access the FLP:
 - Before School
 - After School
 - Intersession
 - Summer School
 - Saturday School
 - Other

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

District

- District Level FLP Plan
- Title I, Part A Monies Set-Aside at District Level

School

- School Level FLP Activity
- School Staff must be involved in planning the FLP activity and implementing the FLP program

Student

- Student Level Individualized FLP Academic Plan
- The FLP program must address individual student needs

First Things First



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- FLP is for **all** eligible students in the school. FLP services may not be limited to a specific grade level(s) or a specific subgroup of students (students with disabilities, ELLs, females, white students, etc.). **All students** in the school are eligible.
- If a district uses a third party contractor/provider to provide FLP services, the district is responsible for ensuring that all schools and private providers/contractors implementing an FLP program under Title I, Part A are meeting financial and program compliance. The GaDOE will request district policies/procedures regarding private providers/contractors, as well as, contracts with private providers/contractors as a part of its monitoring of the FLP program.

First Things First



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Write the component descriptions for **readers who know nothing** about the school or the district. Do not **assume** that the reader is familiar with the programs and activities used by the school or the district. **Define all acronyms on first usage.**
- Component descriptions should be **limited** to activities in the FLP. Refrain from discussing other programs that are outside of the FLP.
- Component descriptions should address the component. Read the component before and after responding. Ensure that the response stays on topic.

First Things First



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- Once responses are written, read all component descriptions. Are the responses consistent from one response to the next? Is there a logical flow from one point to the next? Be concise and to the point, yet provide enough detail so that there is not doubt as to what the school/district intends to do in the FLP.
- **Paint a picture of the FLP for the reader.**

First Things First



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- When asked to write procedures, keep the following in mind:
 - Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.
 - One sentence does not a procedure make.
- When the component asks for a plan, keep the following in mind:
 - A plan is a method devised for making or doing something or achieving an end.
 - One sentence does not a plan make.

Flexible Learning Program (FLP)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- All data must be entered into the FLP Plan tab of the Consolidated Application.
- Attachments are not accepted.

Budget Projections Tab



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Most Common Error(s)
 - Failure to complete all information requested for each school offering the FLP.
 - Placing incorrect data in the Title I, Part A School Allocation response field. The amount placed in this field is the school's Title I, Part A allocation from the School Allocation Tab in the Consolidated Application.
- **Must** be reviewed and updated annually by the school/district.

Priority Schools Tab



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Most Common Error(s)
 - Failure to complete all information requested for each school offering the FLP.
 - Including professional development activities that are inappropriate for the FLP.
 - When a district uses a third party provider, the district may not use the FLP funds **for** the required 3 – 5% set-aside for Priority Schools to provide professional development to the employees of the third party provider.
 - In this situation, the required 3 – 5% set-aside for Priority Schools would be used to provide professional learning around instructional strategies for at risk learners in the core content area being served by the FLP. These funds **may not** be used to send teachers and other staff members to conferences.
 - Must be reviewed and updated annually by the district.

Request to Set-Aside a Lesser Amount for FLP



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

To spend less than the amount needed to meet its 5-percent obligation for FLP and to use the unexpended amount for other allowable activities in a given school year, an LEA must meet, **at a minimum, all** of the following criteria [34 C.F.R. §200.48(d)(2)(i)]:

1. Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to receive FLP services.
2. Ensure that eligible students and their parents have a genuine opportunity to sign up for FLP, including by: (a) providing timely, accurate notice to parents; (b) ensuring that sign-up forms for FLP are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families and (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting FLP.
3. The district has made an offer of and provided FLP services to students in all ranks of the Federal Rank order.

The Nike Approach to Improving Academic Achievement

Points to Remember



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

The time and place is
here and now.

— Nike

Points to Remember



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov

The only one who can tell you
"you can't" is you.
And you don't have to listen.

— Nike

FLP Components— the Nike Way



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov

- There are 10 components of the FLP plan. Districts **must** complete a FLP for each Title I Priority and Focus school

Just Know Thyself



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

He who knows others is wise;
he who knows himself is enlightened.

— Lao Tzu

FLP Component 1



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

- Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:
 - Core content area(s)
 - Subgroup(s)
 - English Learners (ELs)
 - Students with Disabilities (SWDs)
 - Ethnic Groups
 - Economically Disadvantaged
 - The lowest performing quartile of students enrolled in the school
 - Graduation rate(s)
 - The LEA **must identify** the measurable performance goals and outcomes to be met.

FLP Component 1



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

First Element:

- Achievement data for English/language arts, reading, mathematics, social studies, and science.
 - Show the reader the data. **Avoid** statements that begin with or include: We think, we feel, we believe,
 - ***Specifically state the subject area(s) that will be served by the FLP.***

FLP Component 1



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Second Element:

- Graduation rate, where appropriate.
- Example
 - The graduation rate for Students with Disabilities remained unchanged for two consecutive years (2014 & 2015) and is currently below the state average for this subgroup.
 - The graduation rate for Limited English Proficient Students dropped over a two year period (2014-2015) and is currently below the state average by 13.7% for this subgroup.
 - Further, research strongly suggests that students who are unsuccessful after their first year of high school are far more susceptible to ending their educational pathways and dropping out of school (Allensworth & Easton, 2005; 2007).

Myth



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

- Schools automatically come off of the Priority and Focus list at the end of the three year period from initial identification.

Reality

- Schools must meet the exit criteria established in Georgia's approved ESEA Flexibility Waiver in order to exit their identified Priority or Focus status.

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Describe the ***multiple*** educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.
- All students in the school must be ranked. If the school is offering FLP in more than one content area, all students must be ranked in each content area based on multiple educationally related selection criteria that will identify the most academically at-risk for that content area.

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Elements to be addressed in this component:

- **Multiple**, educationally related selection criteria to first rank students based on academic need by subject and grade level. **NOTE:** All students in the school **must be ranked** according to academic need since all students in the building are potentially eligible for FLP services.
- Federal Rank order is applied to academic rank order to determine students eligible for service by rank.
- Documentation is required **to support** the application of the rank order.

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

First Element:

- Multiple, educationally related selection criteria to first rank students based on academic need by subject and grade level.
 - Multiple
 - More than one criterion.

FLP Component 2



First Element *(continued)*:

- Criterion that **may not** be used to rank students based on academic need:
 - Behavior
 - Attendance
 - Poverty
 - Status as a parent
 - Membership in a specific ethnic group, subgroup, grade level, gender, etc.

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

First Element *(continued)*:

- Criterion must be weighted.
- All students **MUST** be able to earn the same number of weighted points regardless of grade level, gender, race, age, or status (poverty, SWD, EL, migrant, homeless, etc.)
- Examples

[Multiple Selection Criteria--HS](#)

[Multiple Selection Criteria—MS](#)

[Multiple Selection Criteria—ES](#)

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

First Element *(continued)*:

- Ranking students who were not in the school/district in the previous school year:
 - **Students who come to the school from out-of-state:** Find data from the student's record that is a close match to the multiple selection criteria.
 - **Students who enter the school from home school programs:** Use the cumulative assessments that are in the adopted text for the subject area being served.
 - **Students who enter throughout the school year:** Apply the multiple selection criteria then place the student in the rank order and serve the student according to the rank order with the next available FLP opening.

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

First Element *(continued)*:

- Ranking students with disabilities:
 - **Students with disabilities who have a CRCT score or an EOCT score:** Apply the weighting based on the student's score on the test.
 - **Students with disabilities who have a CRCT-M score:** Weights given to the scores identified as most at-risk must match weights used for CRCT. Apply the weighting based on the student's score on the test.

CRCT

0- 300 = 5 points

301-500 = 4 points

501-700 = 3 points

701-799 = 2 points

800-820 = 1 point

Above 821 = 0 points

CRCT-M

0-300 = 5 points

301-319 = 4 points

320-329 = 3 points

330-339 = 2 points

340-349 = 1 point

Above 350 = 0 points

FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

First Element *(continued)*:

- Ranking students with disabilities:
 - **Students with disabilities who have a Georgia Alternate Assessment (GAA) score:** Weights given to the scores identified as most at-risk must match weights used for CRCT. Apply the weighting based on the student's score on the test.

Emerging Progress (Basic/Does Not Meet) = 5 points

Established Progress (Proficient/Meets) = 3 points

Extending Progress (Advanced/Exceeds) = 0 points

Application of the Federal Rank Order for FLP



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- First, districts must rank students by academic need.
- Then, districts apply the Federal Rank Order for FLP to the ranking of academically at-risk students
 - If **Student A** is receiving free and/or reduced price meals (FRM) and is most academically at-risk, then this student is served in Rank I.
 - If **Student B** is not receiving FRM, but is a special education student and is most academically at-risk, then this student is served in Rank I.

Application of the Federal Rank Order for FLP



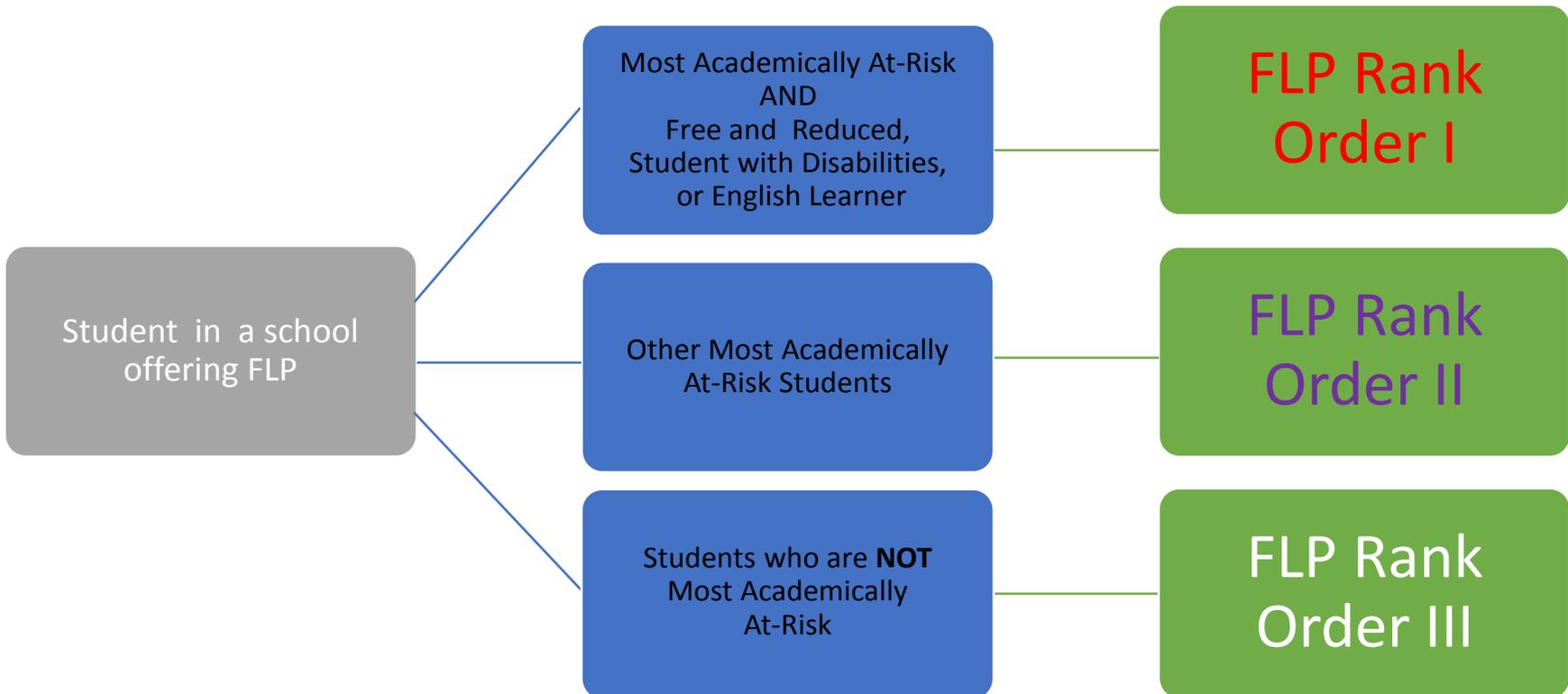
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- If **Student C** is not receiving FRM, is not a special education student, but is an EL student and is most academically at-risk, then this student is served in Rank 1.
- If **Student D** is not receiving FRM, is not a special education student, and is not an EL student, and is most academically at-risk, then this student is served in Rank 2.
- If **Student E** is not receiving FRM, is not a special education student, and is not an EL student, and is NOT most academically at-risk, then this student is served in Rank 3.

Application of the Federal Rank Order for FLP



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



FLP Component 2



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Third Element:

- Documentation that must be maintained
 - List of multiple, educationally related selection criteria per content area served used to rank order students based on academic need.
 - Rank order list of students in the school by content area.
 - List of students served with supporting documentation related to FRM status.
 - An explanation supported by evidence when students are skipped in the rank order for service.
 - Documentation of parent refusal of services and/or students refusal of services if emancipated minor. (Must have written documentation: refusal of services form signed by parent/guardian/emancipated minor)

FLP Component 3



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

3. Describe the scientifically-based research strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.
 - Element to be addressed in this component:
 - Scientifically-based research strategies.

FLP Component 3



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

What qualifies as scientifically-based research?

Research that

- Employs systematic, empirical methods that draw on observations or experimentation.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.

FLP Component 3



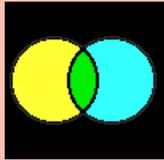
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the conditions of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- Ensures experimental studies are presented in sufficient detail and with clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective scientific review.

Source: U.S. Department of Education

Scientifically Researched Instructional Strategies

Classroom Instruction that Works (Marzano, 2001)



Similarities and Differences

Enhance students' understanding of and ability to use knowledge.
(45 percent gain)



Summarizing and Notetaking

Provide students with tools for identifying and understanding the most important aspects of what they are learning
(34 percent gain)



Nonlinguistic representations

Help students understand content in a new way. These can range from graphic organizers to physical knowledge
(27 percent gain)



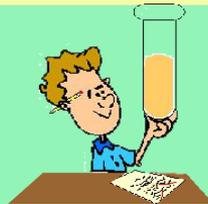
Cues, Questions and Advance Organizers

Help activate prior knowledge, stimulate analytical thinking and promote deeper learning.
(22 percent gain)



Setting Objectives and Providing Feedback

Establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement.
(23 percent gain)



Generating and Testing Hypotheses

Involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples.
(23 percent gain)



Cooperative Learning

Develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing
(27 percent gain)

FLP Component 3



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

- Example
 - **Research Based Strategy #1: Learning Focused Strategies**

Learning-Focused Schools is a school reform model designed to assist systems, schools and teachers in using exemplary practices to increase learning and achievement. Learning-Focused implements a high impact, rapid response model that has proven very successful for raising achievement and quickly eliminating any achievement gaps. Unlike typical models that are fragmented, Learning-Focused is a comprehensive integrated model that provides practices that make immediate improvements in addition to practices that will sustain continuous growth. Every component of the Learning-Focused model is Research-Based and Evidence-Based.

FLP Component 3



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- Example
 - The Learning-Focused Strategies Model has helped schools and districts turnaround and build on their successes. Extensive research has been conducted on 90/90/90 schools that have implemented Learning Focused Strategies. Learning Focused Strategies uses a variety of exemplary practices to increase learning and achievement for all students including advanced organizers, scaffolding, etc. (Thompson, M.& Thompson, J. 2000)

Just Do It Thyself



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

A man can be as great as he wants to be. If you believe in yourself and have the courage, the determination, the dedication, the competitive drive and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, it can be done.

— Vince Lombardi

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Second Element:

- Compliance with Title I laws and regulations.
 - How will the school ensure that it is in compliance with Title I law and regulations?

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Elements to be addressed in this component:

- Description of the delivery model.
- Compliance with Title I law and regulations.

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

First Element:

- Description of the delivery model
 - When and/or how is the school's regular Title I program being offered? Provide information about the school's regular Title I program with the **details** for comparison.
 - When will the FLP take place?
 - Start and end dates
 - Days of the week (Monday, Tuesday, and Thursday; the 2nd Saturday of each month)
 - Specific hours of service for both students and staff

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

First Element:

- Description of the delivery model
 - Where will the FLP take place? The school? Another location?
 - How has the school ensured that the FLP is supplemental to the students' required content area classes? Title I class? Other remedial classes offered by the school? Special Education class?
 - What are non-FLP students doing when FLP is occurring? This information is critical when the FLP occurs outside the regular school day or when the FLP that is offered during the day **is** done during one specific time period only.
 - Pull out models are almost always not supplementary.

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

First Element:

- Description of the delivery model
 - Was the school day extended in order to offer FLP during the regular school day? Provide a detailed description of how the day was extended.
 - What are the student/instructor ratios?
 - How and when will progress monitoring occur?
 - What plans does the school/district have to address program modifications when applicable?
 - What, if any, transportation services will be provided?
 - If snacks are provided, how are they funded?

Myth



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- Students who are not participating in FLP must be in study hall because they cannot be in another class.

Reality

- Students who are participating in FLP **must have access** to any and all other academic interventions (enrichment or remedial) offered by the school. The FLP may not be scheduled in ways that would preclude a student participating in FLP from also participating in other academic interventions (enrichment or remedial) offered by the school.

Are You Tilting at Windmills?



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Are you a modern day knight errant like Cervantes' Don Quixote who with his squire, Sancho Panza, attacked windmills that **appeared** to be ferocious giants? Or are you like Don Quixote when he encountered a group of friars accompanying a lady in a carriage? Do you take the friars to be enchanterers who are holding the lady captive?

- Do not assume facts that are not in evidence about the FLP.
- Avoid the FLP rumor mill. Go to the individuals who know.
- Do not base your FLP course of action on misinterpreted or misapplied justifications/information. BUT...

...Do Not Fail to Believe



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

We would accomplish many more things
if we did not think of them as impossible.

— Vince Lombardi

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Second Element:

- Compliance with Title I laws and regulations.
 - How will the school ensure that it is in compliance with Title I law and regulations?

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Second Element:

- Compliance with Title I laws and regulations.
 - How will the school ensure that it is in compliance with Title I law and regulations?
 - The answer is...

The school will work closely with the district's Title I director to ensure that all expenditures and activities associated with the FLP Program are reasonable, necessary, allocable, and allowable under the program requirements. The school will develop procedures for maintaining all required documentation, for ensuring that there are controls to prevent fraud, waste and abuse, and that the intent and goals of the FLP are achieved.

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga.doe.org

Questions:

- May special education teachers be employed to teach in the FLP?
 - Yes. However, the special education teacher paid with Title I, Part A funds must teach the FLP curriculum. Special Education teachers paid with Title I, Part A funds **may not** provide special education services required by an IEP. This would be a supplanting issue.

FLP Component 4



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Questions:

- The IEP for a special education student who is participating in the FLP program requires that the student receives the services of a paraprofessional. What program is responsible for providing that service?
 - Services that are a part of a student's IEP must be provided using special education funds. However, some requirements in a student's IEP may be carried out without raising the question of supplanting:
 - Preferential seating
 - Modified/differentiated assignments (amount, response format, etc.)
 - Colored overlays

Just Train Thyself



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

If the only tool you have is a hammer,
you treat everything like a nail.

— Abraham Maslow

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Elements to be addressed in this component:

- Professional development that the district will provide for the **FLP instructional staff** that ensures that instruction is tailored to the needs of participating students.
- Professional development that the district will provide for the **FLP instructional staff** that ensures that instructional strategies are effective in helping at-risk students achieve success.

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

First Element:

- Professional development that the district will provide for the FLP instructional staff that ensures that instruction is tailored to the needs of participating students.
 - The professional development that is required in the FLP whether from the district's FLP set-aside or a Priority school's set-aside from the school's regular Title I, Part A allocation is for FLP instructional staff **only**. In some cases, Priority schools that are required to set-aside 3 - 5% of their Title I, Part A allocation for professional learning for FLP may have difficulty in expending the entire set-aside for FLP professional learning. The Title I Director from the district should contact Jennifer Davenport in these instances for guidance related to the expenditure of these funds.

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

First Element *(continued)*:

- The professional learning provided to FLP instructors must be specific to the needs of participating FLP students.
- Professional learning provided to FLP instructors must provide strategies and tools to FLP instructors that are effective for at-risk learners.

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Both Elements:

- Provide details pertaining to:
 - A description of the professional learning that the school/district will provide.
 - When will the professional learning will take place?
 - Dates
 - Number of hours for each professional learning activity offered
 - Where will the FLP take place?
 - Who will conduct the training?
 - The procedures/processes the school/district has in place to ensure that the professional learning is for **FLP instructors only**.

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Both Elements:

- Provide details pertaining to:
 - The procedures/processes the school/district has in place to ensure that the professional learning is tailored to the needs of participating FLP students.
 - The procedures/processes the school/district has in place to ensure that the professional learning is directly related to ensuring that instructional strategies are effective in helping at-risk students achieve success.
- FLP funds may not be used to send teachers to conferences.
- FLP funds may not be used for retreats or leadership development

FLP Component 5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Both Elements:

- FLP funds may not be used to provide professional learning to private providers and/or contractors.
 - For Focus Schools, when FLP services are provided by a private provider and/or contractor, the Focus schools would not have expenditures from the FLP for professional learning.
 - For Priority Schools, when FLP services are provided by a private provider and/or contractor, the Priority school is still required to set-aside 3 - 5% of the school's Title I, Part A allocation for professional learning. In this case, the required 3 - 5% set-aside for the school must be used to provide professional learning around instructional strategies for at risk learners in the core content area(s) being served by the FLP to staff at the priority school. These funds **may not** be used to send teachers and other staff members to conferences.

Just Set Goals for Thyself



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

You got to have a dream,
If you don't have a dream,
How you gonna have a dream come true?

— Rodgers and Hammerstein

FLP Component 6



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Georgia Standards of Excellence (GSE).

FLP Component 6



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Element to be addressed in this component:

- Procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with Georgia Standards of Excellence (GSE).

Just Be Accountable for Thyself



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov

In the long run, we shape our lives,
and we shape ourselves. The process never ends
until we die. And the choices we make are
ultimately our own responsibility.

— Eleanor Roosevelt

FLP Component 7



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

7. Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP.

FLP Component 7



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Element:

- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - How will the school/district encourage attendance and participation? If incentives are offered, how will these incentives be funded? Title I, Part A funding may not be used to provide incentives of any type.
 - Will someone contact parents when students are absent from FLP?
 - What will the school/district do to encourage enrollment in and regular attendance in the FLP?
- Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.

FLP Component 8



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

8. Describe the procedures the district and school will use to **monitor** the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.

FLP Component 8



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Element to be addressed in this component:

- Procedures the district **and** school will use to **monitor** the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.

FLP Component 9



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

9. Describe the internal controls that the **LEA** will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.

FLP Component 9



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Elements to be addressed in this component:

- Internal controls that the LEA will implement to promote efficiency, and assure the fidelity of the implementation of the LEA's FLP program.
- Internal controls that the LEA will implement to safeguard assets and/or avoid fraud, waste, and abuse.

FLP Component 9



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Second Element:

- Internal controls that the LEA will implement to safeguard assets and/or avoid fraud, waste, and abuse.
 - How and when were staff trained on fraud, waste, and abuse?
 - How are expenditures made with Title I funds reviewed to ensure that all expenditures are reasonable and necessary, allowable, supplemental, etc.? There must be a statement that all expenditures made with Title I funds are approved by the district's Title I Director.
 - If equipment is purchased, how will it be inventoried? Disposed of? (See 2 C.F.R. Part 200)

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

10. LEAs are required to evaluate outcomes of their FLP interventions. Describe the LEA's evaluation plan. The evaluation plan must address program goals, program effectiveness, measurement instruments, administration, and include an analysis of each school implementing FLP program implemented in the LEA:

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Elements to be addressed in this component:

- Effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)
- Assessment instrument(s) that will be used to measure each program target/goal.
- A plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Elements to be addressed in this component:

- The district/school's data analysis plan (How will the district/school determine program effectiveness based on the program goals and measurement instruments listed?)
- Include a description of the procedures that the district/school will implement to collect, analyze, and report participant feedback (aka, customer satisfaction data).
- Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Elements to be addressed in this component:

- Describe the district/school's plan for informing stakeholders regarding results of the **program evaluation**, effectiveness of the program, and ongoing program improvement(s).

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

First Element:

- Effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)
 - These are the measurable goals from Component #1.
 - The goals listed here must match the goals from Component #1.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Third Element:

- A plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)
 - Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - A timeline for the administration of **all** assessments must be included
 - There must be a description of the steps that the school/district will take to ensure that student assessment information is kept confidential.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Fifth Element:

- Include a description of the procedures that the district/school will implement to collect, analyze, and report participant feedback.
 - This component is all about **customer satisfaction** with the FLP.
 - Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - Who are the customers that must provide feedback?
 - ✓ The parents of participating FLP students?
 - ✓ Teachers teaching in the FLP?
 - ✓ Students, where appropriate, participating in the FLP?
 - How will the data be collected?
 - ✓ Surveys? Electronic or paper pencil?
 - ✓ How will the school/district ensure that ALL customers have the opportunity to participate?

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Fifth Element *(continued)*:

- How will the data be analyzed?
 - ✓ Trend data
 - ✓ By respondent type?
- How will the results of the customer satisfaction be reported to all stakeholders?
 - ✓ Through the program evaluation report?
 - ✓ Posted to the school/district Web sites?
 - ✓ In the school's parent newsletter?
 - ✓ There must be multiple ways identified to report the results.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Sixth Element:

- Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.
 - How will the school share student progress with the parents/guardians of participating FLP students?
 - How will progress be reported to parents/guardians of participating students?
 - Grades do not provide information to parents as to how students are performing against the standard being taught.
 - Progress reporting must provide information to participants and their parents/guardians regarding where students were performing upon entering the program and where students are performing at the time of the progress report.
 - How often will student progress be reported?

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Questions:

- May students participating in FLP receive a grade?
 - Yes. A district **may** elect to award grades to students participating in FLP during the school. At the elementary school level this would follow the other activity course grading and at the middle school level this would follow the other connection classes grading. Grading at the high school level for FLP would be for elective credit only.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Seventh Element:

- Describe the district/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).
 - This component is about program evaluation and the subsequent summary reports that will be prepared as a result of that evaluation.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Seventh Element:

- **Program evaluation** is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. In both the public and private sectors, stakeholders will want to know if the programs they are funding, implementing, voting for, receiving or objecting to are actually having the intended effect (and to what cost). This definition focuses on the question of whether the program, policy or project has, as indicated, the intended effect. However, equally important are questions such as how the program could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the program goals are appropriate and useful. Evaluators help to answer these questions, but the best way to answer the questions is for the evaluation to be a joint project between evaluators and stakeholders.

FLP Component 10



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Seventh Element:

- The response to this question must address:
 - The achievement results as a result of student participation in the FLP.
 - Attendance data for participating FLP students.
 - The customer satisfaction information collected by the school /district.
 - The method for determining the effectiveness of the program was determined by the school /district.
 - Lessons learned during the implementation of the program.
 - Plans for on going improvements in the program.
 - When the evaluation will be conducted?
 - What will the format of the program evaluation be? A written report/summary of the program evaluation?
 - Who will be responsible for conducting the evaluation and writing the report of the program evaluation?
 - When, where, and how the report of the program evaluation will be released to stakeholders (multiple ways are required).
 - A list of the stakeholders who will receive the report of the program evaluation.

Deadline Dates



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- **All** FLPs are **due by August 31, 2015**. Submission of FLP plans may begin as soon as the CLIP opens.
- Remember that these are plans. Parents, outside community stakeholders, and teachers **must** annually review and revise the FLP plan.
- Don't forget to consult with the district's special education/EL program coordinator to ensure proper coordination of services.

Deadline Dates



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- FLP original budgets will be due no later than October 1st.
- FLP implementation for re-identified Priority or Focus Schools must begin as soon as school starts.
- Newly identified Priority or Focus Schools must meet the deadline of August 31st for the submission of the LEAs FLP plan.
- Newly identified Priority or Focus Schools must begin implementation of the LEAs FLP program as soon as possible but no later than January 1, 2016.



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

— Marcel Proust

QUESTIONS

One Question to You



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- How does the Open Records Act impact the writing of the district's FLP?

Definition: The purpose of the Open Records Act is both to encourage public access to information and to foster confidence in government through openness to the public. Georgia law clearly provides that, except as otherwise specifically provided, all public records ... shall be open for a personal inspection by any citizen of this state at a reasonable time and place; and those in charge of such records shall not refuse this privilege to any citizen.

Georgia Open Records Act (O.C.G.A. 50-18-70 through 50-18-77)

One Question to You



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

This means:

- Anyone can request a copy of the district's FLP.
- The district's FLP can be published in the local newspaper.
- Keep in mind that whatever is written could be open to public scrutiny.

I hope you dance....



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

I hope you dance.

— Mark Sanders and Tia Sillers

— Lee Ann Womack



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Presenters

Jennifer L. Davenport, Ed.D.
Title I, Part A Program Manager
Georgia Department of Education
jedavenp@doe.k12.ga.us
(404) 463-1955

Tammy Wilkes
Title I Education Program Specialist
Georgia Department of Education
twilkes@doe.k12.ga.us
(478) 237-2873

Nobody Does it Better

How to Write and Implement
a Successful ESEA Flexible Learning Program
(FLP) Plan

