Implementing a Successful Flexible Learning Program

2016 Georgia Federal Programs Conference
Georgia International Convention Center & Atlanta Airport Marriott Gateway Hotel
Atlanta, Georgia
June 21 – 23, 2016
Presenters

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

Judy Alger
Georgia Department of Education
Title I Education Program Specialist
	jualger@doe.k12.ga.us
	(229) 321-9305
SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS
Session Description

This session will review the requirements for Flexible Learning Program (FLP) plans for Priority and Focus Schools. The presentation will provide guidance on designing, implementing and monitoring a successful FLP. Common challenges and benefits associated with various delivery models and program components will be addressed.

*This session is suggested for Title I Directors implementing a FLP in FY17.
Flexible Learning Program (FLP)
Georgia’s ESEA Flexibility Waiver

• 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.

What is a Flexible Learning Program (FLP)?

• 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*.

• 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 *individual students* participating in the program.
Funding Requirements for Flexible Learning Program (FLP)

- FLP is funded through a required minimum 5-percent set-aside of the LEA’s Title I, Part A allocation.
- FLP is a district responsibility and all funds are budgeted and charged to the district’s central office. FLP funds must be tracked separately.
- All Priority Schools are required to budget a minimum of 3- to 5-percent of their school’s Title I allocation for professional development.
Request to Set-Aside a Lesser Amount for FLP

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.
Flexible Learning Program (FLP)

- Flexible Learning Program (FLP) Plan
- Title I Districtwide Activity or LEA Tutoring
- Basic Title I Program
FY17 FLP Reminders

• FLP application opens June 27, 2016
• No changes to plan descriptors
• 1st Day for submission July 5, 2016
• FLP Plans due August 31, 2016
• FLP services to begin no later than third week of school
Flexible Learning Program (FLP)

- **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
FLP Components

There are 10 components of the FLP plan. Districts must complete a FLP for each Title I Priority and Focus School.
FLP FY17 Plan Revisions - Focus Components

• Component 1 - Needs Assessment
• Component 2 - Multiple Educational Selection Criteria
• Component 4 - Delivery Model
• Component 10 - Evaluation
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)
- Graduation rate(s)

Note: The LEA must identify the measurable performance goals and outcomes to be met.
FLP Component 1

Elements to be addressed in this component:

• Provide three years of academic achievement data for English/language arts, reading, mathematics, social studies, and science.
• Include Graduation rate where appropriate.
• State the subject area(s) to be served by the FLP.
• Provide measurable performance goals and outcomes to be met by participating FLP students. (3 years)
FLP Component 1

Academic Achievement Data:

• Show the reader the data. Avoid statements that begin with or include: We think, we feel, we believe, ...

  ▪ Specifically state the subject area that will be served by the FLP.

• Example

  Data Analysis Sample
FLP Component 1

Graduation Rate:

• 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)
FLP Component 1

Measurable Performance Goals and Outcomes:

• Goals and Outcomes
  • Must be specific and cover the three year period of the FLP.
  • Must be measurable.
  • Must include a general goal related to the Georgia Milestones.
• Example

Measurable Performance Goals Sample
FLP Component 2

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.
FLP Component 2

Elements to be addressed in this component:

• Multiple, educationally related selection criteria to first rank students based on academic need by subject.

  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 applied to academic rank order to determine students eligible for service by rank.

• Documentation required to support the application of the rank order.
**FLP Component 2**

*Multiple*, educationally related selection criteria:

- More than one criterion.
- 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.)
Multiple, *educationally related* selection criteria (*continued*):

- Grades K-3: GKIDS, Student Learning Objectives (SLOs), benchmark assessments, retention/placement in a grade level, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State’s challenging content and student performance standards.

- Grades 4-12: State assessment scores, benchmark assessments, retention/placement in a grade level, academic indicators that provide data to determine which students are failing, or most at risk of failing, to meet the State’s challenging content and student performance standards.
FLP Component 2

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.

Examples:

- [Multiple Selection Criteria-ES](#)
- [Multiple Selection Criteria--HS](#)
- [Multiple Selection Criteria--MS](#)
FLP Component 2

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 through out 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

Ranking students with disabilities:

- **Students with disabilities who have an EOG score or an EOC score**: Apply the weighting based on the student’s score on the test.

- **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 EOG/EOC. Apply the weighting based on the student’s score on the test.

  - Emerging Progress (Basic/Does Not Meet)
  - Established Progress (Proficient/Meets)
  - Extending Progress (Advanced/Exceeds)
Federal FLP Rank Order:

- **FLP Rank Order I**: Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities, English Learners, or free- and reduced price lunch subgroups; and, if funding levels allow;

- **FLP Rank Order II**: All other students that are not meeting standards, as identified by state assessment results; and, if funding levels allow;

- **FLP Rank Order III**: Students who are meeting standards, as identified by state assessment results.
FLP Component 2

Application of the Federal Rank Order for FLP:

• Districts must **first** 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 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.

  – 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 I.
FLP Component 2

Application of the Federal Rank Order for FLP (continues):

– 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

Student in a school offering FLP

- Most Academically At-Risk AND Free and Reduced, Student with Disabilities, or English Learner
- Other Most Academically At-Risk Students
- Students who are NOT Most Academically At-Risk

FLP Rank Order I
FLP Rank Order II
FLP Rank Order III
FLP Component 2

Documentation:

• List of multiple, educationally related selection criteria by content area served used to rank order students based on academic need.

• Rank order list of students in the school by content area served in the FLP. Students must be ranked without regard to grade level since all students in the school are eligible for FLP. For elementary and middle schools offering a FLP as a part of the activity (specials) or connections period, students may be ranked with regard to grade level. However, all FLP models that occur outside of the regular school day MUST be ranked without regard to grade level.

• List of students served by content area.
FLP Component 2

Documentation (continued):

• Supporting evidence when students are skipped for service.
  ▪ Parent refusal of services and/or students refusal of services if emancipated minor.
  ▪ Documentation of student withdrawal from the program where student has been successfully remediated. Maintain assessment that support the success.
  ▪ Documentation of student withdrawal from the program where student has withdrawn from the school.
  ▪ Documentation regarding the inappropriateness of services where severely intellectually handicapped students are concerned (GAA students).
Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the district/school and its’ FLP program in compliance with Title I laws and regulations?

Elements to be addressed in this component:

• Description of the delivery model.
• Compliance with Title I law and regulations.
FLP Component 4

FLP Sample Delivery Models:

• During the school day
  o Specials or activity classes at Elementary Schools
  o Connections classes at Middle Schools
  o Extended school days

• Outside the school day
  o Before School
  o After School
  o Intersession
  o Summer School
  o Saturday School

(NOTE: If the FLP is not offered during the regular school day, two delivery models must be offered outside of the regular school day.)
FLP Component 4

Description of the delivery model

• When will the FLP take place?
  ▪ Start and end dates
  ▪ During the school day, after school, before school, summer school, Saturday school, etc.
  ▪ Days of the week (Monday, Tuesday, and Thursday; the 2\textsuperscript{nd} Saturday of each month)
  ▪ Specific hours of service

• Where will the FLP take place?
FLP Component 4

Description of the delivery model (continued)

• How has the school ensured that the FLP is supplemental to the students’ GSE classroom? Title I class? Other remedial classes offered by the school? Special Education class?
  ▪ What are non-FLP students doing when FLP is occurring?
  ▪ When and/or how is the school’s regular Title I program being offered?
  ▪ How is the instruction being offered different from the instruction that is offered during the regular school day?
FLP Component 4

• Description of the delivery model (continued)
  o What are the student/instructor ratios?
  o How and when will progress monitoring occur?
  o What plans does the school/district have to address
    program modifications when applicable?
  o Was the school day extended to offer FLP during the
    regular school day?
  o What, if any, transportation services will be provided?
  o If snacks are provided, how are they funded?
FLP Component 4

• Description of the delivery model *(continued)*
  ○ Must extend the learning day in some way.
    ▪ May not replace any required class for the student.

• Example

  Delivery Model Sample ES
  Delivery Model Sample MS
  Delivery Model Sample HS
FLP Component 4

Compliance with Title I laws and regulations:

• How will the school ensure that it is in compliance with Title I law and regulations?

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, abuse and corruption, and that the intent and goals of the FLP are achieved.
FLP Component 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

Evaluation of FLP program (Component 10A):
• List effectiveness target(s) or overall quantifiable goal(s) of the program.

• What are the measurable outcomes that the intervention is designed to improve?

• Restate program goals as listed in component 1
Evaluation of FLP program (Component 10B):

• List and describe all assessment instruments that will be used in the FLP including EOG and EOC tests that will be administered.

• Example
  ○ The EOG is designed to measure how well students acquire the skills and knowledge described in the state adopted curriculum including the state assessments in reading, English/language arts, and mathematics and the Georgia Performance Standards (GPS) in science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted curriculum, and to gauge the quality of education throughout Georgia.
FLP Component 10

Evaluation of FLP program (Component 10C):

- Describe procedure(s) for administering assessment instruments and for collecting and maintaining data.
  - Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
  - Include a timeline for assessments.
  - Explain how the LEA/school will maintain student assessment information to ensure confidentiality.
FLP Component 10

Evaluation of FLP program (Component 10D):

• Describe the district/school’s data analysis plan
  ▪ How will the district/school determine program effectiveness based on the program goals and measurement instruments?
  ▪ Plans are designed to describe who, what, where, when, and why.
FLP Component 10

Evaluation of FLP program (Component 10E):

• Include a description of the procedures that the district/school will implement to collect, analyze, and report participant feedback.
  o This component is all about customer satisfaction with the FLP.
  o 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?
Evaluation of FLP program (Component 10E continued):

- 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?

- 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

Evaluation of FLP program (Component 10F):

• Describe the LEA’s/school’s plan for informing parents/guardians of participating students’ progress toward the student’s academic goals.
  o 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

Evaluation of FLP program (Component 10G):

• Describe the district/school’s plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).
  o This component is about program evaluation and the subsequent summary reports that will be prepared as a result of that evaluation.
FLP Component 10

Evaluation of FLP program (Component 10G continued):

- **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

Evaluation of FLP program (Component 10G continued):
  o The response to this question must address:
    ▪ The method for determining the effectiveness of the program.
    ▪ 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.
    ▪ Lessons learned during the implementation of the program.
    ▪ Plans for ongoing improvements in the program.
FLP Component 10

Evaluation of FLP program (Component 10G continued):

- The response to this question must address:
  - 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.
QUESTIONS
Presenters

Tammy Wilkes
Georgia Department of Education
Title I Education Program Specialist

twilkes@doe.k12.ga.us
(478) 237-2873

Judy Alger
Georgia Department of Education
Title I Education Program Specialist

jualger@doe.k12.ga.us
(229) 321-9305
Implementing a Successful Flexible Learning Program

2016 Georgia Federal Programs Conference
Georgia International Convention Center & Atlanta Airport Marriott Gateway Hotel
Atlanta, Georgia
June 21 – 23, 2016