

**Report to Congress
Education Flexibility Program
November 2024**

The Education Flexibility Partnership Act of 1999 (Ed-Flex Act) requires the U.S. Department of Education (Department) to submit to Congress an annual report that summarizes the effects of the Educational Flexibility (Ed-Flex) program on the implementation of State and local educational reforms and the performance of students affected by the waivers a State grants to local educational agencies (LEAs) under its Ed-Flex authority. Ed-Flex is authorized under the Ed-Flex Act (20 U.S.C. 5891a et seq.) and was reauthorized under the Every Student Succeeds Act (ESSA). This program permits Ed-Flex States (i.e., States which the Department has granted Ed-Flex authority) to waive certain requirements of the following State-administered formula grant programs:

- Title I, Part A: Improving Basic Programs Operated by LEAs (Title I) (other than section 1111);
- Title I, Part C: Education of Migratory Children;
- Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk;
- Title II, Part A: Supporting Effective Instruction;
- Title IV, Part A: Student Support and Academic Enrichment Grants; and
- The Carl D. Perkins Career and Technical Education Act.

Ed-Flex helps LEAs, educational service agencies, and schools carry out reforms and raise the achievement levels of all children by providing increased flexibility in the implementation of Federal education initiatives in exchange for enhanced accountability with regard to the academic performance of students. Ed-Flex does not authorize an SEA to waive any requirements related to:

1. Standards, assessments, and accountability requirements under ESEA section 1111;
2. Maintenance of effort;
3. Comparability of services;
4. Equitable participation of students and professional staff in private schools;
5. Parental participation and involvement;
6. Distribution of funds to LEAs;
7. Serving eligible school attendance areas in rank order in accordance with ESEA section 1113(a)(3);
8. The selection of a school attendance area or school under subsections (a) and (b) of section 1113 of the ESEA, except that an SEA may grant a waiver to allow a school attendance area or school to participate in activities under Part A of Title I if the percentage of children from low-income families in the school attendance area of such school or who attend such school is not more than 10 percentage points below the lowest percentage of such children for any school attendance area or school of the local educational agency that meets the requirements of such subsections;
9. Use of Federal funds to supplement, not supplant, State and local funds;
10. Applicable civil rights requirements; and
11. Any requirements that apply to the SEA.

Furthermore, the Department cannot waive the requirements of the Individuals with Disabilities Education Act under the Ed-Flex authority. A list of SEAs that currently participate in the Ed-Flex program is below.¹

¹ The Department approved nine States's requests to renew expiring Ed-Flex authority. Each of these States are now approved through the 2028-2029 school year.

State	Ed-Flex Authority Approved Through
Massachusetts	2028-2029
Texas	2028-2029
Vermont	2028-2029
Pennsylvania	2028-2029
Wisconsin	2028-2029
Georgia	2028-2029
Indiana	2028-2029
North Carolina	2028-2029
Delaware	2028-2029
Colorado	2024-2025
North Dakota	2024-2025
Kansas	2027-2028

Each Ed-Flex State must submit to the Department an annual report on the results of monitoring activities and the impact of the waivers on school and student performance (20 U.S.C. § 5891b(a)(5)(A)). The annual reports must include data that demonstrates the degree to which progress has been made toward meeting the State’s educational objectives (20 U.S.C. § 5891b(a)(5)(B)) and as applicable, must include the following information:

1. Information on the total number of waivers granted for Federal and State statutory and regulatory requirements, including the number of waivers granted for each type of waiver;
2. Information describing the effect of the waivers on the implementation of State and local educational reforms pertaining to school and student performance;
3. Information describing the relationship of the waivers to the performance of schools and students affected by the waivers; and
4. An assurance from State program managers that the data reported are reliable, complete, and accurate, as defined by the State, or a description of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Impact of the Ed-Flex Program on State and Local Educational Reforms and Student Performance

In the 2023-2024 school year, the Department received eleven Ed-Flex reports from each State that included data through September 30, 2023 (Kansas’ Ed-Flex report is due in the 2024-2025 school year). The most common uses of Ed-Flex authority, as reported by States in their annual reports, were related to the Title I, Part A carryover authority (this waiver allows an LEA to carry over more than 15 percent of Title I funds across fiscal years) and to Title IV, Part A funding flexibility (this waiver allows an LEA more flexibility regarding mandatory spending minimums for each content area).

Across all Ed-Flex reports, approximately 550 waivers have been granted by States to LEAs under the States’ Ed-Flex authority, demonstrating how often a State utilizes its Ed-Flex authority. In general, Ed-Flex States described in their annual reports how waivers granted by the State under the State’s Ed-Flex authority have allowed LEAs to effectively address ongoing student needs, including the impacts of COVID-19 on academic achievement. For example, four of the annual reports described how the Ed-Flex program allowed LEAs to effectively use ESEA program funds to help meet the challenging needs of schools and students as a result of COVID-19, such as learning loss. In addition, four States described how the Ed-Flex program has supported LEAs efforts to effectively address student performance in

mathematics and reading by allowing LEAs to carryover more than 15 percent of Title I funds across fiscal years. Similarly, four States described how the greater flexibility provided through the Ed-Flex program regarding mandatory Title IV, Part A spending minimums for each content area has allowed LEAs to create more innovative learning opportunities for students. Finally, two States described how for several LEAs, the Ed-Flex program has helped lead to an increase in college and career readiness ,and one State described how the Ed-Flex program has helped reduce chronic absenteeism by 10 percent in the 2021-2022 school year across the State.



Ed-Flex Annual Reporting Template

State:

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

The State did not grant any waivers using its Ed-Flex authority during the reporting period (September 30, 2023 through September 30, 2024).

4. At the State's discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA's oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State's educational objectives.

Although not collected in the current template, the ability to grant waivers for schoolwide programs has allowed for several Title I schools in the state to elevate and implement whole school reform. It has been an integral use of our EDFlex waiver towards meeting the State's educational objectives.

Additionally, Colorado is currently working with LEAs and the SEA's application processes to ensure that LEAs can leverage the Title IV waivers moving forward to be able to better plan and implement activities across the categories (i.e., Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology) that align with and address student needs.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at [OESE.titlei-@ed.gov](mailto:OESE.titlei-ed.gov).

Indian River School District	Title I, Part A 15% Carryover Rule	2023-2024	Extra pay for extra responsibilities was paid for out of ESSER instead of Title I, Part A
Kuumba Academy	Title I, Part A 15% Carryover Rule	2023-2024	Timing differences within staff positions in budget.
Lake Forest School District	Title I, Part A 15% Carryover Rule	2023-2024	Salary expenses account for 2/3 of overall budget but only 75% expended due to turnover and vacancy.
Thomas Edison Charter School	Title I, Part A 15% Carryover Rule	2023-2024	Title position salaries could not be encumbered or expended.
Woodbridge School District	Title I, Part A 15% Carryover Rule	2023-2024	Numerous other grants ensured salaries could be paid leaving Title I being spent later in year.
Total Number of Waivers Granted			7

2. Please describe the effect of the waivers granted under the SEA’s Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

All the LEAs that required a waiver were of the "once every three years" portion of the 15% Carryover rule and were due to unexpected lack of payroll expenditures. The waivers have allowed LEAs to actively hire and utilize salary/OECs funding to continue paying staff throughout the school year. These funds paid for teachers and paraprofessionals to work with students in various academic subject areas, as well as bolster intervention and enrichment programs. Funds were also used to purchase instructional supplies to support plan objectives.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

All four school districts that appear in the list above are also represented in the 2024 Delaware Recognition Schools Awards program. Schools must have a poverty rate of least 35%, demonstrate high academic achievement, and meet or exceeded state-determined accountability criteria. Selected schools may be nominated in any of the following categories: Exceptional Student Performance, Closing the Achievement Gap, and/or Excellence in Serving Special Populations as determined by state.

4. At the State's discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA's oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State's educational objectives.

While not receiving any awards for student performance on standardized assessments, two of the three Charter Schools did have students perform at a high level that allowed them to meet the requirements of the Delaware School Success Framework and the state Accountability system. Thomas Edison Charter School has coordinated time and funding to expedite the implementation of high quality instructional materials and their school assessment data are projecting them to exit their CSI status.

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This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

- Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Appling County	ESEA § 1127(a)	2023-2024	The district is requesting this waiver due to the delays in delivering equipment/technology that is being needed and requested by the schools
Atlanta Smart Academy	ESEA § 1127(a)	2023-2024	The Local Educational Agency requested a waiver to increase the percentage of students meeting or exceeding standards on The Georgia Milestones

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			Assessment in Mathematics by 5% for grades 5-8 in the year 2024.
Brooks County	ESEA § 1127(a)	2023-2024	The District requested the waiver in case they did not expend 85% of their FY24 Title I expenditures
Bryan County	ESEA § 1127(a)	2023-2024	The waiver allowed the district to use ARP ESSER funds to support after-school tutoring and supplemental intervention programs for the district (all schools) in addition to the implementation of the Title I School-Wide program and consolidated funding utilized at Title I schools.
Clay County	ESEA § 1127(a)	2023-2024	<p>Clay County School District: To increase student achievement by 7% in all areas (ELA, Math, Science, and Social Studies) on the Georgia Milestones Assessment System by the end of FY24.</p> <p>Clay County Elementary School: To increase the number of students scoring at Proficient or above on the GMAS from 9 to 18 students (19% to 38%) in ELA; from 10 to 16 students (21% to 38%) in Math, and from 2 to 6 students (15% to 30%) in Science.</p> <p>Clay County Middle School: To increase the number of students scoring at Proficient or above on the GMAS from 9 to 13 students (15% to 27%) in ELA, from 3 to 13 students (5% to 27%) in Math, from 0 to 7 students (0% to 15%) and from 2 to 4 students (7% to 25% in Social Studies.</p>
Clayton County	ESEA § 1127(a)	2023-2024	Granting the Title I, Part A carryover limitation waiver under the Ed-Flex was instrumental in supporting state

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			<p>and local reforms to improve school and student performance. This flexibility allowed the district to reallocate unspent funds strategically, ensuring these resources directly addressed the academic needs of K-12 students. The waiver supported state and local reforms in the following ways:</p> <p>Enhanced Access to Educational Resources: The funds provided students with content-rich materials aligned with rigorous academic standards, ensuring equitable access to high-quality instruction.</p> <p>Evidence-Based Professional Development: Teachers and staff received targeted training to adopt and implement evidence-based instructional strategies, contributing to improved teaching practices and student outcomes.</p> <p>Intervention Programs: The district established after-school and summer programs to close learning gaps in critical areas like Math and ELA/Reading.</p> <p>By leveraging the waiver, the district aligned its efforts with state and local goals, improving equity, access, and overall student achievement while laying a stronger foundation for sustained academic success.</p>
Commerce City Schools	ESEA § 1127(a)	2023-2024	The Local Educational Agency will use the available Title I carryover funds to pay our contracted teachers to work with students in Reading and Math who have not reached their

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			typical growth goals in iReady Reading and iReady Math.
Decatur County	ESEA § 1127(a)	2023-2024	<p>By having this waiver, the following measurable goal will be met: Decatur County students will raise achievement scores on the GMAS by 3 % in each content subject.</p> <p>Decatur County is determined to focus on the rise of academic achievement for all students.</p>
D.E.L.T.A. STEAM Academy	ESEA § 1127(a)	2023-2024	<p>The waiver will allow our school to use the funds to assist us in improving towards our charter goals.</p> <p>70% of our students will be on grade level in math according to NWEA</p> <p>70% of our students will be on grade level in reading according to NWEA</p> <p>Measures by NWES</p>
Department of Juvenile Justice	ESEA § 1127(a)	2023-2024	<p>The Local Educational Agency will use available funds to focus on academic achievement due to improved behavior. The improved student behavior will improve engagement and time on task. Measurable goals will be a reduction in behavior infractions and an increase in positive behaviors in each class did not submit their Ed-Flex Evaluation after three requests.</p>
Dooly County	ESEA § 1127(a)	2023-2024	<p>The Local Educational Agency will use available funds for contracted services for ongoing site job-embedded professional learning after the regular work and on Saturdays to support and help foster instructional understanding for instructional staff and school leaders.</p>

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Georgia Cyber Academy	ESEA § 1127(a)	2023-2024	The LEA switched from Consolidation of Funds to Traditional funding and was not able to spend all funds as anticipated
Ivy Preparatory Academy, Inc	ESEA § 1127(a)	2023-2024	There will be an increase of six percentage points of scholars scoring from "Developing" to "Beginning" on the Spring 2024 assessment of the Georgia Milestone
Lincoln County	ESEA § 1127(a)	2023-2024	All Carryover funds will be spent. Increase by at least 2% of students scoring proficient and above on Georgia Milestones from the previous year.
Muscogee County	ESEA § 1127(a)	2023-2024	Title I schools will be able to access carryover funds to improve student achievement across content areas. Achieve 3000 will be used to measure the performance of students relative to student achievement where 70% of elementary and middle school students will increase their non-fiction Lexile scores by at least 100 points by the end of the 2023-2024 school year. Lexia will be used to measure the performance of students relative to student achievement where at least 60% of Kindergarten through 2nd grade students will be "on grade level" or "above grade level" by the end of the 2023-2024 school year.
Rockdale County	ESEA § 1127(a)	2023-2024	Will allow all unspent Title I, Part A funds from school year 2022-23 to return to the school district this 2023-24 school year.
Statesboro STEAM Academy	ESEA § 1127(a)	2023-2024	The waiver will allow Statesboro STEAM Academy to utilize the funds to help achieve our goal which is to increase achievement

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			in Mathematics by 2% as measured by the Georgia Milestones Assessment System and 1.5% every year thereafter.
Utopian Academy for the Arts Charter Schools	ESEA § 1127(a)	2023-2024	At the end of the 2023-2024 school year, there will be a ten percentage point increase in students scoring in the proficient range in numerical reasoning in 6th, 7th and 8th grades on the mathematics section of the Georgia Milestones.
Brooks County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	<p>Activity: Middle School Visual Arts Teacher</p> <p>Expected Results: Allow more choices for electives in the middle school. Continue to prepare students in the Fine Arts pathways to qualify for the Fine Arts Diploma Seal for Brooks County High School graduates.</p> <p>How Monitor: Overseeing GSE standards and instruction in FA classes; student progress and final grades; track class numbers to increase participation in FA; continue review of Senior Capstone Project requirements; school walkthroughs to observe FA instruction.</p> <p>Activity: High School Theatre and Dance Teacher</p> <p>Expected Results: Increase interest in FA classes. Provide quality daily instruction for Theatre Arts and Dance at Brooks County High School. Provide more choices for FA classes at BCHS.</p> <p>How Monitor: Track class sizes for increase in student participation; ensure GSE</p>

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			Standards are taught through walkthroughs and observations; student progress, grades and performances.
Bryan County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	The expected results from this waiver is that three schools will remain operational and two schools will move from emerging to operational based on the Georgia Department of Education's Climate Team Positive Behavior Interventions and Supports (PBIS) implementation. In addition, the district and schools will reduce the number of discipline referrals from last school year.
Cherokee County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	<p>AP Exams</p> <p>Goal: The number of Cherokee County High School Students, who have been classified as economically disadvantaged and who register for an AP Exam will increase by 3% more exams over the 22-23 amount.</p> <p>Student Support Specialists</p> <p>Goal: Results from the Spring Administration of the 23-24 Cherokee County Needs Assessment student survey (grades 4-12) will demonstrate an improvement of 3% in the areas of Self-Awareness, Self-Management, and Social Awareness when compared to the fall and spring administration of the CCSD Needs Assessment.</p> <p>Restorative Practices (Tool kit, Resource Developer for Positive</p>

		<p>Behavior Framework and Job Embedded Training)</p> <p>Goal: Results from the Spring administration of the 23-24 Cherokee County School Needs Assessment student survey (grades 4-12) will demonstrate an improvement of 3% in the areas of Self-Management, Resilience, and Responsible Decision Making when compared to the fall and spring administration of the CCSD Needs Assessment.</p> <p>CCSD CARES Curriculum Developer</p> <p>Goal: Every month, updated, accurate, and fully functional CCSD CARES curriculum will be released to CCSD teachers for required delivery of CCSD CARES lessons to students.</p> <p>Paraprofessional Technology Training</p> <p>Goal: By the end of the 2023-2024 school year, 40 paraprofessionals from various Cherokee County School District schools will attend various training in technology including Canvas, Nearpod, and Office365.</p> <p>Georgia Association of School Nurses Annual Conference</p> <p>Goal: The CCSD nurses in attendance at the GASN Annual Conference will attend sessions relating to #CCSD CARES mission and vision and be able to demonstrate the use of this information in their professional practice by the end of the 23-24 school year.</p>
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Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			<p>Resource Developer</p> <p>Goal: Implement during the 23-24 school year a whole-child program to allow students at the CCSD alternative school (ACE Academy) to reduce their time at the school using restorative practices. Program components include community service, individualized counseling, conflict resolution skills, mentoring and appropriate grades and conduct.</p>
Dade County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	By continuing to support 49% of the art teacher’s salary and supplies, the intended outcome is to continue to serve over 650 students within their elementary connection classes. Our goal is to continue offering these opportunities at an early age to support the middle and high school fine art feeder programs which includes: art, theater, chorus, and band.
Dodge County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	<p>3 School Resource Officers- to provide a safe and healthy school-Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Brave Young Men & Women coordinator- Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Restorative Justice Coordinator- Increase school climate and school culture ratings as a result</p>

			<p>of a decrease in office referrals and discipline data.</p> <p>Warrior Camp teachers-</p> <p>Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Indian Camp teachers-Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Ident-a-Kid student identification system-</p> <p>Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>PBIS Reward System Software/Application-Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Extracurricular activities and supplies-Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.</p> <p>Teacher Collaboration beyond the regular school day- Increase teacher retention and teacher effectiveness in all content areas.</p> <p>Technology/Data Collection Specialist- Increase student achievement in EOG and EOC courses/grade levels and close the achievement gap with data measured through EOG and EOC assessments.</p>
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Muscogee County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	<p>A waiver of the Title IV, Part A content area minimum percentage would allow MCSD to spend funds focused on the Well-Rounded Student focus area. The district does not intend to spend 20% of the funding in the Safe & Healthy Students category. Additionally, the district will not address the Effective Use of Technology spending category through Title IV-A.</p> <p>Achieve 3000 - a non-fiction Lexile program focused primarily on grades 3 through 12 - Improve non-fiction Lexiles</p> <p>Beable - a pilot at 3 schools (1 elementary, 1 middle, 1 high) - a literacy/career exploration program - Improve Lexiles while exposing students to careers</p> <p>CTAE Student Trips - Career & Technical Student</p> <p>Organization (CTSO) competitive events - Improve student achievement/increase student engagement</p> <p>ELLevation - EL instructional resource for ESOL & non-ESOL</p>

		<p>teachers serving Els - Improve EL learning outcomes</p> <p>Flashlight Learning – Formative assessment tool</p> <p>Supporting language development of</p> <p>Els - Improve EL learning outcomes</p> <p>GaTapp Supervisors – PT support staff for TAPP teachers – Provide ongoing, in-class support to TAPP Teacher</p> <p>IB Curriculum Materials – Materials to support IB units of instruction – Improve student achievement/increase student engagement</p> <p>IXL Math – Individualized Math Skills program - Improve student achievement/increase student engagement</p> <p>Lexia – Individualized Reading skills program - Improve student achievement/increase student engagement</p> <p>Musical Instrument Repair – Band and Orchestra instrument repairs - Improve student achievement/increase student engagement</p> <p>Personalized Learning Student Journals – Instructional resource supporting PL implementation - Improve student achievement/increase student engagement</p> <p>Professional Development – Teachers & Leaders – Beable, Renaissance, WIDA Conference, leadership development – Increase professional</p>
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		<p>capacity/improvement student achievement</p> <p>Quaver – Music Curriculum resource (grades K-5) - Improve student achievement/increase student engagement</p> <p>Remind – Texting platform to use during district professional development conferences/events.</p> <p>Renaissance – Reading & Math universal screener to support MTSS implementation – Support tiered instruction</p> <p>Robotics Competitions/Equipment – Team participation fees/equipment - Improve student achievement/increase student engagement</p> <p>Second Step Curriculum Materials – Social emotional learning resource – Improve school climate/decrease removals from instruction</p> <p>Sight Reading Factory – Music Curriculum resource (grades K-12) – Improve student achievement/increase student engagement</p> <p>Smart Music – Music Curriculum resource (grades K-12) – Improve student achievement/increase student engagement</p> <p>The Art of Education University – Art Curriculum resource (grades K-12) – Improve student achievement/increase student engagement</p> <p>Turnitin – Student Writing support program – Improve</p>
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Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			student achievement/increase student engagement
Pickens County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	The measurable goal is an increase in the number of students who are college and career ready. The expected result is that students will leave Pickens High School prepared for college or work and that the college and career readiness indicator will increase from 82.8 %to 85%.
Polk County	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	<p>Wrap Around Services</p> <p>Goal: Results from the district needs assessment demonstrate the need for systematic implementation of a Whole Child Support Program designed to support the physical, social, emotional, and mental wellness of students and families.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Tracking referrals and communication to families and community providers • Track the development of district-wide resource list. • Meeting notes and agendas <p>AP Exams</p> <p>Goal: Increase the number of students who have been classified as economically disadvantaged who register for AP Exams. Baseline number of AP Exams administered FY24: 120</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Principals were made aware of the availability of

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			<p>funding at the September Principals meeting.</p> <ul style="list-style-type: none"> • Personnel will notify that registration is complete and the names to be provided to district office in May FY24. <p>Transportation for programs outside of school hours</p> <p>Goal: Continue to provide transportation to students participating in afterschool, winter and summer school, and dual-enrollment programs.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Department meetings • Student enrollment numbers for programs <p>Professional Learning in Fast ForWord</p> <p>Goal: Teachers will attend training on Fast ForWord and be able to demonstrate the use of this information in their professional practice by the end of the school year.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Document training attendance • Document classroom implementation
State Schools	ESSA § 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109	2023-2024	Our district goals are aligned with the Special Ed outcomes from OSEP in the areas of ELA and Math: ELA Goals: 4th grade: at least 19% of State Schools students will score in the proficient range on the GMAS 8th grade: at least 15% of State Schools students will

		<p>score in the proficient range on the GMAS High School: at least 12% of State Schools students will score in the proficient range on the GMAS for American Literature.</p> <p>Math Goals: 4th grade: at least 23% of State Schools students will score in the proficient range on the GMAS 8th grade: at least 12% of State Schools students will score in the proficient range on the GMAS High School: at least 10% of State Schools students will score in the proficient range on the GMAS for Algebra I</p> <p>These overarching goals are a part of each local school's improvement plans. In addition to the expected percentages of students scoring in the proficient range in each content area and grade band on the GMAS, the other goal is for students to show growth on our state school's benchmark assessments given (3) times a year. This waiver will allow our division to allocate funds specifically for our after school programs for AASD and GAB. Students will receive small group, Tier II instruction beyond the regular school day. GSD has several new staff and these funds will be used to pay stipends to mentor teachers who will work beyond their regular work hours to help build teacher capacity and efficacy. Mentors will support novice teachers with deepening their pedagogical knowledge, understanding how to analyze student data and planning effective instruction with differentiation. Many of our students have multiple disabilities beyond hearing and/or vision impairments so we</p>
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		<p>work to provide them with expanded core curriculum opportunities to ensure they receive a well-rounded education that will help them develop independent-living skills. The waiver will assist Georgia School for the Deaf (GSD) with purchasing CTAE resource materials to support them with developing career and job-related skills. In addition, the waiver will allow us to continue to support students with their social/emotional development through the purchase of multi-sensory materials for the sensory room at GSD. We have many students with autism and other brain-related injuries who benefit from the resource materials and therapeutic services provided by both teachers and support staff. Lastly, GAB plans to use a portion of the funds to support them with getting staff certified as shallow water lifeguards. As previously mentioned, many students have both cognitive and physical disabilities in addition to their hearing and/or visual disability. Aquatic therapy supports with the development of students' gross motor skills. Waiving the spending limit for technology will enable State Schools to meet the unique needs of our 100% special education population of students in ways to help them make both academic and social gains as evidenced by our local benchmark and state assessments. We expect that the budget line items outlined in this narrative will assist our schools with meeting the district goals as well as the local school improvement goal of increased</p>
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Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
			achievement on the benchmark assessment.
Total Number of Waivers Granted			26

2. Please describe the effect of the waivers granted under the SEA’s Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

Appling County	The district made progress but did not meet the 3% growth in ELA. The district met the 3% growth on Math.
Atlanta Smart Academy	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Brooks County	Brooks County did not need the Title I Waiver for 1127a (15% Limitation on Carryover). We used 89.53% of our FY24 Title I funds.
Bryan County	<p>Kindergarten (29% to 71%), First grade (45% to 59%), and 2nd grade (30% to 47%) students made significant MAP reading growth from Fall to Spring during the 2023-2024 school year.</p> <p>Kindergarten (39% to 76%), 1st grade (55% to 65%), and 2nd grade (32% to 44%) students made significant MAP math growth from Fall to Spring during the 2022-2023 school year.</p> <p>Bryan County Elementary increased ELA growth 12.47 points (85.50 Spring 2023 to 97.97 Spring 2024) and increased Math growth 14.16 points (81.11 Spring 2023 to 95.27 Spring 2024).</p> <p>Bryan County Middle increased ELA growth 0.21 points (73.98 Spring 2023 to 74.19 Spring 2024) but decreased Math growth 6.90 points (82.39 Spring 2023 to 75.49 Spring 2024).</p> <p>Bryan County High School increased math growth 27.28 points on the EOC. In addition, American Literature EOC scores increased 10.44 points (45.36 Spring 2023 to 55.80 Spring 2024).</p> <p>Third (42% to 45%) grade students increased MAP reading growth from Fall to Spring during the 2023-2024 school year.</p> <p>Fourth (51% to 43%), Fifth grade (47% to 41%), Sixth (37% to 24%), Seventh (47% to 42%), and Eighth (35% to 32%) grade students made no gains in MAP math from Fall to Spring during the 2023-2024 school year; however, more supports are ongoing.</p> <p>Third (44% to 51%), Fourth (43% to 45%), and Seventh grade (33% to 35%) students made increases in MAP math growth from Fall to Spring during the 2023-2024 school year.</p>

	<p>Fifth (39% to 36%), Sixth (34% to 24%), and Eighth (42% to 40%) grade students made no gains in MAP math from Fall to Spring during the 2023-2024 school year; however, more supports are ongoing.</p> <p>Three schools remained operational per the state; however, 8 schools were recommended for operational status.</p> <p>The number of discipline referrals did not decrease.</p>
Clay County	Clay County School District chose to use the Ed-Flex waiver to provide training on effective lesson planning and creating effective assessments to support and help foster instructional understanding.
Clayton County	<p>Granting the Title I, Part A carryover limitation waiver under the Ed-Flex was instrumental in supporting state and local reforms to improve school and student performance. This flexibility allowed the district to reallocate unspent funds strategically, ensuring these resources directly addressed the academic needs of K-12 students. The waiver supported state and local reforms in the following ways:</p> <p>Enhanced Access to Educational Resources: The funds provided students with content-rich materials aligned with rigorous academic standards, ensuring equitable access to high-quality instruction.</p> <p>Evidence-Based Professional Development: Teachers and staff received targeted training to adopt and implement evidence-based instructional strategies, contributing to improved teaching practices and student outcomes.</p> <p>Intervention Programs: The district established after-school and summer programs to close learning gaps in critical areas like Math and ELA/Reading.</p> <p>By leveraging the waiver, the district aligned its efforts with state and local goals, improving equity, access, and overall student achievement while laying a stronger foundation for sustained academic success.</p>
Commerce City Schools	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Decatur County	<p>Content Mastery for Elementary Schools is 64% With scores trending up in ELA, Math and Science.</p> <p>Content Mastery for Middle School is 50%. However, scores show a trend down in ELA and Science. However, these are two areas that are being modified within the system.</p> <p>Content Mastery for the High School is 69% with trends moving up in all content subjects.</p>
D.E.L.T.A. STEAM Academy	The waiver allowed DELTA STEAM Academy more time to continue to provide the resources necessary to maintain and increase our charter goal data
Department of Juvenile Justice	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Dooly County	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.

Georgia Cyber Academy	GCA was switched to the traditional grant funding model in FY24 from Consolidation of Funds. The Federal Programs Director and Financial Assistant Director worked closely to monitor and manage the grants in a timely manner to ensure that GCA will have Title I expenditures greater than 85%.
Ivy Preparatory Academy, Inc	The waiver allowed us to make real time adjustments to strategies based on continuous analysis of scholar performance data.
Lincoln County	The waiver allowed us to purchase additional web-based software to support at-risk tiered students and hire in-school remediation teachers for additional hours.
Muscogee County	Hiring for vacancies has become an increasingly challenging endeavor. Periodically, unfilled vacancies leave larger sums of funding unspent at the end of the year, and MCSD does not want to spend just for the sake of spending. The waiver is beneficial to the district because it diverts unspent funding to the next year which extends the window and ability to meet student needs. The data identified in this waiver is in the process of being collected so it can be analyzed.
Rockdale County	Funds returned to our district provided for intense tutorial services that helped our students achieve success on their state required standards and Milestone Assessments.
Statesboro STEAM Academy	The waiver has helped us with working toward our goal and as preliminary data indicates, the trajectory of our performance has been positive and further proves that having the waiver benefited the students of Statesboro STEAM Academy very positively.
Utopian Academy for the Arts Charter Schools	The waiver allowed us to make adjustments to strategies based on continuous analysis of scholar performance data.
Brooks County	The waiver allowed us to employ more fine arts teachers when we did not earn them with FTE money. There has been a large focus in Georgia and locally to increase participation in fine arts programs; this waiver allowed us to increase participation in fine arts classes at the middle school level, which is directly affecting high school pathways and extracurricular activities.
Bryan County	Three schools remained operational per the state; however, 8 schools were recommended for operational status. The number of discipline referrals did not decrease.
Cherokee County	During the 2023-2024 school year, Cherokee County High School provided opportunities for our economically disadvantaged students to access Advanced Placement (AP) exams, with a goal to increase the number of exams taken by 3% compared to the 2022-2023 school year. This effort reflects the school's commitment to academic equity, ensuring that economically disadvantaged students have greater access to advanced coursework that supports college readiness and future opportunities. During the 2023-2024 school year, Cherokee County School District administered the Needs Assessment student survey for grades 4-12 with a goal to demonstrate a 3% improvement in Self-Awareness, Self-Management, and Social Awareness skills compared to the fall and spring assessments from the previous year. This initiative underscores the district's commitment to supporting students' social-emotional development as a foundation for overall well-being and academic success.

	<p>During the 2023-2024 school year, Cherokee County School District administered the Needs Assessment student survey for grades 4-12 with a goal to achieve a 3% improvement in Self-Management, Resilience, and Responsible Decision Making compared to the fall and spring assessments from the previous year. This focus reflects the district's dedication to enhancing students' social-emotional skills, which are essential for their academic success and personal growth.</p> <p>Throughout the 2023-2024 school year, the Cherokee County School District released updated, accurate, and fully functional CCSD CARES curriculum to teachers monthly. This ensured that teachers had the necessary resources to deliver required CCSD CARES lessons consistently, supporting the district's commitment to fostering a positive, supportive school environment for all students.</p> <p>By the end of the 2023-2024 school year, paraprofessionals from various Cherokee County School District schools participated in training sessions focused on technology tools such as Canvas, Chromebooks, and Office365. This initiative aimed to enhance their technical skills and support their ability to assist in the delivery of effective and engaging instruction for students across the district.</p> <p>By the end of the 2023-2024 school year, Cherokee County School District nurses attended the Georgia Association of School Nurses (GASN) Annual Conference. They successfully integrated the knowledge gained from the conference into their professional practice, enhancing their ability to provide high-quality health services to students across the district.</p> <p>During the 2023-2024 school year, Cherokee County School District implemented a whole-child program at the ACE Academy (alternative school) designed to reduce students' time at the school using restorative practices. The program included components such as community service, individualized counseling, conflict resolution skills, mentoring, and a focus on appropriate grades and conduct, all aimed at supporting students' personal growth and successful reintegration into the regular school environment.</p>
Dade County	<p>The effect of the waiver allowed flexibility for DCS to serve all elementary school students with art instruction. Based on survey results gained during progress monitoring from teachers and parents, these high engagement and creative activities had a positive impact on student performance and informed Dade County Schools to continue with this waiver in the future.</p>
Dodge County	<p>Waiver has allowed for implementation of this resource in order to increase school climate and culture that in turn will increase student performance. Resource is continuing to be implemented.</p> <p>Waiver has allowed for implementation of this resource in order to increase teacher retention and in turn will increase student performance through high quality instruction. Resource is continuing to be implemented.</p> <p>Waiver has allowed for implementation of this resource in order to increase student performance and student achievement through high quality instruction. Resource is continuing to be implemented.</p>
Muscogee County	<p>In MCSD, the curriculum for every grade level/content area is the Georgia Standards of Excellence (GSE). The identified instructional resources and supports are implemented as supplements to Tier 1 instruction because the district</p>

	<p>recognizes that Tier 1 instruction is not sufficient in and of itself to ensure the attainment of grade level/content standards for all students/subgroups.</p> <p>This was a pilot with 3 schools that began mid-year. Due to the incomplete implementation, we will continue with the pilot with the same 3 schools in FY24. The data identified in this waiver is in the process of being collected so it can be analyzed.</p> <p>100% of ESOL teachers utilize ELlevation and usage is expanding out to non-ESOL teachers.</p> <p>100% of ESOL K-8 teachers utilize Flashlight Learning for K-8 of ESOL students.</p> <p>The data identified in the following initiatives are in the process of being collected so it can be analyzed:</p> <ul style="list-style-type: none"> • CTAE Student Trips • GaTapp Supervisors • IB Curriculum Materials • IXL Math • Lexia – Individualized Reading Skills Program • Musical Instrument Repair • Personalized Learning Student Journals • Quaver – Music Curriculum • Remind – Texting platform • Renaissance – Reading and Math universal screener • Robotics • Second Step Curriculum Materials • Sight Reading Factory • Smart Music • The Art of Education University • Turnitin – Student Writing support program
Pickens County	<p>Allowed our schools to use all of our Title IV funds to pay for a College and Career Coach at the high school and an assistant instead of meeting minimum spending requirements of Title IV-A.</p>
Polk County	<p>All three areas will still be addressed we just have a need to meet the safety and healthy demands of our students. Our Wrap around Coordinator and Specialist are working with schools, counselors, mental health agencies and specialists to serve the needs of all students. These needs include food, hygiene products, mental health services and coordination, counseling needs, possible help with transportation needs. Our district has been able to cover AP costs and provide transportation for extended learning opportunities with our Well-Rounded delegation of funds. Professional Learning for the Fast ForWord program is meeting our needs for the Effective Use of Technology delegation. Our district feels the need to meet our students’ needs with wrap around services and staff is a priority for Title IV funding.</p>
State Schools	<p>In the 2023 legislative session, state legislators passed the Georgia early Literacy Act which addresses kindergarten through third grade reading. All of our students are referred through the IEP process and often enter our schools reading several grades below grade level. This waiver allowed us to waive the technology</p>

	<p>requirement and use funds to implement afterschool programs to support literacy development. Funds were also used to support developing the “whole child” as students were exposed to authentic learning experiences STEM (science, technology, engineering, math) and CTAE activities to build their knowledge and understanding around career options.</p> <p>According to the Georgia Educator Pipeline Dashboard (accessed via Georgia Insights), 19.18% of teachers have five years of experience or less. Additionally, 42.1% of Georgia teachers in 2022 have fewer than 10 years of experience. Every year since 2018, the number of teachers with 0-5 years of experience has increased. According to Ingersoll (2019) as many as 44% of new teachers leave the profession within the first five years and 10% leave after year one. In a recent (2021) study by the Rand Corporation, the lack of support for new teachers is cited as a main reason for induction teachers leaving the classroom. Presumably, effective teacher induction support should address the conditions that cause teachers to leave, including, but not limited to, poor leadership, lack of collegial support, feelings of isolation, dissatisfaction with growth potential, and concerns about school safety. When districts and schools organize to accelerate new teacher development, they give all children access to a highly effective teacher and provide children who are most in need of a quality education with teachers capable of helping them (Moir, 2009).</p> <p>State Schools uses the GaDOE Teacher Induction Guidance document as a resource for training new teacher mentors and providing effective support for our new teaching staff.</p>
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3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

Appling County	<p>Preliminary CCRPI data shows that Title I funding provided to schools contributed to continuous success in ELA by making progress.</p> <p>Preliminary CCRPI data shows that Title I funding provided to schools contributed to continuous success in Math by meeting the 3% growth target.</p>
Atlanta Smart Academy	<p>The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.</p>
Brooks County	<p>Brooks County did not need the Title I Waiver for 1127a (15% Limitation on Carryover). We used 89.53% of our FY24 Title I funds.</p>
Bryan County	<p>The waiver allowed the district to use ARP ESSER funds to support after-school tutoring and supplemental intervention programs for the district (all schools) in addition to the implementation of the Title I School-Wide program and consolidated funding utilized at Title I schools.</p> <p>Additional interventions are being implemented to reduce ISS, OSS, and office discipline referrals which prevented some schools from achieving operational status.</p>
Clay County	<p>Clay County School District did see an increase in all subject areas on the FY24 Georgia Milestones Assessment System (GMAS). We met the targeted goal of 7% increase in all subject areas. The scores were as follow: ELA increased from 56% to 70% (target: 59.92%); Math increased from 61% to 70 (target: 65.27%); Science increased from 34% to 54% (target: 36.38%); and Social Studies increased from 48% to 53% (target: 51.36%).</p>

	<p>Clay County Elementary School did see an increase in each subject area except Math. The scores in Math remained the same. The scores were as follow: ELA increased from 19% to 26% (students: 9 to 16); Math remained the same 21% to 21% (students: 10 to 11); Science increased from 15% to 34% (students: 2 to 5). Although the number of students did not match, there was still an increase in the number of students performing at the Proficient and/or Distinguished Levels on the GMAS.</p> <p>Clay County Middle School did see an increase in all subject areas. The scores were as follow: ELA increased from 15% to 30% (students: 9 to 14); Math increased from 5% to 19% (students: 3 to 9); Science increased from 0% to 27% (students: 0 to 4); and Social Studies increased from 7% to 20% (students: 2 to 3). Although the number of students did not match, there was still an increase in the number of students performing at the Proficient and/or Distinguished Levels on the GMAS.</p>
Clayton County	<p>The Title I, Part A carryover limitation waiver significantly contributed to measurable improvements in student performance across multiple grade levels and subjects.</p> <p>In English Language Arts (ELA), High School American Literature saw a 2-percentage-point increase, while Grades 3, 5, 6, and 8 experienced gains of 3, 6, 2, and 3 percentage points, respectively.</p> <p>Mathematics performance also improved, with Grade 4 showing a 2-percentage-point increase, Grade 5 improving by 4 points, Grade 6 by 2 points, Grade 7 by 4 points, and Grade 8 achieving the highest gain of 8 percentage points.</p> <p>These achievements underscore the waiver's role in enabling schools to implement targeted strategies and interventions that directly addressed student learning needs, resulting in enhanced academic outcomes.</p>
Commerce City Schools	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Decatur County	Waiver provides funds that allow for teachers to be paid for in each of these areas, as well as paraprofessionals and program products that are braid funded with the curriculum department as needed to focus on specific areas of need.
D.E.L.T.A. STEAM Academy	<p>The waiver helped us work toward our charter goals. We have made increases in scores but have not yet met our goals in mathematics</p> <p>While we saw gains in ELA and Math, we understand we have areas of growth and the need for coaching our teaches on flexible grouping and strategies for success.</p>
Department of Juvenile Justice	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Dooly County	The Local Educational Agency did not submit their Ed-Flex Evaluation as of the date of this report.
Georgia Cyber Academy	The CNA drove the CLIP and the action items in the CLIP were implemented using federally budgeted funds. GCA drew down at least 85% of all originally budgeted federal grants in FY24. The Homeless Education Grant provided additional and unexpected funds in January of FY24 that

	caused us to not spend over 85%. We received no findings during our regularly scheduled CFM in finance indicators.
Ivy Preparatory Academy, Inc	The intervention used will continue. While the six-percentage point increase was not realized in all grades, there was progress made with some grade levels: In ELA and mathematics, there was an increase in performance for three of the six grade levels. In ELA, increases were noted with 5th, 7th and 8th. In math, increases were noted in 4th 6th and 8th grades. With math two grade levels had over an increase of 11% and 17%. Ivy scholars performed well in social studies and math with 11% increases for both subjects.
Lincoln County	The waiver allowed us to purchase additional web-based software to support at-risk tiered students and hire in-school remediation teachers for additional hours.
Muscogee County	Larger carryover allotments allow schools, especially our smaller ones who receive smaller allocations, to implement strategies and resources that they typically would not be able to do. This is additionally relevant as ten new schools have been designated as Title I schools.
Rockdale County	RCPS Milestones results indicate improved student achievement in areas of concern; reading, ELA, and math. We utilized all of the carryover funds and met the 85% requirement for our current year.
Statesboro STEAM Academy	The school has used the waiver to help us combat the effects of learning loss that students experienced during the COVID-19. Based on our results and data we can see that students most affected by the pandemic are making the appropriate gains necessary for positive growth toward overall proficiency.
Utopian Academy for the Arts Charter Schools	The strategies were partially implemented and monitoring was not consistent. There were delays in providing high quality tutoring/extended learning for students.
Brooks County	<p>Since we were able to have a part-time art teacher provided by the waiver, students had more choices in electives they could take, an art club was offered, and numerous students found a passion for the visual arts and plan to continue with that pathway in high school. We were able to have smaller elective classes by having the added class, and this allowed for more personal instruction and ability to build relationships with students. We did not have a climate rating last year, so we could not use that to measure the effectiveness of the goal, but we did increase math and reading scores, and I believe the climate and classes like this had an effect on that.</p> <p>The ability to add a theatre and dance class to the high school class choices allowed us to increase the number of students completing the Fine Arts Pathway, as well as offer a wider array of electives for students to take. The amount of students who completed a Fine Arts Pathway last year and received a seal on their diploma increased from the prior year.</p>
Bryan County	Additional interventions are being implemented to reduce ISS, OSS, and office discipline referrals which prevented some schools from achieving operational status.
Cherokee County	In the 2023-24 school year, CCSD utilized Title IV funds to cover the cost of 101 AP exams for economically disadvantaged students across all CCSD high schools, marking a 12% increase from the previous year.

The evaluation of the Title IV waiver will incorporate data from the Spring 2023-2024 administration of the Cherokee County Needs Assessment student survey, covering grades 4-12. The results demonstrate measurable progress in key social-emotional learning domains:

Self-Awareness: The percentage of students confident this was a strength or high strength increased from 61.9% in SY 2023 to 64.45% in SY 2024, reflecting a growth of 2.55%.

Self-Management: Confidence in this area showed a slight improvement, rising from 73.18% in SY 2023 to 73.28% in SY 2024, an increase of 0.10%.

Social Awareness: The percentage of students confident this was a strength or high strength grew from 82.6% in SY 2023 to 82.83% in SY 2024, an increase of 0.23%.

These results align with the goal of fostering social-emotional development, demonstrating incremental progress in these areas.

The evaluation of the Title IV waiver will include an analysis of data from the Spring 2023-2024 administration of the Cherokee County Needs Assessment student survey, covering grades 4-12. The results reveal mixed progress in key social-emotional learning areas:

Self-Management: Confidence in this area increased slightly from 73.18% in SY 2023 to 73.28% in SY 2024, reflecting a growth of 0.10%.

Resilience: Confidence in this area showed a notable decline, dropping from 85.05% in SY 2023 to 66.34% in SY 2024, representing an 18.71% decrease.

Responsible Decision-Making: Confidence rose modestly from 85.99% in SY 2023 to 86.28% in SY 2024, indicating a 0.29% improvement.

While progress was evident in self-management and responsible decision-making, the significant decline in resilience highlights a critical area for further focus and intervention.

Each month during the 2023-24 school year, all CCSD CARES lessons were reviewed by the Curriculum Developer and sent via email to every CCSD principal for teacher distribution. Additionally, the CCSD CARES Curriculum Developer collaborated with counselors, principals, and teachers from all grade levels to update, revise, and enhance all CCSD CARES lessons for ongoing use in SY2023-24. Documentation of this work is available upon request.

A total of 87 paraprofessionals were trained, with 45 substitutes funded through Title IV. Comparison of post-survey to pre-survey results showed that participants became significantly more comfortable using various Microsoft products utilized by CCSD, including Office365, Canvas, and Chromebooks.

Title IV funds enabled 13 CCSD nurses to attend the GASN conference in the summer of 2024. They have since shared the knowledge gained with colleagues

	<p>during fall professional development meetings. Documentation, including attendance records and presentations, has been collected and is available upon request.</p> <p>SY23-24 Data for ACE Academy's Redemption Program (Data includes only students enrolled at ACE Academy during SY23-24)</p> <p>222 students were eligible for the Redemption program in SY23-24.</p> <p>9 students opted out during orientation, and 3 students withdrew from CCSD, leaving 210 participants.</p> <p>28 students (13%) were removed from the program due to conduct issues, lack of participation, attendance, or grades.</p> <p>90 students (43%) successfully completed the program.</p> <p>93 students (44%) are currently enrolled at ACE Academy, progressing through the program.</p> <p>183 students (87%) have either successfully completed or are currently engaged in the program.</p> <p>Additional Redemption Program Data SY23-24</p> <p>38 orientations conducted.</p> <p>5 Must Ministries volunteer trips (46 students participated)</p> <p>140 students completed community service projects (Transition Academy: 94; Must Ministries: 46)</p> <p>8 conflict resolution groups held.</p> <p>25 drug-free counseling sessions conducted.</p> <p>134 transition meetings with home schools</p>
Dade County	<p>The relationship of the waiver to the performance of the students yielded high engagement around pop art, movement, and creativity surrounding the art instruction that was provided to students at Davis and Dade Elementary School students. This was indicated on recent survey results of parents which indicated 83% were satisfied or very satisfied with the art instruction their child is receiving from the following question, "In an effort to promote well-rounded educational opportunities and increase student learning, Dade County Schools uses Federal Funds to fund a part-time Art Teacher at Davis and Dade Elementary Schools. If your student attends either elementary school and is provided art instruction, how satisfied are you with the art instruction your child is receiving."</p>
Dodge County	<p>The Ed Flex approved resource is a necessary component to increasing school climate and culture across the district in order to meet the needs and goals of the system.</p>

	<p>The Ed Flex approved resource is a necessary component to increasing high quality instruction through professional learning and collaboration.</p> <p>The Ed Flex approved resource is a necessary component to increasing student achievement and narrowing the achievement gap across the district in order to meet the needs and goals of the system.</p>
Muscogee County	<p>This waiver allowed the school district to fund the identified instructional resources and supports which would not have been possible if the percentage thresholds for Title IV, Part A had not been waived. The implemented resources and supports have been strategic efforts to provide supplemental support to students within the RTI tiers.</p> <p>By allowing the waiver of percentage thresholds for the buckets, MCS D has been able to more strategically target student achievement gaps.</p>
Pickens County	<p>Since 2018 (C&CC hired Fall 2018) we have increased our total DE courses completed by students from 78 to ____, of which our core courses went from 54 to ____ and our skill trade courses from 33 to __through DE. Our total DE credit hours increase from 272 to ____. Our C&C readiness decreased to 77.3 for FY23.</p> <p>Even though our Readiness score decreased, our dual enrollment data showed significant increases</p>
Polk County	<p>Our Wrap Around Specialists and Coordinators are meeting the growing needs of our students in Polk School District. Our greatest use of Title IV funding is to meet the direct needs of our students.</p> <p>-Hygiene, Clothing, Food, help with transportation (as needed), Counseling needs. Our Coordinator and Specialist help to ensure the needs of the students to the best of our ability.</p>
State Schools	<p>The waiver enabled State Schools to be able to provide students with afterschool sessions targeting foundational ELA skill development as well as improved numeracy proficiency and expanded core curriculum which supports all students; especially our visually impaired students with developing life skills in order to achieve their highest level of independence.</p> <p>Through our STEM and CTAE programming, students have been exposed to a myriad of real-life learning experiences to support their educational, social and emotional development in support of preparing them for post-secondary educational opportunities and careers.</p> <p>Teacher mentors received stipends for providing weekly support to new teachers by assisting them with lesson planning, instructional delivery, and assessments.</p>

Total Number of Waivers Granted			

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at OESE.titlei-@ed.gov.



Ed-Flex Annual Reporting Template

State:

Indiana

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
For all information, please see the attached file, “IN 2024 Ed-Flex Data Report” for information requested.			
Total Number of Waivers Granted			176

2. Please describe the effect of the waivers granted under the SEA's Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

Although it was not the original intent, the Ed-Flex waivers have been invaluable to LEAs due to the effects of the COVID pandemic. LEAs have been able to expand their paraprofessional pool to better serve students experiencing learning losses; carryover greater amounts of Title I-A funds to offset the influx of ESF funds, staffing shortages, and supply chain disruptions which resulted in fewer dollars being able to be expended; and greater flexibility in the use of Title IV-A funds to more effectively meet the growing mental health needs of students and staff both exacerbated by, and increased due to, the continued effects of the pandemic.

In the 2023-2024 school year, LEAs were preparing for the "fiscal cliff" with the end of the COVID ESF while continuing to implement robust strategies to address learning loss. The use of Ed-Flex waivers allowed LEAs to creatively address the continued challenges of staff shortages, student and staff wellness, and student academic achievement. The waivers allowed LEAs to continue to improve overall school and student performance.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

Waiver #1: Increasing Title I carryover percentage from 15% to 25% - LEAs continued to experience staffing shortages and supply chain disruptions due to the COVID pandemic. Several of these LEAs use the additional carryover funds to support tutoring and other activities to address learning gaps, allowed for additional time to search for qualified staff, and/or purchase alternative supplies/materials that were not affected by supply chain issues. Several LEAs used the additional carryover funds for staff that directly addressed learning loss.

Waiver #2: Paraprofessional Requirements - The flexibility in paraprofessional skills and experiences allowed for a wider staffing pool from which to hire staff to address learning loss through teacher support and intervention programs. This waiver allowed many LEAs to increase their ability to recruit and retain effective staff, while increasing the number of students supported by paraprofessionals.

Waiver #3: Title I-D Flexibility in Transition Maximum Funds Allowable - IDOC used funds to help mitigate the effects of COVID entity closures/opening in relation to transitions from 100% virtual and/or hybrid learning environments to in-person instruction.

Waiver #4: Title IV-A Flexibility in Focus Area Funding Distribution when Allocation is Greater than \$30,000 - LEAs used this waiver to enhance and increase funding of activities to address student and staff wellness, improve student attendance, and improve MTSS processes. LEAs also purchased software and programs related to assessment and interventions to increase student achievement and lessen learning loss/gaps. Due to the ending of COVID ESF, this waiver allowed LEAs to respond uniquely to their specific school needs and focus on student achievement in a holistic manner.

4. At the State’s discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA’s oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives.

In January 2024, IDOE updated the ed-flex waiver application and process to gather information on the impact of waivers on school and student performance more effectively. Before making these updates, IDOE staff met and discussed with our Federal Programs Advisory Board, comprised of several stakeholders from a variety of LEAs and organizations. Members provided insight and feedback to ensure that changes were relevant, necessary, and did not create a burden for the field.

Overall, IDOE has found the use of ed-flex waivers have provided a significant benefit toward improving student academic achievement, fully expending federal funds in an allowable manner, hiring effective staff, and progressing toward IDOE’s overall educational objectives. The use of these waivers has been especially critical in 2024 while LEAs prepared for the end of COVID ESF while still responding to the remaining unique needs of students, including learning loss and chronic absenteeism.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at [OESE.titlei-@ed.gov](mailto:OESE.titlei-ed.gov).

Submission Date	Corporation Name	Request for Implementation in School Year:	Waiver #1:	Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility allow the LEA to implement more direct services to students?	Please describe how the carry over funds will be used to support direct services for students.	Waiver #2:	Please indicate the criteria that will be used to determine that a paraprofessional is highly-qualified (select all that apply):	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV-A funds	Please describe how progress toward the goal(s) will be evaluated. This response should provide specific criteria aligning to the LEA's overall goals. Please also include the evaluation timeline and the person(s) that will be responsible for evaluating progress toward goal(s).	Please describe the overall expected results of waiving the requirement above. This response should include how the requested waiver will improve student achievement in schools affected by the waiver(s) or decrease barriers to education reform.	Please describe the specific and measurable educationally related goal(s) that will be achieved through the application of this waiver? Please include both district-wide and/or individual school level goals as applicable.	Please describe how parents, educators, and all other interested community stakeholders had the opportunity to comment on the waiver. This response should also include how the comments are to be received, and how the comments may be reviewed by other members of the public.
Aug 27, 2024	Crawford County Community School Corporation	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%	As a district and in each school one of the goals is to increase ILEARN scores. The use of these funds to support instructional assistants will provide more small group and possibly one on one remediation.		The carry over funds will be used to fund instructional assistants in our Title I programming.					This year we have opted in to the ILEARN checkpoints which we hope will provide data on student progress towards their ILEARN scores.	As a district and in each school one of the goals is to increase ILEARN scores. The use of these funds to support instructional assistants will provide more small group and possibly one on one remediation that in turn will help students perform higher and raise scores.	Our district and schools goals are to increase ILEARN scores and with the waiver funds we can provide remediation to our students through instructional assistants.	All stakeholders had the opportunity to comment on the waiver by emailing their comments to the Superintendent and then all comments would be publicized on the school's website so they could be reviewed by other members of the public.
Jul 17, 2024	Jay School Corporation	2024-2025					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements.	Two years of college experience A two-year college degree Passed the Para-Pro Assessment (within the first year of employment) One year, or 1,000 hours of previous employment experience in a school or other setting in a position that supported student academic instruction Passed annual school-level evaluations Completed 48 credit hours of college level classes Child Development Associate (CDA) credential Completed LEA required professional development modules/training			Progress towards this goal and the criteria to evaluate this goal is the fact that I.A. positions are getting filled. Thus, reducing the number of openings on the job listing site. Mr. Paxson will be keeping track of the progress toward this goal.	The Jay School Corporation (JSC) can fill Instructional Assistant positions by using the Ed-Flex waiver. JSC can have additional student support in the classroom where I.A.'s are needed.	The goal of the JSC is to have open positions filled. This waiver helps to achieve this goal. Thus providing additional classroom support.	The school board agenda is made public a week before a regular scheduled meeting. An agenda item is "Comments from Patrons"
Jul 6, 2024	Caston School Corporation	2024-25	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Progress toward the goal is measured on this google doc: https://docs.google.com/spreadsheets/d/1G0FntdBG7uy_Tfrr9kO2gx6aw47Mn8SLD261BjFgg/edit?usp=sharing	Caston School Corporation has a goal of one years growth per 180 days of school for all students. Current levels for this goal on standardized assessments are: Caston Elementary ELA52% Math 56% Caston JR SR High ELA37% Math 50% Caston School District ELA45% Math 53%	The notice was posted our our Public Notices tab on our school website.	
Jun 26, 2024	Smith-Green Community Schools	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								The goals will be evaluated through the Fall, Winter, and Spring NWEA assessments. The data from the assessments will be analyzed by the admin, classroom teachers and Title staff. The first goal evaluation will be during the Winter NWEA assessment. If required, changes will be made in services. Progress monitoring through the NWEA ORF will be completed one time per month to help gauge progress between Assessments.	The funds will be utilized to help provide resources and support to struggling readers. Through title funds, we currently fund partial salaries of a licensed teacher and three instructional assistants. The additional funds will be utilized to offset additional costs. The support staff will be able to help provide additional reading support within the classrooms.	We only have one elementary in the district. As a result, the district and school goals are the same. The goal is to increase the number of students that are reading at or above grade level by the Reading NWEA assessment that will be given in the Spring of 2025. Based on the data collected from the spring 2024 NWEA Reading assessment, 44% of the K-5 students scored at or above grade level. The goal for this school year would be to increase that percentage by at least 10%.	Parents, educators, and all other interested community stakeholders have the opportunity to provide comment on the waiver through email to the Superintendent or the Title Coordinator. The feedback will be collected and discussed at the next Public School Board meeting.

Jun 6, 2024	Lake Central School Corporation	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Director of Primary Curriculum and Title I administrator will meet with building administrators quarterly to review reading progress as measured by IREADY data, summative assessments, and other district assessments. This data will predict success on ILEARN ELA and will also allow us to evaluate the effectiveness of WIN Time. Final ILEARN scores will be reviewed in Spring 2025.	Carry-over funds will allow us to have staff available for the full school day to support students, rather than limiting their hours. We are implementing a new intervention program in our elementary schools (What I Need Time) and the additional funds will give us flexibility with staffing and materials to support the implementation of WIN Time.	Increase proficiency rate on ILEARN ELA for 4th graders from 53% to 57%.	Notice was posted on the Lake Central School Corporation website. Additional notification was sent to parents and staff in our Title I eligible buildings via Parent Square, our school communication application. Comments were requested via email. Public comments will also be accepted at the school board meeting on 6/10/24 and comments received via email will be shared at that meeting. School board meeting notes and recordings of school board meetings are posted on the LCS website.
Jun 1, 2024	Lake Ridge New Tech Schools	2023/2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								First, to fill a room of 20 preschoolers would meet our enrollment goal. Secondly, to evaluate comparatively to the local Head Start outcomes, our Title 1 preschoolers will achieve on the average at the same rate the Head Start preschooler's do. Thirdly, following the model of Head Start, we will see regular, quality parent involvement for each of our enrolled students on a par with the exemplary model of Head Start parent engagement.	The waiver will allow for additional funds to be carried over to the current budget year. In this budget year we are preparing to open a Title 1 preschool classroom. This will allow for us to pay for supplies, IT, and personnel costs for pre-service training.	The most prevalent initiative in this school year is early literacy. This is the first year we have been part of the IDOE literacy cadre in an effort to improve our ELA outcomes and IREAD pass rate. Our elementary was just put on the TSI list, so the intervention is critical. What will help promote early literacy is to have the students one additional year through a developmental preschool program. We are modeling after Head Start which is a very academic and proven program.	Our heaviest community traffic is on Facebook. Each of our schools has their own site, plus our district has a site. The notice was posted on all of them, shared by viewers, and given a week to make public comment.
May 31, 2024	Silver Creek School Corporation	2023-2024 to 2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								data discussions will focus on growth demonstrated on ILEARN checkpoints, CFAs, and Dyslexia Screeners. Discipline data will be analyzed each quarter to determine if there is a reduction in discipline occurrences. Building administrators will see an increase in engaging, STEM integrated, rigorous lessons during daily walk throughs. Directors will see an increase in engaging, STEM integrated, rigorous lessons during building walk throughs. Curriculum directors will lead the evaluation process, data analysis, and team in making changes to plans based on	Title I funds cover staffing costs. We experienced two staffing impacts this year which reduced our overall spending from the grant. One impact was the vacant literacy coach position for approximately 5 months. The second was having our Title I assistants switch roles for periods of time to cover leaves of absences (paid through the education fund). An amendment was submitted and approved in April to reallocate the available funds to ensure we are appropriately spending the 2023-2024 funds. We believe we will reach the expected 85% spending of Title I funds by September 30, 2024, but believe it would be in our best interest to apply for an Ed-Flex waiver.	be reviewed to determine progress made towards achieving a 95% pass rate. The overall pass rate was 80.7% spring of 2023 and the current pass rate for spring 2024 is 77%. The goal is to increase the pass rate by 3% each year. Surveys are used to gather feedback from staff on professional development offered throughout the year. This information is shared with the waiver day committee to help solidify and strengthen professional development plans. These meetings will take place each quarter during the 24-25 school year. Discipline baseline data will be collected this summer to use as a measurement tool in	opportunity for public comments was listed on the school board meeting agenda as an action item during the May 28, 2024 school board meeting. The agenda was shared with the community the week prior by email to all employees, agenda placement on the district website, and the information posted on the doors of the central office building & elementary building (where the meetings are held). The information was also listed on the district website with an additional opportunity for public comments before and after the board meeting. All public comments were also placed on the district website for community review. A link was added to the district webpage to provide
May 31, 2024	Flat Rock Hawcreek School Corporation	2023-2034	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Quarterly Meetings with Grant Program Admin, Building Level Principals, School Psychologist, Dean, Title I teacher, behavior coach, and teachers to review data and evaluate progress.	The waiver funds will be used for Title I staffing to support at-risk students and increase literacy as measured by Dibels and IREAD-3.	Our overall proficiency as measured by dibels at the end of the year for K-2 is 76%. Next year, our goals is to be 80% proficient by the end of the year.	Parents, educators, board members, and community members will have an opportunity to comment, ask questions, and receive clarification at the board meeting.

May 30, 2024	New Albany Floyd County	2024-2025								LEAs who receive more than \$30,000 in Title IV-A funds do not have to meet the 20% requirement for well-rounded education and social emotional learning.	health services to students. Tracking the number of students recommended to receive services and how many continued or followed through with a program provided by Well Stone Regional Hospital through the 2024-2025 school year. The Director of Special Services will monitor the success of the goal. Goal 2- Provide CTE Pathways and AP Exams to all students enrolled in an AP class. The purpose of adding a PLTW Biomedical course is to provide more pathway options to students in the 2024-2025 school year. The percentage of students taking PLTW classes and students taking AP exams that are enrolled in the class will be monitored by the Assistant	As NAFCS monitors the mental well being for students, the waiver allows the opportunity to provide services as needed without the restraints of the initial focus areas' percentages.	The graduation requirements and implementation of CTE pathways has increased the focus on students obtaining the Indiana College Core. By providing PLTW, Advanced Placement Courses and Dual Credit Courses, students are not only able to graduate, but are better prepared for their College and/or Careers and both New Albany High School and Floyd Central High School are able to be identified as Early College Schools through University of Indianapolis. The use of the funding allows NAFCS to provide courses and assessment opportunities for a diverse population of students.	The community was provided the opportunity to give feedback by completing a Google Form posted on the New Albany Floyd County School Corporation's website.
May 30, 2024	Richmond Community Schools	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%							our new Title I representative. She will monitor these intervention para positions in each building. Here is a timeline with goals: July- Post intervention para positions for each K-8 school. August- Ensure each building has hired their para for the intervention classroom. October- Evaluate the effectiveness of these paras and their job responsibilities. December- Evaluate the effectiveness of these paras and their job responsibilities. Also, ensure all positions are filled prior to the start of the second semester. March- Evaluate the effectiveness of these paras and their job responsibilities. June- Evaluate the effectiveness of these paras and their job responsibilities.	Staffing has been an issue throughout the school year in RCS. This waiver will allow us to reallocate funding to meet the needs of our students rather than try to quickly spend funds to get to the 15% carryover threshold.	This waiver will allow us to hire paraprofessionals in our redesigned intervention program to work under the guidance of a certified interventionist on a daily basis. Our funding this year assisted our students in achieving above the previous year's ILEARN scores in math and English for grades 3rd-7th. Our goal is for each school to improve on their current student performance during the 24-25 school year.	This will be presented at our June 19, 2024, school board meeting. Community members will be able to speak publicly about the waiver. They can also email Brent Baker with questions regarding the waiver. All comments and emails will be collected, reviewed, and shared at the July 2024 school board meeting.	
May 30, 2024	Plymouth Community School Corporation	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%							Progress is measured formatively and summatively by PSC's instructional staff and administrators. During instructional units, teachers administer common assessments and then meet collaboratively and systematically to determine what additional instruction students need in order to achieve local performance outcomes. Additionally, PSC administers the NWEA assessment semi annually, and instructional staff and administrators meet to review progress towards school and district goals and develop comprehensive learning plans for all students.	PSC has been able to purchase supplies that were previously unavailable, and it has successfully staffed its Title I positions for the 2024-2025 school year. The supplies and additional staffing will further improve the continuum and services and resources available to students.	practices" in reading to ensure that ALL children are given the opportunity to become readers. Providing research-based reading instruction and reinforcement of skills has shown positive results with regard to our students and their reading performance over the past year. Our goal is to continue to work with students experiencing reading difficulties by providing additional support systems that address their needs so that everyone can experience reading success! Our Title support focuses on research-based strategies in reading which is in addition to the reading instruction received by ALL students in the classroom. Students who need extra reading support	PSC published notification of its request for an Ed Flex Waiver on its Corporation website. The public has been provided two opportunities to provide comment— they may do so at its monthly board meeting on June 4, 2024 or by contacting Assistant Superintendent Jill VanDriessche.	

May 22, 2024	School City of Hammond	23-24									<p>This answer is specifically focused on the student achievement during summer school programming. Paraprofessionals contribute to the overall student achievement in the district, during summer and throughout the school year. The Assistant Superintendent of Academics, Michele Riise, will be responsible for compiling the information related to the educational goals of an increased IREAD pass rate, additional high school credits, and the number of students meeting diploma requirements. The baseline data will be available after the last day of school and the comparison data will be available for comparison and evaluation at the end of the summer.</p>	<p>Title I paraprofessionals work directly to support our students. Without them, student achievement would decrease. Teachers are not able to meet the academic needs of their students alone. Students failing one year creates a domino effect of their failure throughout all of their school years. Students failing by the time they are in high school lead to heavy failure and drop out rates.</p>	<p>By allowing greater flexibility in the requirements of paraprofessionals, the School City of Hammond will be able to provide stronger support to our summer school program and school year programming at all schools. This helps supplement the classroom instruction of certified teachers and allows us to reach more students individually. Students attending summer school will improve student achievement across the district. Providing EL support, Sp Ed support, and transportation to students will also remove barriers to accessing this supplemental educational support.</p>	<p>This waiver was sent out via ParentSquare, the district's communication system, as part of the annual Family Friendly Survey. Every person had the opportunity to respond to the waiver. It was sent out in both English and Spanish. The comments were collected automatically on a google spreadsheet and updated in live time. The comments may be viewed on the School City of Hammond's website.</p>
May 22, 2024	School City of Hammond	23-24	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								<p>The Assistant Superintendent of Academics, Michele Riise, will be responsible for compiling the information related to the educational goals of an increased IREAD pass rate, additional high school credits, and the number of students meeting diploma requirements. The baseline data will be available after the last day of school and the comparison data will be available for comparison and evaluation at the end of the summer.</p>	<p>By increasing the percentage of allowable carryover funds, the School City of Hammond will be able to fund all of the supports necessary to run an effective summer school program. This helps supplement the narrowly focused summer school grant from the state and lets us meet our students' needs. Students attending summer school will improve student achievement across the district. Providing EL support, Sp Ed support, and transportation to students will also remove barriers to accessing this supplemental educational support.</p>	<p>The School City of Hammond is focusing this summer on increasing the IREAD pass rate, gaining high school credits, and earning enough credits to meet diploma requirements and consequently, increasing the graduation rate.</p>	<p>This waiver was sent out via ParentSquare, the district's communication system, as part of the annual Family Friendly Survey. Every person had the opportunity to respond to the waiver. It was sent out in both English and Spanish. The comments were collected automatically on a google spreadsheet and updated in live time. The comments may be viewed on the School City of Hammond's website.</p>
May 20, 2024	South Spencer School Corporation	FY 2023 (SY 2022-2023) Allocation	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								<p>Middle of the year and end of year local assessments will be evaluated (NWEA and ILEARN Checkpoints) as well as state testing data on ILEARN and IREAD. School administration, district admin, and teacher teams meet in regular monthly data meetings to review data checkpoints and ensure progress is being made. The goal for each elementary is to improve 2-5% passing rate in ELA next school year, and to maintain above 90% passing rate on IREAD.</p>	<p>The Title 1-A grant funds support our elementary school programs by providing the funding for staff and materials to support interventions for academically at-risk students. The excess funding will be used to continue those efforts in our elementary schools.</p>	<p>Improved reading proficiency as shown on NWEA, ILEARN, and IREAD growth and passing percentage.</p>	<p>Stakeholders may comment via email or personal contact with the superintendent and/or title grants administrator. Comments are also solicited in a title meeting that includes educators, parents, and other community stakeholders.</p>
May 20, 2024	Franklin Community School Corporation	2023-24	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								<p>Each building monitors these goals with progress monitoring data that is consistent throughout the district. Students are monitored in their classrooms with pre/post unit assessment data and placed into intervention group based on that data. Students pulled for Title I are monitored ever week on their progress and SPED students are monitored biweekly. This data allows for teachers to adjust interventions when needed prior to IREAD-3 and ILEARN data coming out.</p>	<p>The waiver will allow us to send teacher representatives to multiple professional development opportunities that align with our educational journey through the PLC process, RTI strategies, trauma informed classrooms, and creating meaningful time to learn and plan for teaching young learners to read.</p>	<p>The district wide goal of using these funds is to achieve the goal of being at 90% proficient in IREAD-3 and 45% proficient in middle level(grades 5-8) mathematics on the ILEARN assessment.</p>	<p>There is a link on the school website for public comments to be submitted. There is also a link to view all the responses that have been submitted.</p>

May 17, 2024	Hammond Academy of Science and Technology	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								As of the close of the fiscal year, HAST has expended 77% of the grant, amounting to \$234,677.19. This spending reflects the strategic shifts undertaken by HAST, transitioning from a targeted Title I school to a school-wide model. This transformation has afforded us greater flexibility in utilizing federal funding to address the varied needs of our student population, particularly in ELA, Math, and social-emotional development.	With the use of federal money moving forward, HAST will increase Math and ELA by 5 % each year and be above state average for this underserved population of students by providing extra support as in staff intervention and social workers.	the Superintendent formally announced the proposed ed flex waiver, highlighting its potential impact and importance for the community. This announcement served as the initial step in a comprehensive effort to engage parents, educators, and other interested community stakeholders in the decision-making process. To ensure broad and inclusive community participation, the following steps were taken: 1. Announcement at the Board Meeting: The superintendent introduced the ed flex waiver during the April board meeting, outlining its key components and the rationale behind it. This meeting was publicly	
May 17, 2024	Shoals Community School Corporation	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								improve NWEA scores for English/Language Arts and Mathematics. 17.6% of Grade 3 students were proficient in English/Language Arts on ILEARN in Spring of 2023. 31.6% of Grade 4 students were proficient in English/Language Arts on the ILEARN in Spring of 2023. 23.7% of Grade 5 students were proficient in English/Language Arts on the ILEARN in Spring of 2023.	NWEA: 28.77% of students in grades 3-5 were estimated to be at or above proficiency in Reading on the ILEARN test according to Fall 2022 NWEA scores.	We publicized the request for the waiver and solicited public comments at a School Board meeting on May 14, 2024. Comments from the public were allowed. Parents, educators, and all other interested community stakeholders had the opportunity to comment on the waiver at the school board meeting. The comments were to be received by the superintendent and may be viewed in the school board meeting notes.	
May 16, 2024	Shenandoah School Corporation	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								We will use IREAD-3 data to ultimately measure progress towards our goal. Additionally, we will use NWEA assessment results, as well as data from our Dyslexia Screener.	The requested waiver will allow us to purchase curricular materials for K-5 reading. The materials purchased have been approved by the IN Department of Education as aligned to the Science of Reading. As a result of this purchase, our Elementary School will be teaching 100% Science of Reading.	A school and Corporation goal is to have 100% of our students at grade level for reading. This purchase will allow us to teach with curricular materials that are rooted in the Science of Reading. We will no longer be using products from Lucy Calkins.	Information was posted onto our website, with instructions to email with questions or comments about the waiver.
May 15, 2024	Goshen Community Schools	Increased flexibility to fill staffing shortages	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Data will be collected and evaluated on a quarterly basis to ensure that students receiving intervention services are hitting benchmarks.	GCS currently has all available Title I funded positions filled. We experienced gaps in our staffing which ultimately caused the excess carryover. Student achievement will be directly affected by our utilization of the waiver as it is data supported that intervention is more impactful to student achievement than utilizing funds to buy items.	It is expected that we will see an increase in Iread and Ilearn scores in those students that are receiving intervention services. Our instructors utilize the same curriculum that is utilized by classroom teachers which helps reinforce what they are learning and specific gaps can be addressed immediately.	A group of community stakeholders were informed and discussed the waiver at our May 7, 2024 meeting. They were actively interested in additional activities to increase parent involvement.

May 14, 2024	MSD of North Posey County	22-23	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Monthly referral data will be collected. Intervention support methods will be tracked and evaluated for success.	for MSD of North Posey County will allow the district to carry over an additional \$2,417.91 to the fiscal year 2024 Title I grant instead of forfeiting the funds. The District did not expend the required 85% of the budget during fiscal year 2023 due to difficulties in securing a professional contract to provide the school with additional behavioral support. After exhausting local and virtual professional service providers, the district chose to pivot to hiring a Behavioral Interventionist to support this need. The Behavioral Interventionist is charged with creating behavioral support plans, positive behavior reinforcement, social skills training, collaboration and training for teachers and staff, family	Students who demonstrated significant behavior needs during the 2023-2024 school year will be targeted for additional intervention support. Referral to the office will decrease for these students by 25% during the 2024-25 school year.	The application was published as a part of the regular school board meeting for May. Public comment was allowed and all comments, if any, are both recorded and included in minutes and shared to the District website.
May 13, 2024	Westfield Washington Schools	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								This goal will be monitored at the district level by Carmen Carnes, Director of Data and Assessment, and Kyle Miller, Director of Student Supports and Counseling Services at the end of the 2023-2024 school year, as well as for the beginning of the 2024-2025 school year.	Westfield Washington Schools would like to utilize these additional funds to add money into the transportation set aside to pay for McKinney-Vento students who need transportation due to homelessness. These students cannot continue to achieve academically if transportation to school is a barrier. We would also utilize the additional funds to pay for additional staff who work with our Tier 2 and 3 students on reading and math interventions to improve student achievement for students who are behind.	Students who require specific transportation in a McKinney-Vento circumstance, will achieve their individual growth targets in both reading and math as measured by the spring NWEA assessment. Students who participate in Tier 2 intervention with a Title 1 IA will achieve their individual growth target for the subject (reading or math) in which they are receiving targeted instruction.	Dr. John Atha presented an update to the school board and community during our April 16, 2024 school board session. Parents were given an opportunity to comment at the board meeting or reach out to the office afterwards with any follow up comments or questions regarding the waiver.
May 13, 2024	North Adams Community Schools	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								North Adams Community Schools tracks student progress three times per year with formative assessments, in which goals are set for and discussed with each student. Additionally, summative assessments are utilized, as applicable, to monitor student growth. The anticipated growth is being monitored from formative and summative assessments by both the building principal and Director of Learning, the collaboration in monitoring growth and analyzing data takes place individually and collaboratively with meetings to strategically plan for subsequent goalsetting with the greater school community.	The use of the funds being requested as carryover will allow North Adams Community Schools to continue to provide small group instruction to students at Belmont Elementary. Daily small group reading instruction provides students specific instruction to maximize growth potential, and all students in need at Belmont Elementary are eligible for services. This instruction reduces barriers for students who are typically at risk for barriers in their academics, therefore ensuring growth is a priority for all students.	At Belmont Elementary, and North Adams collectively, improving scores in reading has been, and continues to be a goal documented in both School Improvement Plans and the Pre-Application. The carryover funds will support the goals of increasing student achievement in the school by 5%. The district has set a goal of minimally meeting the state average on state assessments, which the funds from this carryover would help support.	North Adams Community Schools has publicly notified community stakeholders via district website, including the details of requesting to carryover funds utilizing the Ed-Flex Waiver. Any stakeholders who would like to comment, are directed to reach out to Tiffany Heine, Director of Learning to discuss concerns and provide feedback regarding the need for this waiver. All concerns will be documented and shared with the Department as requested.

May 10, 2024	North Vermillion Community School Corporation	2023/2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Progress towards our goals are evaluated through weekly PLC data discussion meetings among educators as well as regular progress monitoring and formative assessments within classrooms through our iReady curriculum. When increases in student growth are not met, interventions will be assigned. The Title I Coordinator will regularly meet with and discuss student data and growth towards goals to determine the need for interventions. The building level administrators as well as district administrators will meet to discuss student data regularly to determine if the current curriculum and instruction is meeting the students needs toward meeting district and building level goals.	The waiving of the above requirement will allow our school corporation to provide more staffing to service those students at-risk of not meeting rigorous state standards. The more staff employed to service at-risk students decreases the student-staff ratio allowing more one-on-one intervention services to be provided. Students are more likely to meet state standards when student to staff ratios are lower, and those at-risk students are provided with more one-on-one interventions.	The goals we are working to achieve include improving math scores on state standardized testing from 26.2% to 35% district wide. This will be measured through results from the state's ILEARN testing. We are also working to improve our school level math and reading goals by 5% on our diagnostic testing. This will be measured through results from our end of year diagnostic testing on iReady.	Parents, educators, and all other interested community stakeholders had the opportunity to contact our Title I Coordinator via email to submit any comments regarding the waiver. It was communicated that all interested community stakeholders could email our Title I Coordinator to review other comments that were submitted as well.
May 8, 2024	Charles A. Tindley Accelerated School	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								regular monitoring of attendance rates and for individual students deemed to be at risk of falling grades and/or retention Regular monitoring of student grades and course completion toward grad plan	The excess amount carryover will be applied to the HS Counselor position which is moving from a part time to a full time position for the 24-25 school year. This change will provide better supports to students to monitor graduation plans, grades and attendance.	Improved student attendance increased monitoring of student grades implementation of graduation plans	The information was sent to staff and parents via the weekly newsletter. The option to email the School Leader with comments or suggestions was given. Any comments received would be made available at the school main office.
May 7, 2024	Salem Community Schools	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Progress toward these goals will be evaluated at each progress monitoring/benchmark assessment - beginning of year, middle of year and end of year. Title I instructors will monitor each student's progress and report growth from beginning to end of year. These assessments are given in Aug, Dec, and May.	With additional funding, the waiver will improve student achievement. The funds will be used to hire additional staffing to support the tier 2 and tier 3 instruction and intervention. Through small group work, one goal is to improve foundational skills in literacy and mathematics.	Students who fall in the bottom 20% of their grade level will be targeted for interventions. Students who receive interventions will perform/raise their NWEA scores 5 pts. based on the subject area of intervention.	On the notice on the website, we provided emails to both the superintendent and the treasurer for feedback. The waiver is also slated for the May School Board meeting agenda, allowing the public to ask questions, make comments. Mrs. Mires and Mrs. Hamilton will gather all comments for discussion and will post on the school website.
Apr 26, 2024	MACONAQUA H SCHOOL CORPORATION	2023-24	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Student formative assessment achievement and growth will be measured utilizing IREADY, ILEARN Checkpoint assessments, and WIDA results following the implementation of the resources purchased and evaluated by building principals and LEP Coordinator.	The unforfeited funds will allow us to purchase instructional materials for our LEP subgroup at our elementary schools. The resources will provide tailored instruction for students with limited English proficiency and are struggling in ELA and Math standards.	Eighty percent of students will demonstrate proficiency/mastery of identified priority standards in core content areas on formative assessment measures no less than two times per school year.	Information regarding our intent to apply for the Ed-Flex waiver was posted to our website and included a link to a Google form where parents, community members and staff could provide feedback regarding the waiver request.

Apr 25, 2024	Richland-Bean Blossom Community School Corporation	2023-2024										LEAs who receive more than \$30,000 in Title IV-A funds do not have to meet the 20% requirement for well-rounded education and social emotional learning.							Community School Corporation began growing our STEM program in 2016. Our efforts with STEM transformed into our Ready Schools Initiative. Through Ready Schools, we are implementing PBL, PLTW, Media Production, Design Planning in addition to STEM learning activities, and Student-Run businesses. The corporation has fully invested in these innovative learning initiatives by building STEM Labs in the elementary schools, Design Labs in the junior high, and our Innovative Learning Center (ILC) in the high school. Through other grant funds, RBBCSC has employed Ready Schools Instructional Coaches in the two elementary schools and one at the junior high school. Our Director of	The Superintendent will give a report to the RBBCSC School Board about the successful impact of Title IV funding of an ILC Instructional Coach. The Superintendent will share with the School Board on how the Instructional Coach's work in the ILC aligns with our corporation's mission: Caring. Daring. Preparing. We are a family that cares about our students, their families, and the community. We dare to promote bold innovations to help all learners succeed and to prepare them to change their world for the better.	An approval of RBBCSC's Ed-Flex Waiver will result in a full-time Instructional Coach working with students and teachers in the Edgewood High School's Innovative Learning Center on PBL, PLTW, STEAM, and Student-Run Businesses. An approval of RBBCSC's Ed-Flex Waiver will result in an increase in the amount of EHS students participating in PBL, PLTW, STEAM, and Student Run Businesses during the 2023-2024 school year. An approval of RBBCSC's Ed-Flex Waiver will result in 90% of EHS students working with the ILC Instructional Coach indicating a favorable rating on their experiences.	15th school board agenda the request for the board to consider the approval for the superintendent to apply for the Ed-Flex Waiver. In this public meeting, the superintendent shared information on Title IV Grant Requirements for school corporations that receive more than \$30,000 in their distribution. The superintendent informed the board that RBBCSC receives more than \$30,000 and needed to either amend the Title IV #723 grant or apply for an Ed-Flex Waiver. The superintendent also shared ways that the public will be informed and ways the public can give comments or ask questions. The Board Agenda is advertised on our website and posted on the front door of our corporation office.		
Apr 25, 2024	South Harrison School Corporation	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%																We will continue having our Title I staff to work with small groups in our lower grades. We will be using some of this grant money to purchase decodable books.	Our goal is to provide quality education to all Title I students. We will use this waiver money to keep current Title I staff in place and add decodable books to Title I classrooms.	We will achieve 90% or higher in all Title I schools on I-READ 2025 test.	Public are able to comment and/or ask questions by contacting Jill Timberlake, Director of Title I. Her email and phone number were attached to the document and shared on the LEA website.		
Apr 24, 2024	Vincennes Community School Corporation	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%																The Title I program director, Assistant Superintendent, and Superintendent will analyze the ILEARN results, from 2024, and compare them to the results from our stated goal.	The waiver funds will be used towards the payment of Title I teacher salaries and benefits as stated in the Title I application, as well as additional reading supplies for our classrooms.	As a district and at each of our elementary schools one of the goals is to increase our ILEARN scores by 5 percentage points. The use of these funds, to purchase additional reading materials will help our teachers progress toward this goal.	Parents and community members had up to three days to make comments or ask questions. Parents or community members are also given an opportunity, at the school board meeting, to raise questions during the public comment portion of the meeting.		
Apr 22, 2024	Community Schools of Frankfort	2023/2024										LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements.	Two years of college experience A two-year college degree Passed the Para-Pro Assessment (within the first year of employment) One year, or 1,000 hours of previous employment experience in a school or other setting in a position that supported student academic instruction Passed annual school-level evaluations Completed 48 credit hours of college level classes Child Development Associate (CDA) credential Completed LEA required professional development modules/training								We have a score card that each building is responsible for based on our 3 pillars - Early Literacy, Community, and Post Secondary. The Director of Academic Learning and The Director of Student Achievement meet monthly with principals to discuss the progress on each goal.	By waiving the requirement, it allows our district to retain and attract paraprofessionals which will improve student achievement in our schools.	Our district-wide pillar of community is based on the retention and attraction of our staff and students.	We posted the announcement on our website with contact information. If contacted, information will be reviewed and then added to a FAQ that will be posted on the Title I page.
Apr 22, 2024	Community Schools of Frankfort	2023/2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%																We have a score card that each building is responsible for based on our three pillars - Early Literacy, Community, and Post Secondary. The Director of Academic Learning and The Director of Student Achievement meet with principals to discuss progress on the goals monthly.	By waiving the requirements, it allows our district to maximize the availability of funds to help our most vulnerable students. We will be using the extra carryover funds to continue our work with achieving our 3 Pillar Goals.	Our district-wide pillar goals of Early Literacy, Community, and Post Secondary is what we measure everything on. This will allow us the opportunity to continue our work with the pillar of Early Literacy. 80% of our Kindergarten and First Grade students will be at mastery of early reading skills by the end of the year. We are making great strides and this will help us continue that endeavor.	This was discussed with leadership and there was an announcement posted and a contact given on website. If contacted it will be reviewed and then attached to a FAQ that will be listed on the Title I page.		

Apr 22, 2024	South Adams Schools	2023/2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%									Progress of these goals will be evaluated in a number of ways. First, we are piloting the ILEARN checkpoint assessments in the 2024-2025 school year. After each pilot checkpoint, building level administrators, classroom teachers, and interventionists will analyze checkpoint data and revise/review/evaluate the progress of the intervention plans that are in place.	The goal of the waiver is continue to provide financial flexibility moving into the post ESSER era in terms of providing a continual high level of academic and social/emotional support to students and their families.	The educationally related goals that will be achieved through this application are directly aimed at continuing already in place levels of student intervention that have a highly effective impact on our At-Risk, Underserved populations. The ability to continue this level of service to our students will be a directly achieved goal of this waiver application.	Within the release of information is a Google Form link that allows any interested community stakeholders to provide input. Stakeholders were given one week to comment once the notification was given.
Apr 18, 2024	Central Noble Community School Corporation	23-24	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%									Quarterly school data will be reviewed to assess the effectiveness and the progress towards our defined goals. Annual meetings will occur in June to identify the overall effectiveness of the Title funded programs and activities related to our goals. Attendees will include building level administrators, grant coordinators, superintendent, and corporation business management.	FY 23 to FY 24 - Waiver #1 will allow the corporation the ability to fully fund our district Title I teacher and IA staff so that our students can receive the greatest instructional impact from our funds. These staff directly assist our students with academic needs and interventions.	CNCS Goal: By the year 2027, IREAD3 Proficiency(Pass) Rates will be 95% or higher. This increase will be an increase of 12% from the 2022 IREAD Passing Rate of 83%. Once students are identified as at-risk, our Title funded staff utilize interventions to increase the academic success of those students.	approval to apply for Ed-Flex Waiver #1 on April 15, 2024 at a regularly scheduled school board meeting. Our board agenda gets published prior to the meeting so that the public can review what will be discussed at the board meeting. At the start of each meeting, a review of any public comments is read aloud by our school board members. No public comments were submitted for this school board meeting. An explanation was given to the school board about the purpose and importance of the waiver for our Title funded programs. The request was approved 3-0 to submit for Waiver #1. If public comment had been received, CNCS would have thanked the community member for their comment and requested time
Apr 18, 2024	Fremont Community Schools	22-23	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%									IREAD 3 assessment data and local progress monitoring will provide valuable feedback. The target date is to attend the professional development in the month of May and be prepared for the start of the 2024-2025 school year.	More flexibility will provide our corporation with the opportunity to use our resources more effectively. We would like to be able to provide more direct services to students, thereby increasing academic achievement.	With the recent legislative changes in regard to IREAD we would like to seek professional development to meet the needs of our students in upper elementary.	The Ed-Flex waiver was presented at our School Board meeting. Board members and the public had a time to comment on the waiver. No comments were made.
Apr 10, 2024	Mitchell Community Schools	2023-2024	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%									Each building looks at growth and proficiency data each school year to determine if goals were met. This is also completed during the Title I Pre-App process. Responsible persons include district administrators and building administrators.	Overall expected results of waiving the requirement above will be to use the carry over funding to meeting the goals and action items of our Title I School Improvement Plans as determined by the Comprehensive Needs Assessments. Specifically our SIPs call for intensive, focused skill by skill remediation for students showing learning gaps in literacy and mathematics in KG-5.	Specific and measurable goals that will be achieved include increases in proficiency and growth scores in our Exact Path formative scores, easy CBM benchmark and progress monitoring scores, IREAD-3 grade 2 and 3 proficiency scores, and ILEARN math and ELA scores. We desire to increase growth and proficiency scores by 10% each year as well as striving to be above the state and national averages for growth.	Stakeholders had the opportunity to comment of the waiver during our monthly general school board meeting. Comments are made publicly when stakeholders sign up to speak onsite. Comments can be reviewed by other members of the public by attending the board meeting in-person, live virtually, or by watching the live virtual recording on our YouTube site.

Mar 13, 2024	East Allen County Schools	2023/2024 SY	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								rates and increasing WIDA scores - EACS is being more intentional about how we are working to increase all our EL student's reading and the implementation of the WIDA standards combined with the Science of Reading. We are working on better cross curricular lessons to increase student's academic vocabulary in math, science, social studies and not just developing their skills and understanding of the English language. Progress of these implementations and goal evaluations at our Title schools are being performed through collaborative efforts that take place at monthly and quarterly data meetings, and include our EL and grade level teachers, RTI specialists, Instructional Coaches, Title III Director, Principal/Vice	By allowing EACS the flexibility to increase our carry-over Title I funds, it will allow us to maintain the additional staff that our Title I schools need to provide necessary additional supports for students and staff. The extra time and resources will help pay for Instructional Coaches who support our newer teachers at our Title schools, RTI specialists and Behavior Support Specialists who focus on the instructional and behavioral needs of our students to improve student achievement, and other Para positions who help students most in need at our buildings	district, but especially in our Title I school's because they have highest levels of EL Students, is the focus on improving English fluency rates and increasing WIDA scores. With the support of Title I funds, the flexibility waiver will allow us to maintain the staff needed to offer additional instruction and behavior supports that are extremely needed in our EL population. The EL population continues to grow, especially at Southwick Elementary, Prince Chapman Academy, and Paul Harding Jr. High, and now more than ever EACS will use this opportunity to help achieve the goal of English fluency in these schools. 2. Additionally, EACS continues to develop new SEL	The Ed-Flex Waiver and documents were presented at the public School Board meeting on Feb 20th, 2024. The Board Meeting is public to all community stakeholders and streams live on the EACS website. The Ed-Flex Waiver documents were submitted prior to the meeting and available to all community stakeholders on the EACS website. Community stakeholders are allowed to attend the school board meeting in-person or watch virtually, and if they attend in person, are able to speak publicly to voice their opinions and make comments. They are also welcome to email the superintendent for comments.	
Mar 3, 2024	North Putnam Community Schools	23-24									Progress toward the goals above will be evaluated using the following criteria: IREAD-3 Scores for 2nd and 3rd grades, 2024 and 2025 ILEARN Benchmark Assessment Scores (opted in for pilot) The above criteria will be utilized to determine students meeting standards and those who need more support and remediation to meet the goals. The timeline for this goal is the 2024-2025 school year. Persons responsible: Principals Literacy Coach Teachers	Waiving the requirement above will provide us with the funds to meet academic goals. We intend to hire a literacy coach to strengthen literacy instruction at both Bainbridge and Roachdale elementary schools based on the Science of Reading to ensure that all students are competent readers by 3rd grade. The literacy coach will also work to align standards with curriculum.	Goal: 95% or more of all 3rd grade students in North Putnam Community School Corporation will pass the IREAD-3 in 2025. Goal: The K-8 Literacy English/Language Arts Curriculum will be 100% articulated and standards-aligned by May 2025.	Parents were given the email to our Assistant Superintendent, Rodney Simpson. He will receive comments through email. Those comments will be shared on our webpage and at our school board meeting.	
Feb 20, 2024	Paoli Community School Corporation	2022-2023	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Progress towards the goals will be evaluated through a dual approach. Classroom teachers will regularly assess and track student progress using iReady data, alongside other relevant assessments, to monitor individual growth in ELA proficiency. Concurrently, the building principal will oversee school-wide progress, collating and analyzing aggregate data from all grade levels. Monthly grade-level meetings will provide a forum for discussing progress, sharing best practices, and identifying strategies for improvement.	The Title I funds carried forward will strategically target students encountering academic challenges. This endeavor will entail the procurement of instructional materials tailored to address the unique learning needs of individual students. Additionally, these funds will be allocated towards the training of Title I personnel in methodologies pertinent to literacy and the science of reading, thereby enhancing their capacity to effectively support student development.	To enhance literacy proficiency among students, our aim is for students in grades 1 and 2 to demonstrate measurable improvement in iReady ELA Scores, as evidenced by increased scores from the initial benchmark to the final assessment within the academic year. Additionally, for students in grades 3 through 6, the objective is to achieve a 2% increase on iLearn ELA proficiency compared to the preceding year's performance.	The requested waiver was advertised in the Board Agenda prior to the February 12 meeting. Public comment was solicited regarding the waiver during the February 12 meeting. No public comments were made.	
Feb 6, 2024	Franklin Township Community School	2023-2024									LEAs who receive more than \$30,000 in Title IV-A funds do not have to meet the 20% requirement for well-rounded education and social emotional learning.				The Press Release was posted on the school website in early January. The Press Release included a link for public comment. When there are comments, the comments are posted.

Feb 6, 2024	Franklin Township Community School	2023-2024						LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements.	A two-year college degree Passed the Para-Pro Assessment (within the first year of employment) One year, or 1,000 hours of previous employment experience in a school or other setting in a position that supported student academic instruction Passed annual school-level evaluations Completed 48 credit hours of college level classes Child Development Associate (CDA) credential Completed LEA required professional development modules/training						The Press Release was posted on the school website in early January. The Press Release included a link for public comment. When there are comments, the comments are posted.
Jan 22, 2024	Tipton Community School Corporation	2024-2025	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%								Johnson and Joel Larrison) and our Assistant Superintendent (Scott Jaworski) will be responsible for evaluating these goals and how they relate to our district's overall goals of 93% pass rate on IREAD-3 by the end of the summer and 42% proficiency rate on ILEARN English/Language Arts for grades 3-8. These individuals will ensure the funds are spent to improve classroom learning experience for students and measure it's impact on student achievement relative to our progress monitoring goals. Purchases for classroom material improvements should be completed before the 2024-2025 school year and evaluation of progress towards these goals will be monitored throughout the	With the waiver, we will utilize the rollover funds to develop classroom libraries to create more diverse, differentiated, and appropriate learning opportunities for students, which in turn, are expected to have a positive impact on student achievement, particularly in the areas of reading and English/language arts.	Our specific and measurable goal with these funds is to see an improvement on both IREAD-3 and ILEARN results in our elementary. In the 2024-2025 IREAD-3 assessment, 90% of our third grade students will pass by the Spring testing window. In the 2024-2025 ILEARN assessment, 45% of our elementary students will earn at least a proficient score.	The Ed-Flex Waiver request was publicized through our corporation newsletter in January (which is emailed out to all stakeholders and accessible via our district website). Members of the public were able to submit comments to the superintendent via email (included in the posting). Comments made by members of the public could be reviewed upon request.	
Dec 21, 2023	CHARLES A BEARD MEMORIAL SCHOOL CORPORATION	2023	LEAs may carry over up to 25% of their Title I-A funds to the following fiscal year. This will increase the maximum Title I-A carryover from 15%												The notice was posted on the school website. https://www.cabeard.k12.in.us/domain/20 Stakeholders have the ability to comment at public meetings or contact the school directly.
Nov 3, 2023	Indianapolis Public Schools		LEAs may carry over up to 25% of their Title I, Part A funds to the following fiscal year. This will increase the maximum Title I, Part A carryover from 15%	Competency-based learning and personalized learning for students, the use of professional services by teachers, providing opportunities for new and alternative sources of student support, contributing to the well-rounded education of students.	The flexibility waiver will allow us to increase allocations at the school level, providing direct services to students in a supplemental capacity. Additionally, district-level services, via this flexibility, will support initiatives toward narrowing gaps and supporting students.										
Oct 20, 2023	Greenfield-Central Community School Corporation				This will allow us to utilize our Title IV funding in a more effective manner, helping to align to our strategic plan to increase the equitable access to advance placement coursework and tests for our students, especially those who are economically disadvantaged.				LEAs who receive more than \$30,000 in Title IV, A funds do not have to spend 20% on well-rounded education and social emotional learning	GCSC was able to secure a federal School-Based Mental Health grant, thus allowing us to sustain SEL/mental health programming. Within the first year, GCSC has greatly reduced our student to mental health provider ratio to approach recommended ratios of 1:250. This allows us to use our data demonstrating a need for improved equitable access to AP coursework for economically disadvantaged students and support the purchase of supplemental supplies, coursework materials, and test fees.					

Oct 2, 2023	Muncie Community Schools		LEAs may carry over up to 25% of their Title I, Part A funds to the following fiscal year. This will increase the maximum Title I, Part A carryover from 15%	The flexibility of this waiver will allow the LEA to pay for additional certified and non-certified staff who work directly with students.	The approval of this waiver will allow for the LEA to utilize carry-over funds for the SY 24 to cover certified and non-certified staff who work directly with students in an effort to improve academic achievement.									
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Ed-Flex Annual Reporting Template

State:

Massachusetts

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Public Schools of Brookline	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> In FY23, Brookline started a new Academic Achievement Center (AAC) at its high school, but it took longer than expected to get it started in its first year. Brookline used these funds to increase capacity in the Academic Achievement Center in its second year. This helped support Brookline’s goal of achieving 100% on-time graduation for all students because of the Academic Achievement Center’s focus on supporting seniors in danger of failing required courses. Additional funds allowed Brookline to expand to serving 10th and 11th grade students.</p> <p><u>Impact of Waiver:</u> The AAC launched in January 2024 for the SY 2023-2024. The program met Monday, Wednesday, and Thursday from 3 p.m. to 5:30 p.m. Staff included a biology teacher, special educational paraprofessional, support staff, and program coordinator. 37 students participated in the program. 16 of the 28 students attended more than five sessions. Students who participated in the AAC were less likely to need summer school and all students who did not register for summer school were able to attain passing grades in their core courses. Overall, the program was judged to be effective.</p>
Dracut Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Dracut sought this waiver to support district teachers and students with new Science of Reading curriculum materials. Because the contract for the materials began after the deadline to spend 85% of Year 1 funds, Dracut requested the waiver through November 2023 to support the purchase of materials that would accompany the program.</p> <p><u>Impact of Waiver:</u> The Ed-Flex Waiver helped Dracut Public Schools support teachers and students with a stronger, research-based literacy program in grades K-8. The feedback from staff regarding the program has been positive and staff members have shared that while the new curriculum is different, they like how robust and strong it is. Exit tickets from professional development sessions and feedback during department meetings and PLC meetings indicate that teachers are invested in the new program and continue to need support in various areas. Dracut’s Administrative Instructional Walk-through sessions have been focused on observing the teaching of this program so district Instructional Coaches and Administrators can continue to both calibrate expectations and support teachers. As the school year continues, so will the professional development sessions, department/PLC meetings, and continued diagnostic assessment of students to further monitor reading levels and growth. During the 2023-2024 school year, Dracut tracked student reading growth using iReady. Dracut also did some preliminary data tracking and comparisons at the elementary level. Dracut compared the growth percentages of the</p>

			<p>classrooms where the new program was being piloted/softly rolled out to the classrooms that were using the old program to see if there was any significant difference.</p> <p>The following is what Dracut gathered:</p> <p>Kindergarten - The classrooms where the new program was used showed higher percentages of growth from the fall diagnostic to the winter diagnostic than the classrooms in the same schools using the old program</p> <p>First Grade - The classrooms where the new program was used did not show much of a difference in percentages of growth from the fall to the winter compared to the classrooms in the same school using the old program</p> <p>Second Grade - The classrooms where the new program was used showed similar growth differences compared to the classrooms at the same school that used the old program. It should be noted that the two pilot teachers were on maternity leave for a portion of this school year</p> <p>Third Grade - One classroom was in line with the percentage data as that of the old program but the other showed a significant growth difference at the end of the school year compared to the classrooms at the school who used the old program</p> <p>Fourth Grade - Both classrooms who used the new program showed similar growth numbers compared to the old program</p> <p>Fifth Grade - Similar to second grade, these teachers were not in the classroom for the full year as both had medical leaves. Both classrooms for grade 5 had mixed results.</p>
Fall River Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Fall River Public Schools requested this waiver to fulfill its instructional priority that all educators internalize the content of district-sponsored, grade-level materials while considering current student data to plan effective instruction, so that all students, including students with disabilities and multilingual learners, acquire grade-appropriate knowledge and skills. By waiving the 85% requirement, Fall River requested to retain use of the funds that exceed the carryover limit. Examples of the types of flexibility that the waiver allowed for were increased time on learning during winter and spring break, school year interventions and summer programming for struggling learners.</p> <p><u>Impact of Waiver:</u> This waiver has resulted in significant opportunities for the bottom 25% of each grade to engage in supplemental offerings, such as the winter and spring vacation learning academies and summer programming at Title I schools. The 2023 official accountability reports show that Fall River has made moderate progress towards its targets, with a criterion-referenced target percentage of 47%, demonstrating that these programs are having growth on student learning outcomes. This outcome aligns with the rationale provided for the waiver request, as it underscores the district's commitment to utilizing student data to inform and develop priorities for FY24, particularly in the internalization of high-quality instructional materials. Due to the waiver, the district was able to work towards accomplishing its goals that would not have been attainable otherwise.</p>

<p>Framingham Public Schools</p>	<p>Title I 15% Carryover Limit; ESEA Sec. 1127(a)</p>	<p>SY2023-24</p>	<p><u>Rationale for Waiver:</u> Framingham Public Schools requested this waiver due to struggles in hiring staff in the two years after COVID for the positions on the grant. FPS had a significant decrease in staff due to COVID and hiring has gotten back on track as of FY24.</p> <p><u>Impact of Waiver:</u> This waiver allowed Framingham Public Schools to place supplemental Vice Principals positions in all Title I elementary schools. The additional Vice Principal positions were needed to support students' social-emotional, behavioral, and academic needs. Their presence in the schools allowed for increased supervision and evaluation of educators and increased interaction with students to develop a sense of belonging and a culture of feedback that centered teaching and learning at the forefront of the work. These positions worked to strengthen the core program in those identified schools to promote the educational development of each student. All schools, including those who received Title I funding for additional vice principal roles, began the implementation of High-Quality Instructional Materials in Literacy in 2023-2024, which included the routine use of the new programs. These Vice Principals used their role to assist in the robust implementation of the new programs. They were integral members of the working groups with TNTP through the GLEAM grant. As a result of the implementation, schools moved from 66% of classrooms rated yes/mostly in the Fall of 2023 to 95% in the Spring of 2024 in Core Action 1, which aligned with the routine use of FPS's newly adopted curriculums.</p>
<p>Lawrence Public Schools</p>	<p>Title I 15% Carryover Limit; ESEA Sec. 1127(a)</p>	<p>SY2023-24</p>	<p><u>Rationale for Waiver:</u> Lawrence Public Schools requested this waiver to allow additional flexibility with its Title I program and expenditures.</p> <p><u>Impact of Waiver:</u> The Ed-Flex waiver allowed specific high-quality student support services and programs to be utilized for the district's student needs throughout all its schools. Lawrence Public School's Title 1 programming included the direct support of its students and the instructional staff that work to further student academic growth.</p> <p>In SY 2023-24, Lawrence saw a 3% increase in students earning scores in the “passing” categories (i.e., partially meeting, meeting, exceeding) of MCAS mathematics over the previous school year. In addition, 10 out of 18 schools showed increases in the percentage of students meeting or exceeding expectations. Results on the ELA MCAS were less successful, with only 3 of 18 schools showing increasing levels of proficiency. A review of the Accountability Report indicates that the district has made substantial progress toward targets. The most substantial progress was made for the lowest 25% performing students in Grades 3-8 earning 79% of points possible and in Grade 10 earning 65% of points possible. Furthermore, every school in Lawrence was identified as either making moderate or substantial progress toward targets. LPS believes that the flexibility afforded by the waiver improved achievement, especially for its lowest 25% students performing above where it would have been without the waiver.</p>

<p>Lawrence Family Development Charter School</p>	<p>Title I 15% Carryover Limit; ESEA Sec. 1127(a)</p>	<p>SY2023-24</p>	<p><u>Rationale for Waiver According to LEA:</u> Lawrence Family Development Charter School requested this waiver to more efficiently pursue its goal of improving student achievement across all grade levels. LFDCS's district goals involve incorporating students' social, emotional, and mental health in helping them improve academic achievement. Achieving this goal has especially been difficult for its most vulnerable students and LPDCS wanted to make sure that all students' needs were addressed.</p> <p><u>Impact of Waiver:</u> The data from 2023-24 MCAS performance aligns with the rationale provided for the Lawrence Family Charter's waiver request, showing the intended impact on student outcomes. There were significant increases in the percentage of students meeting or exceeding expectations in ELA, Math, and Science, including notable improvements at the 3rd, 5th, 7th, and 8th grade levels. These gains in academic achievement are reflected in key accountability indicators, such as a 36% accountability percentile, a 20% improvement in student growth, and a 60% average achievement score in ELA, Math, and Science. Furthermore, subgroup performance saw substantial progress, with the lowest performing students earning 53% of possible points (up from 17%) and high needs students increasing their achievement points from 0 to 13%. These results clearly demonstrate that the waiver successfully supported improvements in both overall student performance and specific subgroup outcomes.</p>
<p>Leominster Public Schools</p>	<p>Title I 15% Carryover Limit; ESEA Sec. 1127(a)</p>	<p>SY2023-24</p>	<p><u>Rationale for Waiver:</u> Leominster Public Schools requested this waiver because staffing shortages resulted in the district being unable to hire enough highly qualified staff to provide Title I services. These staff were deemed crucial to both school and district improvement plans and student outcome goals.</p> <p><u>Impact of Waiver:</u> The flexibility provided by the waiver allowed Leominster to better align local and state educational reforms with federal mandates, promoting improved school and student performance. 1) Leominster allocated federal funding more effectively, targeting areas critical to its at-risk student population. Leominster uses iReady as a benchmark assessment for ELA and math achievement grades K-8. In ELA Leominster students showed a positive change from 16 % on or above grade level in Fall 23 to 38 % on or above grade level in Spring 2024. In Mathematics the increase of students at or above grade level from Fall 23 to Spring 24 was from 7% to 32%. DIBELS measures for ELA grades K-5 showed an increase from 59% core or core + to 66% core or core + by Spring of 2024. Use of HQIM and teacher PD on implementation has supported a decrease in chronic absenteeism from a rate of 30.4 in 2022 to 22.5 in 2024. 2) Tier I and II interventions supporting EL students resulted in a steady increase in the percentage of students showing yearly progress from 42% in 2022 to 46 % in 2024.</p>

Norwood Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Norwood Public Schools requested this waiver so that it could provide equitable high-quality instruction for its elementary schools that use evidence-based Tier 2 early literacy interventions. Norwood sought to use additional carryover money for intervention personnel as well as to fund a small extended year program for its Title I eligible students with a data-based decision-making model. Providing individualized instruction within an MTSS format was an initiative within the Norwood Public Schools Districtwide Strategic Plan.</p> <p><u>Impact of Waiver:</u> The impact of the waiver was that during the FY22 and FY23 school years, having an additional teacher and additional extended school year support (both funded with Title I) to provide specific, targeted intervention resulted in increasing the achievement of students performing at or above Norwood’s benchmark, as measured by district assessments. This was consistent with the intended impact of the waiver. These gains declined in FY24 when Norwood did not have that additional position. For FY24, Norwood was able to spend down the grant in year 1 with less than 15% remaining for year 2, demonstrating that the waiver requested in FY23 was a short-term request.”</p> <table border="1" data-bbox="789 686 1434 1227"> <thead> <tr> <th data-bbox="789 686 976 784">Academic Performance</th> <th data-bbox="976 686 1081 784">FY21 (2020-2021)</th> <th data-bbox="1081 686 1205 784">FY22 (2021-22)</th> <th data-bbox="1205 686 1329 784">FY23 (2022-23)</th> <th data-bbox="1329 686 1434 784">FY 24 (2023-24)</th> </tr> </thead> <tbody> <tr> <td data-bbox="789 784 976 932">Grade 1 as measured by CBM/ Dibels, % at benchmark</td> <td data-bbox="976 784 1081 932">Not available</td> <td data-bbox="1081 784 1205 932">64% STAR CBM</td> <td data-bbox="1205 784 1329 932">77% STAR CBM</td> <td data-bbox="1329 784 1434 932">61% DIBELS</td> </tr> <tr> <td data-bbox="789 932 976 1079">Grade 2 as measured by STAR, % at benchmark</td> <td data-bbox="976 932 1081 1079">60%</td> <td data-bbox="1081 932 1205 1079">66%</td> <td data-bbox="1205 932 1329 1079">59%</td> <td data-bbox="1329 932 1434 1079">53%</td> </tr> <tr> <td data-bbox="789 1079 976 1227">Grade 3 as measured by STAR, % at benchmark</td> <td data-bbox="976 1079 1081 1227">58%</td> <td data-bbox="1081 1079 1205 1227">62%</td> <td data-bbox="1205 1079 1329 1227">67%</td> <td data-bbox="1329 1079 1434 1227">52%</td> </tr> </tbody> </table>	Academic Performance	FY21 (2020-2021)	FY22 (2021-22)	FY23 (2022-23)	FY 24 (2023-24)	Grade 1 as measured by CBM/ Dibels, % at benchmark	Not available	64% STAR CBM	77% STAR CBM	61% DIBELS	Grade 2 as measured by STAR, % at benchmark	60%	66%	59%	53%	Grade 3 as measured by STAR, % at benchmark	58%	62%	67%	52%
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Walpole Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Walpole Public Schools requested this waiver so that it could better support its Title I program during the 2023-2024 school year.</p> <p><u>Impact of Waiver:</u> The waiver allowed Walpole Public Schools to support the hiring of additional Title I instructors during the 2023-2024 school year. The district used these funds to support students that were eligible for Title I services. The district kept assessment data, consistent with its grant application, to ensure student growth in those areas of math and literacy. The addition of these instructors had a positive impact on student learning as demonstrated by benchmark data. Walpole utilized foundations assessment data, iReady Literacy benchmark data, and Dibels composite scores to measure growth and progress with literacy of its students. In addition, the district evaluated Bridges unit pre and post assessments to monitor growth in math. In ELA, 80% of students being supported through Title I services moved from needing improvement to proficient from Fall to Spring DIBELS composite assessments. iReady demonstrated similar results, with 50% of students receiving Title I support moving from needs improvement to proficient by the Spring benchmark assessment. In math, Walpole compared unit pre and post assessments from the Bridges curriculum. 75% of students receiving Title I support in math have demonstrated increased scores in their unit assessments. For instance, in grade 1 the average unit 1 percentage score was 80%. By the end of the year the average unit score for the 6th assessment (unit 6) was 91%, indicating that students were doing a better job of meeting grade level standards as measured by the unit assessments throughout the school year. In 5th grade, Walpole also analyzed MCAS scores by comparing student's SGP from 2022-2023 to 2023-2024 school years. Students who were provided Title I support improved their average SGP from the 2022-2023 school year from 39 to 52 in the 2023-2024 school year. This demonstrated strong growth in MCAS scores.</p>
Watertown Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Watertown Public Schools sought this waiver so that it could support the development and capacity of all teachers to support the needs of all students. With the flexibility that this waiver would provide, Watertown would be able to participate in high-quality professional development in structured literacy and use High Quality Instructional Materials to teach literacy as is outlined in all elementary schools' improvement plans.</p> <p><u>Impact of Waiver:</u> Watertown Public Schools ensured that the benefits of the waiver were equitably distributed by monitoring the progress of at-risk students throughout the school year. This was accomplished through regular assessments, including i-Ready, DIBELS, and formative assessments, to track improvements in student outcomes. These assessments provided valuable data to inform instructional practices and to ensure that the waiver's resources were effectively meeting the needs of</p>

			<p>students, especially those at risk, by aligning teacher development with evidence-based literacy practices.</p> <p>The outcome of this initiative was measured through improvements in literacy proficiency scores and the overall academic progress of students, with specific attention to those identified as at risk. In the fall of 2023, 29% of students scored on or above grade level as measured by the i-Ready Math Diagnostic Assessment. In the spring of 2024, 70% of students scored on or above grade level on the i-Ready Math Diagnostic Assessment. In literacy, 40% of students scored on or above grade level with 71% of students scoring on or above grade level in the spring. In the fall of 2024, on Watertown i-Ready's fall diagnostic assessment, 81% of elementary students were considered on grade level and ready to work towards mastering their current grade level's standards.</p> <p>Students will take this assessment again in January and the district will monitor their growth and achievement. The district is currently preparing to administer the DIBELS assessment in literacy to monitor students' growth and achievement in reading, after initially assessing students in September. The district has adopted a new comprehensive data dashboard, Open Architects, and now has an educational data analyst within the district. These two important additions allow for Watertown to closely monitor student data frequently and comprehensively.</p>
Webster Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2023-24	<p><u>Rationale for Waiver:</u> Webster Public Schools sought this waiver to bolster support for students with disabilities and multilingual learners. Entering Kindergarten, Webster observed a trend of underdeveloped social and academic skills across all students. The district prioritization names utilization of culturally responsive instructional practices to enable all students (with a particular focus on MLLs and SWD) to do most of the thinking. To enable students to do this, Webster needed to hold high expectations for all students, ensuring that it is using HQIM and utilizing HQPD. Teachers needed support to provide just-in-time scaffolds to students, without over-scaffolding and having low expectations. Coaches were integral in supporting teachers to intentionally plan for students who are at risk academically.</p> <p><u>Impact of Waiver:</u> The effect of this waiver was the increased passing of MCAS at the high school level, attributed to the support and tutoring provided during extended day programming. At Bartlett, there was a 6% increase in meeting/exceeding on MCAS in ELA. At the Middle School, there was a 4% increase on MCAS in Science.</p> <p>In addition, students were able to recover credits in the High School's summer school program, which enabled students to not fall further behind (preventing drop out). Twenty-four students were able to recover 1-2 classes (credits) during Bartlett High School's Summer program 2024.</p>

			<p>Carryover funds were also used to fund academic interventionists, paraprofessionals (summer), and Reading Specialist- to provide targeted support to students deemed at risk based on reading screenings. At the elementary school and middle school, students who received this targeted support showed gains in reading fluency and accuracy. The district saw a decrease in students entering school in 2024 at the intensive or strategic levels on DIBELS at the elementary school. For example, students started school in 2023 at 47% intensive and 23% strategic; in 2024, only 24% started school in intensive and 18% strategic. In Gr. 2, in 2023 35% of the students started school at the intensive support level, and 23% at strategic; in 2024, 24% of students started school at the intensive support level and 18% at strategic. The district saw the biggest growth in accuracy at Gr 2, and growth in Gr. 1 exceeded the typical growth.</p> <p>At the middle school, the academic interventionists also engage in data chats with students, updating them on their progress, but also eliciting increased engagement in their learning. A connection is made during this time to the effect of chronic absenteeism.</p> <p>District walkthroughs showed an increased use of high-quality instructional materials, and better alignment in targeted supports to the Tier I instruction.</p>
Total Number of Waivers Granted			19 (includes this section and Appendix A listing)

2. Please describe the effect of the waivers granted under the SEA's Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

The Massachusetts Department of Elementary and Secondary Education works to ensure that all students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. To achieve this goal, MA-DESE works to provide effective, targeted support to LEAs while holding them to high expectations. The effect of the Ed-Flex waivers granted under MA-DESE's Ed-Flex authority is that the waivers have accelerated progress towards the state's educational objectives. Because of the waivers, MA-DESE is more easily able to provide LEAs with the flexibility needed to efficiently allocate fiscal resources. As a result, MA-DESE can more effectively provide the targeted support that is central to its educational vision while also holding LEAs accountable to improved student outcomes.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

The Massachusetts Department of Elementary and Secondary Education granted 19 total Ed-Flex waivers that were active during the reporting period from 9/30/23-9/30/24. The waivers provided LEAs with the additional flexibility to efficiently allocate funds to maximize student achievement and performance. Of the 11 waivers originally granted in FY23, all 11 LEAs reported that the flexibility provided by the waivers improved student outcomes based on internal data. Of the other 8 waivers provided in FY24 and FY25, all 8 LEAs are continuing to collect data and anticipate that the effect of the waiver will be improved student outcomes. The effect of the waivers aligns with MA-DESE's departmental priority of providing high-quality education that prepares all students for success and to support schools, educators and communities in improving student outcomes.

4. At the State's discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA's oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State's educational objectives.

N/A

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Appendix A. Additional Space for Question 1 Response

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Fall River Public Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2024-25	<p><u>Rationale for Waiver:</u> Fall River Public Schools requested this waiver based on the following circumstances over the last several years: 1) The district has had many open positions -- not only in the Title I grant, but in the district as a whole. 2) The district has struggled to get the Catholic schools to spend down most of their money. 3) With the abundance of COVID relief funds through ESSER 1, 2 and 3 (and the spend-down timeframe for each of these), the district’s focus has been on spending down these funds. Given the “one time” nature of ESSER funding, set to expire on September 30, 2024, the district has identified several items it will shift from ESSER funding to Title I, as it spends down in Fiscal Year 2025. These anticipated shifts include activities that will benefit its schools moving forward, including after-school programming stipends and supplies. Additionally, this would allow FRPS to shift professional development, most recently funded through ESSER, to Title I, along with the costs of summer programming across the district. In addition, as the district replaces and upgrades technology previously purchased through ESSER grants, it will fund purchases through Title I as a one-time stop gap. These would include additional chrome books and promethean boards in FY25.</p> <p><u>Impact of Waiver:</u> Fall River Public Schools anticipates that the impact of this waiver will be improved student outcomes. The district’s emphasis on acquiring technology for Title I Middle Schools is directly aligned with its objective of improving educational outcomes in Mathematics and English Language Arts. The district is collaborating closely with the Chief Financial Officer, Assistant Superintendent of Academics, and the Director of Technology to ensure that it meets the goal of spending all FY25 funds by September 30, 2025. To evaluate the effectiveness of this waiver, the district will monitor the growth in reading and math proficiency among its Title I middle schools throughout SY2024.</p>
Orange Elementary Schools	Title I 15% Carryover Limit; ESEA Sec. 1127(a)	SY2024-25	<p><u>Rationale for Waiver:</u> Orange Elementary Schools requested a waiver to allow additional flexibility with allocating grant funds. The district has been very conscious on how it uses its grant funds to support students' summer and vacation supplemental tutoring and academies.</p> <p><u>Impact of Waiver:</u> The district anticipates that the flexibility provided by the waiver will lead to growth among students that participate in the Vacation acceleration academies. Specifically, the district anticipates that students will achieve 10% growth in local assessment data (DIBELS and/or</p>

			<p>NWEA MAP) over their peers that were invited to attend the vacation acceleration academies and whose families declined to send the students to the academies. In grade 3-6, students will show an SGP greater than the aggregate of their peers.</p> <p>The district is posting for teacher and para positions for the February and April Acceleration programs for (Feb. 2025 & April 2025). The postings will go out on Wednesday, November 13, 2024. The vacation acceleration programs will run Tuesday - Friday from 8:30 AM - 1:30 PM. Students will participate in ELA and math. Teachers will use MOY (Jan 2025 data) local assessment data and compare the results of students enrolled in the program based on EOY (June 2025) local assessment data. In addition, students will be targeted for the acceleration academies based on their 2024 MCAS results in grades 3-6 and on EOY (June 2024) local assessment data for Grades K-2.</p>
<p>Spencer-East Brookfield Regional School District</p>	<p>Title I 15% Carryover Limit; ESEA Sec. 1127(a)</p>	<p>SY2024-25</p>	<p><u>Rationale for Waiver:</u> Spencer-East Brookfield Regional School District sought this waiver to support the funding of a Math and Literacy Coach at its elementary and middle schools. This waiver supported both teachers and students in effectively using data to drive the district’s Tiered supports. In addition to supporting consistent curriculum implementation, coaches would support staff in using various instructional supports, track data and monitor student progress over a 6–8 week period with Tiered support both in and out of the classroom in ELA and Math. The district also used this funding to provide additional support to students after school by providing an afterschool bus and Title I interventionist to work with students in addition to classroom teachers. The district recently adopted HQIM for ELA in grades 6-12 and in Math grades K-8. This additional support will help promote student progress and support teachers and staff in effective implementation. This support is also in line with positively impacting student progress over time on MCAS scores in both subject areas.</p> <p><u>Impact of Waiver:</u> Because of the waiver, Spencer-East Brookfield anticipates growth in its students' performance. The beginning year school data assessments have taken place and the district has baseline scores as well as informal data pulled from principal classroom walkthroughs. The data is currently being assessed by the district's Director of Academic Affairs, building principals and the newly hired elementary and middle school math coaches. The beginning year assessment includes: iReady Math, MAP testing for ELA, DIBELS, and Early Bird’</p> <p>This data will be compared to middle of year data on the same assessments. The waiver has allowed the district to support students after school as it has been able to provide transportation for the students. Lack of transportation has not allowed the district to have students stay for help, as many families are not able to provide transportation.</p> <p>The addition of coaches in ELA and Math supports teachers to effectively deliver HQIM and allow</p>

			<p>data analysis of district data and MCAS data. The coaches are having a significant impact on support for both staff and students.</p> <p>Based on initial observations and achievement scores, the district will gather the data at the middle of the year to measure growth and make any necessary adjustments to the district's instructional and tiered support for students both during the school day and after school.</p>
Bellingham Public Schools	Title I Eligible School Attendance Areas; ESEA 1113(a)(4)(B)	SY2024-25	<p><u>Rationale for Waiver:</u> Bellingham Public Schools sought this waiver to sustain DiPietro Elementary School's designation as a Title I institution, thereby ensuring the continuity of its intervention and support programs amidst the district's ongoing High-Quality Instructional Materials (HQIM) implementation across DiPietro Elementary, Stall Brook Elementary, and Bellingham Memorial School. By maintaining Title I status during the 2024-2025 academic year, the district can dedicate ample time to redesigning its district-wide programs across these three schools. As Title I funding transitions to Stall Brook and Bellingham Memorial School exclusively, the district must carefully reassess the allocation of resources to effectively support the needs of students at DiPietro. This waiver is pivotal in facilitating a thorough and strategic analysis, allowing the district to craft a new program that optimally addresses student needs within its budgetary constraints. Securing this waiver is paramount for DiPietro's attainment of literacy and math objectives outlined in the district's strategic plan and the recently formulated Student Opportunity Act (SOA) plan. Both the school and district improvement plans are centered on aligning its curriculum with state standards, ensuring rigorous instruction at appropriate grade levels, and enhancing its capacity to collect and utilize diagnostic data to support all learners effectively. The district has established specific measurable goals, including:</p> <ul style="list-style-type: none"> • Increasing the percentage of students from targeted sub-groups meeting or surpassing ELA and Math MCAS benchmarks in grades 3 and 8. • Enhancing the percentage of students from targeted sub-groups progressing out of the "at-risk" category on early literacy assessments in grades K-2. <p>This waiver is essential in providing the necessary support, particularly for students within identified sub-groups, thereby fostering equitable academic outcomes and advancing the school's improvement trajectory.</p> <p><u>Impact of Waiver:</u> Bellingham Public Schools anticipates that the impact of the waiver will be improved student outcomes. The following baseline data and targeted outcomes will be used to assess the effectiveness of the waiver and track progress toward improving student achievement:</p> <p>2023-2024 End-of-Year (EOY) Baseline for DiPietro Elementary:</p> <ul style="list-style-type: none"> • Kindergarten: 35.6% Below Basic • Grade 1: 8.3% Below Basic • Grade 2: 16% Below Basic • Grade 3: 26.7% Below Basic

			<p>2024-2025 Beginning-of-Year (BOY) Baseline for DiPietro Elementary:</p> <ul style="list-style-type: none"> • Kindergarten: 24% Below Basic • Grade 1: 33.7% Below Basic • Grade 2: 14% Below Basic • Grade 3: 15.8% Below Basic <p>Goal: By the end of the 2024-2025 academic year, reduce the percentage of students in the “Below Basic” category by 25% in each grade level, with a focus on improving foundational early literacy skills such as phonemic awareness, fluency, and comprehension.</p> <p>Massachusetts Comprehensive Assessment System (MCAS) Data – Grades 3 and 8</p> <p>Spring 2024 Baseline Performance:</p> <ul style="list-style-type: none"> • Grade 3: <ul style="list-style-type: none"> ○ ELA: 30% Meeting/Exceeding (M/E), 57% Partially Meeting (PM), 13% Not Meeting (NM) ○ Math: 36% M/E, 46% PM, 19% NM • Grade 8: <ul style="list-style-type: none"> ○ ELA: 22% M/E, 51% PM, 27% NM ○ Math: 23% M/E, 61% PM, 16% NM <p>Goal: By Spring 2026, increase the percentage of students in targeted subgroups meeting or exceeding MCAS benchmarks in ELA and Math by 25% for both Grade 3 and Grade 8.</p> <p>The waiver presents a crucial opportunity to address systemic challenges and support sustained improvements in student outcomes. By focusing on early intervention and program redesign, the district aims to create a stronger foundation for student success, ultimately leading to improved school performance and higher achievement for all students.</p>
Berlin-Boylston Regional School District	Title I Eligible School Attendance Areas; ESEA 1113(a)(4)(B)	SY2024-25	<p><u>Rationale for Waiver:</u> Berlin-Boylston Regional School District sought this waiver so it could continue to provide Title I services and address the academic gaps that it was seeing in MCAS data.</p> <p><u>Impact of Waiver:</u> The district anticipates that the waiver will lead to less gaps between high-needs students and all students and that it will show that Boylston Elementary's scores are more like those at Berlin Memorial School, which is also a grade pre-k-5 school. So far, the district has administered benchmark testing to establish a baseline, and it will continue to monitor progress by administering Aimsweb again over the winter and again in the fall. The district also administers IXL, Common Lit, and district-developed assessments throughout the year. In addition, the district is conducting a root-</p>

			<p>cause data analysis to determine why high-needs students show a gap in achievement at the "meeting/exceeding" MCAS level compared to all students. The district is currently working with DESE and their consulting company to find that root cause so it can implement targeted support. The protocols provided in these sessions will also be used to look at MCAS data and will help the district to determine choices to make improvements. This, along with the progress monitoring that will take place this year and the MCAS tests results that occur in the spring, will help the district to determine if it is making gains at Boylston Elementary and what steps to take if it is still not making progress.</p>
<p>North Middlesex Regional School District</p>	<p>Title I Eligible School Attendance Areas; ESEA 1113(a)(4)(B)</p>	<p>SY2024-25</p>	<p><u>Rationale for Waiver:</u> North Middlesex Regional School District sought this waiver because even though Spaulding Memorial School has twice the number of low-income students as Ashby Elementary, the low-income percentage does not meet the eligibility threshold of exceeding either the grade-level span grouping or district-wide low-income percentage totals. Spaulding Elementary has consistently supported students through Title I programming. The district’s plan is to submit its Title I grant application utilizing the "Grade-Span Grouping and district-wide percentage" qualifying method for school ranking. Under this method, Ashby Elementary and Varnum Brook Elementary would both be eligible and it would need a waiver for Spaulding Memorial School. If the waiver is approved, the district plans to provide interventionist support (through Title I funding) to each building, based on the number of low income students. With this proposed structure, the district will still follow the required per pupil amounts for each eligible building within the grade-level grouping.”</p> <p><u>Impact of Waiver:</u> The district anticipates that the impact of the waiver will be positive student outcomes. The district has collected the following data to identify students, measure progress and to quantify the need for the waiver at Spaulding Memorial Elementary School:</p> <p>iReady Beginning of Year Diagnostic Data ELA:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> - 1 grade levels below - 59 students - 2 grade levels below - 5 students - Early on Grade level - 15 students - mid or above grade-level - 14 students <p>Grade 2:</p> <ul style="list-style-type: none"> - 1 grade levels below - 32 students - 2 grade levels below - 10 students - Early on Grade level - 19 students - mid or above grade-level - 16 students <p>Grade 3:</p> <ul style="list-style-type: none"> - 1 grade levels below - 14 students - 2 grade levels below - 2 students

			<ul style="list-style-type: none"> - Early on Grade level - 23 students - mid or above grade-level - 33 students <p>IXL Beginning of Year Diagnostic ELA</p> <p>Grade 4:</p> <ul style="list-style-type: none"> - Far Below Grade Level - 4 students - Below Grade Level - 32 students - On Grade Level - 22 students - Above grade-level - 20 students <p>Expeditionary Learning (EL) Skills Block Data - This data is used to determine the microphase placement for students to explicitly address student needs based on where they are at (and make small group and/or individual instructional groupings); the data is used both by the classroom teacher as well as the Title I staff for instructional support. The information below indicates the areas that are assessed at each grade-level (kindergarten -0 grade two)</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> - Beginning of Year Letter Recognition - Beginning of Year Sound Recognition - Phonological/Phonemic Awareness <p>Grade One:</p> <ul style="list-style-type: none"> - Phonemic and Phonological Awareness - Decoding - Encoding <p>Grade Two:</p> <ul style="list-style-type: none"> - Phonemic and Phonological Awareness - Decoding - Encoding - Fluency <p>This data, along with additional Title I assessment data, was used to rank order students and to develop instructional plans for each student. Based on the staffing available, Spaulding is servicing 18 students from each grade level (grade k-2), for a total of 54 students receiving supplemental instruction in ELA.</p> <p>The intended outcome for students receiving Title I support at SMS under this waiver is as follows</p> <ul style="list-style-type: none"> - By the end of the 2024-2025 school year, increase the percentage of K-2 students in Title I programs meeting grade-level reading proficiency by 10% (3 microphases) as measured by district-wide literacy assessments, including the Skills Block assessments. This improvement will be achieved through the strategic implementation of High-Quality Instructional Materials (HQIM) and High-Quality Instructional Practices (HQIP) that align with the Science of Reading.
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Norton Public Schools	Title I Eligible School Attendance Areas; ESEA 1113(a)(4)(B)	SY2024-25	<p><u>Rationale for Waiver:</u> Norton Public Schools sought this waiver to ease local budgetary constraints. MCAS and local data remain below proficiency standards and student growth, as measured by local and state assessments, is flat. Budgetary constraints on the local level would create a significant gap in service without a waiver.</p> <p><u>Impact of Waiver:</u> The district anticipates that the impact of the waiver will be student academic growth. J.C. Solmonese (JCS) Elementary School, serving students in Grades PK-3 has been granted an Ed-Flex Waiver for the 2024-2025 School Year. The MCAS Assessment, administered to all students in Grade 3 across Massachusetts, is a primary data set. Over the past several years, JCS has had the aggregate number of students in the Exceeding and Meeting Proficiency standards at a rate below 50%. The ELA proficiencies, combining students in the Exceeded/Met categories are as follows: 2021 (39%), 2022 (48%), 2023 (40%), and 2024 (39%). As the number of students meeting or exceeding MCAS proficiency standards has both remained relatively flat and been below 50%, the need for interventionists remains high. These grade 3 students were impacted at a very early age from the disrupted routines of the COVID 19 pandemic. As such, closure of these gaps will be a multi-year process and requires interventionist support via the ESSA Grant.</p> <p>The Math MCAS Proficiencies also need improvement. The students in Grade 3 scoring in the Meeting or Exceeding Expectations are as follows: 2021 (27%), 2022 (44%), 2023 (38%), 2024 (35%). Overall Grade 3 scores, with the exception of 2022 for students in the Meeting or Exceeding categories has been below 40%, a number that clearly needs improvement. This improvement is driven by interventionist support as part of the district's I-MTSS process; providing data driven, standards-based intervention driven by student need.</p> <p>Another tool NPS uses to measure student learning is STAR. STAR is a normed referenced, nationally based assessment tool that is driven by the Massachusetts State Standards. NPS uses the End of Year State Standards Report as a data point. The results for Grade 3 at JCS in ELA over the past 3 years are as follows. The percentages reflect the percent of students in either the Meet or Exceed Category: 2021-2022 (60%), 2022-2023 (43.8%), and 2023-2024 (42.6%). The proficiency scores have dropped, thus the need to maintain the current staff of interventionists. The results for Grade 3 at JCS in the area of Math (students meeting or exceeding the standards) over the past three years on the STAR assessment are as follows: 2021-2022 (61.8%), 2022-2023 (45.8%), and 2023-2024 (38.2%). The district has seen a decline in the percentage of students meeting or exceeding the standards. Thus, the need for interventionists to provide direct, skill specific intervention is critical. The district is using these supports in conjunction with adopting evidence based, Tier I Instructional</p>

			<p>Materials to ensure all students have both high-quality instructional materials and the needed interventions and supports.</p> <p>As the year progresses, data teams at JCS will crosswalk the above data with Curriculum Based Measures (CBMs) and Unit Test Data from core, Tier I instructional programs (Stepping Stones-Math) and Into Reading- ELA) to have multiple measures of student progress. This data will continue to drive the district's student intervention strategies.</p>
Tantasqua	Title I Eligible School Attendance Areas; ESEA 1113(a)(4)(B)	SY2024-25	<p><u>Rationale for Waiver:</u> Tantasqua sought this waiver so that it could maintain a greater year-over-year continuity of services.</p> <p><u>Impact of Waiver:</u> This waiver has had a significant impact on both school and student performance by supporting the continuation of essential literacy and math services. The district's rationale for this waiver centers on sustaining consistent support for all qualifying students due to Tantasqua's interconnected structure. Historical data supports this need, showing that targeted services in literacy and math have contributed to improved student achievement.</p> <p>For FY25, the district anticipates that the waiver will continue to foster positive outcomes in both subjects, particularly by addressing the achievement gap for struggling learners. Interventionists will provide ongoing, tailored support, with local benchmark assessments and progress monitoring used to target instruction and track individual progress. By comparing baseline data from previous years, the district can measure the impact of the waiver and evaluate its effectiveness in enhancing student skills and reducing achievement disparities. The use of these benchmarks aligns with the district's goal to provide targeted interventions, ensuring that all qualifying students receive the support necessary for sustained growth.</p>
Total Number of Waivers Granted			19 (includes listing under #1 and Appendix A)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the -nmEvery Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at OESE.titlei-@ed.gov.



Ed-Flex Annual Reporting Template

State:

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

- Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
2019-2020 2020-2021 2021-2022 2022-2023 2023-2024 2024-2025	Carryover limitation requirement as amended by ESSA permitting the district to carryover more than 15%	2020-2021 2021-2022 2022-2023 2023-2024 2024-2025	Equitable redistribution of funds to schools to assist with additional support including schools. Allocating to schools with the highest poverty to

2. Please describe the effect of the waivers granted under the SEA’s Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

Ed-Flex authority has provided North Carolina's LEAs autonomy to target needs to support schools and student performance by providing additional resources to bolster interventions and providing assistance for low performing schools.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

LEAs that were approved for waivers are Title I districts and schools. The waivers add layers of support for these schools and students that would not ordinarily be available.

4. At the State’s discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA’s oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives.

NA

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this,

the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at [OESE.titlei-@ed.gov](mailto:OESE.titlei-ed.gov).



Ed-Flex Annual Reporting Template

State: North Dakota

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Jamestown Public Schools	Title IV Funding Obligations: If an LEA receives an • Title IV Cap on Technology: A portion of the Title IV funds must be used	Title IV - 22 Project Period 7/1/22-9/30/24 (SY 22-23, 23-24)	The district applied for the waiver to waive the 15% tech cap but did not utilize the flexibility.

	<p>for activities to support the effective use of technology. Districts may not spend more than 15% of the funds they use for technology for purchasing technology infrastructure including devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases (ESSA 419(b)). This waiver allows the SEA to waive the 15% cap on technology if the LEA has a strong needs assessment and can demonstrate the need to exceed the cap in order to meet school goals and improve student outcomes.</p>		
<p>Wahpeton Public Schools</p>	<p>Title IV Funding Obligations: If an LEA receives an allocation of \$30,000 or more in a given year, it must meet the required minimums for each content area – 20% for Well-Rounded Education, 20% for Safe and Healthy Students, and some portion for Effective Use of Technology. This waiver allows the SEA to waive the mandatory minimums for each content area if the LEA has a comprehensive needs</p>	<p>Title IV - 22 Project Period 7/1/22-9/30/24 (SY 22-23, 23-24)</p>	<p>See information provided below.</p>

	<p>assessment demonstrating the need to use the funds in a particular area.</p> <ul style="list-style-type: none"> • Title IV Cap on Technology: A portion of the Title IV funds must be used for activities to support the effective use of technology. Districts may not spend more than 15% of the funds they use for technology for purchasing technology infrastructure including devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases (ESSA 419(b)). This waiver allows the SEA to waive the 15% cap on technology if the LEA has a strong needs assessment and can demonstrate the need to exceed the cap in order to meet school goals and improve student outcomes. 		

4. At the State’s discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA’s oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives.

Districts apply for an Ed-Flex waiver through ND's Consolidated Application as they are budgeting and planning for their use of Title funds. Then, as each district requests for reimbursement, a status report is required to explain the use of funds within the waiver, most often completed at the end of the project period. If a district is monitored, questions pertaining to Ed-Flex is included, if applicable within the Title IV section.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Appendix A. Additional Space for Question 1 Response

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)

individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at [OESE.titlei-@ed.gov](mailto:OESE.titlei-ed.gov).



Ed-Flex Annual Reporting Template

State:

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

- Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Fleetwood Area SD, Andrew Maier El Sch	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.

Fleetwood Area SD, Willow Creek EI Sch.	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Delaware Valley SD, Delaware Valley EI Sch.	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Delaware Valley SD, Shohola EI Sch.	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Parkland SD, Parkway Manor EI Sch.	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Quaker Valley SD, Edgeworth EI Sch.	Section 1113(a)(2)	3 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Parkland SD, Cetronia EI Sch.	Section 1113(a)(2)	1 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Parkland SD, Ironton EI Sch.	Section 1113(a)(2)	1 year waiver	This waiver is granted with the understanding that all applicable schools low-income percentages are within 10% of the nearest eligible school attendance area in the district.
Total Number of Waivers Granted			8

2. Please describe the effect of the waivers granted under the SEA's Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

The results of the waivers granted under PDE's Ed Flex authority are evidenced on the PVAAS (Pennsylvania Value -Added Assessment System) website. The growth by student group and subject area are broken down by LEA and school and can be accessed at:

<https://pvaas.sas.com/studentGroups.html?as=a&aj=a&w4=47&ww=9230&xp=2023>

Each school year, all public LEAs/districts, charter schools, cyber charter schools receive web-based reporting through PVAAS, a statistical analysis of Pennsylvania (PA) state assessment data. PVAAS provides Pennsylvania LEAs/districts and schools with growth and student projection data to add to achievement data. This lens of measuring student learning provides educators with valuable information to ensure they are meeting the academic needs of their students. PVAAS is one of the tools in the cadre of tools provided to public LEAs/districts from the Pennsylvania Department of Education. LEAs/districts and schools use PVAAS (growth and student projection data) in conjunction with achievement data to make sure students are on the path to proficiency and beyond. Utilizing all the data available (growth and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

The Ed-Flex waivers awarded to schools afforded opportunities to LEA and school leadership teams to plan for programming and interventions that enable students to meet Pennsylvania's challenging state academic standards. These schools implemented interventions and whole school reform initiatives to support student growth from their initial benchmark achievement level to the next highest achievement level. Schools granted waivers allowed for services to be provided to students who qualified for Title I based on academic eligibility. It also provided services across the LEA to be more equitable. All of this information is posted on PDE's web site by LEA, please see below for more information.

4. At the State's discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA's oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the the degree to which progress has been made toward meeting the State's educational objectives.

Each year LEAs with EdFlex waivers are monitored during the consolidated review of federal programs. This includes the review of Titles IA, IIA, IIIA & IV. LEAs are monitored based on a 4 year cycle and also on risk per the Uniform Grant Guidance requirements.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at OESE.titlei-@ed.gov.



Ed-Flex Annual Reporting Template

State:

Texas

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver.

District No.	District Name	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
See Attachment A for list of waivers granted.				

2. Please describe the effect of the waivers granted under the SEA's Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

The Statewide Programmatic Waiver for Schoolwide Eligibility allows any campus otherwise eligible to receive Title I, Part A, funds to implement a Title I, Part A, schoolwide program regardless of the percentage of students from low-income families.

This Statewide Programmatic Waiver of Schoolwide Eligibility is valid for one year. After the one-year waiver is implemented, the campus may continue to implement a schoolwide program for as long as the campus remains an eligible Title I, Part A attendance area. The LEA must maintain a completed Supporting Documentation Form on file locally.

Although there is no evaluation of this Statewide Programmatic Waiver of Schoolwide Eligibility beyond the one-year waiver period, TEA will track and report to USDE the performance of all campuses granted this waiver until the point the campus has a low-income percentage of 40.00% or greater. This waiver allows campuses a degree of stability from one year to the next, ensuring that their students can benefit from the flexibility offered to Schoolwide Programs.

The Statewide Programmatic Waiver for the 15% Carryover Limitation provides LEAs with additional flexibility for those years in which the statutory waiver is not available. Final carryover amounts cannot be incorporated into the application budgets until mid-February, which does not allow much time for LEAs to spend down their carryover amounts responsibly. In cases where the LEAs have experienced an increase in their current-year entitlement between the planning amounts and the maximum entitlement amounts, it can be very difficult to plan for and expend the unexpected increase. This waiver provides the flexibility to carry those funds into the next program year.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

The programmatic waivers that have been granted by Texas have maximized flexibility for our LEAs and campuses by eliminating specific program requirements that restrict their ability to meet the needs of our target population. This has never been more evident than in the years since the pandemic, as LEAs and campuses struggle to help students regain lost learning and improve their performance to pre-pandemic levels.

The State of Texas Assessments of Academic Readiness (STAAR) transitioned to a primarily online assessment program beginning with the December 2022 administration. Spring 2023 marked the launch of the STAAR redesign. New non-multiple-choice question types were present across all grades, subjects, and courses. STAAR reading language arts (RLA) assessments included reading and writing components. TELPAS writing in grades 2–12 moved from a holistic assessment to a standardized item-based assessment administered online and was combined with the reading assessment beginning in spring 2023. See Attachment B for Performance Data.

4. At the State’s discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA’s oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives.

In addition to the waivers mentioned above, Texas has approved three statewide administrative waivers that address the regulations governing the application for funds and certain recordkeeping provisions. These administrative waivers are granted to all LEAs applying through the Consolidated Application for Federal Funding for all covered programs, as applicable, for the duration of the state’s waiver authority under Ed-Flex, contingent on the state as a whole showing gains in student performance in reading and math. It is anticipated that these waivers will reduce the administrative burden and provide additional time for instruction and planning, resulting in improved student performance.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at [OESE.titlei-@ed.gov](mailto:OESE.titlei-ed.gov).

Attachment A: LEAs/Campuses with Programmatic Waivers

<p>Statewide Programmatic Waiver for Schoolwide Eligibility: This waiver of ESSA, Section 1114(a)(1)(A), allows any campus otherwise eligible to receive Title I, Part A, funds to implement a Title I, Part A, schoolwide program regardless of the percentage of students from low-income families. This Statewide Programmatic Waiver of Schoolwide Eligibility will be valid for one year. After the one-year waiver is implemented, the campus may continue to implement a schoolwide program for as long as the campus remains an eligible Title I, Part A attendance area. The LEA must maintain a completed Supporting Documentation Form on file locally. Although there is no evaluation of this Statewide Programmatic Waiver of Schoolwide Eligibility beyond the one-year waiver period, TEA will track and report to USDE the performance of all campuses granted this waiver until the point the campus has a low-income percentage of 40.00% or greater.</p>				
District No.	District Name	Campus No.	Campus Name	Duration of Waiver (i.e., applicable school years)
240903	UNITED ISD	240903122	COL SANTOS BENAVIDES EL	2023-2024
240903	UNITED ISD	240903135	SAN ISIDRO EL	2023-2024
226906	WALL ISD	226906101	WALL EL	2023-2024
197902	MIAMI ISD	197902001	MIAMI SCHOOL	2023-2024
036902	BARBERS HILL ISD	036902045	BARBERS HILL INT SOUTH	2023-2024
036902	BARBERS HILL ISD	036902104	BARBERS HILL EL NORTH	2023-2024
036902	BARBERS HILL ISD	036902105	BARBERS HILL EL SOUTH	2023-2024
199902	ROYSE CITY ISD	199902105	W R (BILL) FORT EL	2023-2024
043910	PLANO ISD	043910056	OTTO MIDDLE	2023-2024
043910	PLANO ISD	043910111	DAVIS EL	2023-2024
043910	PLANO ISD	043910123	BRINKER EL	2023-2024
057905	DALLAS ISD	057905039	SCHOOL FOR THE TALENTED and GIFTED	2023-2024
246802	GOODWATER MONTESSORI SCHOOL	246802001	GOODWATER MONTESSORI SCHOOL	2023-2024
035903	NAZARETH ISD	035903001	NAZARETH SCHOOL	2023-2024
116901	CADDO MILLS ISD	116901101	FRANCES AND JEANNETTE LEE EL	2023-2024
116901	CADDO MILLS ISD	116901102	KATHRYN GRIFFIS EL	2023-2024
049905	CALLISBURG ISD	049905001	CALLISBURG H S	2023-2024
188904	BUSHLAND ISD	188904101	BUSHLAND EL	2023-2024
249906	PARADISE ISD	249906050	PARADISE INT	2023-2024

Attachment A: LEAs/Campuses with Programmatic Waivers

	District No.	District Name	Campus No.	Campus Name	Duration of Waiver (i.e., applicable school years)
23	161907	LORENA ISD	161907101	LORENA EL	2023-2024
24	161907	LORENA ISD	161907102	LORENA PRI	2023-2024
25	184909	BROCK ISD	184909102	BROCK EL	2023-2024
26	014908	SALADO ISD	014908102	THOMAS ARNOLD EL	2023-2024
27	184907	ALEDO ISD	184907102	CODER EL	2023-2024
28	184907	ALEDO ISD	184907106	ANNETTA EL	2023-2024
29	049902	MUENSTER ISD	049902001	MUENSTER H S	2023-2024
30	049902	MUENSTER ISD	049902101	MUENSTER EL	2023-2024
31	161901	CRAWFORD ISD	161901001	CRAWFORD H S	2023-2024
32	161901	CRAWFORD ISD	161901101	CRAWFORD EL	2023-2024
33	100907	LUMBERTON ISD	100907103	LUMBERTON INT	2023-2024
34	180904	WILDORADO ISD	180904101	WILDORADO SCHOOL	2023-2024
35	227829	VALOR PUBLIC SCHOOLS	227829003	VALOR KYLE	2023-2024
36	226901	CHRISTOVAL ISD	226901101	CHRISTOVAL EL	2023-2024
37	049907	LINDSAY ISD	049907101	LINDSAY EL	2023-2024
38	105904	DRIPPING SPRINGS ISD	105904101	DRIPPING SPRINGS EL	2023-2024
39	105904	DRIPPING SPRINGS ISD	105904102	WALNUT SPRINGS EL	2023-2024
40	005902	HOLLIDAY ISD	005902101	HOLLIDAY EL	2023-2024
41	199901	ROCKWALL ISD	199901101	VIRGINIA REINHARDT EL	2023-2024
42	199901	ROCKWALL ISD	199901111	OUIDA SPRINGER	2023-2024
43	199901	ROCKWALL ISD	199901117	LUPE GARCIA EL	2023-2024
44	061907	AUBREY ISD	061907101	HL BROCKETT	2023-2024
45	061907	AUBREY ISD	061907102	JAMES A MONACO	2023-2024
46	178904	CORPUS CHRISTI ISD	178904015	VETERANS MEMORIAL H S	2023-2024
47	178904	CORPUS CHRISTI ISD	178904158	KOLDA EL	2023-2024
48	084911	FRIENDSWOOD ISD	084911101	WESTWOOD EL	2023-2024

Attachment A: LEAs/Campuses with Programmatic Waivers

	District No.	District Name	Campus No.	Campus Name	Duration of Waiver (i.e., applicable school years)
49	084911	FRIENDSWOOD ISD	084911103	ZUE S BALES INT	2023-2024
50	057922	COPPELL ISD	057922042	COPPELL MIDDLE EAST	2023-2024
51	057922	COPPELL ISD	057922044	COPPELL MIDDLE NORTH	2023-2024
52	057922	COPPELL ISD	057922103	AUSTIN EL	2023-2024
53	057922	COPPELL ISD	057922106	WILSON EL	2023-2024
54	057922	COPPELL ISD	057922108	TOWN CENTER EL	2023-2024
55	057922	COPPELL ISD	057922111	DENTON CREEK EL	2023-2024
56	043905	FRISCO ISD	043905102	ROGERS EL	2023-2024
57	043905	FRISCO ISD	043905110	SHAWNEE TRAIL EL	2023-2024
58	043905	FRISCO ISD	043905111	SPEARS EL	2023-2024
59	043905	FRISCO ISD	043905120	OGLE EL	2023-2024
60	043905	FRISCO ISD	043905121	CORBELL EL	2023-2024
61	043905	FRISCO ISD	043905128	TADLOCK EL	2023-2024
62	043905	FRISCO ISD	043905130	SONNTAG EL	2023-2024
63	043903	CELINA ISD	043903101	MARCY B LYKINS EL	2023-2024
64	043903	CELINA ISD	043903103	EARLY CHILDHOOD SCHOOL	2023-2024
65	043908	MELISSA ISD	043908106	MELISSA RIDGE EDUCATION CENTER	2023-2024
66	043912	PROSPER ISD	043912043	BILL HAYS MIDDLE	2023-2024
67	043912	PROSPER ISD	043912102	JUDY RUCKER EL	2023-2024
68	043912	PROSPER ISD	043912103	JOHN A BAKER	2023-2024
69	043912	PROSPER ISD	043912107	JIM AND BETTY HUGHES EL	2023-2024
70	043912	PROSPER ISD	043912110	JACK AND JUNE FURR EL	2023-2024
71	043912	PROSPER ISD	043912113	MIKE AND JANIE REEVES EL	2023-2024
72	043912	PROSPER ISD	043912114	MRS JERRY BRYANT EL	2023-2024
73	043914	WYLIE ISD	043914106	CHERI COX EL	2023-2024
74	057919	SUNNYVALE ISD	057919001	SUNNYVALE H S	2023-2024
75	057919	SUNNYVALE ISD	057919041	SUNNYVALE MIDDLE	2023-2024

Attachment A: LEAs/Campuses with Programmatic Waivers

	District No.	District Name	Campus No.	Campus Name	Duration of Waiver (i.e., applicable school years)
76	057919	SUNNYVALE ISD	057919101	SUNNYVALE EL	2023-2024
77	057919	SUNNYVALE ISD	057919201	SUNNYVALE INT	2023-2024
78	091907	TIOGA ISD	091907101	TIOGA SCHOOL	2023-2024
79	091908	VAN ALSTYNE ISD	091908102	BOB AND LOLA SANFORD EL	2023-2024
80	101803	ARISTOI CLASSICAL ACADEMY	101803002	ARISTOI CLASSICAL ACADEMY-CYPRESS	2023-2024
81	101803	ARISTOI CLASSICAL ACADEMY	101803041	ARISTOI CLASSICAL ACADEMY	2023-2024
82	075906	FAYETTEVILLE ISD	075906001	FAYETTEVILLE SCHOOLS	2023-2024
83					
84	Total number of Schoolwide Eligibility waivers:				79

Attachment A: LEAs/Campuses with Programmatic Waivers

Statewide Programmatic Waiver for 15% Carryover Limitation: An LEA that receives a significant increase in final allocations may apply for/utilize this Ed-Flex waiver if the LEA has already utilized a Title I, Part A statutory roll forward waiver within the last 3 years.

This waiver is valid for one year and may be renewed.

District No.	LEA Name	School year
245902	LYFORD CISD	2023-2024
007905	PLEASANTON ISD	2023-2024
031909	POINT ISABEL ISD	2023-2024
020901	ALVIN ISD	2023-2024
250904	QUITMAN ISD	2023-2024
070912	WAXAHACHIE ISD	2023-2024
101908	DEER PARK ISD	2023-2024
020902	ANGLETON ISD	2023-2024
102903	WASKOM ISD	2023-2024
161914	WACO ISD	2023-2024
015905	EDGEWOOD ISD	2023-2024
057905	DALLAS ISD	2023-2024
071907	CANUTILLO ISD	2023-2024
014906	KILLEEN ISD	2023-2024
243905	WICHITA FALLS ISD	2023-2024
057903	CARROLLTON-FARMERS BRANCH ISD	2023-2024
101875	BLOOM ACADEMY CHARTER SCHOOL	2023-2024
220905	FORT WORTH ISD	2023-2024
126907	RIO VISTA ISD	2023-2024
084908	HITCHCOCK ISD	2023-2024
121903	BUNA ISD	2023-2024
021805	ARROW ACADEMY	2023-2024
101921	TOMBALL ISD	2023-2024
237904	WALLER ISD	2023-2024
249906	PARADISE ISD	2023-2024
161907	LORENA ISD	2023-2024
220902	BIRDVILLE ISD	2023-2024
220901	ARLINGTON ISD	2023-2024
101902	ALDINE ISD	2023-2024
227907	MANOR ISD	2023-2024
228903	TRINITY ISD	2023-2024
149901	GEORGE WEST ISD	2023-2024
001907	PALESTINE ISD	2023-2024
008902	SEALY ISD	2023-2024
210905	TIMPSON ISD	2023-2024
071902	EL PASO ISD	2023-2024
057807	LIFE SCHOOL	2023-2024
178903	CALALLEN ISD	2023-2024
178906	LONDON ISD	2023-2024
139909	PARIS ISD	2023-2024

Attachment A: LEAs/Campuses with Programmatic Waivers

034907	QUEEN CITY ISD	2023-2024
194903	RIVERCREST ISD	2023-2024
212905	TYLER ISD	2023-2024
102905	HARLETON ISD	2023-2024
215901	BRECKENRIDGE ISD	2023-2024
082902	DILLEY ISD	2023-2024
003907	CENTRAL ISD	2023-2024
046901	NEW BRAUNFELS ISD	2023-2024
133904	INGRAM ISD	2023-2024
057907	DUNCANVILLE ISD	2023-2024
174903	GARRISON ISD	2023-2024
071807	LA FE PREPARATORY SCHOOL	2023-2024
110902	LEVELLAND ISD	2023-2024
181908	LITTLE CYPRESS-MAURICEVILLE CISD	2023-2024
202905	WEST SABINE ISD	2023-2024
057909	GARLAND ISD	2023-2024
057913	LANCASTER ISD	2023-2024
240904	WEBB CISD	2023-2024
101802	SER-NINOS CHARTER SCHOOL	2023-2024
094901	SEGUIN ISD	2023-2024
066903	FREER ISD	2023-2024
088902	GOLIAD ISD	2023-2024
092902	KILGORE ISD	2023-2024
126908	VENUS ISD	2023-2024
064903	CARRIZO SPRINGS CISD	2023-2024
102904	HALLSVILLE ISD	2023-2024
184904	MILLSAP ISD	2023-2024
163902	D HANIS ISD	2023-2024
178909	ROBSTOWN ISD	2023-2024
061912	LAKE DALLAS ISD	2023-2024
121905	KIRBYVILLE CISD	2023-2024
220906	GRAPEVINE-COLLEYVILLE ISD	2023-2024
123913	SABINE PASS ISD	2023-2024
018901	CLIFTON ISD	2023-2024
028903	LULING ISD	2023-2024
108909	PHARR-SAN JUAN-ALAMO ISD	2023-2024
015835	GREAT HEARTS TEXAS	2023-2024
191901	CANYON ISD	2023-2024
095903	HALE CENTER ISD	2023-2024
254902	LA PRYOR ISD	2023-2024
108807	IDEA PUBLIC SCHOOLS	2023-2024
101903	ALIEF ISD	2023-2024
100905	HARDIN-JEFFERSON ISD	2023-2024
121904	JASPER ISD	2023-2024
082903	PEARSALL ISD	2023-2024
116905	GREENVILLE ISD	2023-2024
070903	ENNIS ISD	2023-2024

Attachment A: LEAs/Campuses with Programmatic Waivers

246907	JARRELL ISD	2023-2024
101828	HOUSTON GATEWAY ACADEMY INC	2023-2024
037904	JACKSONVILLE ISD	2023-2024
015915	NORTHSIDE ISD	2023-2024
220915	AZLE ISD	2023-2024
004901	ROCKPORT-FULTON ISD	2023-2024
101920	SPRING BRANCH ISD	2023-2024
046802	TRINITY CHARTER SCHOOL	2023-2024
101840	TWO DIMENSIONS PREPARATORY ACADEMY	2023-2024
120902	GANADO ISD	2023-2024
092901	GLADEWATER ISD	2023-2024
237902	HEMPSTEAD ISD	2023-2024
101919	SPRING ISD	2023-2024
101913	HUMBLE ISD	2023-2024
101912	HOUSTON ISD	2023-2024
189902	PRESIDIO ISD	2023-2024
057950	10 Region X ESC	2023-2024
107907	TRINIDAD ISD	2023-2024
031913	SANTA MARIA ISD	2023-2024
226903	SAN ANGELO ISD	2023-2024

Total number of Carryover waivers: 107

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

*The campuses with no performance data listed have grade spans that are below those
For accountability purposes, these campuses would share the rating of the campus the
from assigning ratings because of a current lawsuit.

District	DistrictName	Campus	Campname
240903	UNITED ISD	240903122	COL SANTOS BENAVIDES EL
240903	UNITED ISD	240903135	SAN ISIDRO EL
226906	WALL ISD	226906101	WALL EL
197902	MIAMI ISD	197902001	MIAMI SCHOOL
036902	BARBERS HILL ISD	036902045	BARBERS HILL INT SOUTH
036902	BARBERS HILL ISD	036902104	BARBERS HILL EL NORTH
036902	BARBERS HILL ISD	036902105	BARBERS HILL EL SOUTH
199902	ROYSE CITY ISD	199902105	W R (BILL) FORT EL
043910	PLANO ISD	043910056	OTTO MIDDLE
043910	PLANO ISD	043910111	DAVIS EL
043910	PLANO ISD	043910123	BRINKER EL
057905	DALLAS ISD	057905039	SCHOOL FOR THE TALENTED and GIFTED
246802	GOODWATER MONTESSORI SCHOOL	246802001	GOODWATER MONTESSORI SCHOOL
035903	NAZARETH ISD	035903001	NAZARETH SCHOOL
116901	CADDO MILLS ISD	116901101	FRANCES AND JEANNETTE LEE EL
116901	CADDO MILLS ISD	116901102	KATHRYN GRIFFIS EL
049905	CALLISBURG ISD	049905001	CALLISBURG H S
188904	BUSHLAND ISD	188904101	BUSHLAND EL
249906	PARADISE ISD	249906050	PARADISE INT
161907	LORENA ISD	161907101	LORENA EL
161907	LORENA ISD	161907102	LORENA PRI
184909	BROCK ISD	184909102	BROCK EL
014908	SALADO ISD	014908102	THOMAS ARNOLD EL
184907	ALEDO ISD	184907102	CODER EL
184907	ALEDO ISD	184907106	ANNETTA EL
049902	MUENSTER ISD	049902001	MUENSTER H S
049902	MUENSTER ISD	049902101	MUENSTER EL
161901	CRAWFORD ISD	161901001	CRAWFORD H S
161901	CRAWFORD ISD	161901101	CRAWFORD EL
100907	LUMBERTON ISD	100907103	LUMBERTON INT
180904	WILDORADO ISD	180904101	WILDORADO SCHOOL
227829	VALOR PUBLIC SCHOOLS	227829003	VALOR KYLE
226901	CHRISTOVAL ISD	226901101	CHRISTOVAL EL
049907	LINDSAY ISD	049907101	LINDSAY EL
105904	DRIPPING SPRINGS ISD	105904101	DRIPPING SPRINGS EL
105904	DRIPPING SPRINGS ISD	105904102	WALNUT SPRINGS EL
005902	HOLLIDAY ISD	005902101	HOLLIDAY EL
199901	ROCKWALL ISD	199901101	VIRGINIA REINHARDT EL
199901	ROCKWALL ISD	199901111	QUIDA SPRINGER

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

199901 ROCKWALL ISD	199901117 LUPE GARCIA EL
061907 AUBREY ISD	061907101 HL BROCKETT
061907 AUBREY ISD	061907102 JAMES A MONACO
178904 CORPUS CHRISTI ISD	178904015 VETERANS MEMORIAL H S
178904 CORPUS CHRISTI ISD	178904158 KOLDA EL
084911 FRIENDSWOOD ISD	084911101 WESTWOOD EL
084911 FRIENDSWOOD ISD	084911103 ZUE S BALES INT
057922 COPPELL ISD	057922042 COPPELL MIDDLE EAST
057922 COPPELL ISD	057922044 COPPELL MIDDLE NORTH
057922 COPPELL ISD	057922103 AUSTIN EL
057922 COPPELL ISD	057922106 WILSON EL
057922 COPPELL ISD	057922108 TOWN CENTER EL
057922 COPPELL ISD	057922111 DENTON CREEK EL
043905 FRISCO ISD	043905102 ROGERS EL
043905 FRISCO ISD	043905110 SHAWNEE TRAIL EL
043905 FRISCO ISD	043905111 SPEARS EL
043905 FRISCO ISD	043905120 OGLE EL
043905 FRISCO ISD	043905121 CORBELL EL
043905 FRISCO ISD	043905128 TADLOCK EL
043905 FRISCO ISD	043905130 SONNTAG EL
043903 CELINA ISD	043903101 MARCY B LYKINS EL
043903 CELINA ISD	043903103 EARLY CHILDHOOD SCHOOL
043908 MELISSA ISD	043908106 MELISSA RIDGE EDUCATION CENTER
043912 PROSPER ISD	043912043 BILL HAYS MIDDLE
043912 PROSPER ISD	043912102 JUDY RUCKER EL
043912 PROSPER ISD	043912103 JOHN A BAKER
043912 PROSPER ISD	043912107 JIM AND BETTY HUGHES EL
043912 PROSPER ISD	043912110 JACK AND JUNE FURR EL
043912 PROSPER ISD	043912113 MIKE AND JANIE REEVES EL
043912 PROSPER ISD	043912114 MRS JERRY BRYANT EL
043914 WYLIE ISD	043914106 CHERI COX EL
057919 SUNNYVALE ISD	057919001 SUNNYVALE H S
057919 SUNNYVALE ISD	057919041 SUNNYVALE MIDDLE
057919 SUNNYVALE ISD	057919101 SUNNYVALE EL
057919 SUNNYVALE ISD	057919201 SUNNYVALE INT
091907 TIOGA ISD	091907101 TIOGA SCHOOL
091908 VAN ALSTYNE ISD	091908102 BOB AND LOLA SANFORD EL
101803 ARISTOI CLASSICAL ACADEMY	101803002 ARISTOI CLASSICAL ACADEMY-CYPRESS
101803 ARISTOI CLASSICAL ACADEMY	101803041 ARISTOI CLASSICAL ACADEMY
075906 FAYETTEVILLE ISD	075906001 FAYETTEVILLE SCHOOLS

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

that are required to participate in the state assessment.
 y feed into; however, the state is currently prohibited

DistCampusData1_AdditionalSWEligibility_SelectedValue	SW2324	Reading	
		At Approaches Grade Level or Above	At Meets Grade Level or Above
	CA00AR0BS23R		CA00AR0BF23R
SW Ed-Flex Waiver	X	92	76
SW Ed-Flex Waiver	X	93	77
SW Ed-Flex Waiver	X	87	68
SW Ed-Flex Waiver	X	89	63
SW Ed-Flex Waiver	X	90	67
SW Ed-Flex Waiver	X	96	80
SW Ed-Flex Waiver	X	91	73
SW Ed-Flex Waiver	X	84	51
SW Ed-Flex Waiver	X	89	74
SW Ed-Flex Waiver	X	76	53
SW Ed-Flex Waiver	X	86	69
SW Ed-Flex Waiver	X	100	100
SW Ed-Flex Waiver	X	71	39
SW Ed-Flex Waiver	X	97	86
SW Ed-Flex Waiver	X	90	68
SW Ed-Flex Waiver	X	87	57
SW Ed-Flex Waiver	X	84	69
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	84	50
SW Ed-Flex Waiver	X	90	66
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	83	56
SW Ed-Flex Waiver	X	91	66
SW Ed-Flex Waiver	X	89	68
SW Ed-Flex Waiver	X	91	78
SW Ed-Flex Waiver	X	95	74
SW Ed-Flex Waiver	X	98	86
SW Ed-Flex Waiver	X	92	70
SW Ed-Flex Waiver	X	81	46
SW Ed-Flex Waiver	X	84	53
SW Ed-Flex Waiver	X	79	48
SW Ed-Flex Waiver	X	89	58
SW Ed-Flex Waiver	X	91	65
SW Ed-Flex Waiver	X	89	67
SW Ed-Flex Waiver	X	94	72
SW Ed-Flex Waiver	X	85	56
SW Ed-Flex Waiver	X	87	65
SW Ed-Flex Waiver	X	89	68

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

SW Ed-Flex Waiver	X	81	56
SW Ed-Flex Waiver	X	87	72
SW Ed-Flex Waiver	X	81	55
SW Ed-Flex Waiver	X	82	63
SW Ed-Flex Waiver	X	90	69
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	92	74
SW Ed-Flex Waiver	X	95	86
SW Ed-Flex Waiver	X	93	82
SW Ed-Flex Waiver	X	90	73
SW Ed-Flex Waiver	X	83	66
SW Ed-Flex Waiver	X	94	76
SW Ed-Flex Waiver	X	88	71
SW Ed-Flex Waiver	X	84	54
SW Ed-Flex Waiver	X	82	54
SW Ed-Flex Waiver	X	88	69
SW Ed-Flex Waiver	X	86	64
SW Ed-Flex Waiver	X	89	66
SW Ed-Flex Waiver	X	92	72
SW Ed-Flex Waiver	X	87	62
SW Ed-Flex Waiver	X	89	65
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	93	80
SW Ed-Flex Waiver	X	88	64
SW Ed-Flex Waiver	X	89	64
SW Ed-Flex Waiver	X	89	66
SW Ed-Flex Waiver	X	88	67
SW Ed-Flex Waiver	X	92	70
SW Ed-Flex Waiver	X	89	63
SW Ed-Flex Waiver	X	90	74
SW Ed-Flex Waiver	X	96	89
SW Ed-Flex Waiver	X	93	82
SW Ed-Flex Waiver	X	*	*
SW Ed-Flex Waiver	X	93	74
SW Ed-Flex Waiver	X	86	58
SW Ed-Flex Waiver	X	88	69
SW Ed-Flex Waiver	X	86	66
SW Ed-Flex Waiver	X	84	67
SW Ed-Flex Waiver	X	93	76

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

2023

	Math			Reading		
	At Masters Grade Level	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	At Approaches Grade Level or Above	At Meets Grade Level or Above
CA00AR0BA23R	CA00AM0BS23R	CA00AM0BF23R	CA00AM0BA23R	CA00AR0BS24R	CA00AR0BF24R	
	45	91	67	32	92	78
	48	92	73	38	93	80
	29	88	71	35	95	77
	19	84	49	15	83	42
	37	90	66	37	90	68
	41	92	72	40	93	79
	35	89	63	31	91	72
	25	86	58	21	75	49
	51	85	65	38	83	70
	24	73	53	28	73	54
	44	85	62	37	82	65
	82	100	99	56	100	100
	18	56	25	6	68	30
	58	96	84	37	96	87
	27	86	65	25	90	64
	17	90	66	25	85	56
	15	87	58	19	88	66
	*	*	*	*	*	*
	22	84	58	17	85	54
	37	88	63	28	90	62
	*	*	*	*	*	*
	*	*	*	*	*	*
	21	78	53	20	85	59
	32	88	60	28	92	78
	34	86	62	32	88	67
	29	88	64	24	86	74
	38	93	73	38	93	72
	34	94	74	35	98	85
	35	80	54	19	94	78
	16	76	47	18	79	46
	13	77	42	10	71	50
	18	60	27	9	81	53
	21	81	52	15	91	65
	29	85	48	20	88	63
	34	90	67	34	89	70
	40	87	63	28	91	71
	28	85	62	30	86	58
	34	86	56	25	90	74
	39	87	61	35	87	69

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

26	80	53	22	79	52
36	86	56	24	91	68
21	74	42	17	73	47
12	78	40	9	82	67
39	88	69	28	84	62
*	*	*	*	*	*
42	88	66	37	91	74
57	96	85	59	95	86
54	93	76	47	94	85
47	87	68	46	92	71
36	77	53	30	83	66
45	92	74	39	90	65
42	88	69	44	91	74
23	76	48	20	90	61
24	72	44	18	87	58
43	88	67	41	87	63
35	79	59	32	83	59
30	82	54	28	87	64
42	84	64	37	91	69
26	80	55	29	86	67
28	84	54	21	83	63
*	*	*	*	*	*
*	*	*	*	*	*
51	90	66	34	92	80
31	87	66	38	90	68
30	89	63	30	89	67
29	90	70	41	90	67
35	83	61	29	84	59
35	88	69	37	91	70
26	83	61	28	88	69
40	91	78	54	90	74
32	97	60	19	92	87
52	89	66	29	94	83
*	*	*	*	*	*
41	83	59	28	89	75
17	81	44	11	83	57
33	83	53	20	88	64
33	66	36	18	81	57
29	75	56	20	93	69
31	84	56	23	91	74

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

2024

Math

At Masters Grade Level	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
CA00AR0BA24R	CA00AM0BS24R	CA00AM0BF24R	CA00AM0BA24R
45	92	69	29
50	92	73	40
40	94	77	31
10	74	33	10
35	88	64	32
50	91	79	41
31	88	62	23
20	77	52	19
50	77	56	37
23	70	48	22
39	79	60	31
75	100	100	56
9	42	13	5
45	94	73	37
31	87	63	24
17	86	63	23
11	90	46	16
*			
20	84	58	23
32	83	54	20
*			
*			
28	76	48	18
41	88	71	35
31	86	65	36
26	87	54	18
29	93	65	29
38	94	74	32
46	88	61	25
16	72	44	15
13	71	41	7
23	66	32	10
19	79	50	11
28	78	44	17
37	81	61	29
35	84	62	25
29	80	55	23
43	85	62	25
43	80	61	28

Attachment B: Student Performance Data for LEAs/Campuses with Programmatic Waivers

26	72	39	14
35	83	59	22
19	67	39	13
16	79	32	10
32	83	57	22
*			
43	90	72	39
64	96	85	61
61	90	73	49
41	83	63	37
42	76	61	27
35	86	64	34
51	88	64	40
28	78	49	15
25	77	50	14
36	83	60	32
32	78	59	32
35	83	62	33
39	80	64	33
36	78	58	22
28	79	57	26
*			
*			
53	87	63	36
36	84	64	30
32	85	62	25
33	83	61	33
29	76	55	27
39	84	66	33
37	83	64	30
41	91	77	49
32	90	57	16
55	90	72	38
*			
46	84	57	22
17	77	42	13
27	75	46	12
30	64	35	11
27	79	52	22
37	90	61	23

* 057950 10 Region X ESC is the fiscal agent of a shared services arrangement. Because of the nature of the waiver, it is provided to the SSA as a whole, rather than to individual members.

**At Approaches
Grade Level or
Above**

COUNTY_DISTR	ORGANIZATION_NAME	TitlePartATeaApproval_St	DA00AR0BS23R
245902	LYFORD CISD	E	69
007905	PLEASANTON ISD	E	73
031909	POINT ISABEL ISD	E	77
020901	ALVIN ISD	E	82
250904	QUITMAN ISD	E	84
070912	WAXAHACHIE ISD	E	79
101908	DEER PARK ISD	E	81
020902	ANGLETON ISD	E	78
102903	WASKOM ISD	E	77
161914	WACO ISD	E	59
015905	EDGEWOOD ISD	E	54
057905	DALLAS ISD	E	68
071907	CANUTILLO ISD	E	77
014906	KILLEEN ISD	E	74
243905	WICHITA FALLS ISD	E	68
057903	CARROLLTON-FARMERS BRANCH ISD	E	73
101875	BLOOM ACADEMY CHARTER SCHOOL	E	56
220905	FORT WORTH ISD	E	60
126907	RIO VISTA ISD	E	82
084908	HITCHCOCK ISD	E	66
121903	BUNA ISD	E	81
021805	ARROW ACADEMY	E	78
101921	TOMBALL ISD	E	90
237904	WALLER ISD	E	72
249906	PARADISE ISD	E	87
161907	LORENA ISD	E	91
220902	BIRDVILLE ISD	E	78
220901	ARLINGTON ISD	E	67
101902	ALDINE ISD	E	59
227907	MANOR ISD	E	60
228903	TRINITY ISD	E	65
149901	GEORGE WEST ISD	E	89
001907	PALESTINE ISD	E	70
008902	SEALY ISD	E	74
210905	TIMPSON ISD	E	71
071902	EL PASO ISD	E	72
057807	LIFE SCHOOL	E	72
178903	CALALLEN ISD	E	83
178906	LONDON ISD	E	95
139909	PARIS ISD	E	74

034907	QUEEN CITY ISD	E	77
194903	RIVERCREST ISD	E	84
212905	TYLER ISD	E	73
102905	HARLETON ISD	E	94
215901	BRECKENRIDGE ISD	E	77
082902	DILLEY ISD	E	57
003907	CENTRAL ISD	E	76
046901	NEW BRAUNFELS ISD	E	83
133904	INGRAM ISD	E	85
057907	DUNCANVILLE ISD	E	67
174903	GARRISON ISD	E	84
071807	LA FE PREPARATORY SCHOOL	E	61
110902	LEVELLAND ISD	E	75
181908	LITTLE CYPRESS-MAURICEVILLE CISD	E	77
202905	WEST SABINE ISD	E	76
057909	GARLAND ISD	E	73
057913	LANCASTER ISD	E	69
240904	WEBB CISD	E	78
101802	SER-NINOS CHARTER SCHOOL	E	74
094901	SEGUIN ISD	E	67
066903	FREER ISD	E	69
088902	GOLIAD ISD	E	78
092902	KILGORE ISD	E	73
126908	VENUS ISD	E	67
064903	CARRIZO SPRINGS CISD	E	68
102904	HALLSVILLE ISD	E	67
184904	MILLSAP ISD	E	83
163902	D HANIS ISD	E	91
178909	ROBSTOWN ISD	E	62
061912	LAKE DALLAS ISD	E	78
121905	KIRBYVILLE CISD	E	76
220906	GRAPEVINE-COLLEYVILLE ISD	E	88
123913	SABINE PASS ISD	E	93
018901	CLIFTON ISD	E	84
028903	LULING ISD	E	67
108909	PHARR-SAN JUAN-ALAMO ISD	E	72
015835	GREAT HEARTS TEXAS	E	90
191901	CANYON ISD	E	85
095903	HALE CENTER ISD	E	70
254902	LA PRYOR ISD	E	78
108807	IDEA PUBLIC SCHOOLS	E	80
101903	ALIEF ISD	E	62
100905	HARDIN-JEFFERSON ISD	E	82
121904	JASPER ISD	E	57
082903	PEARSALL ISD	E	60
116905	GREENVILLE ISD	E	60
070903	ENNIS ISD	E	75

246907	JARRELL ISD	E	66
101828	HOUSTON GATEWAY ACADEMY INC	E	91
037904	JACKSONVILLE ISD	E	69
015915	NORTHSIDE ISD	E	77
220915	AZLE ISD	E	80
004901	ROCKPORT-FULTON ISD	E	70
101920	SPRING BRANCH ISD	E	75
046802	TRINITY CHARTER SCHOOL	E	53
101840	TWO DIMENSIONS PREPARATORY ACADEMY	E	68
120902	GANADO ISD	E	84
092901	GLADEWATER ISD	E	75
237902	HEMPSTEAD ISD	E	51
101919	SPRING ISD	E	64
101913	HUMBLE ISD	E	78
101912	HOUSTON ISD	E	66
189902	PRESIDIO ISD	E	65
057950	10 Region X ESC	E	*
107907	TRINIDAD ISD	E	72
031913	SANTA MARIA ISD	E	65
226903	SAN ANGELO ISD	E	68

2023

Reading

Math

At Meets Grade Level or Above	At Masters Grade Level	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	At Approaches Grade Level or Above
DA00AR0BF23R	DA00AR0BA23R	DA00AM0BS23R	DA00AM0BF23R	DA00AM0BA23R	DA00AR0BS24R
42	11	63	26	6	72
48	15	71	38	13	68
51	17	71	31	10	74
58	23	79	48	21	80
60	20	81	51	17	83
52	17	76	44	16	76
58	21	83	55	22	80
51	16	78	47	18	76
48	12	74	31	9	73
31	7	54	23	7	57
26	5	50	19	5	50
44	16	72	41	16	66
52	17	78	47	17	75
46	14	70	35	12	73
40	12	68	37	13	67
48	19	72	43	18	70
25	8	31	15	5	45
33	8	57	25	8	58
53	15	73	42	16	80
38	9	57	24	9	64
57	19	80	42	10	77
45	12	71	34	11	70
74	38	90	71	37	89
45	15	70	36	12	70
59	20	86	51	19	83
71	31	87	62	25	89
55	21	75	45	18	75
41	13	66	34	12	65
31	7	56	25	8	58
33	8	54	22	7	56
37	8	60	25	7	63
72	33	86	56	27	89
41	11	74	42	14	70
48	15	75	42	15	71
45	13	75	39	11	72
47	16	72	39	13	70
43	11	65	29	7	73
59	22	84	57	23	82
82	41	94	74	35	93
46	14	69	38	13	68

52	19	77	43	17	75
55	16	85	56	20	80
48	18	71	41	17	72
71	29	88	53	17	91
51	17	79	45	18	79
30	6	46	17	5	51
49	12	74	40	12	72
60	22	79	49	17	82
62	21	87	55	16	84
38	9	63	26	8	62
57	20	83	49	12	85
39	12	77	58	20	47
48	11	71	36	11	70
48	15	70	35	11	71
44	12	74	35	10	75
49	18	73	42	17	71
40	11	62	26	7	66
52	13	85	53	17	69
45	15	71	36	9	76
39	11	62	29	10	63
40	9	68	33	10	74
54	18	74	44	16	79
44	14	71	39	15	71
37	8	62	26	6	64
40	10	71	34	11	67
39	9	51	19	7	61
57	21	83	54	21	78
76	36	90	63	23	88
34	8	56	24	7	59
53	16	71	39	13	78
50	15	82	48	16	72
73	37	86	63	33	87
75	31	80	47	17	92
56	22	75	42	14	83
41	12	70	35	13	68
46	16	73	43	18	72
69	32	82	51	21	88
61	21	86	59	25	85
33	7	71	27	8	71
42	11	66	30	8	75
56	23	74	41	15	76
38	12	64	33	13	60
58	21	85	54	21	82
30	7	54	24	6	54
33	7	57	23	7	57
33	9	55	23	7	57
48	15	77	44	16	72

38	10	61	27	8	68
73	34	94	76	42	85
42	12	67	31	8	63
53	18	73	40	14	77
53	17	77	47	17	79
46	15	65	35	15	69
56	27	78	53	27	73
28	5	44	9	3	50
37	12	40	18	0	60
56	19	80	45	18	80
47	13	68	35	11	74
25	6	48	17	5	52
37	10	60	27	9	62
52	17	72	40	16	77
43	16	65	36	15	68
45	13	69	37	16	56
*	*	*	*	*	*
38	11	65	27	11	66
33	7	66	24	7	65
40	12	62	30	9	68

2024

Reading

Math

At Meets Grade Level or Above	At Masters Grade Level	At Approaches		At Meets Grade Level or Above	At Masters Grade Level
		Grade Level or Above	Grade Level or Above		
DA00AR0BF24R	DA00AR0BA24R	DA00AM0BS24R	DA00AM0BF24R	DA00AM0BA24R	
43	9	52	17	3	
43	14	60	31	9	
48	15	68	29	8	
59	25	75	46	19	
61	22	73	43	13	
51	17	72	41	15	
58	21	80	52	21	
53	17	75	47	17	
44	12	69	32	8	
31	8	50	22	6	
26	6	49	20	6	
44	17	67	37	14	
52	18	73	43	14	
47	15	66	34	11	
42	14	64	35	13	
49	20	70	42	17	
16	4	19	4	1	
33	9	55	24	8	
56	17	71	38	13	
38	10	48	18	7	
51	16	70	37	9	
44	16	69	36	8	
75	40	88	70	37	
46	16	64	32	10	
60	20	80	50	18	
69	30	84	57	23	
53	21	71	43	15	
41	13	63	32	11	
33	8	56	26	8	
30	7	48	18	4	
33	7	53	17	3	
75	35	82	52	23	
45	11	72	43	14	
48	15	68	38	15	
48	15	73	37	7	
47	16	66	34	11	
47	15	63	30	8	
61	22	80	52	21	
78	39	88	66	27	
43	14	64	36	13	

56	21	72	42	16
54	16	78	51	13
50	20	68	39	15
73	28	84	49	16
54	18	80	50	20
26	5	47	18	3
44	10	63	33	9
59	23	73	44	15
62	25	83	59	23
35	9	56	24	7
60	21	79	44	13
16	4	75	42	12
43	10	65	34	11
46	14	62	31	8
40	12	65	24	5
49	19	70	41	16
40	11	56	24	6
47	14	61	32	11
46	14	65	29	10
40	12	56	25	7
42	9	65	30	9
54	19	76	42	15
47	15	67	35	12
34	8	54	20	5
41	11	62	30	9
36	9	46	16	6
53	17	78	48	17
68	37	84	61	25
33	7	54	22	5
55	21	71	37	12
48	13	73	36	7
72	39	82	61	30
76	27	85	46	13
60	21	75	42	13
43	15	68	36	14
49	18	73	44	18
66	29	77	48	19
61	22	84	55	22
38	5	72	32	6
43	10	75	33	5
54	23	69	37	12
38	13	59	30	10
58	21	82	54	21
27	5	51	19	5
33	8	59	28	6
31	8	54	23	6
47	14	70	37	12

41	11	55	24	5
64	30	88	67	32
39	12	58	26	8
54	20	70	39	13
56	19	74	43	15
44	14	61	31	12
57	29	76	54	26
27	3	34	5	3
32	15	39	12	2
55	17	79	48	17
45	13	62	30	8
27	7	50	19	4
37	11	57	27	8
53	19	70	40	15
46	18	68	39	16
34	11	63	32	10
*	*	*	*	*
37	9	56	25	10
38	8	67	29	8
43	14	60	30	9



Ed-Flex Annual Reporting Template

State: VERMONT

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

States which have Ed-Flex authority (i.e., “Ed-Flex States”) are required to annually monitor the activities of local educational agencies (LEAs), educational service agencies, and schools that received waivers under the State’s Ed-Flex authority (20 U.S.C. § 5891b(a)(5)(A)). As noted in the U.S. Department of Education’s (Department) application for Ed-Flex authority, an Ed-Flex State must submit an annual report to the Department on the results of the State educational agency’s (SEA) oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance. (20 U.S.C. § 5891b(a)(5)(B)). The Department will publicly post information from each Ed-Flex annual report on the Department’s website.

This document serves as a template for an SEA to use in meeting the annual Ed-Flex reporting requirements.

B. Ed-Flex Annual Report

Each Ed-Flex State’s annual report must include data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives. Each Ed-Flex State should respond, as applicable, to each of the following items:

1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
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Essex North Supervisory Union	Section 1127(a) of ESEA	2023-2024	<p>This waiver allowed for greater than 15% carryover of Title IA funds. This waiver was granted to allow the LEA to utilize funds to support the LEA's students in the following areas:</p> <ul style="list-style-type: none"> -Title I literacy and math intervention during the summer -Literacy and math coaches/consultants to support teachers -Additional funding to support more Mental Health/SEL counseling for students -Afterschool ELA and Math intervention support for Middle School and High School students who need extra support in those areas.' -Transportation to facilitate the Afterschool ELA and Math supports -Improving Literacy program by expanding bookworms to grades 4-5 -Literacy/Math Parent Nights
Greater Rutland County Supervisory Union	Section 1127(a) of ESEA	2023-2024	<p>This waiver allowed for greater than 15% carryover of Title IA funds. This waiver was granted to the LEA because prior investments were primarily focused on funding staff positions. With the current nationwide shortage in educational staff, this has proven to be only partially effective, especially for positions less than 1.0FTE. The LEA has worked with building Principals to develop investments that create or share more 1.0 FTE positions. The LEA has also identified additional investment strategies aligned with the intent of Title I that are less reliant on staffing and plan to make amendments to shift to these types of investments if positions are unable to be filled after a reasonable period of time. The LEA also increased their active monitoring of grant expenditures to at least monthly to ensure funds will be fully allocated and spent.</p>
Lamoille South Supervisory Union	Section 1127(a) of ESEA	2023-2024	<p>This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted for the LEA to use the carryover to fund several behavior interventionist positions that are integral to the academic and social emotional success of students at Peoples Academy Middle Level and Morrystown Elementary School, as well as summer and afterschool programming opportunities.</p>
Mill River Unified Union School District	Section 1127(a) of ESEA	2023-2024	<p>This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted due to the challenges this LEA faced: The LEA was unable to execute the budgeted activities due to lack of available staffing, service providers. The LEA were unable to find staffing to fill positions that they hoped to fill using Title I part A funds. The LEA was also unable to coordinate all of professional development activities we had hoped due to logistical challenges with staffing shortages.</p>
Mount Mansfield Unified Union School District	Section 1127(a) of ESEA	2023-2024	<p>This waiver allowed for greater than 15% carryover of Title IA funds. The LEA was granted this waiver as hiring has continued to be very challenging, making it difficult to spend Title I funds. All funds will be spent on interventionists for their</p>

			Title I designated schools and to fund intervention services for eligible students during the summer.
Orange Southwest School District	Section 1127(a) of ESEA	2023-2024	This waiver allowed for greater than 15% carryover of Title IA funds. The LEA was granted this waiver to assist in alleviating the challenges the LEA faced due to lack of available staffing, service providers, time or other resources. OSSO experienced staffing shortages in multiple areas and was forced to move an intervention teacher into a classroom teacher role for part of the year which resulted in exceeding the 15% carryover limit of Title I, part A funds. The granted waiver allowed OSSU to support Academic and SEL intervention. The addition of SEL Intervention and Academic Intervention to all campuses in the district will ensure that the majority of Title I, part A funds are used and prevent the LEA from exceeding the carryover limit in future years. prevent excess carryover.
Missisquoi Valley School District (U089)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 year. This waiver was granted to support students most in need through double dosing the priority content needed to access current and future grade level standards. The funding supports professional development for interventionists to maintain current best practice in their content areas. Without this funding, staff would not be able to access the necessary professional development for interventionists to incorporate strategies and content needed to support our students most at risk. Funding also provides multiple activities for parent engagement.
Franklin West Supervisory Union (S022)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 year. This waiver was granted so that FWSU could continue access to interventionists with highly specialized skills and provide professional development for all teachers and curricular resources aligned to student needs, allowing for multiple layers of support for students.
Barre Unified Union School District (U097)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 year. This waiver was granted to support BUUSD to maximize resources to create equitable services across buildings and serve the students with the largest needs. Examples of services to provide include intervention services, after school tutoring, professional development, instructional coaching, and consultation.
Windsor Southeast Supervisory Union (S052)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 year. This waiver was granted so that Weathersfield School could continue a targeted assistance program for eligible students in the areas of math and language arts in order to provide remediation and strengthening of lagging skills in literacy and numeracy.

Essex-Westford School District (U051)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 year. This waiver was granted so that the school's Title I program could continue to assist eligible students to meet the state academic standards by providing evidenced-based intervention programs through a licensed teacher to work with the identified students. The program will also improve parent/family engagement.
Total Number of Waivers Granted			11 + 7 = 18

2. Please describe the effect of the waivers granted under the SEA's Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

All LEAs that received waivers are required to self-report how the specific waiver they were granted supported the implementation of State and local educational reforms pertaining to school and student performance. Six LEAs received the Title I carryover waiver in Vermont. Two out of 6 LEAs reported that the waiver exceedingly supported the LEA's implementation of educational reforms, and the following 4 out of 6 LEAs reported that the waiver always supported the LEA's implementation of educational reforms. Five LEAs received the Title I eligibility waiver in Vermont. Two out of 5 LEAs reported that the waiver exceedingly supported the LEA's implementation of educational reforms, 1 out of 5 LEAs reported that the waiver always supported the LEA's implementation of educational reforms, with 2 LEAs stating that the waiver frequently supported the LEA's implementation of educational reforms. Seven LEAs received the Title IVA waiver in Vermont. Four of 7 LEAs reported that the waiver always supported the LEA's implementation of educational reforms, and the remaining 3 LEAs reported that the waiver frequently supported the LEA's implementation of educational reforms.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

As part of the waiver approval process, all LEAs are required to include information on their goals, how the waiver will support these goals, and how they will evaluate effectiveness. All LEAs are also required to self-report how the specific waiver they were granted influenced school and student performance for the school year. Specific examples of impact of individual waivers for individual LEAs are included in section 4.

Out of the 6 LEAs that received the Title I carryover waivers in Vermont, 1 LEA reported that the waiver exceedingly supported the performance of schools and students affected by the waiver, while the remaining 5 out of 6 LEAs reported that the waiver always supported the performance of schools and students affected by the waiver. LEAs reported using the following data to assess performance and impact of the waiver: math and literacy assessment data, state summative assessment data, intervention progress monitoring, SEL screeners, climate surveys, and caregiver and faculty/staff feedback surveys.

Out of the 5 LEAs that received the Title I eligibility waivers in Vermont, 3 LEAs reported that the waiver exceedingly supported the performance of schools and students affected by the waiver, while the remaining 2 LEAs both reported that the waiver frequently supported the performance of schools and students affected by the waiver. LEAs reported using the following data to assess performance and impact of the waiver: student learning outcome measures (assessment data), staff retention data, staff surveys and exit tickets from professional development.

Out of the 7 LEAs that received the Title IVA waivers in Vermont, 5 LEAs reported that the waiver always supported the performance of schools and students affected by the waiver. One LEA reported that the waiver frequently supported the performance of schools and students affected by the waiver and one LEA reported the waiver sometimes supported the performance of schools and students affected by the waiver. LEAs reported using the following measures to assess performance and impact of the waiver: number of behavior referrals, number of students reaching proficiency in literacy at the elementary level, number of literacy units used districtwide that include STEM opportunities for students, number of students participating in the Safe School Ambassador anti-bullying program, student engagement, satisfaction with schools (as reported by family and staff).

For all waivers granted, LEAs were able to use funds in a way that more closely aligned with their individual school and overall LEA needs assessments to support school and student performance. These waivers also supported the maximization of LEAs' Title fund allocations.

4. At the State’s discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA’s oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State’s educational objectives.

Title I Carryover Waivers’ Impact as Noted by Recipient LEAs:

- Supported ELA programs, by providing Orton-Gillingham training for our k-1 and special ed teachers, as well as Literacy and writing training for our Middle school and high school ELA teachers.
- Increased flexibility allowed the LEA to conduct data assessments, re-assess needs to realign their goals to meet students' needs.
- Supported the LEA's implementation of family engagement events and professional development to support engaging and effective classrooms: hosted a series of family engagement events and engaged all faculty in Responsive Classroom training.
- Supported implementation of districtwide survey to measure family engagement – results show that the family engagement events significantly improved a sense of community connection to the schools.
- Enabled LEA to invest in immediate needs, such as hiring additional staff and purchasing necessary materials, while also engaging in more timely comprehensive planning for educational reforms.
- Allowed LEA to sustain long-term initiatives that require more time to develop and implement fully to target interventions more effectively to address specific challenges and gaps identified in student performance.
- Local and state assessments have shown improvements in ELA performance, with more students performing at grade level.
- Supported the alignment of resources to investments that could be tracked for direct student impact (i.e. reading interventionists and reading scores).
- Supported research based professional development to significantly improve student outcomes.

Title I Eligibility Waivers’ Impact as Noted by Recipient LEAs:

- Adopted a new-evidence-based math program, Illustrative Math, in the 2023-24 school year. Piloted a new evidence-based literacy program, ARC Core in 2023-24 and are fully implementing it in 2024-25.
- Allowed for strategically allocating additional funds for academic support teachers to address learning gaps exacerbated by the COVID pandemic.
- Required Title I community engagement provided valuable feedback on the school's direction.
- Increased professional development and curriculum alignment work to improve student outcomes specific to academic content areas such as literacy.
- Increased access to evidence-based literacy resources aligned with structured literacy instruction for students.
- Supported implementation of multiple family nights to increase engagement for parents to learn about programs and services available to students.
- Supported development of an approach to addressing social emotional skill building for students and increased staff training to improve overall responsiveness of staff to meet students' SEL needs.
- Trained staff to create interdisciplinary learning experiences that build relationships and belonging.
- Provided additional science professional development and training for teachers with new coordinated NGSS aligned curriculum and program materials.
- Provided math curriculum resources to improve accessibility to meet student needs.
- Targeted training for new teachers to improve instruction practices and increase staff retention.
- Used evidence-based digital solutions to support the school with other additional intervention resources in both literacy and math.
- LEA literacy scores on the statewide assessment and local benchmark assessment increased from spring 2023 to spring 2024.
- Provided students opportunity to better learning trajectory through specific professional development and direct instructional support.

Title IVA Waivers' Impact as Noted by Recipient LEAs:

- Able to support students in high poverty with significant trauma and issues in the home such as homelessness and substance abuse by increasing access to positive school climate and technology. This is difficult to measure directly but we were able to measure increased access and positive school climate which allowed for overall greater access to education and feelings of inclusiveness which ultimately led to great engagement and academic success.
- Allowed the independent school in our attendance area to spend their allocation on technology infrastructure for the classroom.
- Able to boost the use of restorative practices around student behavior, Instructional Coaching in elementary civics and literacy, STEM access for students, and bullying prevention in our schools.
- Implementation of "RULER", Trauma Transformative work, Restorative Practices Training and Implementation, SEL learning and best practices to engage all students; Implementation of an MTSS System; able to extend learning and safety options for students; support for engaging STEM programming and appropriate educational technology.
- Able to target specific needs more directly.
- Online student self-knowledge curriculum is helping students apply learning to develop adaptable skills that will serve them in a variety of future pathways; Flexible Pathways Coordinator supports student participation in high-quality educational experiences that acknowledge individual goals, learning styles, and abilities. For independent schools, implemented interventions that build self-control, empathy and other social and behavioral skills needed among students, including establishing partnerships with community entities to provide resources and support for students and their families.
- This type of flexibility allowed the LEA to better utilize all available resources.
- Supported all educators with professional learning specific to diversity, equity, inclusion, anti-racism, and social emotional learning.

C. Assurance *(Please check the box)*

- By submitting this report to the Department, the State assures that the data reported are reliable, complete, and accurate, as defined by the State. If the State cannot assure to this, the State must provide a description below of a plan for improving the reliability, completeness, and accuracy of such data as defined by the State.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Orange East Supervisory Union (S027)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to assist OESU in reaching the below outlined goals by allowing the SU to address and meet actual needs that may be allowed but were outside of federal compliance-driven spending restrictions. OESU will continue to develop an MTSS system for academic and behavior supports to meet the needs of all students. OESU will implement an SEL curriculum in all schools and design it to meet the needs of a prek-12 system. OESU will continue to improve technology education in schools and updates to Sonic boards and provide training for teachers. OESU will improve school conditions for student learning by focusing on equitable opportunities to access STEM and a well-rounded education. OESU will improve community outreach through a new website, hybrid technology in schools and better Wi-Fi access and capabilities.
Rutland City School District (T173)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted in order to provide all students with access to well-rounded educational opportunities and to continue community based, personalized programs and non-traditional learning models, such as artists in residence.
Mountain Views Supervisory Union S051 (Formerly Windsor Central SU)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to increase spending in the categories of well-rounded and or safe and healthy students instead of technology as district student data indicates a need for increased spending in those categories. The district's overall goal was to increase sense of belonging and safety as well as invest in professional development related to crisis prevention and behavior intervention, while supporting college and career readiness.
Two Rivers Supervisory Union (S063)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted in order to support the following District goals: Well-rounded educational opportunities of early literacy improvement, and mathematics improvement, as well as improving access to and use of technology.
Burlington School District (T037)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to further the following goals and investments: implementation of new K-5 ELA curricular materials, implementation of targeted intervention using aligned materials; ongoing, embedded professional learning to support implementation; increase use of formative assessment to plan for instruction during weekly professional learning communities (PLCs). Safe Healthy Schools - increase the percentage of students who report their identity, ability,

			language and culture is valued: cross-district small group professional development on antiracist practices across the district (all paraeducators, all 6-12 educators, all pre-K educators, all K-5 nurses, counselors, unified arts teachers, behavior interventionists, some district level leaders, and RP specialists); and relationship-building strategies.
South Burlington School District (T191)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to assist the district in fully addressing student needs by allowing for a focus on safe and healthy schools, anti-racism, restorative practices, and social emotional learning.
Greater Rutland County Supervisory Union (S066)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to assist the district's students approaching graduation which have unique needs at this time due to pandemic-related events that have impacted their anticipated progress, course options, and college/career application process. This called for additional resources and innovative approaches to meet their needs. In addition, data analyzed during the needs assessment showed learning loss related to prolonged school closures and frequent student absences. Finally, with the emotional stress on students, families and staff due to the pandemic, all of the schools continue to remain more focused than ever on the area of Safe & Healthy Students Activities.
Total Number of Waivers Granted			11 + 7 = 18

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0737. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under section 9207 of the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118 at OESE.titlei-@ed.gov.



Ed-Flex Annual Reporting Template

State:

Reporting Period: September 30, 2023 (or application approval date, if no prior report has been submitted) through September 30, 2024

A. Background

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1. Using the table below, please provide the total number of waivers granted under the State’s Ed-Flex authority, the types of waivers granted (i.e., the specific ESEA requirements that were waived under the State’s Ed-Flex authority), and the number of waivers granted for each type of waiver. Please use Appendix A if additional space is needed.

Local Educational Agency	ESEA Requirement Waived	Duration of Waiver (i.e., applicable school years)	Additional Information (e.g., context regarding why such a waiver was granted to the LEA)
Wauwatosa School District	20 USC 6339	2022-23 carryover into 2023-24	Staffing challenges: Due to staff turnover and delays in hiring new staff, the LEA exceeded the carryover limit.

Fond du Lac School District	20 USC 6339	2022-23 carryover into 2023-24	Staffing challenges: Unprecedented turnover in staff assigned to manage grants resulted in the LEA needing additional time to make informed decisions to ensure the funding will benefit students in Title I schools most effectively.
Hortonville Area School District	20 USC 6339	2022-23 carryover into 2023-24	Long-term planning: The Title I elementary schools recently completed a two-year learning cycle to implement evidenced-based improvement strategies (EBIS) for literacy. The LEA will use funds to complete the learning cycle and purchase materials to support the EBIS.
Mequon Thiensville School District	20 USC 6339	2022-23 carryover into 2023-24	Staffing challenges: Staff leave time and staff departures resulted in carryover that exceeded the 15% limit.
Milwaukee Scholars Charter School	20 USC 6339	2022-23 carryover into 2023-24	Long-term planning: The LEA worked to spend down Educational Stabilization Funds (ESF) first so that they could use Title I funds to support positions funded by the ESF grants after September 30, 2024.
Total Number of Waivers Granted			5

2. Please describe the effect of the waivers granted under the SEA’s Ed-Flex authority on the implementation of State and local educational reforms pertaining to school and student performance.

All the waivers granted were to exceed the Title I Carryover limit for two primary reasons: staffing challenges and long-term planning. However, all the waiver requests focused on supporting high-quality staff whether it be through hiring and training staff, maintaining current staff, or providing resources and materials to staff to support evidenced based improvement strategies.

3. Please describe the relationship of the waivers to the performance of schools and students affected by the waivers.

High-quality staff has a significant positive impact on student achievement, leading to better academic outcomes, improved engagement, and a more positive learning environment, with research showing that teacher quality is an instrumental factor in student success. Effective teachers can dramatically improve student learning, especially for disadvantaged students.

4. At the State's discretion, please provide any additional information not already provided in response to items 1 through 3 pertaining to the SEA's oversight of the Ed-Flex program and the impact of the waivers granted on school and student performance or data demonstrating the degree to which progress has been made toward meeting the State's educational objectives.

C. Assurance *(Please check the box)*

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