

**Educational Flexibility Program**  
**Report to Congress**  
**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 educational agency (SEA) grants to its local educational agencies (LEAs) under 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. 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 is intended to help 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 regarding 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 the Elementary and Secondary Education Act of 1965 (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<sup>1</sup> 10 percentage points below the lowest

---

<sup>1</sup> 5891b(c)(1)(G) currently prohibits waivers of 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 Title I, Part A “if the percentage of children from low-income families in the school attendance area of such school or who attend such school **is not less than** 10 percentage points below the

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.<sup>2</sup>

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

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

---

lowest percentage of such children for any school attendance area or school...” (emphasis added). We believe the emphasized language is an error and that this prohibition should mirror the language in ESEA section 8401(c)(10), which prohibits waivers of the selection of a school attendance area or school under sections (a) and (b) of section 1113 of the ESEA, except that the Secretary may grant a waiver to participate in activities under Title I, Part A “if the percentage of children from low-income families in the school attendance area or who attend the school is **not more** than 10 percentage points below the lowest percentage of those children for any school attendance area or school...” (emphasis added)

<sup>2</sup> The Department approved nine States’ requests to renew expiring Ed-Flex authority. Each of these States is now approved through the 2028-2029 school year.

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 Ed-Flex reports from each State that included data through September 30, 2023. (Kansas, which was first approved for Ed-Flex on June 22, 2023, will submit its first report, along with all other States, covering the 2023-2024 school year, in fall 2024.) 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 State reports described how waivers granted by the State under Ed-Flex authority have allowed LEAs to effectively address ongoing student needs, including the impacts of COVID-19 on academic achievement. For example, four States 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 supported LEAs' efforts to effectively address student performance in mathematics and reading by allowing LEAs to carry over 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 allowed LEAs to create more innovative learning opportunities for students. Two States described how, for several LEAs, the Ed-Flex program helped lead to an increase in college and career readiness.

For more information about the implementation of the Ed-Flex program in each State, see the individual State reports included in the appendix. More information about the Ed-Flex program (including the State application, guidance, and all available reports) is available at:

<https://www.ed.gov/grants-and-programs/grants-birth-grade-12/ed-flex>.



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

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

**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-a@ed.gov](mailto:OESE.titlei-a@ed.gov).



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)



<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

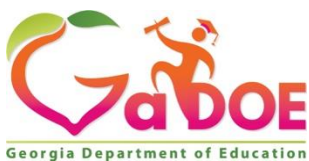
<b>Local Educational Agency</b>	<b>ESEA Requirement Waived</b>	<b>Duration of Waiver (i.e., applicable school years)</b>	<b>Additional Information (e.g., context regarding why such a waiver was granted to the LEA)</b>
<b>Total Number of Waivers Granted</b>			

**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-a@ed.gov.

# The Georgia Department of Education Educational Flexibility (Ed-Flex) Evaluation Report

**On-going report and data synthesis of the GaDOE  
Educational Flexibility Program for Federal Programs.**





Educational Flexibility (Ed-Flex) Evaluation .....	3
Overview .....	3
Year One: SY2020-2021-Title Programs Combined .....	4
Year Two: SY 2021-2022-Title Programs Combined .....	6
Participating LEAs by waiver request.....	6
Participating LEA data collection and remarks .....	7
Participating LEA Summary of Effectiveness Rating .....	15
Year Three: SY 2022-2023.....	18
Participating LEA data collection and remarks: Title I, Part A.....	18
Participating LEA data collection and remarks: Title IV, Part A .....	31
Summary of Participation: SY 2022-2023—Title Programs Combined .....	60
Summary of Effectiveness Ratings: SY 2022-2023—Title Programs Combined.....	62

# Educational Flexibility (Ed-Flex) Evaluation

## Overview

The U.S. Department of Education granted the Educational Flexibility (Ed-Flex) program authority to the Georgia Department of Education on May 18, 2020, which is to remain in place through the 2023-2024 school year. This program permitted the Georgia Department of Education (GaDOE) to waive requirements of the following State-administered formula grant programs to LEAs meeting predefined criteria:

- Title I, Part A: Improving Basic Programs Operated by LEAs (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

The Ed Flex program's intent and purpose, technical assistance, application process, and reporting criteria were presented to all LEAs on June 25, 2020. The presentation detailed the GaDOE's commitment to supporting the LEAs as they identified and addressed their local needs in ensuring student academic improvement and success. The GaDOE offered predefined waiver requests, as well as encouraged LEAs to develop locally defined waivers as applicable to their unique needs. Predefined waiver requests were:

### Title I, Part A:

- Carryover limitation of section 1127(b) of the Elementary and Secondary Education Act (ESEA) of 1965

### Title IV, Part A:

- Section 4106(d) of Title IV, Part A of the ESEA, related to LEA needs assessments for the 2020-2021 school year
- Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA, with respect to content-area spending requirements for Federal fiscal year FY21 Title IV, Part A funds
- Section 4109(b) of Title IV, Part A of the ESEA, with respect to the fifteen percent spending limitation for technology infrastructure for FY21 Title IV, Part A funds

The GaDOE accepted and approved predefined waiver requests from seven (7) LEAs for the 2020-2021 school year as a part of the annual Consolidated LEA Improvement Plan (CLIP) application process. There were no locally defined waiver requests submitted.

As Ed Flex waivers were reviewed and approved by GaDOE, ongoing technical assistance was provided to LEAs. The purpose was to ensure the collection of reliable, complete, and accurate data to support the effects of the waivers on the implementation of State and local educational reforms pertaining to student and school performance, and the relationship of the approved waiver to the performance of affected schools and students.

## Year One: SY2020-2021-Title Programs Combined

Georgia received two waivers from the U.S. Department of Education that impacted the first year of the Ed-Flex implementation plan:

- a waiver was approved by the U.S. Department of Education on May 17, 2021, that removed the Title IV, Part A requirements listed on page 3.
- a waiver was approved by the U.S. Department of Education on September 16, 2021, that removed the states limitations on approving waivers of the Title I, Part A requirement listed on page 3.

These waivers impacted the seven LEA's Ed-Flex implementation and evaluation plans. However, the GaDOE's ongoing support and technical assistance for these seven LEAs identified the following information that addressed the anticipated outcomes of the impact of the Ed-Flex program prior to these overarching waivers from ED:

FY21 (2020-2021)	Title I, Part A Section 1127(b)	Title IV, Part A Section 4106, 4109	Anticipated Impact of the Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Anticipated Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver
Douglas County	X	X	<p>Due to the pandemic and the cancellation of programming and initiatives, flexibility would ensure access to Title I, Part A funds to meet the changing needs of schools and students.</p> <p>The Title IV, Part A flexibility waiver would have allowed the LEA to focus fiscal efforts towards increasing the ACCESS proficiency rate for exiting the program and move more EL students one performance band and increase the graduation rate for the district.</p>	<p>Title I, Part A statute flexibility would have been measured during the FY22 (2021-2022 school year) as the LEA used the flexibility on their carryover funds.</p> <p>Title IV, Part A flexibility waiver allowed the LEA to provide an ESOL Specialist to support the attainment of the English language for EL students, and a Graduation Coordinator to improve the graduation rate of students receiving a regular high school diploma.</p>
Commerce City	X	X	<p>The Title IV, Part A flexibility waiver would have allowed the LEA to implement increased professional learning in teaching best practices in all content areas and increasing the availability of technology infrastructure to classroom teachers.</p>	<p>Title IV, Part A flexibility waiver allowed the LEA to purchase classroom desktops and document cameras to implement Marzano's Best Teaching Practices in all content area classrooms to increase student engagement.</p>
Houston County	X	X	<p>Due to the pandemic, flexibility would ensure access to Title I, Part A funds to meet the changing needs of schools and students.</p> <p>Title IV, Part A flexibility would have allowed the LEA to target more of their funds toward well-rounded initiatives for the summer learning programs to address learning loss.</p>	<p>Title I, Part A statute flexibility would have been measured during the FY22 (2021-2022 school year) as the LEA used the flexibility on their carryover funds.</p> <p>Title IV, Part A statute flexibility allowed the LEA to implement a robust summer learning program in 2021 that addressed learning loss.</p>
Columbia County	X	X	<p>Due to the pandemic, flexibility would ensure access to Title I, Part A funds to meet the changing needs of schools and students.</p> <p>Title IV, Part A flexibility would have allowed the LEA to target funds toward comprehensive school-based mental health program initiatives.</p>	<p>Title I, Part A statute flexibility would have been measured during the FY22 (2021-2022 school year) as the LEA used the flexibility on their carryover funds.</p> <p>Title IV, Part A statute flexibility allowed the LEA to address the increased demand for mental health services for students by tracking referrals, collect data as per Pediatric Symptom Checklist, and survey school counselors to measure impact of school-based programming.</p>

FY21 (2020-2021)	Title I, Part A Section 1127(b)	Title IV, Part A Section 4106, 4109	Anticipated Impact of the Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Anticipated Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver
International Academy of Smyrna	X		Due to the pandemic, flexibility would ensure access to Title I, Part A funds to meet the changing needs of schools and students.	
Atlanta Public School (APS)	X		Due to the pandemic, this flexibility would ensure access to Title I, Part A funds to meet the changing needs of schools and students.	
Pickens County		X	The LEA planned to coordinate other resources to address the three Title IV, Part A focus areas and use the flexibility to target Title IV, Part A funds on their college and career readiness initiatives.	Title IV, Part A statute flexibility allowed the LEA to increase the number of college and career ready students.

As the GaDOE continued to support its LEAs by providing opportunities to meet their unique needs, as well as the unprecedented educational consequences of the continuing COVID pandemic, through programming like the Educational Flexibility Program, the GaDOE developed additional enhancements to its Consolidated LEA Improvement Plan application process to support Ed-Flex implementation.





## Year Two: SY 2021-2022-Title Programs Combined

May 26, 2022, Update

### Participating LEAs by waiver request

GaDOE fully implemented the Ed-Flex process during the FY22 (2021-2022) year. The following 18 LEAs have approved Ed-Flex applications:

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106
Appling County	X				
Bryan County	X				
Camden County		X			
Candler County		X			
Clayton County			X		
Commerce City				X	
Cook County				X	X
Dade County					X
Dekalb County					X
Houston County	X				X
International Academy of Smyrna	X				
Ivy Prep Academy	X				
Jefferson County				X	
Marietta City		X			
Muscogee County					X
Pickens County					X
Utopian Academy	X				
Talbot County					X

- 5 LEAs applied for the Title I, Part A Section 1127(b) waiver
- 3 LEAs applied for the Title I, Part A Section 1113(c)(2)(A) waiver
- 1 LEAs applied for the Title I, Part A Section 1114(a)(1)(B) waiver
- 3 LEAs applied for the Title IV, Part A Section 4109 waiver
- 7 LEAs applied for the Title IV, Part A Section 4106 waiver

Only two LEAs applied for more than one waiver. Cook County applied for both the Title IV, Part A Section 4109 and 4106 waivers. Houston County Applied for Title I, Part A Section 1127(b) waiver and Title IV, Part A Section 4106 waiver. However, Houston County did not use the Title I, Part A Section 1127(b) waiver.

The GaDOE asked each LEA to score the effectiveness of the Ed-Flex waiver by choosing one of six options provided. Five LEAs (Commerce City, DeKalb County, International Charter of Smyrna, Pickens County, and Utopian Academy) implemented multiple actions steps for a waiver and scored each action step separately. The remaining 13 LEAs provided only one effectiveness score for each Ed-Flex waiver. Listed below are the effectiveness ratings from which the LEA could choose.

- 5-Highly Effective – Fully implemented – intended outcomes met
- 4-Highly Effective – Continuing to implement – intended outcomes are on track
- 3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
- 2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete
- 1- Ed-Flex not implemented at this time
- 0-Not Effective – Ed-Flex not needed

### Participating LEA data collection and remarks

The information in the table below was provided by LEAs and summarizes the impact of these waivers.

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Appling County	X					Appling County School Systems is expecting GMAS results this summer to fully evaluate FY22 goals. Appling County School System implemented the STAR 360 benchmark assessment to evaluate progress throughout the school year. The comparison data between base line and winter term shows progress at all schools.	Appling County School system requested waiver of Title I, Part A – limitation on carryover – ESSA Section 1127 (a) due to the delays in delivering equipment/ technology that was needed and requested by the schools. Equipment was delivered and paid in FY22.  Title I, Part A funds that were initially budgeted for the FY22 annual educational subscriptions which were funded by CARES.  In the FY23 CLIP, Appling County School System will request waiver of Title I, Part	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)												
							A – A limitation on Carryover – Section 1127 (a).														
Bryan County	X					This waiver has allowed our Title I schools to use other federal funds that are more time limited and must be spent in addition to leveraging Title I funds to support schools and students.	Our Title I schools have demonstrated growth from Fall to Winter on MAP testing. Georgia Milestone EOG and EOC scores are not available currently. The Spring MAP window is not closed yet, so those comparisons are not available.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track												
Camden		X				<p>The effect of the Waiver has been identified by interpreting local common, formative assessments (MAP). Writing is included in the ELA data (Write Score). The Georgia Milestones Assessment has not been administered at this time (April 18, 2022). Though a 3% growth has not yet been demonstrated in Math, there has been a 1% improvement on the common and formative assessments.</p> <p>Based on the CA/FA results:</p> <table border="1" data-bbox="814 971 1014 1063"> <thead> <tr> <th colspan="2">ELA</th> </tr> </thead> <tbody> <tr> <td>FY21 ES (3-5)</td> <td>65%</td> </tr> <tr> <td>FY22 ES (3-5)</td> <td><b>70%</b></td> </tr> </tbody> </table> <table border="1" data-bbox="814 1096 1014 1188"> <thead> <tr> <th colspan="2">MATH</th> </tr> </thead> <tbody> <tr> <td>FY21 ES (3-5)</td> <td>68%</td> </tr> <tr> <td>FY22 ES (3-5)</td> <td><b>69%</b></td> </tr> </tbody> </table>	ELA		FY21 ES (3-5)	65%	FY22 ES (3-5)	<b>70%</b>	MATH		FY21 ES (3-5)	68%	FY22 ES (3-5)	<b>69%</b>	<p>Sugarmill Elementary School uses the Title I funds for the following effective Evidence Bases Practices:</p> <ol style="list-style-type: none"> <li>1. Compensate a Title I Teacher who provides small group remediation during school day.</li> <li>2. Compensate certified staff and contract tutors to remediate before, after, and during Saturday school.</li> <li>3. MAP and Write Score assessments to measure student growth.</li> <li>4. Professional Learning during Vertical planning each semester.</li> </ol>	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track
ELA																					
FY21 ES (3-5)	65%																				
FY22 ES (3-5)	<b>70%</b>																				
MATH																					
FY21 ES (3-5)	68%																				
FY22 ES (3-5)	<b>69%</b>																				

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Candler		X				The waiver allowed Metter High School to continue operating a Schoolwide program. Meter High School has exceeded on graduating all subgroups and at-risk populations under a Schoolwide program. SAT, ACT, and Georgia Milestones (GMAS) testing data is comparable to state and RESA.	The strategy to work with EL and migrant students directly by employing a literacy specialist to serve those at-risk populations is helpful to the performance of both migrant and EL students at Metter High School.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track
Clayton			X			To increase student growth and achievement, students who were identified through the multiple selection criteria were provided tutoring to increase their skills and knowledge in ELA/Reading and Math. Tutoring was offered four days a week, M-Th. This tutoring provided the students with individual and small-group support based on their areas of need. It allowed tutors to target the deficit areas by creating engaging standards-based lessons and strategies that would allow students to apply, analyze and evaluate their learning with classwork, homework, class discussions and assessments.	Students who participated in the tutorial services were able to see gains in their growth. Overall, the growth for iReady Math with Tier 1 students increased by forty-one percentage points (10%- Fall to 51% Spring) and iReady Reading increased by forty-two percentage points (21% Fall to 63% Spring). MAP results showed additional growth data. Kindergarten students Math results indicated that students were able to exceed in both Tier 1 – seven percentage points (36% Fall to 43% Spring) and Tier 2 – fifteen percentage points (22% Fall to 37% Spring). Reading Growth shows that Tier 2 increased three percentage points (32% Fall to 35% Spring). 1st Grade students MAP Math and Reading results for Tier 3 students indicated an increase. Math increased by eighteen percentage points (31% Fall to 49% Spring) and Reading increased by eight percentage points (36% Fall to 44% Spring). 2nd Grade students MAP Math growth for Tier 1 increased by four percentage points (31% Fall to 35% Spring) and Reading for Tier 3 students increased by five percentage points (53% Fall to 58% Spring.) Although some tiers experienced	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
							a slight decline, this is an indication that those students did not take advantage of the tutorial services offered.		
Commerce City				X		The waiver allowed our system to use Title IV funds to purchase the needed document cameras for every classroom.	The waiver had an indirect relationship to the performance of schools and students. The document cameras allowed teachers to integrate technology (document cameras) into each lesson.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track.
						Since the waiver allowed our system to purchase the document cameras, the waiver was effective in increasing student engagement.	The waiver also allowed teachers to teach content in an engaging way. The increased level of student engagement should result in increased student achievement as measured by the state assessments.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track.
Cook County				X		K-2 students improved coding and typing skills through participation in Kodable, Code.org, and TypingClub.com programs. Engineering students in grades 6-8 utilized technology to create items using 3D printers, a laser engraver, and a vinyl cutter. Students were able to discover the capabilities of various technologies to create personalized items and the basic concepts of computer numerical controlled design. K-8 students will apply the concepts and skills learned using the various technologies when they move to the next level.	Using technologies, students at all levels were able to gain an understanding of possible career paths and skills. Students within the engineering program gained an understanding of problem-solving strategies and will eventually apply skills and knowledge across the curriculum. Application of technologies to everyday life and across the curriculum enhanced both the standard K-12 curriculum and the engineering pathway.	5-Highly Effective – Fully implemented – intended outcomes met	5-Highly Effective – Fully implemented – intended outcomes met
						K-12 students had the following new opportunities for participation: Generation Genius and Gizmos computer programs; art-making, drawing, painting, and pottery activities; social skills and self-esteem activities; STEM/STEAM puzzles and activities; and percussion activities using drum sets and a xylophone	Through participation in these varied activities, students at all levels were able to explore new programs and activities. These experiences allow our students to be more well-rounded as they prepare for schooling at the next level as well as employment in the workforce, enlistment in the military, or enrollment in a college or university upon graduation from high school.	5-Highly Effective – Fully implemented – intended outcomes met	4-Highly Effective – Continuing to implement – intended outcomes are on track.

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
						GMAS scores had not been returned at the time of this report.			
Dade County					X	The intended outcome is to offer art and serve students within their elementary connections classes by supporting a 49% art teacher.	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, theatre, chorus, and band.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
DeKalb County					X	CSI/TSI Priority Schools are supported with well-rounded educational opportunities.	District is utilizing 15 Student Engagement Coaches to monitor attendance, discipline rate, and academic performance of struggling students to increase graduation rates.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track.
						CSI/TSI Priority High Schools are supported with well-rounded educational opportunities.	District is utilizing 5 Communities in Schools programs to support the on-going needs of students in select high schools.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track.
						English Language Learners are supported with well-rounded educational opportunities.	EL Facilitators Support English Learners, in DeKalb High Schools. EL Facilitators monitor the progress of English Learners as they move toward graduation and provide support to local school staff to evaluate student needs.	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
						All students are supported with well-rounded educational opportunities.	Mentoring Liaison works with schools and community to build partnerships in support of student engagement and achievement.	1-Ed-Flex not implemented at this time	1- Ed-Flex not implemented at this time
Houston County	X					We will not need the waiver for this school year (2021-2022) because we will meet the 85% spending threshold after carryover funds are spent.		0-Not Effective – Ed-Flex not needed	0-Not Effective – Ed-Flex not needed
					X	Based on our fall to spring MAP test conditional growth percentile, our elementary students performed very well. Our previous targeted Summer Learning Academy made a positive difference, and we will use Title IV funds to offer the same targeted Summer Learning Academy.	For the 2022 school year, 69.3% of elementary students met their growth projection for MAP growth in Reading and Math. This represents nearly 14,000 elementary students who successfully met their academic growth goals for the year.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
International Academy of Smyrna	X					The focus for grades K-2 was on Numbers and Operations. In this grade band, we went from 12% on above grade level on the fall i-Ready diagnostic to 35% on or above grade level by the winter i-Ready diagnostic in Numbers and Operations.	The waiver allowed us to use funds schoolwide to increase instructional quality: - Teachers received year-round professional development on flexible grouping to increase pedagogical and content knowledge. -Extra personnel were purchased to provide target intervention. -Additional Scholar manipulatives were purchased. -Extended learning time was provided for after school tutoring.	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
						The focus for grades 3-5 was on Measurement in Data. In this grade band, we went from 20% on or above grade level on the fall i-Ready diagnostic to 36% on or above grade level by the winter i-Ready diagnostic in Measurement in Data.	The waiver allowed us to use funds schoolwide to increase instructional quality: - Teachers received year-round professional development on flexible grouping to increase pedagogical and content knowledge. -Extra personnel were purchased to provide target intervention. -Additional Scholar manipulatives were purchased.	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																																																																																				
						<p>The focus for all grade levels, K-5, for Reading/ELA was Vocabulary. In this grade band, we went from 25% on or above grade level in the fall i-Ready diagnostic to 43% on or above grade level by the winter i-Ready diagnostic in Vocabulary.</p>	<p>-Extended learning time was provided for after school tutoring.</p> <p>The waiver allowed us to use funds schoolwide to increase instructional quality:</p> <ul style="list-style-type: none"> <li>- Teachers received year-round professional development on flexible grouping to increase pedagogical and content knowledge.</li> <li>-Extra personnel were purchased to provide target intervention.</li> <li>-Instructional materials (i.e., Studies Weekly, Raz-Kids) were purchased to support with vocabulary acquisition.</li> <li>-Extended learning time was provided for after school tutoring.</li> </ul>	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete																																																																																				
Ivy Prep Academy	X					<p>Ivy Preparatory Academy implemented an after-school tutorial program and will be hosting a summer intervention program in June. Students participating in the program have shown progress to-date, however, the services have not ended.</p>	<table border="1" data-bbox="1144 846 1440 1109"> <thead> <tr> <th colspan="4">iReady Reading Growth Data</th> </tr> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th></th> </tr> </thead> <tbody> <tr><td>All</td><td>21</td><td>43</td><td>+22</td></tr> <tr><td>Kdg</td><td>16</td><td>85</td><td>+69</td></tr> <tr><td>1st</td><td>13</td><td>21</td><td>+8</td></tr> <tr><td>2nd</td><td>22</td><td>37</td><td>+15</td></tr> <tr><td>3rd</td><td>34</td><td>57</td><td>+23</td></tr> <tr><td>4th</td><td>31</td><td>44</td><td>+13</td></tr> <tr><td>5th</td><td>15</td><td>27</td><td>+12</td></tr> <tr><td>6th</td><td></td><td></td><td></td></tr> <tr><td>7th</td><td></td><td></td><td></td></tr> <tr><td>8th</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1144 1128 1440 1310"> <thead> <tr> <th colspan="4">iReady Math Growth Data</th> </tr> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th></th> </tr> </thead> <tbody> <tr><td>All</td><td>4</td><td>25</td><td>+21</td></tr> <tr><td>Kdg</td><td>6</td><td>58</td><td>+52</td></tr> <tr><td>1<sup>st</sup></td><td>0</td><td>18</td><td>+18</td></tr> <tr><td>2nd</td><td>6</td><td>22</td><td>+16</td></tr> <tr><td>3<sup>rd</sup></td><td>0</td><td>26</td><td>+26</td></tr> <tr><td>4<sup>th</sup></td><td>6</td><td>19</td><td>+13</td></tr> <tr><td>5<sup>th</sup></td><td>9</td><td>16</td><td>+7</td></tr> </tbody> </table>	iReady Reading Growth Data				Grade	Fall	Winter		All	21	43	+22	Kdg	16	85	+69	1st	13	21	+8	2nd	22	37	+15	3rd	34	57	+23	4th	31	44	+13	5th	15	27	+12	6th				7th				8th				iReady Math Growth Data				Grade	Fall	Winter		All	4	25	+21	Kdg	6	58	+52	1 <sup>st</sup>	0	18	+18	2nd	6	22	+16	3 <sup>rd</sup>	0	26	+26	4 <sup>th</sup>	6	19	+13	5 <sup>th</sup>	9	16	+7	0-Not Effective – Ed-Flex not needed	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
iReady Reading Growth Data																																																																																													
Grade	Fall	Winter																																																																																											
All	21	43	+22																																																																																										
Kdg	16	85	+69																																																																																										
1st	13	21	+8																																																																																										
2nd	22	37	+15																																																																																										
3rd	34	57	+23																																																																																										
4th	31	44	+13																																																																																										
5th	15	27	+12																																																																																										
6th																																																																																													
7th																																																																																													
8th																																																																																													
iReady Math Growth Data																																																																																													
Grade	Fall	Winter																																																																																											
All	4	25	+21																																																																																										
Kdg	6	58	+52																																																																																										
1 <sup>st</sup>	0	18	+18																																																																																										
2nd	6	22	+16																																																																																										
3 <sup>rd</sup>	0	26	+26																																																																																										
4 <sup>th</sup>	6	19	+13																																																																																										
5 <sup>th</sup>	9	16	+7																																																																																										
Jefferson County				X		<p>With the purchase of this technology, opportunities for students to engage in STEAM activities have increased. Teachers have been able to provide</p>	<p>The level of student participation and engagement has increased as a result of this technology being placed within the school. The effect of instant feedback</p>	3 – Effective – Still implementing/monitoring/implementation began	3 – Effective – Still implementing/monitoring/implementation began																																																																																				



FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
						instruction that requires interaction of students, which has increased student engagement. Instant feedback has been provided with the use of this technology as well.	from this technology has positively impacted student learning.	mid-year – data incomplete	mid-year – data incomplete
Marietta City		X				The waiver of Statute for 125% rule allowed Marietta City to equitability fund and support all students across the district.	Students were able to be served in a school-wide model and benefit from the consolidation of funds where interventions and supports could be put in place to support learners.	5-Highly Effective – Fully implemented – intended outcomes met	5-Highly Effective – Fully implemented – intended outcomes met
Muscogee County					X	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 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. The data identified in this waiver is in the process of being collected so it can be analyzed.	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.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
Pickens County					X	Allowed our schools to use all our Title IV funds to pay for a College and Career Coach at the high school instead of meeting minimum spending requirements of Title IV-A.	Since 2018 (C&CC hired Fall 2018) we have increased our total DE courses completed by students from 78 to 180, of which our core courses went from 54 to 139 and our skill trade courses from 33 to 41 through DE. Our total DE credit hours increase from 272 to 572.	4-Highly Effective – Continuing to implement – intended outcomes are on track.	4-Highly Effective – Continuing to implement – intended outcomes are on track
						Allowed our schools to hire the most qualified person for the position, even if they didn't have GAPSC teacher certification.	Our PQ percentage has reached 100% so our waiver has been shown to be effective.	5-Highly Effective – Fully implemented – intended outcomes met	4-Highly Effective – Continuing to implement – intended outcomes are on track
Utopian Academy	X					Utopian Academy for the Arts planned to offer a Saturday Academy for scholars in the target population, 2+ years below level as measured by iReady (Beacon	The Summer Intervention Program will use the Beacon Data from the Spring of 2022 as a baseline for the Summer Program.	2-Somewhat Effective – Partially implemented,	0-Not Effective – Ed-Flex not needed

FY22 (2021-2022)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																																								
						<p>Data Target area Needs Support). There were no teachers that were available to teach the program during Saturday Academy, so the intervention was postponed until the summer.</p> <p>Teachers will participate in Professional Learning to integrate Literacy Protocols across the curriculum.</p> <p>Teachers participated in professional learning from contracted coaches through the year. There was one session in October and one in January. The third training will be held in June.</p>		may need adjustments in implementing – data incomplete																																									
							<p>Beacon Fall Data (2021-2022)</p> <table border="1"> <thead> <tr> <th colspan="4">Reading (ELA Data)</th> </tr> <tr> <th>Grade</th> <th>Support Needed</th> <th>Near Target</th> <th>Prepared</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Beacon Spring Data(2021-2022)</p> <table border="1"> <thead> <tr> <th colspan="4">Reading (ELA Data)</th> </tr> <tr> <th>Grade</th> <th>Support Needed</th> <th>Near Target</th> <th>Prepared</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reading (ELA Data)				Grade	Support Needed	Near Target	Prepared	6 <sup>th</sup>				7 <sup>th</sup>				8 <sup>th</sup>				Reading (ELA Data)				Grade	Support Needed	Near Target	Prepared	6 <sup>th</sup>				7 <sup>th</sup>				8 <sup>th</sup>				2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete	0-Not Effective – Ed-Flex not needed
Reading (ELA Data)																																																	
Grade	Support Needed	Near Target	Prepared																																														
6 <sup>th</sup>																																																	
7 <sup>th</sup>																																																	
8 <sup>th</sup>																																																	
Reading (ELA Data)																																																	
Grade	Support Needed	Near Target	Prepared																																														
6 <sup>th</sup>																																																	
7 <sup>th</sup>																																																	
8 <sup>th</sup>																																																	
Talbot County					X	LEA is working to amend FY22 budget and will be implementing activities in the summer.	The district's data revealed learning gaps among most students. District and school leaders chose to continue using Boardworks and other supplemental programming because of gaps in attendance (school closures). The consistency in usage will increase to provide better data.	1-Ed-Flex not implemented at this time	1-Ed-Flex not implemented at this time																																								

### Participating LEA Summary of Effectiveness Rating

The GaDOE also provided an effectiveness rating of the waiver for each LEA using the same six options. Before assigning a rating, the GaDOE interviewed LEAs to clarify information and seek additional information on the process and impact of the waiver.

FY22 (2021-2022)	Title I, Part A Section 1127(b)		Title I, Part A Section 1113(c)(2)(A)		Title I, Part A Section 1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106	
	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Appling County	3	3								

### Summary of Effectiveness Rating Table

FY22 (2021-2022)	Title I, Part A Section 1127(b)		Title I, Part A Section 1113(c)(2)(A)		Title I, Part A Section 1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106	
	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Bryan County	4	4								
Camden County			4	4						
Candler County			4	4						
Clayton County					4	4				
Commerce City Action Step 1							4	4		
Commerce City Action Step 2							4	4		
Cook County							5	5	5	4
Dade County									4	4
DeKalb County Action Step 1									4	4
DeKalb County Action Step 2									4	4
DeKalb County Action Step 3									3	3
DeKalb County Action Step 4									1	1
Houston County	0	0							4	4
International Academy of Smyrna Action Step 1	3	3								
International Academy of Smyrna Action Step 2	3	3								
International Academy of Smyrna Action Step 3	3	3								
Ivy Prep Academy	0	3								
Jefferson County							3	3		
Marietta City			5	5						
Muscogee County									4	4

Summary of Effectiveness Rating Table										
FY22 (2021-2022)	Title I, Part A Section 1127(b)		Title I, Part A Section 1113(c)(2)(A)		Title I, Part A Section 1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106	
	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Pickens County Action Step 1									4	4
Pickens County Action Step 2									5	4
Utopian Academy Action Step 1	2	1								
Utopian Academy Action Step 2	2	1								
Talbot County									1	1

After completing the two years of the Ed-Flex program authority, monitoring the process, and reviewing the impact of waivers on LEAs plans, the GaDOE will improve the Ed-Flex process by implementing these additional steps:

- Enhance the Consolidated LEA Improvement Plan (CLIP) Progress Monitoring to include sections for reporting Ed-Flex waiver impact.
- Provide ongoing technical assistance to LEAs on completing the Ed-Flex application.
- Provide training to LEAs to ensure there are steps to monitor the ongoing implementation of the Ed-Flex waiver.
- Establish ongoing status checks with LEAs to provide technical assistance on the implementation, data collection, and monitoring.
- Provide technical assistance to LEAs in selecting goals that can be assessed for effectiveness throughout the year and not solely at year's end.
- Provide training to LEAs on developing intended outcomes to be completed within the fiscal year, when applicable.
- Provide opportunities for participating LEAs to share best practices.

### Year Three: SY 2022-2023

#### Participating LEA data collection and remarks: Title I, Part A

August 22, 2023, Update

GaDOE fully implemented the Ed-Flex process during the FY23 (2022-2023) year. The following 23 LEAs had approved Ed-Flex applications:

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Appling County	x		1. By June 2023, students will show measurable progress in ELA as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone Assessment.	Preliminary CCRPI data shows that Title I funding provided to schools contributed to continuous success in ELA by meeting the 3% growth target.	5-Highly Effective – Fully implemented – intended outcomes met	5-Highly Effective – Fully implemented – intended outcomes met
			2. By June 2023, students will show measurable progress in Mathematics as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone Assessment	Preliminary CCRPI data shows that Title I funding provided to schools contributed to continuous success in Math by making progress.	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
Atlanta Heights	x		We will continue to meet our established goals. 60% of Scholars in Kindergarten, 1st and 2nd grad will meet End of Grade Goal	Enabled school to continue it's progression toward meeting the established goals without fiscal compromise.	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete
			We will continue to meet our established goals. Scholars in 3-8 will score 3 or 4 on the GMAS EOG in Mathematics.		2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Atlanta Smart Academy	x		A waiver is requested to carryover funds from Title I, Part A FY 22 funds to FY 23. We need additional time to provide support and resources to continue to meet the needs of our parents and parent engagement activities.	Ed Flex not needed. We were able to take advantage of the US Ed Title I carryover Waiver.	0- Ed-Flex not needed	0- Ed-Flex not needed
Brooks County			District Goal 1: The Brooks County School District will increase the number of students scoring Developing or higher by 3% as measured by the Spring 23 End of Grade and End of Course Georgia Milestones Assessment System.	BCSD used the waiver available from USED.	0- Ed-Flex not needed	0- Ed-Flex not needed
Bryan County	x		The Bryan County ARP ESSER LEA Plan has impacted the use of Title I funds. Bryan County Schools expects to increase MAP scores in reading in grades K-2	Kindergarten (48% to 63%) and 2 <sup>nd</sup> grade (34% to 56%) students made significant MAP reading growth from Fall to Spring during the 2022-2023 school year. First grade students grew (53% to 54%) from Fall to Spring in reading.  The waiver allowed the district to use ARP ESSER funds to support after-school tutoring and supplemental intervention programs for the district (all elementary schools) rather than Title I consolidated funds supporting those initiatives only at Title I schools.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
			The Bryan County ARP ESSER LEA Plan has impacted the use of Title I funds. Bryan County Schools expects to increase MAP scores in math in grades K-2	Kindergarten (51% to 72%), 1 <sup>st</sup> grade (56% to 64%), and (and 2 <sup>nd</sup> grade (50% to 58%) students made significant MAP math growth from Fall to Spring during the 2022-2023 school year.  The waiver allowed the district to use ARP ESSER funds to support after-school tutoring and supplemental intervention programs for the district (all elementary schools) rather than Title I consolidated funds supporting those initiatives only at Title I schools.	5-Highly Effective – Fully implemented – intended outcomes met	5-Highly Effective – Fully implemented – intended outcomes met

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>Increase Georgia Milestones EOG at Title I schools when comparing Spring 2022 to Spring 2023 on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Georgia Milestones ELA and math assessments.</p>	<p>Bryan County Elementary (All students: Math - 53% to 58% and Reading – 52% to 58%) made significant MAP growth from Fall to Spring during the 2022-2023 school year. Bryan County Elementary showed improvements in 3<sup>rd</sup> grade Math, 4<sup>th</sup> grade ELA from 2022 to 2023 on the EOG. Bryan County Middle showed improvements in every grade level from 2022 to 2023 in all EOG ELA and Math.</p> <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) rather than Title I consolidated funds supporting those initiatives only at Title I schools only.</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>
			<p>Increase Georgia Milestones EOC at Title I schools when comparing Spring 2022 to Spring 2023 on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Georgia Milestones ELA and math assessments.</p>	<p>Bryan County High School improved in Biology and US History but not American Literature and Algebra I from 2022 to 2023. Advanced middle school students take Algebra I in 8<sup>th</sup> grade and that is not reflected in the data examined. These two areas (ELA and Math EOC) will continue to be an area of focus for the 2023-2024 school year.</p> <p>The waiver allowed the district to use ARP ESSER funds to support after-school tutoring and supplemental intervention programs for the both high schools rather than Title I consolidated funds supporting those initiatives only at the Title I high school.</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>
Dalton County		x	<p>Increase the percentage, by 6%, of students scoring at proficient or above in the core content areas as measured by Georgia</p>	<p>Students at the four schools that did not meet the minimum poverty percentage benefitted</p>	<p>4-Highly Effective – Continuing to</p>	<p>4-Highly Effective – Continuing to implement –</p>

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			Milestones End of Grade and End of Course assessments.	<p>from the waiver because they were given access to resources that would have been unavailable to all students without the waiver. These four schools were able to meet most of their school improvement goals, in part, due to the waiver.</p> <ul style="list-style-type: none"> <li>a. ELA achievement data on GMAS shows an overall increase in the percentage of students who scored at the developing or above level (70.3% to 71.9%)</li> <li>b. Math achievement data on GMAS shows an overall increase in the percentage of students who scored at the developing or above level (70.5% to 73.3%).</li> <li>c. Science achievement data on GMAS shows a slight increase in the percentage of students who scored at the developing or above level (62.6% to 62.7%)</li> <li>d. Social Studies achievement data on GMAS shows a slight overall decrease in the percentage of students who scored at the developing or above level (63.3% to 63.2%)</li> </ul> <p>Allowing DPS to waive the minimum poverty percentage for FY23 enabled all schools to receive Title I funds as in previous years and allowed all schools to implement schoolwide program plans with fidelity.</p>	implement – intended outcomes are on track	intended outcomes are on track
			Increase the district's 4-year cohort graduation rate to 87.1% as reported by the Georgia Department of Education	We are still waiting on graduation rate to be calculated. Students at the four schools that did not meet the minimum poverty percentage benefitted	3-Effective – Still implementing/monitoring/implementation began	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete



FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				from the waiver because they were given access to resources that would have been unavailable to all students without the waiver. These four schools were able to meet most of their school improvement goals, in part, due to the waiver.	mid-year – data incomplete	
D.E.L.T.A. STEAM Academy	x		<p>The waiver will allow our school to use the funds to assist us in improving towards our charter goals of:</p> <p>70% of our students will be on grade level in math according to NWEA 75% of our students will be on grade level in reading according to NWEA</p> <p>Measures by NWEA</p>	<p>The waiver allowed Delta Steam more time to continue to provide the resources necessary to maintain and increase our charter goals.</p> <p>The waiver helped us work toward our charter goals. We have made increases in scores but have not yet met our goal in mathematics and reading.</p> <p>While we saw gains in ELA and Math but we realize area for growth for the coaching of our teachers.</p>	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete
Dooly County	x		Dooly County Schools is purchasing one-to-one technology devices. Purchase orders were generated in FY22 and sent to technology vendors, but the devices will not be sent to the district until October of 2022, which is past the September 30th deadline for FY22 expenditures. These devices will be critical for learning to occur on six scheduled asynchronous learning days during the FY23 school year. Technology vendors are experiencing long delays of getting devices, due to the ongoing Covid pandemic.	The Dooly County School System incorporated six scheduled asynchronous learning days during the FY23 school year. As a result of the Ed-Flex Waiver, all students were provided a device to utilize at home to work on instructional assignments aligned to the state standards. The 1:1 technology program was critical to closing the achievement gap for all students. Professional development opportunities were given to our school and district staff focusing on enhancing instructional strategies, classroom management, and analyzing data. Overall, 1:1 technology provided all students an opportunity for individualized learning leading to academic success. Based upon our Comprehensive Needs Assessment, it was found that the 1:1 technology had a positive affect on student	5-Highly Effective – Fully implemented – intended outcomes met	5-Highly Effective – Fully implemented – intended outcomes met

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				<p>outcomes. Overall student performance on summative assessments increased.</p> <p>As a result of the Ed-Flex Waiver, Dooly County Schools was provided an opportunity to fund 1:1 technology and enhance classroom instruction overall for all students in the district. Our 1:1 technology program provided opportunity to personalize learning, increase student engagement, and improve equity. The Ed-Flex waiver provided additional time for the technology vendors (who were experiencing long delays of getting devices due to the ongoing Covid pandemic) to ship devices to our district at the beginning of October, 2022.</p>		
			<p>By the end of the 2022-23 school year, the percent of students scoring at the developing or higher levels in Math and English/Language Arts on the Georgia Milestones Assessment will increase by 3%.</p>	<p>As a result of the Ed-Flex Waiver, 1:1 technology provided the implementation of evidence-based interventions that resulted in an increase in student performance overall. Based upon Georgia Milestones Math and English/Language Arts Assessments student performance increased in grades 3<sup>rd</sup> through 8<sup>th</sup>. Overall, 1:1 technology provided personalized learning, SEL programming support, evidenced math and reading interventions, electronic formative and summative assessments, and data analysis student reports. The 1:1 Technology program was also an important factor to Dooly County Schools being removed from the lowest 5% ranking amongst other school districts. This was an historical accomplishment for the Dooly County School System and the community overall.</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				As a result of the Ed-Flex Waiver, Dooly County Schools implemented several intervention programs such as Read 180, IReady, and Imagine Learning (formerly known as Edgenuity). After a data review, it was found that overall student performance increased. Beacon formative assessments were also administered using the 1:1 technology, providing the district and school administration necessary data to personalize learning for all students.		
International Academy of Smyrna	x		As a Title I school, IAS will be able to access carryover funds to improve student achievement across math and ELA. IAS will use i-Ready as a benchmark assessment to measure student performance in math and ELA to assess student achievement. IAS will focus on numbers and operations in grades K-2 and measurement and data in grades 3-5, while focusing on vocabulary school-wide in ELA. Our goal is to see 80% of our Scholars score at or above grade-level school-wide in these domains on the end of year i-Ready benchmark assessment.	Ed Flex Waiver will not be used or needed.	1-Not Effective--Ed-Flex not implemented at this time	1-Not Effective--Ed-Flex not implemented at this time
Ivy Prep Academy	x		There will be an increase of 20% additional scholars scoring in Tier I on iReady Assessments by Spring 2023.	This waiver allowed Ivy to make budgetary adjustments based on ongoing analysis of scholars' performance. We did reach the 85% target of spending.  Ivy met the target of 20% additional scholars scoring in Tier I on iReady assessments. ELA went from 25% to 51% overall. iReady math scores increased as well moving from 8% to 37% overall.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Muscogee County	x		<p>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 2022-2023 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 2022-2023 school year.</p>	<p>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.</p> <p>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.</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
Paulding County	x		<p>The Paulding County School District is applying for the Ed Flex Waiver to allow us the opportunity to sustain supplemental educational services to our students throughout the district. This application allows us to waive certain state requirements which gives our system more freedom to innovate and helps our students achieve. The waiver will allow us to continue supporting those schools with a Title I program that have fallen below the 35 percent poverty threshold.</p>	<p>All Five Title I Schools that utilized the Ed-Flex Waiver have rated their effectiveness of the waiver concluded: All FY23 Title I, Part A Ed Flex activities are being implemented, funds are being expended/drawn, progress monitoring/data collection is underway.</p> <p>Sara Ragsdale Elementary ~ Plan and implement effective writing instruction for teachers by providing data-driven PL for certified staff. Provide, Admin has employed a fulltime teacher and fulltime para to monitor the "At-Promise" students in reading, writing, and math, additional planning days for teachers to plan the implementation of bookworms reading and writing resources, Establish and implement the Harvard Dinner Project to support student</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				<p>achievement and parent involvement, Participate in the organization of the ESOL/EL Community Fair and specific strategies and resources with the ELL subgroup, ILT will facilitate teachers in the unpacking of the revised math standards to ensure common understanding, Design and implement data-driven PL for teachers to effectively implement and teach Math DI and Math Workshop using, Do The Math, Building Fact Fluency, and Math by the Book and provide additional planning days for teachers to plan the implementation.</p> <p>New Georgia Elementary ~ Title I ILT, Administration hired Title I Teachers, Title 1 Paraprofessionals to utilize math manipulatives in small group settings for students on the “At-Promise” list, the effective implementation of math and reading resources, and an increase in providing family engagement activities within our schools.</p> <p>L. C. Poole Elementary ~ Administration hired Title I staff including an ILT, and two Title I Paraprofessionals. Funding also supported additional Professional Learning Days/ All purchased resources, materials Reading Resources Math Resources - Do The Math Resources, Math By The Book Resources/ Professional Learning Resources/ - Writing Training, Reading and Math Professional Learning/ Parent engagement materials/ Parent Night Resources</p> <p>Northside Elementary ~ Title I staff will deliver instruction to small groups of students identified by instructional need during the Reading DI block and the Math NBI block, with a focus on</p>		

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				<p>identified students. • The Title I ILT will provide coaching and facilitate PL on reading and math instruction to support student achievement. • The ILT, along with the EAC and Literacy Coach, will facilitate reading and math data days to monitor student progress and adjust instruction. • The ILT will plan informational meetings and Parent Engagement events (ESOL fair, PRC Open House, Curriculum Night, etc.) that focus on reading and math strategies and resources to use at home to support student achievement. •The ILT will closely monitor the progress of low achieving students. •Reading instructional resources •Math instructional resources •Parent Engagement event materials and resources</p> <p>Nebo Elementary ~ Administration hired two full time Title 1 Paraprofessionals, funded Math resources and PL, Reading Resources, Parent Resource materials, and Parent Involvement Resources and Events.</p>		
Rome City Schools	x		<p>RCS students will improve achievement in ELA by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2022 to 2023. I program that have fallen below the 35 percent poverty threshold.</p>	<p>Schools had flexibility to purchase additional instructional resources according to the needs of their student population. All Schools implemented a summer remediation program for at-risk students. School 1: Purchased additional instructional resources including headphones, printer ink, decodable books, and student learning supplies for summer remediation. School 2: Purchased instructional intervention materials including Acadience management system for reading, manipulatives, and learning centers. The school also purchased PL seats for virtual Orton Gillingham training for new teachers.</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>

FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				<p>School 3: Purchased reading intervention materials Quick Reads and PL books for effective differentiated reading instruction.</p> <p>School 4: Purchased instructional supplies for summer remediation program.</p> <p>School 5: Purchased digital subscriptions for teachers and students including Brain Pop, children’s literature to support reading and math instruction and summer remediation supplies for students.</p> <p>School 6: Purchased summer remediation supplies including decodable readers and headphones.</p> <p>School 7: Purchase summer remediation supplies including digital subscriptions for students and PL materials/books for teachers focusing on effective Tier 1.</p> <p>School 8: Purchased digital subscriptions for students (Newsela) and summer remediation supplies.</p>		
			<p>RCS students will improve achievement in Math by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2022 to 2023.</p>	<p>Schools had flexibility to purchase additional instructional resources according to the needs of their student population.</p> <p>All Schools implemented a summer remediation program for at-risk students.</p> <p>School 1: Purchased additional instructional resources including student learning supplies for summer remediation.</p> <p>School 2: Purchased instructional intervention materials including Acadience management system for math, manipulatives, and learning centers. The school also Do the Math intervention kits for grades 3-6..</p> <p>School 3: Purchased Math Recovery bundles for intervention instruction.</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>



FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				<p>School 4: Purchased instructional supplies for summer remediation program.</p> <p>School 5: Purchased digital subscriptions for teachers and students including Brain Pop, children’s literature to support reading and math instruction and summer remediation supplies for students. Purchased teacher guides for math intervention program Math by the Book.</p> <p>School 6: Purchased summer remediation supplies and teacher PL texts for leading math effective discussions in the classroom.</p> <p>School 7: Purchase summer remediation supplies including digital subscriptions for students and PL materials/books for teachers focusing on effective Tier 1.</p> <p>School 8: Purchased digital subscriptions for students (Math Support Program) and summer remediation supplies</p>		
			<p>RCS students will improve achievement in Science by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2022 to 2023.</p>	<p>Schools had flexibility to purchase additional instructional resources according to the needs of their student population.</p> <p>All Schools implemented a summer remediation program for at-risk students. Supplies to support learning were also purchased.</p> <p>School 3: Purchased non-fiction texts for classroom libraries.</p> <p>School 4: Purchased digital resources for supporting blended and integrated learning for diverse learners (STEMscopes).</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>
			<p>achievement in Social Studies by increasing the percentage of grades 8-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2022 to 2023. Students in K-7th will demonstrate 3% growth</p>	<p>Schools had flexibility to purchase additional instructional resources according to the needs of their student population.</p> <p>All Schools implemented a summer remediation program for at-risk students. Supplies to support learning were also purchased.</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>



FY22 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			on locally-developed assessments from the beginning of the year to the end of the year.	<p>School 3: Purchased non-fiction texts for classroom libraries.</p> <p>The additional carryover funds allowed RCS schools to create additional plans for school improvement and student achievement for all at-risk students.</p>		
Statesboro STEAM	x		The waiver will allow Statesboro STEAM Academy to utilize the funds to help achieve our goal which is to increase achievement in Mathematics by 2% as measured by the Georgia Milestones Assessment System and 1.5% every year thereafter.	<p>Given the effects of learning loss due to the COVID-19 pandemic, the performance of the school has improved, and students affected by the waiver have grown academically in math and preliminary results point to strong and positive growth toward proficiency.</p> <p>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.</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
Utopian Academy	x		At the end of the 2022-2023 school year, there will be a 10% decrease in students scoring in Tier I in number sense in grades six and seventh and number, expressions and equations in grade eight on the mathematics section of the Georgia Milestones.	<p>The school was able to meet the FY 23 goal of 10% improvement in number sense for math by moving students from 37.24% to 38.09% on the GMAS. There was a 13% decrease of tier 1 on the Beacon assessment.</p> <p>The waiver provided UAFA with additional time to consider needs and adjust our strategies.</p>	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete	2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete

Participating LEA data collection and remarks: Title IV, Part A

FY22 (2022-2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self-Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Cherokee County		x	<p>AP Exams Goal: The number of Cherokee County High School Students who have been classified as economically disadvantaged who register for an AP Exam will increase by 13 (3%) more exams over the 2021-2022 amount, for a total of 435 exams.</p> <p>Unfortunately, a typographical error was made in the Ed Waiver goal. In SY2021-22, CCSD provided 101 AP exams to socio-economically disadvantaged students using Title IV funds. An increase of 13% would have set the goal at 114 exams and not 435.</p>	<p>During SY2022-23, CCSD used Title IV funds to provide 90 AP exams to economically disadvantaged students at all CCSD high schools. A decrease of almost 8%.</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>
			<p>Student Support Specialists Goal: Results from the Spring Administration of the 22-23 Cherokee County Schools 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</p>	<p>During SY2022-23, the Cherokee County School District decided to replace <i>Panorama</i>, the official SEL survey, with a locally developed tool known as the <i>Needs Assessment</i>. The new <i>Needs Assessment</i> not only introduced a new set of questions but also featured different category names and displayed variations in student participation rates across our District. As a result, it is believed that conducting a direct comparison between the results of the previous year (SY2021-22) and the current year (SY2022-23) might yield misleading conclusions. However, based on the available data, the following information can be reported:</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																																
			<p>compared to the 21-22 Panorama Survey results.</p> <p>CCSD supported the hiring of two Student Support Specialists for SY2022-23. This cost (including travel, pay and benefits) of \$226,067 supported, among other items, several job duties as explained.</p>	<table border="1"> <thead> <tr> <th></th> <th>ES Panoram a</th> <th>ES Needs Assessmen t</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Self- Managemen t</td> <td>73</td> <td>75</td> <td>+2</td> </tr> <tr> <td>Social Awareness</td> <td>70</td> <td>84</td> <td>+14</td> </tr> <tr> <td>Self- Efficacy/Self -Awareness</td> <td>53</td> <td>67</td> <td>+14</td> </tr> <tr> <th></th> <th>MS/HS Panoram a</th> <th>MS/HS Needs Assessmen t</th> <th>Difference</th> </tr> <tr> <td>Self- Managemen t</td> <td>73</td> <td>72</td> <td>-1</td> </tr> <tr> <td>Social Awareness</td> <td>70</td> <td>82</td> <td>+12</td> </tr> <tr> <td>Self- Efficacy/Self -Awareness</td> <td>53</td> <td>54</td> <td>-1</td> </tr> </tbody> </table> <p>The Student Support Specialists also provided the following services to CCSD students. Documentation is available upon request:</p> <ul style="list-style-type: none"> <li>• CARES Connect Mentoring Program</li> <li>• Provided Individual Counseling</li> <li>• Support for APEX and School Based Mental Health</li> <li>• Suicide Prevention Programs and Documentation for the District, including Re-entry and Wellness plans</li> <li>• Trauma Informed Support</li> </ul>		ES Panoram a	ES Needs Assessmen t	Difference	Self- Managemen t	73	75	+2	Social Awareness	70	84	+14	Self- Efficacy/Self -Awareness	53	67	+14		MS/HS Panoram a	MS/HS Needs Assessmen t	Difference	Self- Managemen t	73	72	-1	Social Awareness	70	82	+12	Self- Efficacy/Self -Awareness	53	54	-1		
	ES Panoram a	ES Needs Assessmen t	Difference																																			
Self- Managemen t	73	75	+2																																			
Social Awareness	70	84	+14																																			
Self- Efficacy/Self -Awareness	53	67	+14																																			
	MS/HS Panoram a	MS/HS Needs Assessmen t	Difference																																			
Self- Managemen t	73	72	-1																																			
Social Awareness	70	82	+12																																			
Self- Efficacy/Self -Awareness	53	54	-1																																			

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																
				<ul style="list-style-type: none"> <li>• QPR Training</li> <li>• Sources of Strength program support</li> <li>• District Crisis Team</li> <li>• Youth Voice program at Cherokee High and Woodstock Middle School</li> <li>• Positive Behavior Frameworks</li> <li>• Restorative Discipline Practices Support</li> </ul>																		
			Restorative Practices Tool Kit Resource Developer for Positive Behavior Framework Job Embedded Training Virtual Coaching  Goal: Results from the Spring Administration of the 22-23 Cherokee County Schools 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 21-22 Panorama Survey results.	During SY2022-23, the Cherokee County School District decided to replace Panorama, the official SEL survey, with a locally developed tool known as the <i>CCSD Needs Assessment</i> . The new <i>CCSD Needs Assessment</i> not only introduced a new set of questions but also featured different category names and displayed variations in student participation rates across our District. As a result, it is believed that conducting a direct comparison between the results of the previous year (SY2021-22) and the current year (SY2022-23) might yield misleading conclusions. However, based on the available data, the following information can be reported: <table border="1" data-bbox="789 979 1476 1344"> <thead> <tr> <th></th> <th>ES Panorama</th> <th>ES Needs Assessment</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Self-Management</td> <td>73</td> <td>75</td> <td>+2</td> </tr> <tr> <td>Grit/Resilience</td> <td>54</td> <td>66</td> <td>+12</td> </tr> <tr> <td>Growth Mindset/Responsible Decision Making</td> <td>59</td> <td>91</td> <td>+32</td> </tr> </tbody> </table>		ES Panorama	ES Needs Assessment	Difference	Self-Management	73	75	+2	Grit/Resilience	54	66	+12	Growth Mindset/Responsible Decision Making	59	91	+32	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
	ES Panorama	ES Needs Assessment	Difference																			
Self-Management	73	75	+2																			
Grit/Resilience	54	66	+12																			
Growth Mindset/Responsible Decision Making	59	91	+32																			

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																
				<table border="1" data-bbox="789 433 1476 824"> <thead> <tr> <th></th> <th>MS/HS Panoram a</th> <th>MS/HS Needs Assessmen t</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Self- Managemen t</td> <td>73</td> <td>72</td> <td>-1</td> </tr> <tr> <td>Grit/Resilien ce</td> <td>54</td> <td>67</td> <td>+13</td> </tr> <tr> <td>Growth Mindset/Res ponsible Decision Making</td> <td>59</td> <td>84</td> <td>+25</td> </tr> </tbody> </table> <p data-bbox="789 852 1476 1393">During SY2022-23, seven schools within Cherokee County actively participated in Virtual Training on Restorative Discipline practices, facilitated by <i>The Restorative Group</i>. Additionally, ten schools engaged in Job Embedded Coaching, where experts from <i>The Restorative Group</i> visited the schools and customized their services based on the specific needs of each school. These services included Professional Development sessions for grade level teams or departments, offering guidance and support to teachers who sought to implement restorative practices within their classroom management plans. Furthermore, teachers and administrators received non-evaluative feedback while observing classrooms where restorative practices were being implemented, assisting them in addressing behavior challenges exhibited by students. Also, the 29 CCSD schools that have completed the Virtual Coaching (73% of all schools) were granted ongoing access to the Restorative Toolkit. This online resource is consistently updated with pertinent strategies, data and information relating to Restorative Practices. As a result of the program's progress, it is expected that all CCSD schools and centers will be trained in</p>		MS/HS Panoram a	MS/HS Needs Assessmen t	Difference	Self- Managemen t	73	72	-1	Grit/Resilien ce	54	67	+13	Growth Mindset/Res ponsible Decision Making	59	84	+25		
	MS/HS Panoram a	MS/HS Needs Assessmen t	Difference																			
Self- Managemen t	73	72	-1																			
Grit/Resilien ce	54	67	+13																			
Growth Mindset/Res ponsible Decision Making	59	84	+25																			

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				Restorative Discipline practices by the conclusion of the SY2025-26.		
			<p>CCSD Cares Curriculum Developer 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>During SY2022-23, Title IV funds were used to hire two CCSD CARES curriculum developers who would update and maintain the locally developed CCSD CARES (SEL) lessons taught twice a month to grades PreK – 12.</p>	Every month during SY2022-23, all CCSD CARES lessons were checked by the Curriculum Developer and provided via email to every CCSD principal for distribution to teachers. In addition, both CCSD CARES Curriculum Developers led a process including counselors, principals, and teachers from all grade levels to update, revise and refresh all CCSD CARES lessons for use in SY2023-24. Documentation of this work can be provided upon request.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
			<p>Paraprofessional Training Goal: By the end of the 22-23 school year, 40 paraprofessionals from various Cherokee County School District paraprofessionals will attend various trainings in technology including Canvas, Nearpod, and Office365.</p> <p>The training for the CCSD paraprofessionals was</p>	A total of 88 paraprofessionals were trained with 75 substitutes being provided from Title IV funds. Post survey results, when compared to pre-survey results, indicated that the participants became very comfortable using many Microsoft products used by CCSD including Windows 10, Edge browser, OneDrive, Outlook and TEAMS.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)																
			completed. The amount dedicated to this task was \$8500.00 under the technology so the amount of the waiver was not applicable.																			
			<p>Resource Developer</p> <p>Goal: Implement a whole-child program to allow students at the CCSD alternative school (ACE Academy) to reduce their time at the school using restorative practices.</p> <p>Community Service Individualized Counseling Conflict Resolution Skills Mentoring Appropriate Grades and Conduct.</p> <p>The Restorative Program at ACE Academy was implemented with fidelity.</p>	<p>Available data for the Resource Developer and the Restorative program at ACE Academy is as follows:</p> <table border="1" data-bbox="793 691 1461 1318"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>455 Total Students</td> <td>100%</td> </tr> <tr> <td>49 Students who Opted Out</td> <td>11%</td> </tr> <tr> <td>406 Students Opted In</td> <td>89%</td> </tr> <tr> <td>101 Students Removed from Program due to Conduct or Attendance</td> <td>22%</td> </tr> <tr> <td>221 Students Successfully Complete the Program</td> <td>49%</td> </tr> <tr> <td>67 Students still in Progress and On Track to Complete Program</td> <td>15%</td> </tr> <tr> <td>17 Students withdrew from CCSD</td> <td>4%</td> </tr> </tbody> </table>	Category	Percentage	455 Total Students	100%	49 Students who Opted Out	11%	406 Students Opted In	89%	101 Students Removed from Program due to Conduct or Attendance	22%	221 Students Successfully Complete the Program	49%	67 Students still in Progress and On Track to Complete Program	15%	17 Students withdrew from CCSD	4%	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track
Category	Percentage																					
455 Total Students	100%																					
49 Students who Opted Out	11%																					
406 Students Opted In	89%																					
101 Students Removed from Program due to Conduct or Attendance	22%																					
221 Students Successfully Complete the Program	49%																					
67 Students still in Progress and On Track to Complete Program	15%																					
17 Students withdrew from CCSD	4%																					

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver		LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
				288 Students who Successfully Completed Program combined with # of Students On- Track to Complete Program	63%		
			<p>Georgia Association of School Nurses Annual Conference 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 22-23 school year. Five nurses from the Cherokee County School District participated in the annual Georgia Association of School Nurses Annual Conference which was held in June of 2023.</p>	<p>As the nurses attended the conference during the summer of 2023, they have been directed to re-deliver knowledge learned from the conference to their colleagues during their fall professional development meetings. Documentation, including attendance and any presentations, will be collected and can be presented as requested.</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track	
Clinch County		x	<p>The LEA will use 100% of Title IV, Part A funds to support the need of Safe &amp; Healthy Students by hiring a Student Support Case Manager to focus on improving student attendance. A portion of Title II, Part A funds will be</p>	<p>Prior to the waiver, 138 students from Clinch Elementary School had 8 or more unexcused absences in 2022. After the implementation of the waiver, only 75 students had 8 or more unexcused absences in 2023. That was a difference of 63 students.</p> <p>At Clinch Middle 90 students had 8 or more unexcused absences prior to the waiver, and after the waiver only 33</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track	



FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>transferred to Title IV, Part A to support this need. This position will be split funded with other federal funding sources with additional duties. The LEA is requesting a waiver from the Title IV, A expenditure minimum in other areas (WR &amp; ET) as all Title IV, Part A funds will be spent to address our great need of improving student attendance (SH)</p> <p>The Student Support Case Manager (SSCM) will address attendance issues across the district. The SSCM will have the following responsibilities:</p> <ul style="list-style-type: none"> <li>● Initiate contact with parents of students who missed more than 10% of enrolled days in the previous school year within the first two weeks of the new school year</li> <li>● Promote good attendance via a variety of outlets, including phone calls, social media, website, student announcements, newspaper and other media sources</li> <li>● Promote Student Attendance month during</li> </ul>	<p>students had 8 or more unexcused absences, for a difference of 57 students.</p> <p>At Clinch High, attendance was reported by semester for students having 6 or more unexcused absences. During 1<sup>st</sup> semester of 2022, there were 58 students having 6 or more unexcused absences. During 1<sup>st</sup> semester of 2023, only 25 students were reported. During 2<sup>nd</sup> semester of the 2022 school year, 75 students had 6 or more unexcused absences, where 2<sup>nd</sup> semester of 2023, CCHS saw an increase at 88 students.</p> <p>The number of students with 5 or more total absences (EX, UNEXC, and Quarantine) saw a decline across the board after the implementation of the waiver from 2022 to 2023. CCES had a decrease of 124 students, CCMS had a decrease of 60 students, and CCHS had a decrease of 99 students during 1 semester and a decrease of 108 students during 2<sup>nd</sup> semester.</p> <p>73 attendance meetings were held for CCMS students during 2023, and 51 attendance meetings were held for CCHS students.</p> <p>Many attendance incentives were put in place at all 3 schools during the 2023 school year, along with good attendance promotions via social media, phone calls, school websites, student announcements, and the local newspaper.</p>		

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>National Student Attendance Month (September)</p> <ul style="list-style-type: none"> <li>• Emphasize Student Attendance by initiating and monitoring competitions for best attendance at various grade levels</li> <li>• Schedule Meetings (K-12) with parents of students who have missed 5 unexcused days</li> <li>• Make Home Visits, Phone Calls for Parents who do not attend above meeting</li> <li>• Coordinate with Social Worker on Referrals to Magistrate Court &amp; DFCS for noncompliance of attendance</li> </ul> <p>The focus on attendance is a top priority for Clinch following the pandemic. Its effects were far reaching and lingering, especially with school attendance. We know that attendance affects every aspect of school and student performance.</p> <p>Improving student attendance by 10% was an overarching need in our 2022-2023 CLIP. Hiring a</p>			

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>student support case manager to focus on attendance was the action step we took to support that overarching need.</p> <p>This waiver also supported the GaDOE's statewide program, Engage Georgia, where eligible students can be referred to participate based on attendance and academics.</p>			
Cook County		x	<p>Counseling</p> <p>Progress monitoring element: Student engagement Intended Outcome: Increase student engagement in academic support, mental health, social-emotional, and violence prevention activities</p> <p>Data: Counselors will share photos with brief descriptions of student activities with Federal Programs Director</p> <p>Timeframe: End of semester Materials were used to help cover various content</p>	<p>Students were able to participate in individual and group sessions where the materials were used to improve students' social-emotional wellbeing.</p> <p>Students learned about self-control, self-awareness, delayed gratification, empathy, problem-solving strategies, and ways to calm down during stressful situations.</p> <p>We support safe and healthy environments and technology through other funding sources. For example, local funds are used to pay the salaries of four School Resource Officers and a District MTSS Coordinator, and Title I-A and Title V-B funds are used to purchase technology equipment.</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>domains and standards of the counseling program.</p> <p>Materials were used as aids to help students positively change behavior by providing hands on lessons to build confidence and promote collaboration.</p>			
			<p>MTSS</p> <p>Progress monitoring element: Student academic performance</p> <p>Intended outcome: Increase student academic performance to reach grade level proficiency in reading and math</p> <p>-Data: District MTSS Coordinator will share Exact Path computerized assessment score reports with Federal Programs Director</p> <p>Timeframe: Baseline, mid-year, and end-of-year</p> <p>Materials were used to provide phonemic awareness skills to struggling readers in order to build reading fluency and</p>	<p>Students were able to focus on building phonemic awareness skills needed to become more successful readers. Students also became more confident and proficient in reading fluency and comprehension. Math concepts and applications were also targeted to build accuracy in math application within the classroom.</p> <p>We support safe and healthy environments and technology through other funding sources. For example, local funds are used to pay the salaries of four School Resource Officers and a District MTSS Coordinator, and Title I-A and Title V-B funds are used to purchase technology equipment.</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			comprehension. This program also targeted math skills needed to build accuracy in math facts and concepts.			
			<p>STEAM</p> <p>Progress monitoring element: Student engagement</p> <p>Intended outcome: Increase student engagement in science, technology, engineering, arts, and mathematics course activities</p> <p>Data: Teachers will share photos with brief descriptions of student activities with Federal Programs Director</p> <p>Timeframe: End of quarter for middle school 9-week Connections courses only; End of semester for all other courses</p> <p>Equipment was used in teaching foundational computer skills as well as CAD and computer design.</p>	<p>We are requesting to spend a larger percentage of funds to maintain our district initiative to provide STEAM activities based on our Strategic Improvement Plan Goal Area I - Student Success (E3: Enroll, Enlist, Employ), Performance Objective A - Increase Mastery of Georgia Standards of Excellence, Initiative 4 - Science and Social Studies, Action Step c - Implement STEAM Projects in All Schools.</p> <p>Students were able to use upgraded equipment to learn and extend their current knowledge of computer skills, including coding, testing engineering principles, and creating products using the engineering process.</p> <p>Students were able to apply new skills to master music standards and to perform in concerts and other group and individual events throughout the school year.</p> <p>Students' interest in the visual arts continued to improve as they experimented and created art projects.</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>Materials and equipment were used to enhance music standards by adding another dimension of learning and to provide students with opportunities to participate in classroom and community performances.</p> <p>Materials and equipment were used to instruct students in the production of art, to showcase student artwork, and for art demonstrations.</p>			
Dade County		x	<p>teachers salary, 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.</p> <p>The effect of the waiver allowed flexibility for DCS to serve all elementary school students with art instruction.</p>	<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 93% 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>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			Based on video shared during progress monitoring and survey results of 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.			
Muscogee County		x	<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 &amp; Healthy Students category. Additionally, the district will not address the Effective Use of Technology spending category through Title IV-A. There are numerous web-based and material supplemental resources as well as professional development the district needs to support a variety of content areas. They are:</p> <p>Achieve 3000 - a non-fiction Lexile program focused</p>	<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>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 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>By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.</p> <p>The data identified in this waiver is in the process of being collected so it can be analyzed.</p> <p>Professional development for teachers (Beable, Frog Street, Renaissance STAR Reading &amp; Math) - see targets after each</p>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>primarily on grades 3 through 12 - at least 70% of Kindergarten - 8th grade students will increase their non-fiction Lexile scores by at least 100 points</p> <p>Beable - a pilot at 3 schools (1 elementary, 1 middle, 1 high) - a literacy/career exposure program- at least 70% of students will increase their non-fiction Lexile scores by at least 100 points</p> <p>Lexia - a reading skill progression program (elementary and middle components) - at least 60% of Kindergarten - 2nd grade students will be "on grade level" or "above grade level" by the end of the school year</p> <p>IXL Math - a math skill progression program (grades K through 12) - at least 70% of Kindergarten - 8th grade students will complete at least 40 skills at a level of proficient or higher by the end of the year</p>	<p>identified resource above (Beable, Frog Street, Renaissance STAR Reading &amp; Math)</p>		



FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>ELLevation - a program for English Learner (EL) instructional resources and progress monitoring tools- all ESOL teachers will use program to progress monitor Els</p> <p>Renaissance STAR Reading &amp; Math - a reading and math universal screener to support MTSS implementation- At least 80% of all Kindergarten through 8th grade students will complete a pre- and post- assessment (universal screener) to inform MTSS implementation</p> <p>Frog Street curriculum training for Pre-K teachers- Pre-K teachers will implement the curriculum with all Pre-K students on a daily basis</p> <p>Drama Notebook - a drama curriculum resource- Drama teachers will provide three instructional implementation artifacts</p> <p>Quaver - an elementary music curriculum resource- Music teachers will provide</p>			

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>three instructional implementation artifacts</p> <p>Sight Reading Factory - a music curriculum resource- Music teachers will provide three instructional implementation artifacts</p> <p>SmartMusic - a music curriculum resource- Music teachers will provide three instructional implementation artifacts</p> <p>The Art of Education University - an art curriculum resource- Art teachers will provide three instructional implementation artifacts</p> <p>Turnitin - a student writing support program- Students will submit at least 2,000 writing assignments (collectively) for review and feedback</p>			

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			Edmentum - an asynchronous credit recovery program for high school- at least 90% of students who spend an appropriate amount of time in an Edmentum course will earn the desired credit to apply towards graduation.	By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.  The data identified in this waiver is in the process of being collected so it can be analyzed.	4-Highly Effective – Continuing to implement – intended outcomes are on track	Choose an item.
			Review 360 BESS Screener - a student behavioral universal screener- at least 75% of all students will be free of in-school suspensions; at least 90% of all students will be free of out-of-school suspensions and expulsions	By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.  The data identified in this waiver is in the process of being collected so it can be analyzed.	4-Highly Effective – Continuing to implement – intended outcomes are on track	Choose an item.
			Connect with Kids - PBIS student support program- at least 75% of all students will be free of in-school suspensions; at least 90% of all students will	By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.  The data identified in this waiver is in the process of being collected so it can be analyzed.	4-Highly Effective – Continuing to implement – intended outcomes are on track	Choose an item.

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			be free of out-of-school suspensions and expulsions			
			SWIS/Check In-Check Out - PBIS student support program- at least 75% of all students will be free of in-school suspensions; at least 90% of all students will be free of out-of-school suspensions and expulsions	By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.  The data identified in this waiver is in the process of being collected so it can be analyzed.	4-Highly Effective – Continuing to implement – intended outcomes are on track	Choose an item.
			Partners in Education (PIE Kick-Off) - a mini- conference for Principals, other school leaders and community partners- at least 70% of schools will develop/implement a "Game Plan" for the year with their community partner(s)	By allowing the waiver of percentage thresholds for the buckets, MCSD has been able to more strategically target student achievement gaps.  The data identified in this waiver is in the process of being collected so it can be analyzed.	4-Highly Effective – Continuing to implement – intended outcomes are on track	Choose an item.

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
Paulding County		x	<p>By the end of 2022-2023, PCSD will increase the percentage of students scoring levels 2-4 on the Algebra I GMA from 60% to 65%.</p> <p>By the end of 2022-2023, PCSD will increase the percentage of students scoring levels 3-4 on the Algebra I GMA from 18% to 22%.</p> <p>The HS Algebra I students scoring levels 2-4 on the EOC assessment decreased from 60% to 57%.</p> <p>The HS Algebra I students scoring levels 3-4 on the EOC assessment decreased from 18% to 16%.</p>	<p>The implementation of the Prisms VR learning modules began second semester of the FY22-23 school year. Due to the cost and timeframe in which the Title IV CO funds were released within the district, the students experience was limited to two intervention modules. The intervention modules were taught in tandem with the Algebra I curriculum the students would encounter on the EOC.</p> <p>Additionally, only 3 out of our 5 HS participated in the original Prisms VR rollout. Within the 3 participating HS, 2 teachers per HS were trained. This limits the numbers significantly when looking at the overall Algebra I student population that took the EOC and contributed to the HS Algebra I student achievement rates.</p> <p>The Paulding County School District is committed to filling instructional gaps within the area of mathematics. Survey results reflect an interest to expand the Prisms VR intervention modules to the 2 additional HS. As well as training additional Algebra I teachers to utilize the intervention software/program. A yearlong Algebra I course has been developed to pair the Prisms VR intervention program and allow students ample time to grasp abstract math concepts in a meaningful, efficacious manner.</p>	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete	3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
Pickens County		x	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 71.5% to 74.5%.	Since 2018 (C&CC hired Fall 2018) we have increased our total DE courses completed by students from 78 to 180, of which our core courses went from 54 to 139 and our skill trade courses from 33 to 41 through DE. Our total DE credit hours increase from 272 to 572. Our C&C readiness increased to 82.8% for FY22.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			Allowed our schools to use all of our Title IV funds to pay for a College and Career Coach at the high school instead of meeting minimum spending requirements of Title IV-A.			
State Schools		x	<p>Districtwide goals include improvement on benchmark assessments for ELA and Math assessments as a result of student engagement in after school programs at the Atlanta Area school for the Deaf and the Georgia Academy for the Blind and using outdoor classroom activities, screen printing classes and participation in academic competitions for the Georgia School for the Deaf. Baseline Assessment:8/11/22 Mid-Year Assessment : 12/16/22</p> <p>End of Year Assessment: 5/11/23</p> <p>Local school goals for Atlanta Area School for the Deaf and Georgia School for the Deaf include increased academic and</p>	<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>	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>social language as measured by the ASL/EST (American Sign Language Expressive Skills Test) that accesses students' expressive signed language ability using appropriate ASL grammar. These assessments will take place September 2022 and May 2023. After School Programs for the Georgia Academy for the Blind include tutoring in academic subjects as well as Expanded Core Curriculum (ECC) Measured improvement will be recorded with the Milestone assessments given three times per year. Expanded Core Curriculum (ECC) activities to help students with visual impairment reach their highest level of independence to include related services and water safety activities. The Georgia Academy for the Blind will contract with professional trainer to increase number of staff certified as life-guards and in CPR which will enable an increased number of visually-impaired students</p>			

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>engagement in swimming and water safety activities during PE and as part of their after school activities. The measurement of the outcome from these ECC activities will take place with the ECC +- Evaluation calculating checklist. student progress is recorded three times per quarter, pre, mid, and post.</p> <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 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 in our outdoor classrooms to address</p>			



FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			STEM (science, technology, engineering, math) and CTAE activities to build their knowledge and understanding around career options.			
Warren County		x	<p>The grant allotment will be used to address the area of Well-Rounded Education by:</p> <p>providing funding towards an Art Teacher to serve across grade bands. The impact of this position will be monitored through the number courses offered. The incorporation of art and band as course offerings allows opportunities for parents to see their students express themselves outside of traditional academic settings.</p> <p>The Art program has added to school culture. Student artwork has been displayed at a variety of school-specific and/or system-wide family engagement events. At such events, the response of attendees to artwork on display from</p>	Students across grade levels have had the benefit of participating in art instruction/curriculum. However, with changes to staff, WCSS will not offer Art to Middle and High School students as there will be one Art teacher in the system for FY24, working solely with elementary students.	4-Highly Effective – Continuing to implement – intended outcomes are on track	4-Highly Effective – Continuing to implement – intended outcomes are on track

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>students across grade levels has been positive.</p> <p>If the waiver was not available to Warren County School System (WCSS), we would likely not have been able to afford to fund the second Art teacher which enabled student participation in the Art program from elementary through high school level.</p>			
			<p>The grant allotment will be used to address the area of Well-Rounded Education by:</p> <p>providing band supplies to increase the capacity and reduce the barriers for students to participate in band and ensure the successful implementation of the band program. The impact of these supplies will be determined by number of students enrolled.</p> <p>The incorporation of art and band as course offerings allows opportunities for parents to see their students express themselves outside of</p>	<p>As more students, and the community, become aware of the reinvigoration of the program, interest is also increasing.</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>	<p>3-Effective – Still implementing/monitoring/implementation began mid-year – data incomplete</p>

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>traditional academic settings.</p> <p>The waiver allowed WCSS to purchase much needed equipment to not only support the reinvigoration of the band program, but to community enthusiasm, subsequently supporting the overall culture of the school system. Due to the new equipment, students were able to participate in multiple system-wide and community performances, in addition to performing at football games.</p> <p>If this wavier had not been available to WCSS, the funding for the band equipment would not have existed and the band program more than likely would not have received the much-needed support in order get it back going and the students would not have had the opportunity to participate and promote school culture.</p>			

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>The grant allotment will be used to address the area of Safe and Healthy by:</p> <p>providing a PBIS Coach who will implement PBIS plans and procedures. PBIS will be monitored with monthly PBIS Committee meetings and provide new principals and new teachers with professional development. Meeting records and attendance records will be maintained to document these actions. PowerSchool discipline referrals will be held to no more than in 2021- 2022.</p> <p>virtual or hybrid instructional format (students attending on campus only 2 days per week), WCSS is still recovering from the impact of COVID-19 on student behavior. Subsequently, discipline has been impacted.</p> <p>PBIS continues to be a priority in WCSS. Though not all of the associated goals and action steps were not reached, funding afforded by the waiver was</p>	<p>Each school did not complete the TFI or hold data driven monthly team meetings. Discipline referral counts for two of three schools held close to the FY22 levels, but in one school levels were notably higher. The System will address this in FY24 with a system-wide reprioritization of PBIS, re-establishing teams at each school, and training all stakeholders (students, faculty, staff, and administration) on PBIS expectations. Plans for de-escalation training for faculty &amp; staff are in the works for FY24. Additionally, bolstering PBIS lessons plans for regular implementation, along with character education sessions, are priorities. Each school has also added prioritization of PBIS as an overarching need within FY24 CNA/SIPs to support positive school culture and decrease the impact of discipline on instruction.</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>	<p>2-Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete</p>

FY22 (2022- 2023	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			<p>beneficial. WCSS has already begun taking steps to make PBIS even more of a priority for FY24, having begun training sessions for system and school level teams.</p> <p>The grant allotment will be used to address the area of Safe and Healthy by:</p> <p>providing an Auxiliary Services Director to serve in the capacity of Community Liaison who will fulfill tasks relating to promoting the general welfare and morale of students and families by organizing events such as parent/family nights. The impact of this position will be monitored through community and stakeholder feedback.</p> <p>After two school years of fully virtual or hybrid instructional format (students attending on campus only 2 days per week), WCSS is still recovering from the impact of COVID-19 on student community morale.</p>	<p>The Community Liaison position is closely tied to activities intended to support the established At-Risk lists associated with each individual school (in addition to all students and the community's support of the system). These lists are composed of the 50 students from each school with the highest risks relative to attendance, academic, and/or discipline issues. Overall, these factors remained relatively low.</p> <p>FY23 MEF Elementary data shows:</p> <ul style="list-style-type: none"> <li>Attendance: 3.8 days average first 9-weeks and 3.0 days average fourth 9-weeks;</li> <li>ISS: 0.1 days average first 9-weeks and 0.0 average days fourth 9-weeks;</li> <li>OSS: 0.6 days average first 9-weeks and 0.0 average days fourth 9-weeks;</li> <li>Course Failures: 1.2 average courses first 9-weeks and 0.6 average courses fourth 9-weeks.</li> </ul> <p>FY23 WCMS data shows:</p> <ul style="list-style-type: none"> <li>Attendance: 2.0 days average first 9-weeks and 2.2 days average fourth 9-weeks;</li> <li>ISS: 0.0 days average first 9-weeks and 0.1 average days fourth 9-weeks;</li> <li>OSS: 0.1 days average first 9-weeks and 0.1 average days fourth 9-weeks;</li> <li>Course Failures: 0.4 average courses first 9-weeks and 0.3 average courses fourth 9-weeks.</li> </ul>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>	<p>4-Highly Effective – Continuing to implement – intended outcomes are on track</p>

FY22 (2022- 2023)	Title IV, Part A Section 4109	Title IV, Part A Section 4106	Effect of Waiver on Implementation of State and Local Reforms Pertaining to School and Student Performance	Description of the Relationship of the Waiver to the Performance of Schools and Students Affected by the Waiver	LEA Self- Evaluation: Rating of Effectiveness of Waiver (1-5)	GaDOE Evaluation: Rating of Effectiveness of Waiver (1-5)
			Student and community morale continue to be priorities in WCSS. This position is vital to WCSS and the funding afforded by the waiver is beneficial in allowing for the continuation of these important activities	FYT23 WCHS data shows: <ul style="list-style-type: none"> <li>• Attendance: 2.2 days average first 9-weeks and 3.6 days average fourth 9-weeks;</li> <li>• ISS: 0.2 days average first 9-weeks and 0.1 average days fourth 9-weeks;</li> <li>• OSS: 0.2 days average first 9-weeks and 0.2 average days fourth 9-weeks;</li> <li>• Course Failures: 0.6 average courses first 9-weeks and 0.4 average courses fourth 9-weeks.</li> </ul>		



### Summary of Participation: SY 2022-2023—Title Programs Combined

GaDOE fully implemented the Ed-Flex process during the FY23 (2022-2023) year. The following 23 LEAs had approved Ed-Flex applications:

FY23 (2022-2023)	Title I, Part A Section 1127(b)	Title I, Part A Section 1113(c)(2)(A)	Title I, Part A Section 1114(a)(1)(B)	Title IV, Part A Section 4109	Title IV, Part A Section 4106
Appling County	X				
Atlanta Heights Charter	X				
Atlanta Smart Academy	X				
Brooks County	X				
Bryan County	X				
Cherokee County					X
Clinch County					X
Cook County					X
D.E.L.T.A. STEAM Academy	X				
Dade County					X
Dalton Public Schools					
Dooly County	X				
International Academy of Smyrna	X				
Ivy Prep Academy	X	X			
Muscogee County	X				X
Paulding County		X			X
Pickens County					X
Rome City Schools	X				
State Schools					X
Statesboro STEAM	X				
Utopian Academy	X				
Warren County					X
Yi Hwang Academy	X				

- 14 LEAs applied for the Title I, Part A Section 1127(b) waiver
- 2 LEAs applied for the Title I, Part A Section 1113(c)(2)(A) waiver
- 9 LEAs applied for the Title IV, Part A Section 4106 waiver

A total of ten LEAs applied for more than one waiver. Pickens, Clinch, Dade, Muscogee, Warren, Cook, and Cherokee Counties as well as State Schools applied for both the Title IV, Part A Section 4109 and 4106 waivers. Ivy Prep Academy applied for Title I, Part A Section 1127(b) waiver and Title I, Part A 1113(c)(2)(A) waiver. However, Ivy Prep Academy did not need the Title I, Part A Section 1127(b) waiver. Paulding County applied for three waivers: Title I, Part A 1113(c)(2)(A), Title IV, Part A Section 4109 and 4106 waivers.

The GaDOE asked each LEA to score the effectiveness of the Ed-Flex waiver by choosing one of six options provided. Nine LEAs (Appling County, Bryan County, Cherokee County, Cook County, Dalton Public Schools, Dooly County, Muscogee County, Rome City Schools, and Warren County) implemented multiple actions steps for a waiver and scored each action step separately. The remaining 12 LEAs provided only one effectiveness score for each Ed-Flex waiver. Paulding County and Muscogee County had Ed-Flex waivers in both Title I-A and Title IV-A. Yi-Hwang Charter decided to decline federal funds after requesting an Ed-Flex waiver. Listed below are the effectiveness ratings from which the LEA could choose.

- 5 – Highly Effective – Fully implemented – intended outcomes met
- 4 – Highly Effective – Continuing to implement – intended outcomes are on track
- 3 – Effective – Still implementing/monitoring/implementation began mid-year – data incomplete
- 2 – Somewhat Effective – Partially implemented, may need adjustments in implementing – data incomplete
- 1 – Not Effective – Ed-Flex not implemented at this time
- 0 – Ed-Flex not needed

The GaDOE also provided an effectiveness rating of the waiver for each LEA using the same six options. Before assigning a rating, the GaDOE interviewed LEAs to clarify information and seek additional information on the process and impact of the waiver.





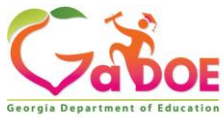
Summary of Effectiveness Ratings: SY 2022-2023—Title Programs Combined

Summary of Effectiveness Rating Table											
FY22 (2021-2022)		Title I, Part A Section 1127(b)		Title I, Part A Section 1113(c)(2)(A)		1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106	
	LEA Goal	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Appling County	1	5	5								
	2	3	3								
Atlanta Heights Charter	1										
Atlanta Smart Academy	1	0	0								
Brooks County	1	0	0								
Bryan County	1	4	4								
	2	5	5								
	3	4	4								
Cherokee County	1									4	4
	2									4	4
	3									4	4
	4									4	4
	5									4	4
	6									4	4
	7									4	4
Clinch County	1									4	4
Cook County	1									4	4
	2									4	4
	3									4	4
DELTA Steam Academy	1	2	2								
Dade County	1									4	4
Dalton Public Schools	1			4	4						
	2			3	3						



Summary of Effectiveness Rating Table

FY22 (2021-2022)	Title I, Part A Section 1127(b)		Title I, Part A Section 1113(c)(2)(A)		1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106		
	LEA Goal	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Dooly County	1	5	5								
	2	4	4								
International Academy of Smyrna	1	1	0								
Ivy Prep Academy	1	4	4								
Muscogee County	1	4	4								
Muscogee County	1								4	4	
	2								4	4	
	3								3	3	
	4								4	4	
	5								4	4	
	6								4	4	
	7								4	4	
	8								4	4	
	9								4	4	
	10								4	4	
	11								4	4	
	12								4	4	
	13								4	4	
	14								4	4	
	15								4	4	
	16								4	4	
	17								4	4	
	18								4	4	
	19								4	4	
	20								4	4	
Paulding County	1	4	4								
Paulding County	1								3	3	
Pickens County	1								4	4	



### Summary of Effectiveness Rating Table

FY22 (2021-2022)	Title I, Part A Section 1127(b)			Title I, Part A Section 1113(c)(2)(A)		1114(a)(1)(B)		Title IV, Part A Section 4109		Title IV, Part A Section 4106	
	LEA Goal	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score	LEA Score	GaDOE Score
Rome City Schools	1	2	2								
	2	2	2								
	3	3	3								
	4	3	3								
State Schools	1									4	4
Statesboro STEAM	1	4	4								
Utopian Academy	1	2	2								
Warren County	1									4	4
	2									3	3
	3									2	2
	4									4	4
Yi Hwang Academy	Declined Funds										

After completing the three years of the Ed-Flex program authority, monitoring the process, and reviewing the impact of waivers on LEAs plans, the GaDOE will improve the Ed-Flex process by implementing these additional steps:

- Enhance the Consolidated LEA Improvement Plan (CLIP) Progress Monitoring to include sections for reporting Ed-Flex waiver impact.
- Continue to provide ongoing technical assistance to LEAs on completing the Ed-Flex application and support other LEAs considering applying for Ed-Flex.
- Continue to provide training to LEAs to ensure there are steps to monitor the ongoing implementation of the Ed-Flex waiver.
- Continue the ongoing status checks with LEAs to provide technical assistance on the implementation, data collection, and monitoring. These status checks positively impacted LEAs using Ed-Flex as GaDOE was able to provide ongoing support and assistance.
- Continue to provide technical assistance to LEAs in selecting goals that can be assessed for effectiveness throughout the year and not solely at year's end.



- Continue to provide training to LEAs on developing intended outcomes to be completed within the fiscal year, when applicable.
- Continue to provide opportunities for participating LEAs to share best practices.



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

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

**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.title-a@ed.gov](mailto:OESE.title-a@ed.gov).



Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOE would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
May 26, 2021	Portage Township 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%	Our staffing ability was limited during this pandemic year, so using a portion of our 2020-2021 funds will allow us to strategically support higher achievement.	We plan to use a portion of the carryover to hire additional staff members to work directly with students, thereby increasing academic achievement.		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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training				Each of the 11 Portage Township Schools are in the process of completing the Comprehensive Needs Assessment and School Improvement Plan. Team members are analyzing academic assessment information such as NWEA and DIBELS, along with SEL data such as student surveys through Panorama in order to determine spending priorities for Title IV, Part A funds.
May 27, 2021	Bluffton-Harrison MSD	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%	This flexibility will allow us to analyze team scores and create a plan to accommodate the learning loss of students from the pandemic.	Use of this flexibility may allow additional instructional assistants in our Title I programming.							
May 27, 2021	Hamilton Heights School Corporation	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 will enable us to continue to fund staffing for our title services. The staff works with students on targeted skills to improve their achievement.	Without the flexibility, our LEA would need to cut staffing. The flexibility allows us to continue our staffing at current numbers to meet the needs of students.							
May 28, 2021	Triton School Corp	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%	Increased carryover amount will be allocated to supplies to help increase student achievement	This will allow additional supplies to be purchased directly related to students in need							
May 29, 2021	Southwest Parke Community School Corporation	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%	Montezuma Elementary School will employ teachers for after school tutorials with students.	Montezuma Elementary will be able to use money throughout the school year in order to target academic gaps of students and address those gaps.							
Jun 2, 2021	Hanover Community School Corporation	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%	Due to COVID, we weren't able to fill all of the staffing position for the program, so we will use the funding to help fund the program to provide additional reading support.	The direct instruction allows teachers and staff to tailor instruction to the students needs. If we have this funding, we will be able to fully staff the program.							
Jun 3, 2021	Crawford County Community School Corporation	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%	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 will allow funds to be used for remediation and supplemental materials and supplies.							
Jun 3, 2021	New Castle 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%	After school programs, extended day programs, and instructional assistants will be used to address learning gaps/loss due to COVID.	Maintain after school services to assist students and more direct services through instructional assistants who operate under the direct supervision of certified staff to address learning gaps.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The LEA provides training to anyone working as a para-pro by requiring on-site training and training modules.				
Jun 3, 2021	School City of Hammond	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%	Due to COVID and virtual learning, not all programs were able to be fully implemented. This will allow the flexibility to continue the work for students to receive much needed services and high quality instruction to close the achievement gaps.	With this flexibility, the LEA will be able to ensure that schools and the district have funds available to run extra programming and continue services to students once members providing more help and instruction to students.		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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training; Completed Other Requirements - LEAs may request approval from IDOE				
Jun 4, 2021	East Allen County 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%	Increasing the carry over limitation for Title I will allow our district to better plan the use of funds to have the greatest impact on student achievement and performance. Rather than spending down funds to meet a deadline, the waiver will allow us to plan for the new school year and future summer programs to provide additional instruction to Title I Students. Another impact is this year staff in our Title I schools will be able to participate in more PD activities to improve the instruction in their buildings. We now have strategies to overcome the challenges the pandemic presented over the past year.	By carrying over additional funds to subsequent school years, EACS will be able to implement more direct services to students once schools are fully re-opened to in person learning in the 2021-2022 School Year.							
Jun 4, 2021	Michigan City Area 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%	This will allow additional instructional supports to be provided to students during summer and/or after school programming while providing additional professional learning to teachers.	Excess funds will be used to support student learning through after school & summer programming							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
Jun 4, 2021	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%	This Ed-Flex waiver will allow for us to utilize unspent funds the following school year to further support student learning through Title I staff and educational materials.	Directly, students will benefit from instructional supports and available resources.							Using attendance, discipline, academic assessment data, staff & student surveys we will be able to identify key areas that need additional support during the school day & through outside of school day activities to create equitable outcomes for students. This provides us with greater flexibility to determine specific supports aligned to the data.

Submission Date	Corporation Name	Waiver #1: Flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Jun 8, 2021	Northwest Allen County School	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%	We will use the funds to offer a Summer Literacy opportunity for our Grades K through 3 literacy students at our Title I school - Arcola Elementary and Huntertown Elementary.							
Jun 8, 2021	Union School Corporation	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%	Allowing the carryover will help our school corporation provide more interventionists that can directly address learning loss.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The ability to prepare and train our paraprofessionals via either a school evaluation or LEA required professional development.				
Jun 8, 2021	Warrick County School Corporation	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%	We plan to use a portion of the carryover to continue to hire staff members to work directly with students thereby increasing academic achievement.							
Jun 14, 2021	DeKalb County Central United School District	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%	Carrying over the additional funds will allow us to apply these to next years allocation and increase the level of instruction by classroom paraprofessional to increase student performance and assure student achievement.							
Jun 16, 2021	West Lafayette Community School Corporation	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%	Increased instructional time outside of the school day will assist to close gaps in student understanding at a faster pace. We have seen success in providing intentional interventions using highly qualified educators. The additional time will increase the frequency of these services with the hopes of expediting progress towards grade level understanding.							
Jun 21, 2021	LaPorte Community School Corporation	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%	Flexibility will be used to increase staff and reduce class sizes.							
Jun 22, 2021	Merrillville School Corporation	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%	Any unspent funds will be used for additional remediation services during the 21-22 school year including increased staffing, supplemental materials and software, extended learning opportunities, and PD to increase levels of student achievement and performance		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We would like to include Child Development Associate (CDA) Credentials		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	Title IV dollars will be allocated based on review of district data including IReady, iREAD, WIDA, ILEARN assessments.	
Jun 22, 2021	South Bend Community School Corporation	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%	This flexibility will allow us to carry over more funds so we can hire more staff members, expand tutoring programs, purchase more and better curriculum material, and do other initiatives to use Title funds to assist students in academic need with intervention services and socio-emotional support.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SBSCSC requests permission to regard as highly qualified paraprofessionals who have two years of college experience, a two-year college degree, passed the Para-Pro Assessment (within the first year of employment), have one year or 1,000 hours of previous employment experience in a school or working with children, passed annual school-level evaluations, completed 48 credit hours of college level classes, have Child Development Associate (CDA) Credentials, completed SBSCSC required professional development modules/training, or other requirements if necessary - SBSCSC will request approval from IDOE.	Indiana Department of Corrections may utilize up to 65% of its Title I, Part D funds (Delinquent) on transition services (between IDOC and local school districts)	Title ID funds are most effectively used to support transition of students from the juvenile justice system back to the classroom, and the disruptions to education caused by the COVID-19 pandemic have made transitioning into altered hybrid learning environments especially difficult for students.		
Jun 29, 2021	School City of East Chicago	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%	Flexibility will enable us to focus on identified needs post a pandemic. Students may have needs that extend beyond what was previously identified prior to the pandemic. The appropriate interventions and strategies necessary to address identified needs will be put into place. When students' social and emotional needs are met, their levels of achievement will and should increase.							The SCEC will review via its Data Dives session with building leaders, feedback from MTSS teams, SEL surveys and other feedback to dictate use of Title IV, Part A funds. As well, all stakeholders via comprehensive SIP will work in collaboration to address the needs of our Special Populations ensuring we remain culturally responsive in providing a differentiated continuum of support to students and staff alike.
Jul 15, 2021	Fairfield 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%	We would like to increase our carryover due to staff shortages. By increasing the carryover we can utilize the funding more meaningfully throughout the 21-22 school year to support professional development for teachers to learn effective differentiation strategies in math instruction.							
Jul 15, 2021	Rochester 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%	We are realigning our district and will be able to enhance our Title I program and provide more resources.							

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Jul 20, 2021	Hamilton 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%	This flexibility will allow HCS to continue to employ Title I Instructional Assistants that will work with at risk students to increase achievement and performance.	The extra funds will be used for salary and benefits of instructional assistants that will be directly working with students.		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 working with children; completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Passed annual school-level evaluations; completed LEA required professional development modules/training.				
Jul 27, 2021	Randolph Central School Corporation	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%	This flexibility in carry over funds will allow us to hire additional Title I staff. Those staff will provide intense instruction to students to close academic gaps and increase levels of achievement and performance.	This flexibility will allow the LEA to hire more staff, which increases more direct services to students.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	1. Two years of college experience 2. Passed the ParaPro Assessment 3. One year or 1,000 hours of previous employment experience in a school or working with children. 4. Completed LEA required professional development modules/training.				
Jul 27, 2021	Randolph Central School Corporation	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%	This flexibility in carry over funds will allow us to hire additional Title I staff. Those staff will provide intense instruction to students to close academic gaps and increase levels of achievement and performance.	This flexibility will allow the LEA to hire more staff, which increases more direct services to students.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	1. Two years of college experience 2. Passed the ParaPro Assessment 3. One year or 1,000 hours of previous employment experience in a school or working with children.				
Aug 5, 2021	Silver Creek School Corporation	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 will allow us to get a better grasp of how to structure funding as COVID continues to change. It will also allow us to add personnel to levels where learning loss occurred.	We need time to gather the data from our new assessment to determine next steps. We are just getting virtual students back into buildings to obtain this data. We did not have WVEA last year.							
Aug 10, 2021	Gay 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%	Flexibility will allow us to move forward with professional development that was scheduled for 2020-2021 but we were unable to have due to pandemic issues. Flexibility will also allow us to continue with our effort to support students with elementary counselors.	Flexibility will be tied into salaries for our elementary counselors.							
Aug 12, 2021	South Ripley	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%	This flexibility will allow us to retain staff to help with learning loss.	This will allow us to continue to support students.							
Aug 13, 2021	North White School Corporation	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%	Flexibility in carry-over funding will ensure that comprehensive staffing and programmatic needs are met, as well as flexibility for purchasing innovative and effective instructional materials, in addressing learning losses created by the pandemic.	The district will be adding a districtwide preschool program to meet the needs of our youngest children. Additionally, carry-over funding will support personnel staffing costs, as well as innovative, high-level instructional tools for accelerating student learning. The ability to be able to blend carry-over dollars from FY21 into new Title I funding for 2021-22 will guarantee a solid and substantive Title I focus for guaranteed student learning							
Aug 16, 2021	Wawasee Community School Corp	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%	With the additional carry over funds, Wawasee Community Schools will be able to utilize funding that was unable to be expended due to the limitations surrounding COVID-19. The carry over funds will be utilized to provide additional support for struggling students in the form of staffing, resources, after school/summer school programming, and professional development opportunities for staff members who work with students in an academic setting.	Tutoring, summer school, purchase of additional resources for student use, potential for additional staffing for more small group or 1:1 work		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 preferred, 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 working with children, Passed annual school-level evaluations, Completed 48 credit hours of college level classes, Child Development Associate (CDA) Credentials, Completed LEA required professional development modules/training		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		We are implementing a PLC structure with a balanced system of assessments to monitor student needs and determine areas of growth for teachers. The new Superintendent and Assistant Superintendent are focused on effectively utilizing funds with data-driven decisions. We can already see areas of improvement by examining participation and pass rates of AP and dual-credit courses. These funds will be utilized to enhance programs to support strengthening teachers instruction to ensure that we provide all students with a well-rounded education.
Aug 18, 2021	Vigo County School Corp.	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%	Due to Covid 19 funds were not used as intended and we may have an excess of funds unspent.	Due to Covid 19, designated funds may not have been used in a timely manner. Carry over can assist with learning loss.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	One year or 1,000 hours of previous employment experience in a school or working with children	Indiana Department of Corrections may utilize up to 65% of its Title I, Part D funds (Delinquent) on transition services (between IDOC and local school districts)		The school corporation is a county-wide system as is the Juvenile Center. Allowing for additional funds for transition can provide support within the schools as they return to their homeschools.	
Aug 23, 2021	Center Grove Community School Corp.	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%	This flexibility will allow us to retain our Title I staff and not cut positions. Therefore, the Title I teachers and paraprofessionals can continue to work with struggling readers to close the achievement gap.	The flexibility will allow our Title I staff to provide small group instruction to students identified through a need in the data. Without the flexibility, we would have to cut staff.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We would like to utilize the flexibility to hire paraprofessionals without the college experience or degree requirement.				
Aug 23, 2021	Lafayette School Corporation	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%	Having flexibility with our Title I funds will enable us to spend our funds in targeted, thoughtful ways designed to increase achievement vs. spending quickly due to a spending deadline.	Instead of spending funds on more and more supplies near the end of the grant cycle, we will be able to spend it on personnel who work directly with students on remediation and intervention.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Two years college experience, two year college degree, Passed the Para Pro, Completed 48 credit hours college level classes		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		We will use CNA data to determine how Title IV funds can best be targeted to support our students and staff members.

Submission Date	Corporation Name	Waiver #1:	Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Aug 24, 2021	Huntington County Community School Corporation	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%	Additional staff will be added to address the academic needs of students that have been virtual this past year or have regressed as a result of the pandemic. Instructional materials and professional development will provide our teachers with the skills and resources to make data driven decisions and provide instructional strategies for our lowest achieving students.	The flexibility of this waiver will allow us to add an additional teacher to one of our high needs buildings, as well as allowing additional professional development and instructional resources to address reading and math. This professional development and the additional resources will be used with students in small group instruction and in collaboration with general education staff.							
Aug 25, 2021	Tri-Creek School Corporation	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%	During the pandemic, filling all of our Title I funding positions was challenging, which is why our anticipated expenditures fell below budgeted amounts. With remaining funds carrying-over, we will be able to continue offering targeted interventions to students by funded staff while also adding additional direct services to students (see below).	With additional Title I funds, we are planning to pattern with a behavioral specialist consultant that will offer direct support to our administrators, counselors/student support advisors, teachers, and students. In addition to using these funds for academic needs, this flexibility will allow us to directly address SEL needs as well, which in many instances, are having a direct on student achievement and performance.							
Aug 30, 2021	Huntington County Community School Corporation	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%	Additional staff will be added to address the academic needs of students that have been virtual this past year or have regressed as a result of the pandemic. Instructional materials and professional development will provide our teachers with the skills and resources to make data driven decisions and provide instructional strategies for our lowest achieving students.	The flexibility of this waiver will allow us to add additional staff in our high needs buildings. By adding additional staff, more students will be seen for reading and math instruction.							
Aug 31, 2021	Borden-Henryville School Corporation	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%	We have new staff members who need trained in our phonics based reading program. Oton Gillingham through IMSE. With the constraints of Covid-19, we are unable to secure subs for this training and need to utilize the October, Fall break, after-RTI funds are to be encumbered to complete this training for new staff. Additional materials are also needed to accelerate learning in the classroom as a result of Covid-19 in order to close the gap due to learning loss.	By training more teachers in systemic phonics we are going to offer direct explicit instruction as well as provide more materials to offer differentiated personalized learning for students.							
Sep 9, 2021	Madison Consolidated 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%	This waiver will allow for continued support for students with high need and for assistance with student loss of learning.	It will assist in the implementation and retention of strong leadership and staff, staff pd, and resources to effectively support direct services to high-need students.							
Sep 15, 2021	BELIEVE Schools, Inc	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%	This flexibility will allow us to better support scholars in the classroom with the equipment, supplies, and materials necessary for success. Additionally, this flexibility will allow us to employ and contract bus drivers, paraprofessionals, and support staff to help scholars in the classroom.	With this flexibility, we will be able to hire someone to fill a paraprofessional and/or support role for our scholars. Additionally, this extension will allow us to purchase and provide materials, supplies, and equipment etc to better support scholars in the classroom. Lastly, we will be able to use these funds to better support our scholars who were affected by COVID-19 with transportation supplies, and uniforms etc.							
Sep 16, 2021	Gary Community School Corporation	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%	Available carryover dollars that were difficult to expend due to the pandemic will be implemented at high levels to increase learning time through extended day and summer school, which will increase student outcomes as measured about our formative assessment. Increase of professional development to support teachers in meeting students' needs, classroom materials etc.	Extended day and summer school.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Meet local evaluation requirements. We have a paraprofessional rubric that we will measure through Standards for Success.				
Sep 23, 2021	Western Wayne School Corporation	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%	This flexibility will allow Western Wayne Elementary to provide salary and benefits to our lead RTI teacher. The services provided through our RTI programs have supported students who are in need of additional academic support. It is very apparent in the wake of the COVID19 pandemic learning loss is a major concern.	This flexibility will directly impact student learning as these funds cover the cost of 7 instructional assistants and one lead RTI instructor.							
Sep 27, 2021	Mitchell 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 carry over funds will be utilized to pay salaries and benefits of certified and non-certified staff working with selected Title I students and implementing the Readable English intervention for foundational reading and comprehension skills. The intervention will help close learning gaps for achievement and performance.	The carry over funds will be utilized to pay salaries and benefits of certified and non-certified staff working with selected Title I students.							

Submission Date	Corporation Name	Waiver #1:	Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Sep 27, 2021	River Forest Community School Corporation	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 will allow the LEA to adjust programming as the majority of our students return to in person learning. As the LEA moves to accelerate learning, we are looking for ways to engage students outside the normal school day. One area of focus is math. The student growth indicators in math as reflected on InView are grades 3-8 32.1% difference of 6.5% from state average and grade 10 18.4% difference of 17.3%. The LEA is implementing after school programming, partnering with the Boys and Girls after school tutoring program, and researching school wide interventions.	One example of this is holding a virtual math night at the elementary schools. The funds have enabled us to purchase supplies for every elementary student and we will bring students and parents into a virtual environment showing parents how to use the kit at home to help their student build their math skills. Another example at the secondary level is allocating funds for after school tutoring.							
Sep 27, 2021	Rock Creek Community Academy	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%	With the carryover, we can increase student achievement and performance by offering additional tutoring and instructional support resources.	The carryover will allow us to increase our direct services for next school year so that we can offer additional tutoring services for students.							
Sep 28, 2021	MSD Southwest Allen County 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%	This flexibility would allow the district to carry over up to 25% of unused Title I funds from the previous school year. These Title I funds would be allocated to instructional staffing or the hiring of highly qualified teachers to target identified students in grades K-5 in literacy and math using research-based interventions and best instructional practices (i.e., LL, Lindamood-Bell, Orton-Gillingham, On Cloud Nine, DreamBox, Edmentum, Concrete-Representational-Abstract). These interventions would be in addition to the core instruction provided and would directly link to increased levels of achievement and performance of students.	This flexibility would permit the district to employ highly qualified teachers to provide direct services to K-5 students through Title I programming. The district offers school-wide programming in three identified elementary schools. With the exception of required set-asides, all funds would be allocated to staffing and/or direct services to students in those schools.							
Sep 30, 2021	Gowan 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%	This flexibility of additional carryover funds will help to support the increased cost of necessary staff to directly instruct and remediate students in our Title I program. The increased support will directly help increase student achievement and performance.	This flexibility of additional carryover funds will help to support the increased cost of necessary staff to directly instruct and remediate students in our Title I program. More time with students will greatly benefit those students who receive the support.							
Sep 30, 2021	Lake Central School Corporation	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%	We will be able to implement more direct interventions to students.	Funding will be used for additional staff and to increase interventions available to students.							
Sep 30, 2021	Lakeland School Corporation	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 will allow us to continue to fund an instructional assistant position for title I students in order to improve overall achievement and performance in both ELA and Math.	The flexibility will allow us to implement more direct services to our students because the new administration will have sufficient time to research and to strategize about how to use the funds to achieve the maximum benefit to our students.							
Oct 4, 2021	Shelbyville Central 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 will allow us to continue to fund an instructional assistant position for title I students in order to improve overall achievement and performance in both ELA and Math.	The flexibility will allow us to continue to fund an instructional assistant position for title I students in order to improve overall achievement and performance in both ELA and Math.							
Oct 22, 2021	South Dearborn Community School Corporation	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%	We want to help ensure that we target our funds towards narrowing the instructional gaps and this flexibility will allow us to more accurately pinpoint the areas of focus for the funds in the 2021-2022 school year.	The flexibility will allow the corporation to access the benchmark data in core areas, which will determine needs and services for students.							
Nov 5, 2021	Wa-Nee 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%	With this carryover we will be able to purchase additional programming for the benefit of all our Title students. This will increase levels of achievement in particular in the area of math.	By providing aides and data driven math intervention programming to increase students achievement in the Title program.							
Nov 9, 2021	Bremen 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%	The flexibility will give us an opportunity to collect data to identify students who need more one on one instruction. We will be able to more mindfully align instruction to each student to increase their performance.	This flexibility will allow us to directly support students in a smaller group setting when able to find more staff. The leftover funds can be used for staff to work with these students.							
Nov 9, 2021	Bremen 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%	The carryover funds will be used to purchase updated learning programs for Title I students.	The flexibility will allow the corporation to support the needs and services for students in core areas.							

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Nov 12, 2021	North Vermillion Community School Corporation	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%	This flexibility will assist with more direct services to students by giving the school corporation the opportunity to hire an additional interventionist to identify achievement gaps and provide support to close those gaps.							
Nov 29, 2021	Kokomo School Corporation	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%	Carry over of funds will allow the LEA to provide additional professional development to staff. Carry over funds will allow the LEA to make informed decisions in regards to needed instructional supplies.							
Dec 2, 2021	Urban ACT Academy	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 will allow us to continue to fund a support type positions for title I students in order to improve overall achievement and performance in both ELA and Math by provided targeted assistance to Title I Students							
Dec 9, 2021	Argos 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%	All carryover funds will be used to pay Title I teacher and paraprofessionals will continue to work one-on-one with our elementary school students.							
Dec 15, 2021	Perry Township 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%	Perry Township has experienced a significant decrease in funding during one of the most challenging times in education. This flexibility will allow us to staff in a manner that will best support students in areas of identified learning gap and progress towards academic achievement growth.			LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements				
Dec 16, 2021	Evansville Vanderburgh 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%	Funds will be utilized to continue to provide remediation and support services to students to address achievement gaps and to provide staff development.							
Jan 5, 2022	Jay School Corporation	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%	Instead of spending funds on more and more supplies near the end of the grant cycle, we will be able to spend it on personnel who work directly with students on remediation and intervention.			LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements				
Mar 14, 2022	Crawfordsville Community School Corporation	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%	Carry-over funds that we were not able to utilize last year will be directed to increasing student learning and performance on state and local assessments. The funds will be used for targeted evidence-based instruction, including the training of intervention staff, materials for instruction, and salary for additional intervention staff.							Our current student behavior and attendance data dictate a need for us to direct Title IV funds towards improving students ability to participate in the general education classroom with specific targeted social/emotional intervention. Other Federal Title I funds provide financial assistance to the corporation to provide for a well-rounded education.
Mar 21, 2022	Griffith 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%	The flexibility may be used for remediation and additional instructional assistants in our Title I programming, thereby increasing academic achievement.							
Mar 21, 2022	School Town of Munster	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 to carry over the \$9,871.38 in funds which exceed the 15% will allow the district to provide additional learning opportunities to students who qualify for Title I. Students may participate in after school tutoring, summer school and receive round trip transportation to summer school. Through these extended learning programs students learning will increase.							
Mar 22, 2022	Clarksville Community School Corporation	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 counselor will continue to develop and implement developmental and preventative programs and services which assist students to enhance and improve their academic and social and emotional knowledge and skills. The teachers and aides will continue to facilitate intervention implementation, provide instructional support, and facilitate family involvement events.							

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Mar 28, 2022	Franklin County Community School Corporation	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%	Laurel Elementary School has seen a significant loss in student achievement over the last two years. The state READ 3 scores were just released and Laurel had all second grade students participate. Less than 25% of the students pass the exam.	This flexibility will allow additional reading intervention in grades K-2.							
Mar 28, 2022	John Glenn School District	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%	Our district will be able to provide additional LA materials for beginning and struggling readers and offer summer tutoring to Title I students.	Opportunity to work with more students 1:1 or small groups in summer school.							
Mar 28, 2022	White River Valley School Corporation	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 funds will be used on paraprofessionals to work in added sections of classrooms. It is the opinion of the WRV board that smaller classes will allow for more individualized and small group instruction which will increase achievement in our students.	Low teacher - student ratios and having paraprofessionals in all PK-3 classrooms will provide students the attention and one-on-one or small group learning they need to succeed.							
Mar 29, 2022	Carmel Clay 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%	This flexibility will allow us to provide more intensive small group reading interventions to our Title I students thus resulting in increased levels of student achievement.	This flexibility will allow CCS to implement small group reading intervention services to identified Title I students.							
Mar 29, 2022	CHARLES A BEARD MEMORIAL SCHOOL CORPORATION	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%	It allows us to reallocate funds that will directly effect students	It gives us more time to find the services that our students need.							
Mar 29, 2022	Scott County School District 1	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%	Funding will allow us to maintain staff for student services in Title I at Austin Elementary for the remainder of the grant cycle.	Instructional Assistants provide direct services to identified students.							
Mar 29, 2022	Scott County School District 2	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%	This flexibility will result in more available Title I funds (result of increased carryover) to be used for staffing/materials for small group interventions that can now take place without the Covid protocol obstacles. Students' achievement and performance increase when more focused attention is put on face to face interventions in smaller groups.	Utilizing the increased carryover funds now, as compared to when Covid protocols limited face to face interventions, will result in the most effective form of direct services to students - face to face interventions, in small groups, with skilled staff.							
Mar 30, 2022	Concord 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%	As we continue to utilize Title I dollars in our four K-4 elementary schools, our use of the funds for personnel associated with academic supports for student can continue to be funded.	As mentioned above, personnel from the Title I grant provide reading intervention and supplementary support for students.							
Mar 30, 2022	West Washington School Corporation	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 carry over will be used to pay for salaries of non-certified staff working with Title I students next year.	Our funding was decreased, therefore this will help fill the gap needed to hire more additional instructional assistants in our Title I programming. The instructional assistants will work with students falling behind due to the pandemic.							
Mar 31, 2022	Southwestern Jeff. Co. 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%	Allowing for additional teacher workshops/trainings will allow educators to strengthen their toolbelts to assist students who are have low academic achievement level. Furthermore purchasing additional supplies/programs/hands on learning materials will assist students academically.	This flexibility will allow for some additional training for teachers to assist with student learning loss. Furthermore, materials/supplies/programs /summer learning programs can be purchased for students.							
Apr 1, 2022	Rensselaer Central Schools Corporation	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%	Instead of spending funds on more and more supplies near the end of the grant cycle, we will be able to spend it on personnel who work directly with students on remediation and intervention.	Instead of spending funds on more and more supplies near the end of the grant cycle, we will be able to spend it on personnel who work directly with students on remediation and intervention.							
Apr 4, 2022	Adams Central 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%	This flexibility will allow our corporation to explore a new progress monitoring tool for K-5.	This flexibility will allow our corporation to expand our summer remediation options.							
Apr 4, 2022	Brownburg Community School Corporation	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%	We will be able to purchase intentional instructional materials that will be used with our Title I students to increase levels of achievement and performance in literacy.	We will be able to purchase intentional instructional materials that will be used with our Title I students to increase levels of achievement and performance in literacy. We will also be able to use these funds to transport homeless and foster students to school.							
Apr 4, 2022	Danville Community School Corporation	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%	This flexibility will allow us to continue to serve our students with our Title I assistant and teacher	Students will receive direct support from the Title I teacher continuously.							
Apr 5, 2022	South Harrison School Corporation	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%	This flexibility will allow us to place the excess carryover into salaries and professional development of our staff.	This will allow us more hours of additional staff that will be working directly with students.							
Apr 6, 2022	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%	Funds will allow IPS to increase access to rigorous curriculum and instruction for scholars.	The funds will be used toward efforts of a well rounded learning experience for scholars.							

Submission Date	Corporation Name	Waiver #1: Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2: Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Apr 7, 2022	Centerville-Abington Community School Corporation	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%.	We will be able to purchase remedial programs and add staff to serve Title I identified students who struggle in reading and math.						
Apr 8, 2022	East Allen County 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%.	Estimations that school closures and poor student and staff attendance because of COVID-19 would show significant learning loss are now being validated by EACS data. We see this especially affecting our low-income families due to lack of support provided at home throughout the pandemic. Designated funding was not able to be utilized, and programming intended to support students was not able to be effectively implemented or was canceled. Now that EACS has returned to a more typical schedule and in-person attendance, previous programs are being reinstated and new strategies are being executed to reduce this learning gap.						
Apr 11, 2022	North Judson-San Pierre School Corporation	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%.	More attention given to students and more services provided to them.						
Apr 14, 2022	Fort Wayne 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%.	We will be able to better focus efforts on supplementing the early learning literacy and numeracy efforts within our district.		LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	has worked at least 1000 hours in a school setting/environment		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	We consistently used current data to adapt or modify instruction and supports particularly in the areas of well-being and social-emotional learning
Apr 14, 2022	North Putnam	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 will allow the corporation to provide more direct instruction to students, which will increase the achievement levels and performances by students.						
Apr 18, 2022	Andrew J Brown Academy	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%.	This flexibility will allow AIB to purchase materials, and supplies to help increase academic proficiency and achievement.						
Apr 18, 2022	PLA at George H Fisher School 93	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%.	This flexibility will give us the opportunity to budget funds towards educational priorities that will help address learning loss that our scholars experienced. Some of the priorities include supplemental curriculum, adaptive learning, and additional resources to support Tier II intervention for our scholars.						
Apr 20, 2022	Franklin Community School Corporation	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%.	This flexibility will allow us collect more accurate dyslexia data by purchasing the DIBELS platform. We will also be utilizing these funds to send PLC leaders and Title I teachers to PLC conferences over the summer to allow for better conversations around data and moving student achievement and performance from these discussions.						
Apr 21, 2022	Smith Academy for Excellence	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%.	Purchasing needed technology will allow students the ability to attend school remotely when necessary and it will support rigorous instruction both on site and remotely. The technology will allow students to attend school consistently which leads to increased academic achievement.						
Apr 22, 2022	Insight School of Indiana	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 additional funds will assist in funding more student support service staff, specifically student advisors.						
Apr 22, 2022	South Adams 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%.	This flexibility allows will allow excess carry over funds to be directly used for interventionists to work with students.						
Apr 28, 2022	Jay School Corporation	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%.	This flexibility will help with summer school funding for all elementary schools						
Apr 29, 2022	Richmond 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%.	Funds will be used for teacher professional development and student instructional supplies.						
Apr 29, 2022	Union School Corporation	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%.	Allowing the carryover, will help our school corporation provide more interventionists that can directly address learning loss.						



Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g. FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOE would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven need assessment to dictate your use of Title IV, Part A funds
May 4, 2022	Merrillville School Corporation	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%.	Any unspent funds will be used for additional remediation services during the 22-23 school year including increased staffing, supplemental materials and software, extended learning opportunities and PD to increase levels of student achievement and performance.	Any unspent funds will be used for direct services to students such as additional remediation services during the 22-23 school year including increased staffing, supplemental materials and software and extended learning opportunities.							
May 9, 2022	Alexandria Community School Corp	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 increased flexibility will allow us to expand our pre school services to more students allowing more students entering kindergarten ready to learn.	The funds will be used to hire additional support staff to work with the pre school teacher. Support staff will work directly with students to support instruction focused on school readiness.							
May 11, 2022	Eastbrook 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%.	This will allow us to be more intentional with funds and provide direct services to students	The flexibility allows us to be able to provide additional services in the summer and upcoming school year.							
May 11, 2022	Eastern Howard School Corporation	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%.	Provide services to students during summer school	increased hours paraprofessionals spend with individual students							
May 12, 2022	Indianapolis Metropolitan High School	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%.	This flexibility will directly tie to increased levels of achievement and performance by providing students with remediation and transition support	This flexibility will allow the Indy MET staff to directly provide support services to students based on their unique individual needs							
May 12, 2022	PIONEER REGIONAL SCHOOL CORP.	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%.	We will be able to provide additional staff to help the students.	We would be able to have more 1 on 1 with our students							
May 13, 2022	Seymour 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 funds will be used to pay for additional instructional assistant hours to help with student learning loss.	We will be able to use these funds to spend more instructional assistance hours for additional direct student learning.							
Jul 7, 2022	Warrick County School Corporation	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 will allow us to continue future planning and staffing for Title I teachers and paraprofessionals to add a layer of instructional minutes and/or interventions that should tie directly to student achievement and performance.	The flexibility of additional carry over will allow us to remain focused on providing appropriate Title staffing of teachers and paraprofessionals and expanded summer school and extended learning opportunities as direct services to students rather than spending out funds on extraneous materials/equipment, etc. that is unfocused and unintentional.							
Jul 12, 2022	Tri-Creek School Corporation	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%.	We have had difficulty in recent years filling all staffing positions identified in our grant. By allowing for flexibility, we will be able to carry-over additional funds to hire staff members in subsequent years to better support identified student's achievement and growth.	On a given year when staffing positions cannot be filled as expected, the student support needs do not lessen. With this flexibility, we will be able to carry-over additional funds to bolster staffing when the talent pool is stronger to provide direct services to additionally qualifying students.							
Aug 11, 2022	Silver Creek School Corporation	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 will allow us to get a better grasp of how to structure funding. Our enrollment has increased by over 100 students for the second year in a row and we are having to increase staff in multiple areas. This flexibility will allow us to continue training and add staff in the area of Title I. It will also allow us to target intervention needs.	Now that we have data from a new assessment, we are starting to identify areas of need. We hope to increase staffing in these areas to help provide more direct services to students.	FY22 to FY23						
Aug 11, 2022	South Bend Community School Corporation	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%.	This flexibility will allow us to carry over more funds so we can offer more direct services to students such as additional ISs and IAs and expanded tutoring programs to assist students in academic need with intervention services and socio-emotional support.	This flexibility will allow us to retain current staffing levels for the coming school year in light of the anticipated cut in Title I funding to SBSCC due to the 2020 census (estimate of ages 5-17 in poverty in our area dropped from 6,490 to 5,205 based on 2020 census results). In addition to the overall cut, Title I funding will be spread more thinly due to adding three additional middle schools to help their students recover from learning lost due to the COVID-19 pandemic - less than 20% read at or above grade level.	FY22 to FY23	LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SBSCC requests permission to regard as highly-qualified paraprofessionals who have two years of college experience, a two-year college degree, passed the Para-Pro Assessment (within the first year of employment), have one year or 1,000 hours of previous employment experience in a school or working with children, passed annual school-level evaluations, completed 48 credit hours of college level classes, have Child Development Associate (CDA) Credentials, completed SBSCC required professional development modules/training, or other requirements if necessary - SBSCC will request approval from IDOE.		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	The corporation continues to use Title IV funds specifically to address the social and emotional needs of students and establish clear expectations through implementation of PBIS and a district-wide MTSS model. The district has developed a data dashboard to collect and disaggregate real time discipline data to identify the needs of our students and inform funding decisions. We are developing uniform systems of data collection, analysis, and monitoring which drive school- and system-wide discipline and social emotional learning responses. By administering and analyzing the PBIS Culture/Climate Survey and using the CELI recommended audit tool, we will gather current data in regards to	
Aug 19, 2022	Michigan City Area 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%.	This will provide students with additional learning opportunities outside the school day/year, strengthen intervention support during the day and provide schools with evidence-based resources to support interventions.	This will allow us to provide additional reading and math intervention support, professional development for teachers, and classroom resources	FY21 to FY22						
Aug 23, 2022	Madison Consolidated 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%.	This waiver will allow for continued support for students with high need and for assistance with student loss of learning.	Ed Flex waiver #1 will assist in the implementation and retention of strong leadership and staff, staff pd, and resources to effectively support direct services to high need students.	FY22 to FY23						
Aug 29, 2022	Westfield Washington 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%.	Money that was allocated for staffing will be used for programming as well as reading instruction for students	This waiver will allow flexibility to utilize programs for students by moving funding from staffing to program support	FY22 to FY23						

Submission Date	Corporation Name	Waiver #1:	Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Sep 16, 2022	Gary Community School Corporation	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%	Available carryover dollars that were difficult to expend due to the pandemic will be implemented at high levels to increase learning time through extended day and summer school, which will increase student outcomes as measured about our formative assessment. Increase of professional development to support teachers in meeting students' needs, classroom materials etc.	Extended day for another learning loss	FY22 to FY23						
Oct 3, 2022	Goshen 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%	To respond to learning loss as a result of COVID-19, we would like to use additional carryover funds to hire additional staff members to work with students.	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.	FY22 to FY23	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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training		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		Our school counseling program is evaluated through a variety of resources. Through the RAMP process, data is continually generated from work with whole classrooms, small groups, and individuals. We also use results from the National Gallup poll to revise and provide programming which matches the needs identified through the poll. Also, our students are administered social, academic, and emotional behavior risk screener (SAEBRS) two times per year. This is a 19 item rating scale that teachers complete on each student. SAEBRS is designed for use across grades K-12. It is grounded in a conceptual model, which specifies that school success is predicted not just upon academic
Oct 7, 2022	MSD of Wayne Township	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%	This flexibility will allow us to create greater alignment in our reading intervention programming through the purchase of decodable texts to support phonics instruction.	This flexibility will allow us to more tightly align reading intervention programming across the district.	FY22 to FY23						
Nov 14, 2022	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 23 to cover certified and non-certified staff who work directly with students in an effort to improve academic achievement.	FY22 to FY23						
Nov 20, 2022	MSD of Martinsville	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 MSD of Martinsville will be extending services to include grade 5 and 6 (in addition to the current services provided to students PK-4).	By carrying forward more than 15% of funding, the MSD of Martinsville will be able to focus funding on providing services to more grade levels in the district.	FY22 to FY23						
Dec 13, 2022	CHARLES A BEARD MEMORIAL SCHOOLS CORPORATION	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%	It allows us to reallocate funds that will directly effect students	It gives us more time to find the services that our students need.	FY22 to FY23						
Dec 13, 2022	Lake Station 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%	If we can extend tutoring to a larger population of students, we hope to improve test scores by targeting Tier I and Tier II students.	We would like to extend our tutoring services and provide more training to teachers in the Science of Reading and new Science Standards.	FY21 to FY22						
Dec 13, 2022	Nineveh Hensley Jackson USC	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%	NWEA supplemental programs - When you share MAP Growth data with any of the 30+ providers that partner with NWEA, you help save valuable instructional time by reducing assessments and valuable teacher time by making differentiated learning easier	We are always in need and looking for different interventions for our students. For example, if we find a student struggling with phonemic awareness, it would be great to have a specific intervention to put that child on that will allow us to monitor their progress. Interventions can be more narrow in focus for specific students.	FY22 to FY23						
Dec 14, 2022	New Castle 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%	It will allow the corporation to purchase support programs in LEA that students can access at home and at school to improve reading fluency, vocabulary, comprehension, phonemic awareness, and phonics skills. Individual student data is tracked each three weeks to ascertain progress. Funds will also be used to support having instructional assistants who work with at risk students in reading and math.	Funds are used to support ELA using Lexia programs for student support. Funds will also be used to fund instructional assistants who work under the direct supervision of certified staff to support at risk students in reading and math.	FY22 to FY23	LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	This will allow the corporation to do onsite training for highly qualified staff with much needed paraprofessionals.				
Feb 14, 2023	Lake Ridge New Tech 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%	Flexibility allows for additional research based online programs to support early literacy. It will also enable the LEA to provide some tuition support for Emergency Permit teachers to strengthen instructional practices. Stipends will also be budgeted for additional hours of professional development for the teaching staff to train in instructional strategies.	This flexibility will enable our district to allocate additional funds toward supplemental web-based supports for Math and ELA content where standardized scores are significantly deteriorated. These funds will also be used for further professional development costs for our teachers to strengthen their instructional practices to improve outcomes.	FY22 to FY23						
Feb 15, 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%	Carryover funds will assist schools as well as the district continue forward with needs identified in the schools CVA/SP, as well as support district initiatives related to teaching and learning.	The funding will allow IPS to continue to provide direct services as well as provide additional resources that support a well-rounded education of learners. Additionally, this waiver will also contribute tools to build student understanding, build the learners metacognitive skills and much more.	FY21 to FY22						
Feb 15, 2023	Smith-Green 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%	By having access to the additional funds, additional staffing and/or services will be provided to students	This will allow access to our full carry-over amount to provide students with more Title I direct services.	FY22 to FY23						

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Mar 1, 2023	South Harrison School Corporation	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%	This flexibility will allow us to place the excess carryover into salaries for IAs who work with Title I students and materials for students. These materials will be used directly to increase achievement and performance.	This will allow us more hours of additional staff that will be working directly with students and materials will be purchased for direct services.	FY21 to FY22						
Mar 14, 2023	East Allen County 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%	Especially in our underserved communities, we have seen the long-term effects of Covid 19 through our test scores, student SEL and discipline issues, and witnessed overall learning loss within our Title I schools. By allowing us the flexibility to use the additional carry over funds that were not used in FFY 2021 to FFY2022 now will help to make a massive impact on student achievement in the FY2022-2023 SY. Previous programs that had been suspended or cancelled due to Covid restrictions can now be reinstated, and we can use the additional funds to focus on evidence-based strategies for student improvement and increased achievements for our Title I schools.	The flexibility will allow EACS the additional time and resources needed to spend allocated resources to develop and implement more robust summer programming and after-school tutoring. Increase staff for more differentiated instruction with the possibility of reducing classroom sizes, and provide small-group support over a longer period. Additional opportunities will be looked at to increase parental awareness and involvement.	FY21 to FY22						
Mar 16, 2023	Tri-Creek School Corporation	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%	On a given year when staffing positions cannot be filled as expected, the student support needs do not lessen. With this flexibility, we will be able to carry-over additional funds to bolster staffing when the talent pool is stronger to provide direct services to additionally qualifying students.	We have had difficulty in recent years filling all staffing positions identified in our grant. By allowing flexibility, we will be able to carry-over additional funds to hire staff members in subsequent years to better support identified student's achievement and growth.	FY21 to FY22						
Mar 27, 2023	Delphi Community School Corporation	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%	This will give up additional funding to hire support staff to give one-on-one remediation for our students who have demonstrated a large academic gap.	It will provide more support students to our students who are in the response to intervention program and to our students who are at academic risk.	FY22 to FY23						
Mar 28, 2023	Clay 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%	This flexibility directly ties to staff that we are able to employ using the Title I funds, which are able to directly impact student achievement and performance.	This flexibility allows will allow us to continue to provide direct services to students through support services such as counseling and instructional assistance.	FY22 to FY23						
Mar 28, 2023	Herron Preparatory Academy	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%	This flexibility directly ties to the cultural and social-emotional supports for our young scholars. These supports assist in keeping students in classrooms and as well as actively engaged in learning.	In it's first year, HPA had CSP funding, resulting in a carryover of Title I funds. We also had a vacant position that was funded by Title I for a period of time. This flexibility will allow HPA to continue to fund the same level of support services to students that was funded by CSP in its first year.	FY22 to FY23						
Mar 30, 2023	9555	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%	Addressing the academic deficits in small groups, should increase achievement and performance.	This flexibility will allow the LEA to hire additional paraprof to work directly with students in small groups to address academic gaps. It also allows us to implement a new evidenced based summer school program.	FY22 to FY23						
Mar 30, 2023	LaPorte Community School Corporation	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%	Having carryover flexibility will help the school corporation with staffing. Attracting and retaining staff are not easy due to staffing shortages and staffing turnover. Having more accessibility to the carry over funds will help the school meet student programming needs.	The flexibility will be used for staffing which is a direct service to students.	FY22 to FY23						
Apr 3, 2023	Randolph Central School Corporation	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%	Funds will be used to support Title I staff salaries/benefits or professional development for staff who work with Title I students.	This flexibility will allow us to increase our carry over limit, allowing us to use the funds to support Title I staffing and professional development.	FY22 to FY23						
Apr 5, 2023	Franklin County Community School Corporation	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%	Laurel Elementary School has seen a significant loss in student achievement over the last two years. The state IREAD-3 scores were just released and Laurel had all second grade students participate. Less than 25% of the students passed the exam. Laurel students are also showing signs of extreme behavior issues and MTSS supports and interventions are crucial over the next two years.	This flexibility will allow additional reading intervention in grades K-2 and implementation of a Behavior Intervention Specialist to assist with mental health and behavior issues...	FY21 to FY22						
Apr 5, 2023	MACONAGUAH SCHOOL CORPORATION	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%	Students will have the opportunity for more remediation offerings as well as small group instruction. Professional development in literacy and math will also improve teacher effectiveness, therefore leading to increased achievement and performance.	The flexibility will allow us to provide additional remediation for students after school as well as in the summer. We will be able to employ additional paraprofessionals for the 23-24 school year.	FY22 to FY23						
Apr 5, 2023	South Adams 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%	This flexibility will allow continued and additional direct services to students to occur. This direct level of intervention will directly tie to increased levels of achievement for students.	This flexibility will directly allow South Adams Schools to provide direct intervention services to students in order to address skill gaps and support classroom instruction	FY22 to FY23						

Submission Date	Corporation Name	Waiver #1:	Please describe how this flexibility will directly tie to increased levels of achievement and performance.	How will this flexibility will allow the LEA to implement more direct services to students?	Please select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOE would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Apr 6, 2023	Lakeland School Corporation	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 goal is to analyze standardized (and other) data to determine where the greatest needs are in low achievement and performance, then allocate funds to increase achievement and performance in the identified areas.	This flexibility will allow Lakeland to implement more direct services to our student population, as the new superintendent will have sufficient time to research and to strategize about how to use the funds to the maximum benefit of our student population.	FY22 to FY23						
Apr 11, 2023	School City of Hammond	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%	By allowing this flexibility, the School City of Hammond will be able to put programs and support in place for struggling students in order to bridge their learning gaps before they need to transition to another academic year.	This flexibility allows the School City of Hammond to immediately address the academic and social-emotional needs of the students in order to continue work in closing the achievement gap for all subgroups.	FY22 to FY23	LEAs may utilize the more flexible state defined requirements for highly-qualified rather than the current federal requirements	We would like to continue the flexibility presented in previous EO-Flex waivers, which included waiving the ParaPro test or hours of college attendance.		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	The School City of Hammond will utilize the needs assessment used to drive the development of the district's new strategic plan.	
Apr 19, 2023	Franklin Community School Corporation	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%	This flexibility will allow us to fine tune our PLC process with better practices and data cycles which will lead to a more impactful learning environment for students.	We plan to utilize these funds to send staff members to PLC conferences over the summer. Due to a shortage in candidates for paraprofessional positions as well as certified positions, we are taking the approach of investing in our current staff to provide a better learning experience for our students. We sent two schools to these conferences last summer, and we saw tremendous growth in our data cycles which resulted in strong IREAD-3 scores in the spring this year. Our PLC leaders, administrators, and Peer Mentor/RTI interventionists will attend and train their building staff when they return.	FY22 to FY23						
Apr 19, 2023	Vincennes Community School Corporation	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%	We have been unable to fulfill the requests that our schools have made for the use of funds for materials. Several of these items have been delayed in the ordering process or in delivery due to supply chain shortages.	We will be able to purchase the necessary products that we have not been able to receive due to supply chain issues.	FY22 to FY23						
Apr 24, 2023	North Lawrence 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%	This flexibility will allow each of our buildings to have reading specialists and instructional coaches on staff to help teachers track data and provide corresponding interventions.	By allowing us to carry over funds from FY 22 to FY 23, we will be able to use the full funds to implement direct services to students through specialists and coaches helping to improve instruction.	FY22 to FY23						
Apr 24, 2023	Salem 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%	Small group instruction will give struggling students the extra help needed to improve in their studies.	This flexibility will allow us to add additional Title staffing to help students through small group instruction.	FY22 to FY23						
May 4, 2023	South Bend Community School Corporation	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%	This flexibility will allow us to carry over more funds so we can offer more direct services to students such as additional IS and IAs and expanded tutoring programs to assist students in academic need with intervention services and socio-emotional support to give students more time with and support from instructors to help them learn.	This flexibility will allow us to carry over more funds so we can offer more direct services to students such as additional IS and IAs and expanded tutoring programs to assist students in academic need with intervention services and socio-emotional support, loosen the requirements for hiring IAs to make those positions easier to fill, and use a data-driven needs assessment rather than a percentage to guide our use of Title IV funds to maximize the utility of those funds.	FY23 to FY24	LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SBSCSC requests permission to regard as highly qualified paraprofessionals who have two years of college experience, a two-year college degree, passed the Para-Pro Assessment (within the first year of employment), have one year or 1,000 hours of previous employment experience in a school or working with children, passed annual school-level evaluations, completed 48 credit hours of college level classes, have Child Development Associate (CDA) Credentials, completed SBSCSC required professional development modules/training, or other requirements if necessary – SBSCSC will request approval from IDOE.	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	The Corporation continues to use Title IV funds specifically to address the social and emotional needs of students and also to establish clear expectations through implementation of PBIS and a district-wide MTSS model. The district also has developed a data dashboard to collect and disaggregate real time discipline data to inform Title funding decisions, and how to identify the needs of our students. SBSCSC is developing uniform systems of data collection, analysis, and monitoring which drive school- and system-wide discipline and social emotional learning responses and system-wide and tiered supports by which individual schools proactively identify, communicate, and teach		
May 9, 2023	East Gibson School Corporation	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%	Lower ratio of staff to student allows for more intentional interventions and increased student understanding.	It would allow us to increase staffing (staff to student ratio)	FY22 to FY23						
May 11, 2023	Whitley County Consolidated 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%	Flexibility will allow LEA to provide more services next year when additional staff can be hired.	Flexibility will allow LEA to provide more services next year when additional staff can be hired.	FY23 to FY24				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	Funding allocations will be spent where they are needed based on a collaborative needs assessments with teachers, directors and principals.	
May 15, 2023	Merrillville School Corporation	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%	We plan to use the unspent FY23 funds will be used for supplemental materials (Phonics kits), expanded family learning opportunities and PD (Science of Reading) All of these activities are expected to increase levels of student achievement and performance.	FY23 unspent funds will be used for direct services to students by hiring an additional teacher or aides to allow us to serve more students.	FY23 to FY24						
May 22, 2023	School City of East Chicago	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%	Having Highly Qualified teachers who are certified in the classroom is a big plus for this district which currently had too many EP's and first year teachers or those with very little classroom experience or management skills.	Our district continues to struggle with high turnover of highly qualified teachers. In order to recruit and retain the best of best from various areas of the country, we need to be more competitive with salaries.	FY21 to FY22						
Jun 5, 2023	Lake Central School Corp	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%	After having difficulty finding staff during/post COVID, we are now well staffed and have been able to add specialists to better serve students. This carryover will allow us to continue to fund those positions. The specialists provide additional reading and math instruction to students in our Title I eligible schools.	After having difficulty finding staff during/post COVID, we are now well staffed and have been able to add specialists to better serve students. This carryover will allow us to continue to fund those positions.	FY22 to FY23						

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2: Please describe the requested paraprofessional requirements	Waiver #3: Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4: Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Jun 11, 2023	Michigan City Area 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%.	Used to provide Tier 2 and Tier 3 supports	FY23 to FY24			
Jun 21, 2023	Crawford County Community School Corporation	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%.	We hope to be able to plan the unused funds for more remediation services.	FY23 to FY24			
Jun 30, 2023	Eminence Community School Corporation	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%.	This funding will be used to provide the instructional services of a fully certified teacher to K-5 students in ELA and mathematics. Services will be provided in small groups and one on one as best fits the needs of the students	FY21 to FY22			
Jun 30, 2023	Hammond Academy of Science and Technology	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%.	By carrying over funds as we move to school wide we will be able to service more students	FY23 to FY24	LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	With the current lack of available high qualified paraprofessionals we would like to have flexibility in our hiring. We have recently been working with Calumet College to help train and provide training for paraprofessionals.	
Jul 5, 2023	DeKalb County Central United School District	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%.	In response to the staffing shortages that inhibited our ability to fully implement our Title I, A program last year, we have shifted our model to emphasize coaching for our staff who work most closely with students in need and to prioritize full-time, certified positions instead of paraprofessional positions. Direct services through qualified, certified teachers lead to improved instruction for our students and, therefore, increased student achievement and performance. Our current model has limited our ability to provide students with the services they need and deserve as we've struggled continually to fill positions with effective, consistent staff. The ability to expend these dollars next year to	FY23 to FY24			
Jul 5, 2023	Silver Creek School Corporation	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%.	In response to the staffing shortages that inhibited our ability to fully implement our Title I, A program last year, we have shifted our model to emphasize coaching for our staff who work most closely with students in need and to prioritize full-time, certified positions instead of paraprofessional positions. Direct services through qualified, certified teachers lead to improved instruction for our students and, therefore, increased student achievement and performance. Our current model has limited our ability to provide students with the services they need and deserve as we've struggled continually to fill positions with effective, consistent staff. The ability to expend these dollars next year to	FY23 to FY24			
Jul 13, 2023	Goshen 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%.	To respond to learning loss as a result of COVID-19, we would like to use the carryover funds to hire additional staff members to work with students.	FY23 to FY24			
Jul 19, 2023	School Town of Highland	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 carryover funds flexibility will allow STOH to offer extended day tutoring services to our students throughout the entire 2023-24 school year.	FY23 to FY24			
Jul 19, 2023	Tri-Creek School Corporation	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%.	This flexibility will allow for funding support at a new targeted assistance Title I school (Lowell Middle School) to provide services in reading intervention for qualifying students. This support will lead to increased student achievement and growth at grades 6-8.	FY23 to FY24			
Jul 25, 2023	Portage Township 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%.	We are continuing to seek highly qualified individuals to provide direct services to our students with the goal of increasing levels of achievement and performance.	FY23 to FY24			
Aug 8, 2023	Hanover Community School Corporation	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%.	This flexibility will allow students to receive small group interventions in addition to their classroom instruction to supplement the programs being implemented to all students to work toward students achieving at grade level and improving their performance in all their classes.	FY23 to FY24			
Aug 10, 2023	Penn-Harris-Madison School Corporation	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%.	This flexibility will allow us to provide targeted, high quality professional development to our teachers in the coming school year / grant cycle.	FY22 to FY23			

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Aug 15, 2023	Franklin County Community School Corporation	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%	Laurel Elementary School has seen a significant learning loss in reading and Language Arts. The younger students are showing extreme behavior issues which are impeding academic achievement.	This flexibility will allow the school to implement the Science of Reading and the Behavior Support Intervention classroom.	FY23 to FY24						
Sep 29, 2023	MSD of Martinsville	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 MSD of Martinsville is working to improve its instruction with respect to the Science of Reading. This additional carryforward funding will allow that position to be fully funded through Title funds.	Waiver #1 will allow for carryforward funding to be utilized to staff Title I schools with an additional Science of Reading specialist that would not be able to be fully compensated during the 23-24 school year with the current allocation. Waiver #2 allows the district to provide the small group support to students in a time when college/parapro passing score are difficult to find.	FY23 to FY24	LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The MSD of Martinsville is requesting the allowance of hiring paraprofessionals without the required 2 years of postsecondary education/passing parapro score and instead ask that hired paraprofessionals be given 2 years to meet those requirements from date of hire.				
Jun 19, 2020	Portage Township Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Completed LEA required professional development modules/training		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		Each of the 11 Portage Township Schools are in the process of completing the Comprehensive Needs Assessment and School Improvement Plan. Team members are analyzing academic assessment information such as NWEA and DIBELS, along with SEL data such as student surveys through Panorama in order to determine spending priorities for Title IV, Part A funds.
Jun 22, 2020	Franklin Township Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Two years of college experience, two year college degree, pass Para-Pro assessment, one year or 1000 hours of previous employment, pass annual school-level evaluations, complete 48 credit hours, CDA Credentials, and complete LEA training modules.		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.		For SEL, FTCSC has conducted a needs assessment through SHAPE-School Health Assessment Performance System
Jun 24, 2020	Elkhart Community Schools					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 working with children; completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; completed LEA required professional development modules/training				
Jun 26, 2020	Gary community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Our district plans to collaborate with BLOOMBOARD to create a path to certifications for our paraprofessionals. They will complete several modules of study to gain a microcredential that will reflect proficiency to appropriately serve our students.				
Jun 30, 2020	KIPP Indy College Prep Middle School								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		We will continue to use SWAT analysis and CNA (comprehensive needs assessments) to determine how we will use our Title IV, Part A Funds
Jun 30, 2020	KIPP Indy Legacy High School								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		We will continue to use SWAT analysis and CNA (comprehensive needs assessments) to determine how we will use our Title IV, Part A Funds
Jun 30, 2020	KIPP Indy Unite Elementary School								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		We will continue to use SWAT analysis and CNA (comprehensive needs assessments) to determine how we will use our Title IV, Part A Funds
Jul 16, 2020	Randolph Central School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	1. Two years of college experience 2. Passed the Para-Pro Assessment 3. One year or 1,000 hours of previous employment experience in a school or working with children.				
Aug 3, 2020	Fort Wayne Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	One year or 1,000 hours of previous employment experience in a school or working with children		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		We will use the information received during our consolidated application process with all Title funds to best determine how to best use Title IV funds in coordination with district needs.
Aug 3, 2020	Pioneer Regional School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Pioneer will accept the following: Two year college experience, a two-year college degree, Passes PraPro, one year or 1,000 hours of employment experience, Completed 48 credit hours of college level classes, and CDA Credentials.				
Aug 6, 2020	Bartholomew Consolidated Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We want to utilize the flexibility to remove barriers that often exist with the federal requirements. This allows BCSC to hire individuals with the best skills to meet the needs of the students and the requirements of the job.				

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOE would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Aug 10, 2020	Greater Clark County Schools										Greater Clark County Schools will work collaboratively with our community and administrative staff to determine our district needs through strategic planning efforts and surveys. We will also consider formative and summative assessment data as well as attendance and discipline data to determine programming needs to better support our students and staff with Title IV funding.
Aug 13, 2020	Crawford County Community School Corporation										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. CCCSC will utilize data from our current school improvement plans which is based on our most recent DNA to inform decisions.
Aug 17, 2020	Bluffton-Harrison MSD					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified if he or she has: <input type="checkbox"/> Two years of college experience <input type="checkbox"/> A two-year college degree <input type="checkbox"/> Passed the Para-Pro Assessment (within the first year of employment) <input type="checkbox"/> One year or 1,000 hours of previous employment experience in a school or working with children <input type="checkbox"/> Passed annual school-level evaluations <input type="checkbox"/> Completed 48 credit hours of college-level classes <input type="checkbox"/> Child Development Associate (CDA) Credentials <input type="checkbox"/> Completed LEA required professional development modules/training <input type="checkbox"/> Completed Other Requirements – LEAs may request approval from IDOE				
Sep 1, 2020	East Chicago Lighthouse Charter School										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
Sep 1, 2020	Gary Lighthouse Charter School										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
Sep 1, 2020	Vincennes Community School Corporation										The VCSC has created a new Alternative School for our corporation which serves grades 6 - 12. We wish to use Title IV funds to fund the new Guidance Counselor position. The students that will be attending this new school have generally performed low on standardized testing and have not achieved much classroom success. Our counselor will be working with our students to help support their needs in improving standardized test scores by placing them on a graduation pathway that they can successfully achieve.
Sep 4, 2020	Scott County School District 1										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
Sep 9, 2020	River Forest Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Read The ParaEducator Guide ( <a href="https://www.masterteacher.com/paraeducators-book-working-with-students?quantity=1">https://www.masterteacher.com/paraeducators-book-working-with-students?quantity=1</a> ) and pass assessments with 80% or higher supervised by building principal and/or title director				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
Sep 10, 2020	Spencer-Owen Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Paraprofessionals will be required to pass the Parapro assessment. If unable to pass this assessment, they will have a mid-year evaluation in addition to the required end of year evaluation.				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
Sep 17, 2020	Goshen Community Schools										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
Sep 18, 2020	Goshen Community Schools										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

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds	
Sep 18, 2020	School Town of Speedway										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	Data is reviewed through a variety of methods. School improvement meetings held throughout the school year to develop goals include parents, teachers, community members, and principals. Monthly administrative team meetings each include data reviews which then informs planning. Monthly district-wide meetings with home-school advisors and district behavior team members provide a monthly opportunity to review social/emotional data and needs on a district-wide scale. These collaborative opportunities allow us to determine what initiatives we want to prioritize and propose in our Title IV grant.
Sep 18, 2020	Warrick County School Corporation										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	behavior data shows that all of our schools are in need of assistance with strategies for improving core instruction (including planning for exceptional groups, engagement, checking for understanding, and instructional models). Our classroom assessment data also indicates a need for increased focus on strengthening instruction. Our behavior data indicates an increase of instances of escalating student behavior, referrals to our behavior consultants, and an increased number of formal behavior plans. Using our 5-point system, students with Level 5 behaviors will be addressed first, which then determines which schools get priority. After analyzing the data, we
Sep 21, 2020	Tipton Community School Corporation						LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Tipton Community School would like to use one of the following paraprofessional requirements as it applies to various candidates: Two years of college experience, or A two-year college degree, or Passed the Para-Pro Assessment (within the first year of employment), or One year or 1,000 hours of previous employment experience in a school or working with children, or Passed annual school-level evaluations, or Completed 48 credit hours of college-level classes, or Completed LEA required professional development modules/training.				
Sep 22, 2020	East Allen County Schools						LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	EACS would like to use the DOEI list of requirements for paraprofessional requirements.				
Sep 23, 2020	Avon Community School Corporation										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	We have reviewed NWEA and local assessments. This helps us determine areas of focus and need.
Sep 23, 2020	DeKalb County Central United School District						LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	None			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	Will use to determine need for connectivity and repair devices
Sep 24, 2020	MSD of Martinsville										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	To best meet the social and emotional needs of students, specifically at the elementary level, both qualitative and quantitative data is used to support the need of a full-time counselor. A analysis of needs included the number of students with office referrals, the number of students qualifying for free or reduced lunches, and achievement levels measured through state-wide and local assessments all provide data supporting the importance of responding to the social and emotional needs of students. Research clearly supports the connection between social and emotional wellness and academic achievement. In the unusual times the pandemic has created, it is even more that critical we
Sep 25, 2020	Knox Community School Corp.						LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We will determine a paraprofessional is highly qualified if s/he has had one year or 1,000 hours of previous employment experience in a school or working with children.			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	KCS uses student results from the summative assessments (LEARN, ISTEP, IREAD, and WIDA ACCESS as well as formative assessments results in Exact Path, DIBELS, and the classroom to dictate the use of Title IV funds.
Sep 28, 2020	Penn-Harris-Madison										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	PHM would like to use part of its Title IV allotment to purchase IXL, an online computer program to assist with student enhancement, student progress, and data tracking within those realms.
Sep 29, 2020	South Harrison Community Schools										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	We will be using the ESL subgroup data (WIDA).



Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Oct 1, 2020	Charter School of the Dunes									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	Charter School of the Dunes is located in Gary, IN which is a high-poverty/high-crime area. Students come to school with high trauma due to many factors that are associated with poverty and crime. In order to meet their needs, we rely on high quality counselors at the school. Students will be referred through MTSS based on office referrals and staff observations.
Oct 1, 2020	DeKalb County Central United School District					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Instructional Assistants with less than two years of college will be required to successfully complete the ETS assessment.			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	Surveys indicate the need for additional connectivity for remote device access.
Oct 2, 2020	SWITZERLAND COUNTY SCHOOL CORPORATION									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	We will conduct a comprehension needs assessment on each focus group to determine where our priority is needed most. Tracking students through enrichment and interventions in which IXL provides will be invaluable to teachers who are working diligently with students, both virtual and face-to-face. The students have lost precious instructional time from their teachers during the pandemic, but with the added resource of IXL, teachers will be able to assign lessons to differentiate and focus their instruction to meet the needs of the students. IXL provides a diagnostic data tool to show teachers where to push students. Providing teachers with another avenue for data is imperative to guide instruction. The ease of using IXL for both virtual students and those attending in-person, is a huge benefit.
Oct 6, 2020	Penn-Harris-Madison					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Completed LEA required professional development modules/training			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	The district will use staff, student and parent survey data to identify needs that meet Title IV, Part A criteria.
Oct 9, 2020	Jennings County School Corporation									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	The school corporation utilizes the passing prerequisite honor classes, PSAT testing, NWEA test scores, USA Test Prep scores, and iLEARN to determine student eligibility for entry into those higher level classes.
Oct 15, 2020	Randolph Southern									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	We would like to use our Title IV funding to provide an alternative school. We can show data to support a decrease in disciplinary referrals, making our school environment safer and students feel better about their social emotional health and wellbeing (in addition to having more time to focus on instructional material).
Oct 16, 2020	Whitko Community School Corporation									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	ACSC will use the funds from Title IV as well as those funds transferred from Title Iix and Title V (RUS) grants to support the position of Social Emotional Learning Support Specialist at our elementary school. This person will provide support to our students and staff in the area of Social Emotional Learning by meeting with students one on one, in small groups, and in the classroom setting.
Oct 21, 2020	Attica Consolidated School Corporation									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	Survey or scan members provided data on areas of perceived importance and those needing improvement. Technology usage data tracking individual and groups of users helped to identify patterns and trends among teacher application of the available tools. Educator evaluations and observation data was consulted to identify technology goals and rate of consistent application. ISTEP and assessment data also helped to identify the specific content areas needing improvement. Service-learning data, for every classroom K-8 and each high school student 9-12, helped identify the need for additional resources to expand activities and increase effectiveness.
Oct 23, 2020	Christel House Academy South									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	

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Oct 23, 2020	Christel House Academy South										provided data on areas of perceived importance and those needing improvement. Technology usage data tracking individual and groups of users helped to identify patterns and trends among teacher application of the available tools. Educator evaluations and observation data was consulted to identify technology goals and rate of consistent application. ISTEP and assessment data also helped to identify the specific content areas needing improvement. Service-learning data, for every classroom K-8 and each high school student 9-12, helped identify the need for additional resources to expand activities and increase effectiveness.
Oct 23, 2020	Christel House Academy West										provided data on areas of perceived importance and those needing improvement. Technology usage data tracking individual and groups of users helped to identify patterns and trends among teacher application of the available tools. Educator evaluations and observation data was consulted to identify technology goals and rate of consistent application. ISTEP and assessment data also helped to identify the specific content areas needing improvement. Service-learning data, for every classroom K-8 and each high school student 9-12, helped identify the need for additional resources to expand activities and increase effectiveness.
Oct 29, 2020	Tindley Genesis Academy										On site nursing is needed to provide support to our students with chronic illnesses and medication schedules. On site nursing allows monitoring of students and can assist in identifying the need for medical care and help to reduce absenteeism. The music teacher position will allow Genesis to continue the music focus upon which the school was founded. Music provides a creative outlet for students and research has shown that music can aid students in retention of information to improve academic achievement.
Nov 2, 2020	Northern Rush Community Schools aka Mays Community Academy					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	MCA would like to include the following requirements as part what qualifies paraprof as highly qualified: 1) Completed 48 credit hours of college level classes; 2) Passed the Para-Pro Assessment (within the first year of employment); 3) One year or 1,000 hours of previous employment experience in a school or working with children; 4) Completed LEA required professional development modules/training; and 5) Passed annual school-level evaluations.				
Nov 2, 2020	Otwell Miller Academy					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Otwell will like to also include One year or 1,000 hours of previous employment experience in a school or working with children as a parapro requirement for highly qualified. They would also like to include Completed 48 credit hours of college level classes and Passed annual school-level evaluations.				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
Dec 7, 2020	Ignite Achievement Academy										We will use the data to determine the level of intervention tools that will utilize to support scholars to close the academic gap
Dec 18, 2020	Richmond Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We would use the college experience (two years, two-year college degree or 48 credit hours), the 1,000 hours of experience of previous employment in a school or working with children, or CDA Credentials. Passing the Praxis within the first year would be another option.				
Feb 2, 2021	Lake Station Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Two (2) years of college experience, a two (2) year college degree (e.g. Associates), completed 48 credit hours of college level classes, passed the Para-Pro Assessment (within the first year of employment), one (1) year or 1,000 hours of previous employment experience in a school or working with children, passed annual school-level evaluations, passed a Child Development Associate (CDA) Credentials program, or complete a LEA required professional development modules/training.				

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Feb 16, 2021	Paoli Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Paraprofessionals will meet highly-qualified requirements by meeting one of the following criteria: Two years of college experience, a two-year college degree, pass the Para-Pro Assessment (within the first year of employment), one year or 1,000 hours experience working with children, CDA credentials.				
May 19, 2021	Garrett-Keyser-Butler CSD					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified if he or she has: 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 working with children, Passed annual school-level evaluations, Completed 48 credit hours of college level classes, Child Development Associate (CDA) Credentials, Completed LEA required professional development modules/training				
May 25, 2021	Vajrapaiso Community Schools					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 working with children * Completed 48 credit hours of college level classes				
May 26, 2021	East Allen County Schools										
Jun 8, 2021	Southwest Parke Community Schools					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 working with children Passed annual school-level evaluations Completed 48 credit hours of college level classes Child Development Associate (CDA) Credentials Completed LEA required professional development modules/training				
Jun 9, 2021	Elkhart Community Schools								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.		Data from the district's CNA, such as student and teacher surveys, discipline data, teacher SEL PD and student academic data will be reviewed to determine if additional funding is needed for SEL school day and summer services.
Jul 27, 2021	Madison Consolidated Schools					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 working with children - Completed 48 credit hours of college level classes - Child Development Associate (CDA) Credentials - Completed LEA required professional development modules/training.				
Aug 2, 2021	Muncie Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We would like to request approval that individuals with an active or expired CNA (Certified Nursing Assistant) be considered highly qualified to work with individuals on a Certificate of Completion or life skills track. In addition, individuals who are certified RBT's (Registered Behavior Technicians) be considered highly qualified for hire as a paraprofessional. Please note that MCS would require the appropriate and mandatory professional development (modules/training) resulting in highly qualified candidates for hire as a paraprofessional.				
Aug 6, 2021	Garnet Clay Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Two years of college, two year college degree, passed para pro, one year or 1,000 hours of previous employment experience in a school, completed 48 credit hours of college level classes, CDA credentials, completed LEA required professional development modules				
Aug 9, 2021	LaPorte Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	LPSC would like to use the IDOE's list of options of paraprofessional requirements as listed on the IDOE memo addressing the approved request to use more flexible state defined paraprofessional requirements.				

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Aug 16, 2021	Crown Point Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified if he or she has 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 working with children, passed annual school-level evaluations, completed 48 credit hours of college-level classes, Child Development Associate (CDA) Credentials, or completed LEA required professional development modules/training.		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.		Using academic and social emotional learning data state and local funds are dedicated to a well-rounded education and social emotional learning.
Sep 1, 2021	Clarksville Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified if he or she has: 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 working with children.				
Sep 28, 2021	Bellevue Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	BELLEVUE Circle City High School's Paraprofessional meets the guidelines as highly qualified. They have two years of college experience, 1000+ hours of working with kids, and is working on continuing educational programs.				
Oct 12, 2021	SE Neighborhood School of Excellence					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SENSE Charter School would like to use one of the following to qualify paraprofessionals requirements: Two years of college experience, or A two-year college degree, or Passed the Para-Pro Assessment (within the first year of employment), or One year or 1,000 hours of previous employment experience in a school or working with children, or passed annual school-level evaluations, or Completed 48 credit hours of college-level classes, or Completed LEA required professional development modules/training.				
Oct 13, 2021	Northeastern Wayne Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Completed LEA required professional development modules/training				
Oct 21, 2021	Jennings County School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Completed LEA required professional development modules/training		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.		The district uses staff, student and parent data to determine needs based on our strategic plan priorities.
Nov 10, 2021	MSD of Steuben County					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified if he or she has: Two years of college experience or A two-year college degree or Passed the Para-Pro Assessment (within the first year of employment) or One year or 1,000 hours of previous employment experience in a school or working with children or Passed annual school-level evaluations or Completed 48 credit hours of college-level classes or Child Development Associate (CDA) Credentials or Completed LEA required professional development modules/training		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		Data collected as part of each school's improvement process will be used to identify the highest need areas for our schools, and funds will be used accordingly. ESSER funds have already been allocated to provide a significant focus on social and emotional needs.
Nov 11, 2021	Hamilton Southeastern Schools								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		Panorama data indicates that our students require additional assistance to succeed after high school. Specifically, survey comments indicate a desire for additional emphasis on college and career planning, including opportunities for career exploration. It is for this reason HSE would like to put all of our Title IV money towards purchasing Naviance for our HS students. HSE has been fortunate enough to receive grants, such as Lilly Comprehensive Counseling and Project Aware, which support our social-emotional programs.
Nov 30, 2021	Charter School of the Dunes								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		Charter School of the Dunes is located in Gary, IN which is a high-poverty/high-crime area. Students come to school with high trauma due to many factors that are associated with poverty and crime. In order to meet their needs, we rely on high-quality counselors at the school. Students will be referred through MTSS based on office referrals and staff observations.

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Dec 1, 2021	Southwest School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional will be determined to be highly-qualified if he or she meets one of the following criteria: 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 working with children; passed annual school-level evaluations; completed 48 credit hours of college level classes, Child Development Associate (CDA) credentials; or completed LEA required professional development modules/ training.				
Dec 6, 2021	Whitko Community Schools								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		Data from student achievement, as well as the need to increase alternative programming, will be reviewed to determine the use of Title IV funding.
Jan 17, 2022	West Lafayette Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	A paraprofessional can be determined to be highly-qualified if he or she has one of the following: two years college experience, a two year college degree, passed the ParaPro Assessment (within one year of employment), one year or 1,000 hours of previous employment experience in a school or working with children, passed annual school level evaluations, completed 48 credit hours of college level classes, Child Development Associate (CDA), Completed LEA required professional development modules/training.				
Jan 26, 2022	Griffith Public Schools								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		Data is derived from attendance and reduced suspensions and remands to the courts.
Jan 31, 2022	Knox Community School Corporation								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		KCS uses summative, formative, and benchmark assessments, including ILEARN, ISTEP, DIBELS, Exact Path, Study Island, and PSAT, to dictate its use of Title IV, Part A funds. Our recent needs assessment reveals that more than 50% of our students in Grades 3-8, 10 are not achieving benchmark levels of success on state standards. Additionally, 36% of kindergarten students did not achieve benchmark levels of success on End-of-Year DIBELS testing. KCS also monitors attendance and discipline referrals daily. These data reveal that 60% of the students involved in these issues exhibit social and emotional conflicts with others. As a result, KCS has partnered with two community mental health
Feb 1, 2022	Rochester Community School Corp								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		We will place funding in the most at risk student population.
Feb 3, 2022	Griffith Public Schools								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		Data is derived from attendance and reduced suspensions and remands to the courts.
Feb 24, 2022	Concord Community Schools								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		Our strategic planning has included the need for STEM/PBL. This waiver request is being made to further that initiative. As our new strategic planning takes place, we will use that needs assessment to dictate these funds as well.
Feb 25, 2022	Rush County Schools								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		We track the students receiving services paid for by Title IV.
Feb 28, 2022	Lake Central School Corporation								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		The Lake Central Schools will use the Panorama data warehouse for middle/HS, and SEL survey for grades 3-12, and an online SEL program to identify and address the needs of our students.
Mar 1, 2022	New Prairie United School Corporation								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		WE are using K-12 identified Tier 3 students at all five of our school buildings that have scored 20% or less on their BOY NWEA formative assessment. Any bubble students first start with Tier 2 interventions so no student gets left behind. At BOY, we identified over 250 students district wide that are below the FIT strands they should be performing at. We delineated those groups of students into other Tier 3 support using our ELL (LAU) and our Dyslexia remedial services. We have drilled down to specific learning targets and configured our Tier 3 support groups. We currently use a variety of evidence based interventions for both academic and social/emotional

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Mar 2, 2022	Maconaquah School Corporation										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 students are not performing where administration and the school board know they are capable of performing as evidenced by standardized test data. Additionally, our school district is located in a low-socioeconomic area, which presents greater and unique challenges for us as we strive to meet our students' needs. Maconaquah School Corporation has seen declining ISTEP+ trends in recent years that are also consistently lower than the state average. Currently, Maconaquah has a corporation average ISTEP+ passing rate of 64.6% compared to the state average of 67.9% in Language Arts and a passing rate of 34% compared to the
Mar 9, 2022	MSD Washington Township										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 We conduct quality assurance reviews of our schools multiple times a year that align with school improvement plans and the district strategic plan. In these reviews, we assess school and district needs as indicated by comprehensive data reviews and stakeholder feedback. We utilize this information to determine funding needs for all of our grants including Title IV.
Mar 10, 2022	Westview School Corporation										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 Westview counselors, administration, and nurses is continuing to work together to design and make improvements to a comprehensive counseling program built on the foundation of successful programs currently in use. Westview will be able to continue to work towards two overarching goals of counseling curriculum and processes alignment and college and career readiness. Westview has a K-12 commitment to the Professional Learning Community that allows us to evaluate the needs to our students consistently.
Apr 4, 2022	Salem Community Schools										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 The use of other state/local funding is being utilized to provide a well rounded educational program.
Apr 14, 2022	Avondale Meadows Academy										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 The total allocation for Avondale Meadows Academy is \$30,301.69. We propose that the additional \$301,69 also be allocated to the school-based health clinic as the total cost for the clinic is \$65,000.
Apr 19, 2022	Warsaw Community Schools										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 WCS is a data driven school system and made sure to include internal and external stakeholders when obtaining input and evaluating the needs assessment. This was obtained through the strategic planning events and monthly initiative team meetings. Stakeholders selected the initiatives for the upcoming school years and has focused resources on STEM curriculum, DLI professional development, literacy, and the social-emotional wellness of students. After evaluating student needs within each building, several buildings were selected as the buildings of highest need and these needs have dictated the use of our Title IV, Part A funds
May 5, 2022	Paramount Brookside										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 We will use data-driven needs assessments to tailor instruction to help the students who are in most need.
May 20, 2022	DeKalb County Central United School District										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 Data-driven needs assessments are important to us because they help us determine our students learning gaps and our teachers instructional gaps that are preventing our students from reaching their achievement/academic goals. Our focus is maintained on teacher knowledge, practices that provide maximum learning opportunities and skills that meet futuristic needs of each student.
May 25, 2022	Indianapolis Public Schools										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 IPS will use data needs assessment to ensure student success to evaluate programs that lead to instructional effectiveness, guide teaching and learning and resource allocation, and promote accountability. Additionally, data will encourage citizenship students, character, health and wellness, school climate, and social and emotional learning.

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds	
May 26, 2022	Anderson Community Schools										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	ESSER II and ESSER III funds are being used for improved use of technology. Therefore we would like to dedicate Title IV funds for SEL and well rounded education.
Jun 27, 2022	Anderson Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	The paraprofessional can be determined to be highly-qualified in Anderson Community Schools if he or she has one or more of the following: Two years of college experience; A two-year college degree Passed the Para-Pro Assessment (within the first year of employment); Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training					
Jul 12, 2022	Evansville Vanderburgh School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We have selected a variety of applicable videos utilizing our professional development program, Vector Solutions. New employees would be required to successfully complete the courses within 60 days.					
Jul 15, 2022	School Town of Speedway					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	1. Two years of college experience; 2. A two-year college degree; 3. Passed the Para-Pro Assessment (within the first year of employment); 4. One year or 1,000 hours of previous employment experience in a school or working with children; 5. CDA credentials; 6. Completed LEA required paraprofessional development modules/training				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	We've already been granted this waiver. We are selecting this just to indicate that we want to continue this.
Jul 25, 2022	Mitchell Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Paraprofessionals will meet highly qualified requirements by meeting one of the following criteria: Two years of college experience, a two-year college degree, pass the Para-Pro Assessment (within the first year of employment), one year or 1,000 hours experience working with children, CDA credentials.					
Aug 4, 2022	Lake Central School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Paraprofessionals will have two years of college, a two year college degree, pass the Para-Pro assessment, one year of previous employment in a school, pass annual school level evaluations, have CDA credentials, complete 48 hours of college-level courses, or complete district required PD modules in order to be considered highly-qualified.				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	
Aug 11, 2022	Huntington County Community School Corporation											By getting specific feedback from participants in the professional services and student opps we offer
Aug 22, 2022	South Gibson School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Two year college experience, 2 year college degree, passed para pro, one year or 1,000 hours of previous employment in a school or working with children, completed 48 hours of college classes					
Aug 29, 2022	Fayette County School Corporation										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	As indicated in a district wide needs assessment conducted in conjunction with EES, the district determined that the social and emotional needs of our students are critical at this juncture, and that other district, state and federal funds are sufficiently funding a well-rounded education program that includes technology. For this reason, Fayette County is applying for a waiver to spend the full Title IV allocation on SEL.
Sep 14, 2022	North Lawrence Community Schools										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	The data shows that the number of first generation college students in NLCS is low. Adding the position of Early College Coordinator allows focus and resources to be used to specifically support these students in dual credit and achieve the ICC through our Early College program.
Sep 20, 2022	Paramount Brookside										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	We will use data-driven needs assessments to tailor instruction to help the students who are in most need.

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds		
Sep 23, 2022	Westview School Corporation										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.	Westview counselors, administration, and nurses is continuing to work together to design and make improvements to a comprehensive counseling program built on the foundation of successful programs currently in use. Westview will be able to continue to work towards two overarching goals of counseling curriculum and processes alignment and college and career readiness. Westview has a K-12 commitment to the Professional Learning Community that allows us to evaluate the needs to our students consistently.	
Sep 26, 2022	New Albany Floyd County										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.	We review the waiting list request for mental health services of each school. The waiting list is longer than ever before. We will need to make available more therapists in our schools.	
Oct 25, 2022	Muncie Community Schools										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.	Administrators will be surveyed on the effectiveness of Behavior Coaches in their schools and student incentives to increase motivation and academic improvement.	
Nov 8, 2022	North Central Parke Community School Corp.										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.	NCP will compare data from our State Assessments as well as NWEA Formative Assessment, to gauge whether or not to make curriculum adjustments for the following year.	
Nov 10, 2022	Clay Community Schools										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.	Our programs will be evaluated for effectiveness, ongoing. End-of-year program evaluations will be reported at the Clay Community Schools Comprehensive Needs Assessment meeting during the late spring of each school year. Data is collected regarding student participation, student programs completion, and student outcomes for all programs funded under Title IV-Part A. Following are the individuals responsible for evaluations: Assistant superintendent, curriculum and grants coordinator, principals, guidance counselors, teachers, Hamilton Center personnel, and teacher and students that are directly involved in programs.	
Nov 10, 2022	Michigan City Area Schools					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 ParaPro Assessment - Completed LEA Required professional development modules/training						
Nov 14, 2022	Spencer Owen Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SOCS would like to use one of the following paraprofessional requirements as it applies to various candidates: Two years of college experience, or A two-year college degree, or Passed the Para-Pro Assessment (within the first year of employment), or One year or 1,000 hours of previous employment experience in a school or working with children, or Passed annual school-level evaluations, or Completed 48 credit hours of college level classes, or Completed LEA required professional development modules/training.					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.	SOCS will use data around students achievement, STEM related course data and completion, and parent involvement surveys to dictate the use of our Title IV funds.
Nov 29, 2022	South Vermillion Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	As soon as possible, the paraprofessional employee can be determined to be highly qualified to work in our Title I elementary schools if he/she has at least one of the following: -2 years of college experience and completed annual LEA-required professional development modules/training -Child Development Associate (CDA) credentials and completed annual LEA-required professional development modules/training -1,000 hours (or one full year) of previous employment experience in a school or working with children and completed annual LEA-required professional development modules/training -passed						
Dec 13, 2022	DeKalb County Eastern CSD					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	# 2 Completed LEA required professional development modules/training						
Dec 13, 2022	South Newton					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Passed School Level Evaluations						



Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOE would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds
Dec 14, 2022	Mississinewa Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Mississinewa Community Schools would like to use the IDOE list of highly qualified requirements for paraprofessionals: 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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training				
Dec 16, 2022	Southeast Fountain School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SEFSC Paraprofessionals must meet two of the following criteria: 1. 48 hours of college coursework. 2. Pass the Para-Pro assessment with a score of 460 or higher 3. Have at least one year of experience in an education related field 4. Attend at least two professional development training opportunities locally or off-site				
Dec 16, 2022	Southeast Fountain School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	SEFSC Paraprofessionals must meet two of the following criteria:				
Dec 19, 2022	Avon Community School Corporation					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; One year or 1,000 hours of previous employment experience in a school or working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training				
Jan 3, 2023	Northwestern Consolidated Schools of Shelby County					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Seeking permission to maintain current staffing that does not meet federal requirements for paraprofessionals. LEA will maintain records of quality requirements for non-certified staff.				
Jan 10, 2023	North Central Parke Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Checklist Available at Corporation Office				
Jan 10, 2023	Seymour Community School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	We will still have all paraprofessionals take the Para-Pro test. If unable to pass, we would like to utilize our internal evaluation to assess highly qualified. Paraprofessionals must be rated as Effective or Highly Effective to be considered highly qualified. In addition, all paraprofessionals must complete SafeSchools training and local training at onboarding. In the event the applicant has the equivalent of 1000 hours or 1 year prior experience working with children or in a school setting, this would be considered as well.				
Jan 17, 2023	Southeast Dubois County School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	One of the following options: 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 working with children Passed annual school-level evaluations Completed 48 credit hours of college level classes Child Development Associate (CDA) Credentials Completed LEA required professional development modules/training Completed Other Requirements – LEAs may request approval from IDOE				
Jan 17, 2023	Greater Jasper Consolidated Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Pass the Para-Pro Assessment and/or Pass School Level Evaluations				
Jan 20, 2023	Wa-Nee Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Allowing new Paras to pass the Para-Pro Assessment with the first year of employment.				
Jan 20, 2023	Wa-Nee Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Passed the Para-Pro Assessment within the first year of employment.				

Submission Date	Corporation Name	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 select the fiscal year from which you are requesting to carry over funds (e.g., FY2022 unused funds to apply to FY2023).	Waiver #2:	Please describe the requested paraprofessional requirements	Waiver #3:	Please describe why IDOC would like to use more than the allowable 30% of Title I, D Subpart 1 funds on transition	Waiver #4:	Please describe how you will use a data-driven needs assessment to dictate your use of Title IV, Part A funds			
Jan 23, 2023	North Central Parke Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	determined to be highly-qualified if he or she has: 1. Two years of college experience. 2. A two-year college degree. 3. Passed the Para-Pro Assessment (within the first year of employment). 4. One year or 1,000 hours of previous employment experience in a school or working with children. 5. Completed 48 credit hours of college level classes. 6. Child Development Associate (CDA) Credentials. 7. Completed LEA required professional development modules/training which will include a checklist of the following requirements: a. Attend beginning of the year building level meeting. b. Complete assigned mandatory training, in the Vector Safe Schools platform							
Jan 24, 2023	School City of Mishawaka					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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Completed LEA required professional development modules/training							
Jan 24, 2023	Southeast Dubois County School Corporation					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Paraprofessionals will complete a minimum of 3 professional development trainings within the first quarter they are hired. Paraprofessionals will also pass an evaluation within the first 90 days of hire.							
Feb 14, 2023	Lake Ridge New Tech Schools													
Feb 23, 2023	Tell City-Troy Twp School Corp					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	One of the following met: 1000 hours, staff evaluations, quarterly training from certified staff, beginning of the year school-wide training							
Apr 27, 2023	Alexandria Community School Corp									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	Student discipline data as well as social worker data will be used to target students needing more direct supports and interventions. This data will be monitored over time to determine the effectiveness of the program.			
Jul 31, 2023	South Adams Schools									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	This waiver would allow South Adams Schools to dedicate more funding to meeting the Social Emotional Needs of its students through contracted Mental Health Services and coaching. This need has increased in the post-COVID educational setting in our K-12 setting. Data is analyzed for students that are a part of this program both at the beginning and end of the program, but also at several way points along the way to determine the effectiveness of the coaching and provided services.			
Aug 7, 2023	School Town of Munster							Indiana Department of Corrections may utilize up to 65% of its Title I, Part D funds (Delinquent) on transition services (between IDOC and local school districts)	DSFSDSF					
Aug 25, 2023	Mississinewa Community Schools					LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements	Mississinewa Community Schools would like to use the IDOE list of highly qualified requirements for paraprofessionals: Two years of college experience (credit hours); A two-year college degree or higher 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 working with children; Passed annual school-level evaluations; Completed 48 credit hours of college level classes; Child Development Associate (CDA) Credentials; Completed LEA required professional development modules/training including: 7 hour training of SEL and Trauma Informed Care provided the first week of							
Aug 31, 2023	Charter School of the Dunes									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	We use discipline data which shows high needs for SEL			
Sep 26, 2023	Paramount Brookside									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	We will use data-driven needs assessments to tailor instruction to help the students who are in most need.			
Total Number of Waivers Granted		341	Total Waiver #1 Granted		159	Total Waiver #2 Granted		89	Total Waiver #3 Granted		3	Total Waiver #4 Granted		90



## Ed-Flex Annual Reporting Template

**State:** Massachusetts

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)
Boston Public Schools	ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas	SY2020-21, SY2021-22, and SY2022-23	<b>For SY 2020-21</b> , serve <b>Boston Latin School</b> that was at <b>30.3%</b> poverty, serve <b>Eliot Elementary</b> that was at <b>30.2%</b> and serve <b>Manning Elementary</b> that was at <b>34.9%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>Lyndon School at 37.3%</b> poverty. There was less than a 10-percentage point difference between the

			<p>waived schools and the lowest poverty Title I-eligible school.</p> <p><b>For SY 2021-22</b>, serve <b>Boston Latin School</b> that was at <b>31.3%</b> poverty, serve <b>Eliot Elementary</b> that was at <b>29.8%</b>, and serve <b>Manning Elementary</b> that was at <b>31.3%</b>. The lowest-poverty Title I-eligible school in that year was <b>Lyndon School at 38.6%</b> poverty. There was less than a 10-percentage point difference between the waived schools and the lowest poverty Title I-eligible school.</p>
			<p><b>For SY 2022-23</b>, serve <b>Boston Latin School</b> that was at <b>27.5%</b> poverty, serve <b>Eliot Elementary</b> that was at <b>27.5%</b>, and serve <b>Manning Elementary</b> that was at <b>30.9%</b>. The lowest-poverty Title I-eligible school in that year was <b>Lyndon School at 35.8%</b> poverty. There was less than a 10-percentage point difference between the waived schools and the lowest poverty Title I-eligible school.</p> <p>Every other school in the district qualified each year for and was served as Title I. Boston Public Schools applied each year and were granted each of the three years to allow all schools in the district to be Title I for efficiency of service and documentation of resource distribution throughout the district.</p>

<p>Dighton-Rehoboth Public Schools</p>	<p>ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas</p>	<p>SY2020-21 and SY2021-22</p>	<p><b>For SY 2020-21</b>, serve <b>Palmer River School</b> that was at <b>22.2%</b> poverty and serve <b>Dighton Middle School</b> that was at <b>24%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>Dorothy L. Beckwith at 27.8%</b> poverty. Palmer River School was 5.6% below the lowest eligible Title I school. Dighton Middle School was 3.8% below the lowest eligible Title I school.</p> <p><b>For SY 2021-22</b>, serve <b>Palmer River School</b> that was at <b>25.5%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>Dorothy L. Beckwith at 27.5%</b> poverty. Palmer River was 2% below the lowest eligible Title I school.</p> <p>The waivers allowed for the regional school district to serve all students possible with additional supports needed to become proficient readers.</p>
--	---	--------------------------------	--

Norwood Public Schools	ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas	SY2021-22 and SY2022-23	<p><b>For SY 2021-22</b>, serve <b>Charles J. Prescott School</b> that was at <b>33.5%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>FA Cleveland at 41.1%</b> poverty. Charles J. Prescott School was 7.6% below the lowest eligible Title I school.</p> <p><b>For SY 2022-23</b>, serve <b>Charles J. Prescott School</b> that was at <b>29.1%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>FA Cleveland at 34.6%</b> poverty. Charles J. Prescott School was 5.5% below the lowest eligible Title I school.</p> <p>Without qualifying, the school would be the only elementary level school in the district to not provide supplemental, targeted Title I literacy support.</p>
Wachusett Public Schools	ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas	SY2022-23	<p><b>For SY 2022-23</b>, serve <b>Davis Hill Elementary</b> that was at <b>15.4%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>Naquaq Elementary at 20%</b> poverty. Davis Hill Elementary was 4.6% below the lowest eligible Title I school.</p> <p>The waiver allowed for continued literacy and mathematics tutoring for high needs students.</p>
Lynnfield Public Schools	ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas	SY2022-23	<p><b>For SY 2022-23</b>, serve <b>Summer Street School</b> that was at <b>5.8%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>Huckleberry Hill at 14.6%</b> poverty. Summer Street School was 8.8% below the lowest eligible Title I school.</p> <p>The waived school was one of two K-4 buildings and allowed Title I support at both schools, which fed into the one 5-8 building in the</p>

			district.
Stoneham Public Schools	ESSA sec. 1113(a)(2)(B) – eligible Title I school attendance areas	SY2022-23	<p><b>For SY 2022-23</b>, serve <b>Robin Hood School</b> that was at <b>24.3%</b> poverty. The lowest-poverty Title I-eligible school in that year was <b>South Elementary</b> at <b>27.1%</b> poverty. Robin Hood School was 2.8% below the lowest eligible Title I school.</p> <p>The waiver allowed for Title I service at the district school that had the highest number of ELs at the elementary level, the highest special education needs, and was the lowest performing of the elementary schools.</p>
<b>Total Number of Waivers Granted</b>			10

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.

As stated in DESE’s approved application for Ed-Flex authority, the goal of the Massachusetts K-12 public education system is to prepare all students for success after high school. This means that all students will be prepared to successfully complete credit-bearing college courses or certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy. Our work is to broaden students’ opportunities and close gaps so that all students, regardless of background, are ready for the world that awaits them after high school. The educational objectives are designed to strengthen the quality and breadth of the instructional program our students’ experiences, especially for English learners, students receiving special education services, and students from economically disadvantaged backgrounds. This focus includes special attention to:

- Enhancing literacy skills in the elementary grades
- Enhancing mathematics skills in the middle grades
- Providing multiple high-quality pathways to educational and career opportunities after

## secondary school

The waivers granted under Ed-Flex fully support Massachusetts's goals and objectives. Waivers granted in the 2020-23 school years enabled six districts to extend the reach and benefit of supplemental instructional support for students within those districts. Without waiver of school eligibility rules those districts would not be able to reach and provide Title I supports to high needs students in those schools. This allowed more schools that were close to meeting eligibility requirements and continued to meet per-pupil Title I spending requirements, to have all schools benefit from a more coordinated and sustained approach to enhancing skills and pathways to success for all district students.



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

District/School	Impact
Boston/Eliot School	<p><b>FY21 ASSESSMENT:</b>            Explain how you will annually monitor the effect of the waiver on student learning. Provide the major indicators of student learning and educational performance that you used.            The Eliot will continue to leverage both formal and informal formative assessments to annually monitor the effect of the waiver on student learning. Assessments are administered and reported from high-quality and flexible online platforms, primarily in the Illuminate and MAP NWEA platform, which is also designed to hold other data for schools who have designed their own assessments to track daily student progress. As a school community we will continue to collect and analyze individual data on the MAP Fluency and Growth Assessments in Math and Reading. In addition to formative assessments, we will continue to use student survey data on school culture and climate to ensure we are sustaining a safe and welcoming learning environment.</p> <p>Please see below for overall assessment proficiency averages for the 2020 - 2021 school year.</p> <ul style="list-style-type: none"> <li>● Fall MAP Growth Proficiency: 72%</li> <li>● Spring MAP Growth Proficiency: 75%</li> <li>● ELA Interim #1: 70%</li> <li>● ELA Interim #2: 68%</li> <li>● Math Interim #1: 76%</li> <li>● Math Interim #2: 80%</li> <li>● TC Reading Benchmark BOY Proficiency: 60%</li> <li>● TC Reading Benchmark MOY Proficiency: 71%</li> <li>● TC Reading Benchmark EOY Proficiency: 79%</li> </ul> <p><b>FY22 ASSESSMENT:</b>            Explain how you will annually monitor the effect of the waiver on student learning. Provide the major indicators of student learning and educational performance that you used.            The Eliot will continue to leverage both formal and informal formative assessments to annually monitor the effect of the waiver on student learning. Assessments are administered and reported from high-quality and flexible online platforms, primarily in the Illuminate and MAP NWEA platform, which is also designed to hold other data for schools who have designed their own assessments to track daily student progress. As a school community we will continue to collect and analyze individual data on the MAP Fluency and Growth Assessments in Math and Reading. In addition to formative assessments, we will continue to use student survey data on school</p>

	<p>culture and climate to ensure we are sustaining a safe and welcoming learning environment.</p> <p>Please see below for overall assessment proficiency averages for the 2021 - 2022 school year.</p> <ul style="list-style-type: none"> <li>● Fall MAP Growth Proficiency: 72%</li> <li>● Spring MAP Growth Proficiency: 75%</li> <li>● Reading Benchmark BOY Proficiency: 60%</li> <li>● Reading Benchmark MOY Proficiency: 71%</li> <li>● Reading Benchmark EOY Proficiency: 79%</li> </ul> <p><b>FY23 ASSESSMENT:</b></p> <p>Explain how you will annually monitor the effect of the waiver on student learning. Provide the major indicators of student learning and educational performance that you used.</p> <p>The Eliot will continue to leverage both formal and informal formative assessments to annually monitor the effect of the waiver on student learning. Assessments are administered and reported from high-quality and flexible online platforms, primarily in the Illuminate and MAP NWEA platform, which is also designed to hold other data for schools who have designed their own assessments to track daily student progress. As a school community we will continue to collect and analyze individual data on the MAP Fluency and Growth Assessments in Math and Reading. In addition to formative assessments, we will continue to use student survey data on school culture and climate to ensure we are sustaining a safe and welcoming learning environment.</p> <p>Please see below for overall assessment proficiency averages for the 2022 - 2023 school year.</p> <ul style="list-style-type: none"> <li>● Fall MAP Growth Proficiency: 69%</li> <li>● Spring MAP Growth Proficiency: 72%</li> <li>● Reading Benchmark BOY Proficiency: 58%</li> <li>● Reading Benchmark MOY Proficiency: 70%</li> <li>● Reading Benchmark EOY Proficiency: 75%</li> </ul>
<p>Boston/Manning Elementary</p>	<p>Over the course of the past three years, the JP Manning School has received Title 1 funding despite not meeting the criteria for this funding. As a school community we focused these resources on providing enabling opportunities for our students, especially those who have been historically marginalized. For us, enabling opportunities meant field trips to venues, events and experiences that were connected to what the students were learning in the classroom. For example, students visited the Museum of Science (linked to OpenSciEd curriculum,) Wolf Hollow in Ipswich (linked to grade three habitats in the Expeditionary Learning curriculum,) Wheelock Theatre performances (Bud not Buddy, book club for grade 4,) and Farm School (grade 6) in Vermont where students lived and worked on a dairy farm for one week. In addition to these enabling experiences, we purchased materials and manipulatives to support acquisition of content. This was organized by our ESL educator based on the needs of our students and their ELD levels.</p>

In order to accurately assess our progress toward state and district benchmarks, the Manning leverages both formal and informal formative assessments to support students, inform instruction, and assess the success of our academic program. Assessments are administered and reported from high-quality and flexible online platforms, primarily in the MAP NWEA platform and MCAS. As a school community we collect whole-school data using end of unit/module assessments, ACCESS testing, MAP fluency and growth assessments and MCAS. In addition to formative and summative assessments, we use student survey data on school culture and climate to ensure we are building and supporting a safe and welcoming learning environment for all students.

In order to understand the landscape of the Manning and how we are working to meet the needs of our students, it is important to dig into the nuances of our data story, as such below is data that indicates our progress on both MAP growth and MCAS.

#### The Manning Data Story:

- 77% of all students are performing at or above the 60th percentile on the spring MAP Growth assessment.
- 54% of all students demonstrated 60% or greater growth on the spring MAP Growth assessment.

For the 22-23 school year, what does performance look like for different student groups at your school, especially populations that have been historically underserved?

- K2 - 90% of students were meeting or exceeding expectations on the spring MAP Fluency Assessment.
- 1st Grade - 4% of students were meeting or exceeding expectations on the spring MAP Fluency Assessment. (phonics, word recognition, oral reading accuracy)
- 2nd Grade - 77% of students were meeting or exceeding expectations on the spring MAP Fluency Assessment.
- 3rd Grade - 65% of students are performing at or above the 60th percentile on the Spring MAP Growth assessment; 45% of students demonstrated 60% or greater on the spring MAP Growth assessment.
- 4th Grade - 74% of students are performing at or above the 60th percentile on the Spring MAP Growth assessment; 57% of students demonstrated 60% or greater on the spring MAP Growth assessment.
- 5th Grade - 85% of students are performing at or above the 60th percentile on the Spring MAP Growth assessment; 58% of students demonstrated 60% or greater on the spring MAP Growth assessment.
- 6th Grade - 84% of students are performing at or above the 60th percentile on the Spring MAP Growth assessment; 57% of students demonstrated 60% or greater on the spring MAP Growth assessment.
- 78% of mixed race students are performing at or above the 60th percentile on the spring MAP Growth assessment; 66% of mixed race students demonstrated 60% or greater growth on the spring MAP Growth assessment.
- 50% of Asian students are performing at or above the 60th percentile on the spring MAP Growth assessment; 50% of Asian students

	<p>demonstrated 60% or greater growth on the spring MAP Growth assessment.</p> <ul style="list-style-type: none"> <li>● 33% of black students are performing at or above the 60th percentile on the spring MAP Growth assessment; 59% of black students demonstrated 60% or greater growth on the spring MAP Growth assessment.</li> <li>● 65% of LatinX students are performing at or above the 60th percentile on the spring MAP Growth assessment; 53% of LatinX students demonstrated 60% or greater growth on the spring MAP Growth assessment.</li> <li>● 95% of white students are performing at or above the 60th percentile on the spring MAP Growth assessment; 50% of white students demonstrated 60% or greater growth on the spring MAP Growth assessment.</li> <li>● 50% of SWDs are performing at or above the 60th percentile on the spring MAP Growth assessment; 54% of SWDs demonstrated 60% or greater growth on the spring MAP.</li> </ul>
<p>Boston/Boston Latin School</p>	<p>At the school level, we ensure that students at risk are benefiting from the waiver by monitoring our student groups, intervention programs, and enrichment programs for representation of students who qualify for test fee waivers (similar to free/reduced lunch population), students with IEPs and 504s, students who identify as Black and Latinx, current and former English learners, and students with homeless status. Groups benefiting from funding must have appropriate representation of these students requiring additional focus and support. Another group whom we specifically target are first generation college students and their families, particularly during the process of support through the application and financial aid process. There is significant overlap between this population and the student subgroups already listed.</p> <p>We aim for students at risk to be affected by the waiver by receiving small group interventions and specially designed programming, in areas of academics and enrichment/extracurriculars, to support our school wide goal of all students earning a C- or higher in their courses, which aligns to our college preparatory mission (this goal and accompanying strategies can be found in our Quality School Plan). Our assessment data for the district and state are evidence of the work we are doing to narrow achievement gaps and ensure excellence for all students.</p> <p>MCAS Data for 2021-23-percentage of students who Met/Exceeded Expectations</p> <p>Students in Grades 7-8:</p> <p>2021: 83% of students M/E Expectations in ELA; 74% M/E Expectations in Math</p> <p>2022: 83% of students M/E Expectations in ELA; 79% M/E Expectations in Math</p> <p>2023: 74% of students M/E Expectations in ELA; 71% M/E Expectations in Math</p>

	<p>Students in Grade 10:  2021: 96% of student M/E Expectations in ELA; 98% M/E Expectations in Math  2022: 96% of student M/E Expectations in ELA; 99% M/E Expectations in Math  2023: 97% of student M/E Expectations in ELA; 98% M/E Expectations In Math</p>
<p>Dighton-Rehoboth/Palmer River Elementary</p>	<p>In 2023 students at Palmer River Elementary School K-4 had both an increase and decrease in ELA MCAS scores in Proficiency from Grade 3 39% in 2022 to 23% 2023 &amp; Grade 4 to 16% in 2022 to 30% 2023 for the low income subgroup. In SPG from Grade 4 in 41% 2022 to in 46% 2023 for the low income subgroup.</p> <p>At Palmer River Elementary School, students who participated in Title 1 interventions were assessed utilizing the same assessment tool on the same Benchmark timeline as students who did not participate in Title 1 services. Students utilized the DESE approved universal screener, STAR Early Literacy (grade K &amp; 1) and STAR Reading (grades 2-4).</p> <p>Grade K had an average 35.6% increase in Percentile Rank from BOY to EOY on Early Literacy  Grade 1 had an average 48.6% increase in Percentile Rank from BOY to EOY on Early Literacy  Grade 2 had an average 22.7% increase in Percentile Rank from BOY to EOY on STAR Reading  Grade 3 had an average 16.8% increase in Percentile Rank from BOY to EOY on STAR Reading</p> <p>Overall, 79 students received Targeted Assistance Tutoring from Title 1 beginning in September 2021 - June 2022. Of those 79, 17 students were dismissed throughout the school year due to students' abilities to consistently access grade level skills and strategies after receiving Tier 2 support. These fluid groupings allowed for additional students to receive tutoring support as the school year progressed.</p> <p>Overall, the TA Title 1 program was successful at Palmer River Elementary in FY22.</p>

**Norwood Public Schools/Prescott Elementary**

For the FY22 and FY23 Title I grant program years, Norwood was granted an Ed-Flex waiver to serve Prescott Elementary School, despite not qualifying by poverty percentage to be a Title I school. The following data charts and narratives outline the impact this had on student performance.

<b>Academic Performance</b>	<b>FY21 (2020-2021)</b>	<b>FY22 (2021-22)</b>	<b>FY23 (2022-23)</b>	<b>FY 24 FALL only (2023-24)</b>
<b>Grade 1</b> <i>as measured by CBM/ Dibels, % at benchmark</i>	Not available	64% STAR CBM	77% STAR CBM	37% DIBELS
<b>Grade 2</b> <i>as measured by STAR, % at benchmark</i>	60%	66%	59%	53%
<b>Grade 3</b> <i>as measured by STAR, % at benchmark</i>	58%	62%	67%	52%

The data tables above show that during the FY22 and FY23 school years, having an additional teacher (funded with Title I) to provide specific, targeted intervention resulted in increasing the achievement of students performing at or above our benchmark, as measured by these district assessments. The achievement for the FY22 and FY23 school years in all grades increased in FY21 as we implemented Title I intervention support at Prescott.

<b>Accountability</b>	<b>FY21 (2020-2021)</b>	<b>FY22 (2021-22)</b>	<b>FY23 (2022-23)</b>
<b>Grade 3 ELA Achievement</b> <i>As measured by MCAS average scaled score and accountability points</i>	509.8 Accountability: Not issued by the state	508 Accountability: Not issued by the state	506 Accountability: 2/4 points
<b>Grade 3 High Needs Subgroup Achievement</b> <i>As measured by MCAS average scaled score</i>	498.3	502	503

In observing MCAS data for both the Grade 3 population at Prescott as well as the Grade 3 high needs subgroup, there are a few trends observed. The scaled score of the grade 3 cohort stayed relatively similar throughout the 3 year span. The Grade 3 high needs subgroup (which would include the highest number of students served by Title I) closed the gap between High Needs and the Grade 3 cohort as the years progressed. The gap between the two subgroups was 11.5 points in FY21 and that closed to a 3 point gap in FY23. This could be attributed to the additional intervention support that the school was able to provide for targeted students.

**Wachusett Public Schools/Davis Hill Elementary**

In 2023 students at Davis Hill Elementary had an increase in ELA MCAS scores in SGP from 38.9 in 2022 to 43.5 in 2023 for the low income subgroup.

At Davis Hill, students who participated in Title 1 interventions were assessed utilizing the same assessment tool on the same Benchmark timeline as students who did not participate in Title 1 services. Students utilized the DESE approved universal screener, STAR Early Literacy (grade 1) and STAR Reading (grades 2-5).

Grade 1 had an average 36% increase in Percentile Rank from BOY to EOY on Early Literacy  
Grade 2 had an average 36% increase in Percentile Rank from BOY to EOY



	<p>on STAR Reading Grade 3 had an average 26% increase in Percentile Rank from BOY to EOY on STAR Reading Grade 4 had an average 8% increase in Percentile Rank from BOY to EOY on STAR Reading Grade 5 had an average 8% increase in Percentile Rank from BOY to EOY on STAR Reading</p> <p>Overall, 31 students received Targeted Assistance Tutoring from Title 1 beginning in October of 2022. Of those 31, 11 students were dismissed throughout the school year due to students' abilities to consistently access grade level skills and strategies after receiving Tier 2 support. These fluid groupings allowed for additional students to receive tutoring support as the school year progressed.</p> <p>Overall, the TA Title 1 program was successful at Davis Hill School in FY23.</p>
Lynnfield/Summer Street School	<p>The additional funds were essential for supporting students in our Multi-Tiered Systems of Support model. The Renaissance Star tool has served multiple purposes and checkpoints to best assess student progress. As a direct result, we can personalize student learning as we respond to our ongoing data collection. For example, by identifying student's strengths and weaknesses, we can provide timely interventions. Additionally, this data-driven instruction model allows us to further engage families to ensure student success. This has fostered a sense of belonging and shared commitment among all stakeholders.</p> <p>The majority of our students met or exceeded expectations in terms of student growth based on our Renaissance Star assessments. The median SGP for the majority of our Grade 1-4 students was higher than 70 and all grades were over 50 except for Gr. 1 math (46) at our Huckleberry Hill School. This means the majority of our students outperformed his or her academic peers nationally. We believe these results to be a direct result of our targeted interventions in response to our ongoing data collection and analysis. Our standardized tests and classroom walkthroughs confirm these findings.</p>
Stoneham Public Schools/Robin Hood School	<p><b>Impact</b> The allocation of Title I funding allowed the Robin Hood School to hire two part-time Reading Interventionists to service students identified through multiple data points (DIBELS, STAR, and classroom-based formative assessments). Identified students received targeted reading and/or math support during the Robin Hood School's What I Need (WIN) Block. WIN Block sessions were provided three times per week during thirty-minute periods. Services were provided during six to eight-week intervention cycles on focused grade-level standards identified by teams of educators. Targeted support services were provided to a wide range of students with diverse learning profiles, including Multilingual Learners, Students with Disabilities, students identified as "High Needs," and students receiving</p>

	<p>Tier 1 instruction in the general education classroom setting.</p> <p><b>Assessment</b></p> <p>Intervention effectiveness was monitored by interventionists, classroom teachers, support staff, and members of the Robin Hood Student Support Team (SST). Anecdotal (qualitative) data from those providing intervention support was generally positive. Staff members' feedback was overwhelmingly positive regarding the newly implemented WIN blocks. Staff members also felt the interventions positively impacted student progress toward mastery of grade-level standards.</p> <p>Quantitative data provided a mixed view of the effectiveness of the interventions.</p> <p>MCAS Growth and Achievement Scores</p> <p>As a cohort, students in the High Needs Category did not improve on the 2023 MCAS.</p> <p>In ELA, 43% of Third Graders categorized as high needs met or exceeded expectations on the 2022 MCAS compared to 29% on the 2023 MCAS.</p>
--	---

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*

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

**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-a@ed.gov.



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

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

**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-a@ed.gov](mailto:OESE.titlei-a@ed.gov).



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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.

This form will not let me input information, so all answers are in Appendix A.

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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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)
<b>Total Number of Waivers Granted</b>			

**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.title-a@ed.gov](mailto:OESE.title-a@ed.gov).



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

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

**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.title-a@ed.gov](mailto:OESE.title-a@ed.gov).



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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)
<b>Total Number of Waivers Granted</b>			

**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.title-a@ed.gov](mailto:OESE.title-a@ed.gov).

Attachment A: LEAs/Campuses with Programmatic Waivers

	A	B	C	D	E	F	G	H	I	J
1	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.									
2										
3	Region	Codist	District Name	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
4	09	005902	HOLLIDAY ISD	005902101	HOLLIDAY EL	X	X	X	X	X
5	12	014908	SALADO ISD	014908102	THOMAS ARNOLD EL	X	X	X	X	X
6	20	015831	SCHOOL OF SCIENCE AND TECH	015831004	SST NORTHWEST		X			
7	12	018904	VALLEY MILLS ISD	018904041	VALLEY MILLS J H				X	
8	04	020908	PEARLAND ISD	020908114	MAGNOLIA EL		X	X	X	
9	16	035903	NAZARETH ISD	035903001	NAZARETH SCHOOL	X	X	X	X	X
10	04	036902	BARBERS HILL ISD	036902044	BARBERS HILL INT NORTH				X	X
11	04	036902	BARBERS HILL ISD	036902045	BARBERS HILL INT SOUTH				X	X
12	04	036902	BARBERS HILL ISD	036902104	BARBERS HILL EL NORTH				X	X
13	04	036902	BARBERS HILL ISD	036902105	BARBERS HILL EL SOUTH				X	X
14	04	036902	BARBERS HILL ISD	036902302	EARLY CHILDHOOD CENTER	X	X	X	X	
15	10	043903	CELINA ISD	043903103	EARLY CHILDHOOD SCHOOL	X	X		X	X
16	10	043905	FRISCO ISD	043905102	ROGERS EL	X	X	X	X	X
17	10	043905	FRISCO ISD	043905110	SHAWNEE TRAIL EL	X	X	X	X	X
18	10	043905	FRISCO ISD	043905111	SPEARS EL	X	X	X	X	X
19	10	043905	FRISCO ISD	043905120	OGLE EL	X	X	X	X	X
20	10	043905	FRISCO ISD	043905121	CORBELL EL					X
21	10	043905	FRISCO ISD	043905123	TAYLOR EL	X	X	X		
22	10	043905	FRISCO ISD	043905126	ELLIOTT EL	X	X	X	X	
23	10	043905	FRISCO ISD	043905128	TADLOCK EL	X	X	X	X	X
24	10	043905	FRISCO ISD	043905130	SONNTAG EL	X	X	X	X	X
25	10	043908	MELISSA ISD	043908102	HARRY MCKILLOP EL	X	X	X	X	X
26	10	043908	MELISSA ISD	043908106	MELISSA RIDGE EDUCATION C	X	X	X	X	X
27	10	043910	PLANO ISD	043910048	HENDRICK MIDDLE			X	X	

Attachment A: LEAs/Campuses with Programmatic Waivers

	A	B	C	D	E	F	G	H	I	J
3	Region	Codist	District Name	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
28	10	043910	PLANO ISD	043910056	OTTO MIDDLE		X	X	X	X
29	10	043910	PLANO ISD	043910111	DAVIS EL		X	X	X	X
30	10	043910	PLANO ISD	043910123	BRINKER EL					X
31	10	043910	PLANO ISD	043910130	HAGGAR EL	X	X	X		
32	10	043910	PLANO ISD	043910135	MCCALL EL		X	X	X	
33	10	043910	PLANO ISD	043910143	HICKEY EL		X	X	X	
34	10	043912	PROSPER ISD	043912043	BILL HAYS MIDDLE		X	X	X	X
35	10	043912	PROSPER ISD	043912102	JUDY RUCKER EL	X	X	X	X	X
36	10	043912	PROSPER ISD	043912103	JOHN A BAKER	X	X	X	X	X
37	10	043912	PROSPER ISD	043912107	JIM AND BETTY HUGHES EL	X	X	X	X	X
38	10	043912	PROSPER ISD	043912110	JACK AND JUNE FURR EL			X	X	X
39	10	043912	PROSPER ISD	043912113	MIKE AND JANIE REEVES EL				X	X
40	10	043912	PROSPER ISD	043912114	MRS JERRY BRYANT EL				X	X
41	10	043914	WYLIE ISD	043914104	DODD EL			X	X	
42	10	043914	WYLIE ISD	043914105	R V GROVES EL	X				
43	10	043914	WYLIE ISD	043914106	CHERI COX EL				X	X
44	10	043919	LOVEJOY ISD	043919101	LOVEJOY CHILDHOOD DEVELO	X				
45	10	043919	LOVEJOY ISD	043919102	JOE V HART EL	X		X		
46	11	049902	MUENSTER ISD	049902001	MUENSTER H S	X	X	X	X	X
47	11	049902	MUENSTER ISD	049902101	MUENSTER EL	X	X	X	X	X
48	11	049905	CALLISBURG ISD	049905001	CALLISBURG H S					X
49	11	049907	LINDSAY ISD	049907101	LINDSAY EL					X
50	10	057845	UME PREPARATORY ACADEMY	057845001	UME PREPARATORY ACADEMY		X	X		
51	10	057905	DALLAS ISD	057905039	SCHOOL FOR THE TALENTED AND GIFTED		X		X	X
52	10	057909	GARLAND ISD	057909155	JOHN W ARMSTRONG EL		X	X		
53	10	057919	SUNNYVALE ISD	057919001	SUNNYVALE H S	X	X	X	X	X
54	10	057919	SUNNYVALE ISD	057919041	SUNNYVALE MIDDLE			X	X	X
55	10	057919	SUNNYVALE ISD	057919101	SUNNYVALE EL	X	X	X	X	X
56	10	057919	SUNNYVALE ISD	057919201	SUNNYVALE INT	X	X	X	X	X
57	10	057922	COPPELL ISD	057922042	COPPELL MIDDLE EAST				X	X
58	10	057922	COPPELL ISD	057922044	COPPELL MIDDLE NORTH		X	X	X	X
59	10	057922	COPPELL ISD	057922103	AUSTIN EL		X	X	X	X

Attachment A: LEAs/Campuses with Programmatic Waivers

	A	B	C	D	E	F	G	H	I	J
3	Region	Codist	District Name	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
60	10	057922	COPPELL ISD	057922106	WILSON EL		X	X	X	X
61	10	057922	COPPELL ISD	057922108	TOWN CENTER EL		X	X	X	X
62	10	057922	COPPELL ISD	057922111	DENTON CREEK EL		X	X	X	X
63	11	061907	AUBREY ISD	061907101	HL BROCKETT	X	X	X	X	X
64	11	061907	AUBREY ISD	061907102	JAMES A MONACO	X	X			X
65	11	061907	AUBREY ISD	061907103	JACKIE FULLER EL		X			
66	11	061911	NORTHWEST ISD	061911043	GENE PIKE MIDDLE	X	X			
67	18	068901	ECTOR COUNTY ISD	068901129	BARBARA JORDAN EL		X			
68	13	075906	FAYETTEVILLE ISD	075906001	FAYETTEVILLE SCHOOLS	X	X	X	X	X
69	04	084911	FRIENDSWOOD ISD	084911101	WESTWOOD EL	X	X	X	X	X
70	04	084911	FRIENDSWOOD ISD	084911103	ZUE S BALES INT	X	X	X	X	X
71	10	091907	TIOGA ISD	091907101	TIOGA SCHOOL				X	X
72	10	091908	VAN ALSTYNE ISD	091908101	JOHN AND NELDA PARTIN EL	X	X			
73	10	091908	VAN ALSTYNE ISD	091908102	BOB AND LOLA SANFORD EL	X	X	X	X	X
74	05	100907	LUMBERTON ISD	100907103	LUMBERTON INT					X
75	04	101803	ARISTOI CLASSICAL ACADEMY	101803001	ARISTOI CLASSICAL UPPER SCH	X				
76	04	101803	ARISTOI CLASSICAL ACADEMY	101803002	ARISTOI CLASSICAL ACADEMY-CYPRESS					X
77	04	101803	ARISTOI CLASSICAL ACADEMY	101803041	ARISTOI CLASSICAL ACADEMY	X	X	X		X
78	04	101874	LEGACY SCHOOL OF SPORT SCIE	101874001	LEGACY SCHOOL OF SPORT SC	X	X	X		
79	04	101912	HOUSTON ISD	101912241	SINCLAIR EL		X			
80	13	105904	DRIPPING SPRINGS ISD	105904101	DRIPPING SPRINGS EL	X	X	X	X	X
81	13	105904	DRIPPING SPRINGS ISD	105904102	WALNUT SPRINGS EL	X	X	X	X	X
82	10	116901	CADDO MILLS ISD	116901101	FRANCES AND JEANNETTE LEE EL		X	X	X	X
83	10	116901	CADDO MILLS ISD	116901102	KATHRYN GRIFFIS EL		X	X	X	X
84	10	129902	FORNEY ISD	129902042	BROWN MIDDLE	X	X			
85	10	129902	FORNEY ISD	129902110	RHODES IS			X		
86	12	161901	CRAWFORD ISD	161901001	CRAWFORD H S	X	X	X	X	X
87	12	161901	CRAWFORD ISD	161901101	CRAWFORD EL	X	X	X	X	X
88	12	161907	LORENA ISD	161907101	LORENA EL	X	X	X	X	X
89	12	161907	LORENA ISD	161907102	LORENA PRI	X	X	X	X	X
90	12	161920	CHINA SPRING ISD	161920102	CHINA SPRING EL	X	X			
91	18	165901	MIDLAND ISD	165901122	PARKER EL		X			

Attachment A: LEAs/Campuses with Programmatic Waivers

	A	B	C	D	E	F	G	H	I	J
3	Region	Codist	District Name	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
92	02	178904	CORPUS CHRISTI ISD	178904015	VETERANS MEMORIAL H S				X	X
93	02	178904	CORPUS CHRISTI ISD	178904055	KAFFIE MIDDLE		X			
94	02	178904	CORPUS CHRISTI ISD	178904139	WINDSOR PARK G/T	X				
95	02	178904	CORPUS CHRISTI ISD	178904149	MIRELES EL		X	X	X	
96	02	178904	CORPUS CHRISTI ISD	178904158	KOLDA EL	X		X	X	X
97	16	180904	WILDORADO ISD	180904101	WILDORADO SCHOOL				X	X
98	11	184907	ALEDO ISD	184907102	CODER EL	X	X	X	X	X
99	11	184907	ALEDO ISD	184907104	MCCALL EL	X	X	X		
100	11	184907	ALEDO ISD	184907106	ANNETTA EL				X	X
101	11	184909	BROCK ISD	184909102	BROCK EL	X	X	X	X	X
102	16	188904	BUSHLAND ISD	188904101	BUSHLAND EL	X	X	X	X	
103	16	191901	CANYON ISD	191901116	SPRING CANYON EL			X		
104	16	197902	MIAMI ISD	197902001	MIAMI SCHOOL	X	X	X	X	X
105	10	199901	ROCKWALL ISD	199901101	VIRGINIA REINHARDT EL			X	X	X
106	10	199901	ROCKWALL ISD	199901111	OUIDA SPRINGER					X
107	10	199901	ROCKWALL ISD	199901117	LUPE GARCIA EL					X
108	11	220906	GRAPEVINE-COLLEYVILLE ISD	220906041	GRAPEVINE MIDDLE	X		X		
109	11	220906	GRAPEVINE-COLLEYVILLE ISD	220906044	CROSS TIMBERS MIDDLE	X	X			
110	11	220906	GRAPEVINE-COLLEYVILLE ISD	220906103	DOVE EL	X	X			
111	11	220906	GRAPEVINE-COLLEYVILLE ISD	220906106	BEAR CREEK EL	X	X	X		
112	15	226901	CHRISTOVAL ISD	226901101	CHRISTOVAL EL	X	X	X	X	X
113	15	226906	WALL ISD	226906101	WALL EL	X	X	X	X	X
114	13	227829	VALOR PUBLIC SCHOOLS	227829002	VALOR NORTH AUSTIN				X	
115	13	227829	VALOR PUBLIC SCHOOLS	227829003	VALOR KYLE				X	X
116	01	240903	UNITED ISD	240903122	COL SANTOS BENAVIDES EL	X	X		X	X
117	01	240903	UNITED ISD	240903135	SAN ISIDRO EL					X
118	09	243901	BURKBURNETT ISD	243901103	JOHN G TOWER EL		X			
119	13	246802	GOODWATER MONTESSORI SCH	246802001	GOODWATER MONTESSORI SCHOOL			X	X	X
120	13	246904	GEORGETOWN ISD	246904105	WOLF RANCH EL			X		
121	13	246912	THRALL ISD	246912101	THRALL EL				X	
122	13	246913	LEANDER ISD	246913043	RUNNING BRUSHY MIDDLE	X	X	X		
123	13	246913	LEANDER ISD	246913102	ADA MAE FAUBION EL	X				

Attachment A: LEAs/Campuses with Programmatic Waivers

	A	B	C	D	E	F	G	H	I	J
3	Region	Codist	District Name	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
124	13	246913	LEANDER ISD	246913119	GRANDVIEW HILLS EL	X	X	X	X	
125	11	249906	PARADISE ISD	249906050	PARADISE INT					X
126										
127	Total number of Schoolwide Eligibility waivers:			122						

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.

Due to the blanket carryover waiver issued by the USDE during the COVID pandemic, LEAs did not need to apply for this waiver in 2020-2021 or 2021-2022. The statutory waiver would have been available to LEAs in 2022-2023.

Carryover amounts into the 2023-2024 school year have not yet been determined.

Region	Codist	District Name	TICarryover 19-20	TICarryover 20-21	TICarryover 21-22	TICarryover 22-23	TICarryover 23-24
01	031901	BROWNSVILLE ISD	X				
01	108909	PHARR-SAN JUAN-ALAMO ISD	X				
02	004901	ROCKPORT-FULTON ISD	X				
02	013903	PETTUS ISD	X				
02	178904	CORPUS CHRISTI ISD	X				
02	178912	TULOSO-MIDWAY ISD	X				
03	045903	RICE CISD	X				
03	062901	CUERO ISD	X				
04	045902	COLUMBUS ISD	X				
04	079901	LAMAR CISD	X				
04	084906	TEXAS CITY ISD	X				
04	101903	ALIEF ISD	X				
04	101916	LA PORTE ISD	X				
05	123910	BEAUMONT ISD	X				
06	204904	SHEPHERD ISD	X				
07	102902	MARSHALL ISD	X				
07	102903	WASKOM ISD	X				
07	174903	GARRISON ISD	X				
07	174904	NACOGDOCHES ISD	X				
07	250905	YANTIS ISD	X				
09	243903	IOWA PARK CISD	X				
10	057905	DALLAS ISD	X				
10	070903	ENNIS ISD	X				
11	126907	RIO VISTA ISD	X				
11	220901	ARLINGTON ISD	X				
11	220905	FORT WORTH ISD	X				
11	249901	ALVORD ISD	X				
12	014909	TEMPLE ISD	X				
12	018901	CLIFTON ISD	X				
13	011901	BASTROP ISD	X				
13	105902	SAN MARCOS CISD	X				
13	227907	MANOR ISD	X				
13	246904	GEORGETOWN ISD	X				
13	246906	HUTTO ISD	X				
13	246913	LEANDER ISD	X				
14	215901	BRECKENRIDGE ISD	X				
14	221901	ABILENE ISD	X				
15	052901	CRANE ISD	X				
16	180901	BOYS RANCH ISD	X				
18	165901	MIDLAND ISD	X				
18	248901	KERMIT ISD	X				
20	015905	EDGEWOOD ISD	X				
20	064903	CARRIZO SPRINGS CISD	X				
20	094903	NAVARRO ISD	X				
20	128901	KARNES CITY ISD	X				

Total number of Statewide Programmatic waiver for 15% Carryover Limitation:

45

Attachment A: LEAs/Campuses with Programmatic Waivers

Individual Programmatic Waiver for Title I Campus Eligibility: Individual programmatic waivers provide LEAs and campuses flexibility in the use of federal program funds based on barriers preventing student achievement. LEAs may apply for an Individual Programmatic Waiver for a specific program requirement. The two Title I, Part A Campus Eligibility waivers were granted as Individual Programmatic Waivers, under a separate application process by which the LEA may request a waiver of any allowed provision of a covered program. The LEA specifies in its application the provision of statute that it is requesting to be waived. For each of the two waivers included in this portion of the report, the LEA specified that the waiver was requested for ESSA, Section 1113(b)(1)(B). Both campuses in question were within 10 percentage points of the lowest served campus that met the eligibility requirements.

Region	Codist	District	Nar	Campus	School Name	SW19-20	SW20-21	SW21-22	SW22-23	SW23-24
11	220819	High Point	.	220819001	High Point Academy				X	closed
11	220819	High Point	.	220819003	High Point Academy			X		closed



STAAR Performance Rate by Subject and Performance Level - Campus

Please note that performance data for 2020 are not available due to the pandemic.  
Performance data for 2021 are not yet available.

Region #	Campus ID	Campus Name	School Name	2022														2021														2020													
				All Grades - Approaches		All Grades - Meets		All Grades - Masters		Math - Approaches		Math - Meets		Math - Masters		Reading - Approaches		Reading - Meets		Reading - Masters		All Grades - Approaches		All Grades - Meets		All Grades - Masters		Math - Approaches		Math - Meets		Math - Masters		Reading - Approaches		Reading - Meets		Reading - Masters							
				%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count								
09	05950	HOLLISDAY ISD	05950219	HOLLISDAY EL	83	56	34	24	58	57	33	76	45	24	74	41	25	76	50	28	83	48	24	82	57	30	83	50	35	25															
12	05490	SAGADO ISD	05490010	THOMAS ARNOLD EL	80	50	27	78	45	23	80	54	33	76	45	24	74	41	25	76	50	28	83	48	24	82	57	30	83	50	35	25													
20	05188	SCHOOL OF SCIENCE AND TECHNOLOGY	05188110	SST NORTHWEST	79	50	27	77	44	21	85	63	36	65	38	18	62	34	13	71	47	27	84	58	38	82	56	39	89	62	46	26													
12	05180	VALLEY MILLS ISD	05180004	VALLEY MILLS JH	71	40	18	69	34	11	79	54	30	65	35	8	66	36	9	67	39	10	75	39	13	83	51	15	71	38	14														
04	05290	PEARLAND ISD	05290011	MAGNOLIA EL	88	66	37	86	62	33	89	71	41	81	50	25	80	49	28	86	54	27	90	63	33	90	67	41	92	63	33														
16	05590	NAZARETH ISD	05590030	NAZARETH SCHOOL	94	77	46	95	80	42	94	79	53	90	71	37	88	61	26	89	71	42	94	76	45	95	76	49	93	76	42														
04	05690	BARBERS HILL ISD	05690004	BARBERS HILL INT NORTH	95	80	53	97	80	53	95	82	55	91	70	44	94	78	53	92	70	44	93	70	45	96	76	52	93	69	45														
04	05690	BARBERS HILL ISD	05690010	BARBERS HILL INT SOUTH	89	70	44	89	68	43	90	73	47	87	62	39	92	69	47	88	62	39	95	72	44	97	79	51	95	68	44														
04	05690	BARBERS HILL ISD	05690020	EARLY CHILDHOOD CENTER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
04	04390	CELINA ISD	04390010	EARLY CHILDHOOD SCHOOL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
10	04490	FRISCO ISD	04490010	ROGERS EL	72	45	21	67	39	16	80	56	31	66	38	19	65	32	17	71	47	27	81	51	26	81	53	30	84	52	28														
10	04490	FRISCO ISD	04490011	SHAWNEE TRAIL EL	74	49	25	69	44	21	83	57	34	67	42	20	68	43	22	72	50	25	83	57	32	85	58	35	85	58	36														
10	04490	FRISCO ISD	04490013	SPRARS EL	84	64	42	81	62	42	88	69	48	76	50	29	79	54	33	79	54	33	86	65	44	87	68	51	87	67	46														
10	04490	FRISCO ISD	04490012	OGLE EL	80	57	38	79	53	37	83	65	42	75	50	30	76	54	37	76	49	33	85	61	36	89	68	44	88	58	40														
10	04490	FRISCO ISD	04490014	CORBELL EL	84	59	36	85	56	33	87	67	45	76	49	27	78	56	30	79	51	33	84	57	35	88	59	41	86	59	39														
10	04490	FRISCO ISD	04490015	TAYLOR EL	91	77	53	91	75	51	93	82	61	79	57	37	80	61	39	82	57	40	90	72	48	91	76	58	90	70	48														
10	04490	FRISCO ISD	04490016	ELLIOTT EL	69	46	26	61	39	22	80	59	35	57	35	19	50	30	17	62	40	27	74	46	24	74	44	25	79	51	29														
10	04490	FRISCO ISD	04490017	TADLOCK EL	87	64	37	83	58	32	90	71	46	77	46	23	78	46	24	80	51	31	87	62	36	89	67	41	89	65	40														
10	04490	FRISCO ISD	04490018	SONNTAG EL	79	59	33	76	55	31	81	64	36	76	46	22	75	50	29	77	47	23	84	57	33	85	58	35	85	59	37														
10	04490	MELISSA ISD	04490010	HARRY MCLOPPEL EL	93	75	46	93	74	45	92	79	51	91	68	40	93	75	48	90	69	42	96	73	47	98	78	55	96	74	49														
10	04490	MELISSA ISD	04490011	MELISSA RIDGE EDUCATION CENTER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
10	04490	PLANO ISD	04490004	HENDRICK MIDDLE	75	45	25	74	43	21	81	57	37	70	44	20	68	44	20	74	48	23	85	61	34	86	62	42	87	63	38														
10	04490	PLANO ISD	04490005	OTTO MIDDLE	85	65	46	84	61	41	88	71	53	77	54	32	77	54	35	80	57	34	88	70	47	91	74	49	88	68	47														
10	04490	PLANO ISD	04490013	DAVIS EL	74	46	23	66	38	19	79	52	31	61	33	17	60	33	20	66	37	19	74	49	26	77	49	29	74	46	24														
10	04490	PLANO ISD	04490014	BRANKER EL	89	72	52	86	68	50	91	79	60	85	66	48	85	69	53	85	69	54	89	70	48	91	72	52	89	66	46														
10	04490	PLANO ISD	04490015	HAGGAR EL	73	50	28	70	42	22	82	63	38	65	37	19	62	36	22	70	39	21	80	57	33	83	61	42	81	58	32														
10	04490	PLANO ISD	04490016	MCCALL EL	87	70	50	83	63	42	89	73	58	80	60	28	82	54	37	82	52	28	87	62	37	88	68	47	88	58	34														
10	04490	PLANO ISD	04490017	HICKEY EL	81	60	36	83	61	35	81	63	40	71	46	28	71	50	28	72	48	26	81	56	31	88	61	38	79	57	32														
10	04490	PROSPER ISD	04490004	MILL HAYS MIDDLE	89	67	42	89	65	36	91	72	51	84	58	30	86	62	34	84	59	33	-	-	-	-	-	-	-	-	-	-													
10	04490	PROSPER ISD	04490010	JUDY RUCKER EL	83	57	31	83	51	28	87	68	38	76	44	21	77	44	25	81	51	25	84	57	31	86	60	40	87	60	31														
10	04490	PROSPER ISD	04490011	JOHN A BAKER	82	54	32	81	50	29	88	63	41	77	46	24	75	45	25	81	51	30	90	65	36	91	68	40	92	65	37														
10	04490	PROSPER ISD	04490012	JIM AND BETTY HUGHES EL	85	62	39	88	67	42	84	63	42	81	53	30	82	56	36	84	56	34	87	61	35	91	72	47	88	61	33														
10	04490	PROSPER ISD	04490013	MACE AND JUNE FURR EL	82	56	35	80	51	29	88	66	45	77	49	24	75	49	28	80	52	25	-	-	-	-	-	-	-	-	-	-													
10	04490	PROSPER ISD	04490014	MIKE AND JANIE REEVES EL	90	60	32	89	59	31	92	66	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
10	04490	PROSPER ISD	04490015	MRS JERRY BRAYANT EL	84	55	31	82	53	29	88	61	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
10	04490	WYLE ISD	04490010	OSGIE EL	88	70	48	86	65	45	77	52	30	80	55	31	77	54	32	78	54	32	88	61	37	88	63	43	88	61	39														
10	04490	WYLE ISD	04490011	R V GROVES EL	87	65	45	85	61	42	88	68	47	81	59	32	80	60	38	83	60	31	86	63	39	90	71	43	87	62	41														
10	04490	WYLE ISD	04490012	CHERYL COX EL	93	76	52	93	76	52	93	77	53	96	62	36	91	69	47	86	61	36	87	61	36	88	65	43	89	61	39														
10	04490	WYLE ISD	04490013	LOVEJOY CHILDHOOD CENTER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
10	04490	WYLE ISD	04490014	JOE V HART EL	95	80	55	95	79	54	95	82	56	90	66	45	93	69	57	86	64	39	96	75	49	95	87	63	97	71	49														
11	04990	MULENSTER ISD	04990010	MULENSTER S	92	74	36	91	70	37	94	80	35	93	70	35	91	61	31	94	77	31	95	78	42	99	84	66	94	79	36														
11	04990	MULENSTER ISD	04990020	MULENSTER EL	93	77	46	93	73	42	92	79	51	87	63	34	91	71	36	86	66	36	90	72	40	90	73	42	90	67	37														
11	04990	CALLISBURG ISD	04990010	CALLISBURG H S	88	66	37	93	52	24	79	67	15	90	68	27	84	38	8	87	72	17	92	74	34	96	73	49	85	68	16														



STAAR Performance Rate by Subject and Performance Level - District

Region	Codist	District Name	2022									2021									2019								
			All Grades - Approaches	All Grades - Meets	All Grades - Masters	Math - Approaches	Math - Meets	Math - Masters	Reading - Approaches	Reading - Meets	Reading - Masters	All Grades - Approaches	All Grades - Meets	All Grades - Masters	Math - Approaches	Math - Meets	Math - Masters	Reading - Approaches	Reading - Meets	Reading - Masters	All Grades - Approaches	All Grades - Meets	All Grades - Masters	Math - Approaches	Math - Meets	Math - Masters	Reading - Approaches	Reading - Meets	Reading - Masters
			01	031903	BROWNVILLE ISD	75	46	20	74	42	20	74	51	22	59	31	11	51	23	7	63	38	12	81	52	23	86	57	31
01	108909	PHARR-SAN JUAN-ALAMO ISD	71	43	18	71	39	19	71	47	19	52	28	10	44	19	8	57	34	10	75	46	20	83	53	26	69	41	16
02	004901	ROCKPORT-FULTON ISD	65	38	17	62	32	15	67	43	19	60	33	13	55	27	10	62	37	14	72	43	19	77	46	26	68	39	14
02	013903	PETTUS ISD	75	42	17	75	43	16	77	48	22	65	33	11	63	30	11	68	36	12	76	35	11	80	37	11	73	38	12
02	178904	CORPUS CHRISTI ISD	69	40	17	69	36	15	71	46	20	61	34	13	61	32	13	62	37	14	76	45	19	83	50	24	72	43	17
02	178912	TULOSO-MIDWAY ISD	79	50	23	74	39	15	81	58	27	73	44	17	67	33	13	76	49	19	80	50	20	82	47	20	79	51	20
03	045903	RICE CISD	71	42	17	70	39	18	72	46	19	64	35	13	68	36	15	63	35	11	74	42	17	76	48	23	71	37	12
03	062901	CUERO ISD	75	47	19	73	40	16	74	50	20	71	41	17	68	35	15	69	45	17	79	44	16	81	42	17	79	44	15
04	045902	COLUMBUS ISD	73	43	17	71	36	15	75	49	19	68	38	13	67	35	13	64	38	12	80	49	20	86	56	26	74	43	15
04	079901	LAMAR CISD	83	59	32	82	55	29	83	64	34	78	53	26	78	50	26	78	56	26	85	60	32	88	64	36	83	58	29
04	084906	TEXAS CITY ISD	63	35	15	62	31	14	64	39	16	56	30	12	57	29	13	55	31	10	67	36	14	72	39	16	63	34	11
04	101903	ALIFE ISD	64	38	17	63	33	14	64	41	17	55	29	10	52	24	9	55	32	10	70	41	18	75	44	21	65	37	14
04	101916	LA PORTE ISD	78	48	21	77	41	18	77	52	23	75	44	18	75	42	17	73	45	17	80	50	21	85	52	24	78	49	20
05	123910	BEAUMONT ISD	50	26	10	42	18	7	55	33	12	42	20	6	36	15	5	45	24	7	59	30	11	59	27	10	57	31	11
06	204904	SHEPHERD ISD	65	35	13	66	32	12	62	36	14	51	24	7	52	23	7	48	26	7	60	28	9	63	29	12	57	25	5
07	102902	MARSHALL ISD	64	37	16	66	35	15	63	38	15	57	31	11	59	29	12	54	31	10	65	35	14	70	37	17	65	36	14
07	102903	WASKOM ISD	79	48	20	80	42	18	77	52	20	72	43	16	78	39	14	76	47	16	76	44	18	79	41	18	72	43	15
07	174903	GARRISON ISD	80	50	22	80	43	16	81	57	28	78	47	18	83	48	20	80	50	21	83	51	19	88	51	19	78	50	19
07	174904	NACOGDOCHES ISD	63	36	15	57	28	11	65	40	16	58	31	12	56	27	11	57	32	12	67	37	15	72	39	17	62	34	12
07	250905	YANTIS ISD	73	41	15	73	34	14	75	47	15	64	34	12	63	33	10	63	37	14	71	39	14	78	38	16	75	44	17
09	249303	IOWA PARK CISD	85	61	28	84	58	27	86	63	29	81	54	24	86	58	29	79	52	19	84	55	25	87	59	30	83	54	22
10	057905	DALLAS ISD	67	41	18	68	39	18	66	43	19	60	34	14	61	32	14	61	37	15	73	44	20	80	49	24	68	41	16
10	070903	ENNIS ISD	72	42	19	72	41	18	71	45	20	70	41	17	73	42	20	69	42	16	75	44	19	81	48	24	71	42	15
11	126907	RIO VISTA ISD	73	45	21	72	39	20	73	50	20	63	32	11	64	32	15	63	34	8	74	39	13	72	35	12	71	37	10
11	220901	ARLINGTON ISD	67	40	18	65	34	15	69	46	20	58	32	13	53	25	10	61	37	14	74	45	20	78	47	23	70	43	18
11	220905	FORT WORTH ISD	60	32	12	56	25	10	62	38	14	50	25	9	44	19	7	54	30	10	67	35	14	70	35	15	64	35	12
11	249901	ALVORD ISD	86	59	28	87	57	25	86	64	34	84	55	23	87	60	26	83	56	24	88	60	27	91	63	32	87	58	24
12	014909	TEMPLE ISD	66	38	17	66	34	15	65	39	18	60	33	14	62	33	14	57	33	12	69	38	15	73	41	19	64	35	13
12	018901	CLIFTON ISD	80	48	22	76	36	16	80	55	27	74	46	19	76	42	16	72	46	18	77	46	21	76	44	19	75	45	20
13	011903	BASTROP ISD	60	33	13	59	29	10	60	37	14	53	29	11	52	26	10	53	31	10	66	37	15	71	39	18	61	34	12
13	105902	SAN MARCOS CISD	61	34	14	55	24	9	63	40	16	54	29	11	46	19	7	57	33	11	68	37	14	70	34	14	67	39	14
13	227907	MANDER ISD	58	30	11	48	20	8	63	38	13	50	25	8	44	19	7	51	28	7	68	37	14	72	38	17	64	37	13
13	246904	GEORGETOWN ISD	68	40	17	63	30	12	70	46	20	64	38	15	61	33	12	65	41	16	71	43	15	70	37	12	71	47	14
13	246906	HUTTO ISD	74	46	20	69	35	13	76	53	24	68	40	15	63	33	12	69	44	16	79	49	21	82	47	21	78	48	20
13	246913	LEANDER ISD	83	60	33	80	51	27	85	67	36	79	56	29	77	53	25	79	58	28	88	67	34	89	67	34	87	66	31
14	215901	BRECKENRIDGE ISD	71	41	18	73	38	21	70	44	18	66	35	13	69	37	17	63	35	10	70	36	13	74	36	14	67	37	12
14	221901	ABLENE ISD	65	37	16	64	31	13	67	43	18	61	35	14	61	33	13	61	37	13	73	42	17	78	44	21	70	41	16
15	052901	CRANE ISD	72	44	20	69	38	18	74	48	22	66	39	14	65	37	16	64	38	12	70	37	13	74	32	10	70	40	13
16	180901	BOYS RANCH ISD	81	56	21	71	47	19	78	53	15	78	54	29	86	63	41	66	45	14	77	46	16	80	48	19	66	37	11
18	165901	MIDLAND ISD	69	42	19	68	38	17	69	44	20	63	36	14	64	35	16	62	38	14	68	39	17	73	42	20	64	37	15
18	248901	KERMIT ISD	64	35	14	65	31	13	61	35	13	60	32	10	63	33	11	55	31	9	56	21	6	59	20	5	52	22	5
20	015905	EDGEWOOD ISD	50	23	8	45	18	7	53	29	10	41	17	5	36	12	3	44	22	7	60	29	10	64	30	13	57	26	7
20	064903	CARRIZO SPRINGS CISD	66	36	13	64	31	11	65	41	15	49	22	8	45	17	7	52	28	9	69	38	14	72	40	18	65	35	11
20	094903	NAVARRO ISD	82	55	25	82	51	21	83	60	28	78	51	22	80	49	23	80	54	22	87	61	29	93	69	36	85	58	26
20	128901	KARNES CITY ISD	70	39	16	68	35	17	71	42	15	63	34	13	60	28	12	62	36	13	75	45	18	81	44	19	73	43	14



## Ed-Flex Annual Reporting Template

**State: Vermont**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)
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. Waiver was granted to allow for greater flexibility of the federal Title IV spending/budgeting restrictions to meet Title IV needs such as: Providing all students with access to well-

			<ul style="list-style-type: none"> <li>• rounded educational opportunities,</li> <li>• improving school conditions for student learning, and</li> <li>• improving access to and the use of technology to increase student achievement</li> </ul>
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. Waiver was granted to allow greater flexibility in supporting all students by removing barriers to access of technology and the available resources it provides for students in order to increase student engagement, and to best target the specific needs of students.

Mountain Views Supervisory Union S051 (Formerly Windsor Central SU)	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 allow SD/SU to invest in professional development related to crisis prevention, restorative practices, school-wide positive behavioral interventions, trauma informed teaching, and supporting college and career guidance for students.
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 give the LEA greater flexibility in spending to meet the required needs of an ever-changing teaching and learning environment.
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. Waiving the content-area minimum spending requirements and spending limits for technology infrastructure was granted to allow the LEA to choose Title IV investments that will best address the needs of our students and staff, as identified in key, locally-identified goals. Ultimately, the added flexibility will allow the LEA to most effectively work toward increasing students' academic achievement through better access to educational resources and improved support for student learning.
South Burlington School District (T191)	Section 4106(e)(2)(C), (D), and (E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. To utilize Title IV funds fully, the LEA was granted a waiver to implement innovative programs and practices aimed to support safe and healthy schools focuses. Diversity, Equity, Inclusion, Anti-Racism, and Social & Emotional Learning programs and practices can be expanded at the LEA with increased flexibility of Title IV funding. Additionally, these programs will support all learners, especially those who have been historically marginalized by the educational system.
Greater Rutland County Supervisory Union (S066)	Section 4106(e)(2)(C),(D),and(E)	2023-2024	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. As our schools continue to recover from the COVID-19 pandemic, we learn more each day about the long-term needs of our students and how these can change rapidly. Thus, our response must also be able to rapidly adjust for resource allocation and decision-making. The traditional requirements of Title IV in terms of specific percentages of allocations for specific purposes are incompatible with this approach. Our students approaching graduation have unique needs at this time due to pandemic-related events that have impacted their anticipated progress, course options, and college/career application

			<p>process. This calls for additional resources and innovative approaches to meet their needs. In addition, data analyzed during our needs assessment shows learning loss related to prolonged school closures and frequent student absences for quarantines. 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 &amp; Healthy Students Activities. Waiving the above requirements will allow us to best meet the needs of the students we serve as we continue to recover from these extraordinary times.</p>
Rutland City School District (T173)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted in order to increase spending flexibility which will allow the LEA to meet the ongoing needs that are the outcome of the pandemic, related to learning loss, engagement via well rounded learning, and the ability to meet the needs of a changing demographic in the LEA.</p> <p>With the changing and rising costs of technology supplies and equipment, the flexibility to exceed 15% will assist the LEA in meeting the needs of previously unforeseen increases in cost.</p> <p>Finally, the lack of a minimum spending amount in each category will allow the LEA to target investments where they will best meet the instructional, learning, and innovation needs of the schools and district. Increased spending on infrastructure to allow the LEA to better serve our independent schools that would welcome the use of Title IVA funds in support of infrastructure. More importantly improving the infrastructure of the LEAs system will allow the LEA to provide access to more students who have an inequitable connection to our remote learning instruction and resources, as well as update lacking access and speed on campuses.</p>
Orange East Supervisory Union (S027)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiver was granted to allow for greater flexibility of the federal Title IV spending/budgeting restrictions to meet Title IV needs such as: Providing all students with access to well-rounded educational opportunities, • improving school conditions for student learning, and • improving access to and the use of technology to increase student achievement</p>
South Burlington School District (T191)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. To utilize Title IV funds fully, the LEA was granted a waiver to implement innovative programs and practices aimed to</p>

			support safe and healthy schools focuses. Diversity, Equity, Inclusion, Anti-Racism, and Social & Emotional Learning programs and practices can be expanded at the LEA with increased flexibility of Title IV funding. Additionally, these programs will support all learners, especially those who have been historically marginalized by the educational system.
Missisquoi Valley School District (U089)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to waive minimum spending requirements which allowed the LEA to use Title IVA funds to meet the needs of students, teachers, and families flexibly. The LEA was able to purchase technology through ESSER funds. So, some of the funds usually allocated towards technology could be used to support SEL, STEM, and truancy/engagement issues. Additionally, The LEA was able to increase personalized learning opportunities and project-based learning for students.
Mount Abraham School District (U061)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to allow the LEA flexibility to leverage resources and implement innovative programming that will improve outcomes for students, increase student engagement and provide equitable opportunities to all learners in our district.
Burlington School District (T037)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2022-2023	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiving the content-area minimum spending requirements and spending limits for technology infrastructure was granted to allow the LEA to choose Title IV investments that will best address the needs of our students and staff, as identified in key, locally-identified goals. Ultimately, the added flexibility will allow the LEA to most effectively work toward increasing students' academic achievement through better access to educational resources and improved support for student learning.
Greater Rutland County Supervisory Union (S066)	Section 4106(e)(2)(C), (D), and (E)	2022-2023	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to best meet the needs of the students the LEA serves in the ongoing COVID-19 pandemic by allowing the LEA increased flexibility in allocating Title IVA funds based on emerging needs at this unique period of time. Focusing on investment activities that meet students approaching graduation where they are and helping to identify a path forward for every student, as well as investing in students' sense of well-being and belonging through specialized school programming will both meet these intents of Title IV funding

			and meet the needs of our students and schools.
Addison Northwest School District (U054)	Section 4109(b)	2022-2023	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted in order to assist in expanding Title IV funded initiatives, including the LEAs data and engagement platform, the LEA will be better able to incorporate student and other stakeholder voice into their decisions. This, in turn, should result in more buy in and more relevant systems, programs, and pedagogy.
Rutland City School District (T173)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiver was granted to allow greater flexibility in supporting all students by removing barriers to access of technology and the available resources it provides for students in order to increase student engagement, and to best target the specific needs of students.
Orange East Supervisory Union (S027)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiver was granted to allow for greater flexibility of the federal Title IV spending/budgeting restrictions to meet Title IV needs such as: Providing all students with access to well-rounded educational opportunities, • improving school conditions for student learning, and • improving access to and the use of technology to increase student achievement
Mount Abraham School District (U061)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to allow the LEA the flexibility to leverage resources and implement innovative programming that will improve outcomes for students, increase their engagement and provide equitable opportunities to all learners in the district.
Barre Unified Union School District (U097)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to assist the LEA in creating a whole child well rounded educational opportunity for all of the LEAs students. By addressing equity for all of our students and faculty in the districts work. The LEA plans on promoting a safe and equitable environment in their schools. Since the COVID pandemic hit our area we have noticed a large increase in technology use by faculty and students. This waiver helps support the LEA to create the capacity needed during this transitional time. As part of the LEAs recovery plan, the LEA identified four areas of need; student



			engagement, equity, student academics and social emotional supports. All of these areas of need meet the intents of Title IV. We are hoping that the ability to use the money to address these areas of focus will allow us the greatest capacity to reach all students.
Addison Northwest School District (U054)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to allow flexibility for the LEA to implement innovative programming that will increase equity, improve outcomes for students and increase engagement.
Franklin West Supervisory Union (S022)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to allow schools the flexibility to braid and leverage multiple resources to address FWSU signature programming in flexible, enriching learning, as well as innovation and design (particularly in the area of STEM and global learning opportunities). These kinds of project-based learning activities that integrate content, technology, the arts, and field-based learning partnerships increase student engagement in learning and allow for greater equity of access to diverse learning experiences for all FWSU learners.
Burlington School District (T037)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiving the content-area minimum spending requirements and spending limits for technology infrastructure was granted to allow the LEA to choose Title IV investments that will best address the needs of our students and staff, as identified in key, locally-identified goals. Ultimately, the added flexibility will allow the LEA to most effectively work toward increasing students' academic achievement through better access to educational resources and improved support for student learning.
Grand Isle Supervisory Union (S024)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted in order to expand interest-based programming include things such as coding, makerspaces, digital and physical arts, theater, more opportunities for music and physical activities. Having flexibility in the funding will allow the LEA to think more expansively about the offerings and ensure that students have all materials and resources needed to engage deeply.
Greater Rutland County Supervisory Union (S066)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. As our schools continue to recover from the COVID-19 pandemic, we

			<p>learn more each day about the long-term needs of our students and how these can change rapidly. Thus, our response must also be able to rapidly adjust for resource allocation and decision-making. The traditional requirements of Title IV in terms of specific percentages of allocations for specific purposes are incompatible with this approach. Our students approaching graduation 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 calls for additional resources and innovative approaches to meet their needs. In addition, data analyzed during our needs assessment shows learning loss related to prolonged school closures and frequent student absences for quarantines. 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 &amp; Healthy Students Activities. Waiving the above requirements will allow us to best meet the needs of the students we serve as we continue to recover from these extraordinary times.</p>
Caledonia Central Supervisory Union (S009)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to allow for the LEAs increased spending flexibility to support their focus on student academic needs and mental health and wellness supports for student recovery efforts with COVID. There are also greater technology infrastructure needs than the 15% restriction can support.</p>
South Burlington School District (T191)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2021-2022	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. To utilize Title IV funds fully, the LEA was granted a waiver to implement innovative programs and practices aimed to support safe and healthy schools focuses. Diversity, Equity, Inclusion, Anti-Racism, and Social &amp; Emotional Learning programs and practices can be expanded at the LEA with increased flexibility of Title IV funding. Additionally, these programs will support all learners, especially those who have been historically marginalized by the educational system.</p>
Burlington School District (T037)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	<p>This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to allow the LEA to choose Title IV investments that will best address the needs of students and staff, as identified in key, locally-identified goals. Ultimately, the added flexibility will allow BSD to most effectively work toward increasing students' academic achievement</p>

			through better access to educational resources and improved support for student learning.
Barre Unified Union School District (U097)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to assist the LEA in creating a whole child well rounded educational opportunity for all of the LEAs students. By addressing equity for all of our students and faculty in the districts work. The LEA plans on promoting a safe and equitable environment in their schools. Since the COVID pandemic hit our area we have noticed a large increase in technology use by faculty and students. This waiver helps support the LEA to create the capacity needed during this transitional time. As part of the LEAs recovery plan, the LEA identified four areas of need; student engagement, equity, student academics and social emotional supports. All of these areas of need meet the intents of Title IV. We are hoping that the ability to use the money to address these areas of focus will allow us the greatest capacity to reach all students.
Battenkill Valley Supervisory Union (S060)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to assist in removing the continued barriers experienced by some LEAs post-COVID-19. Due to COVID 19 the focus and progress on some of LEA ongoing initiatives has been delayed. In addition the is trying to leverage resources to facilitate online teaching and learning, including training and tools for teachers, community and students to promote remote instruction.
Greater Rutland County Supervisory Union (S066)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. As our schools continue to recover from the COVID-19 pandemic, we learn more each day about the long-term needs of our students and how these can change rapidly. Thus, our response must also be able to rapidly adjust for resource allocation and decision-making. The traditional requirements of Title IV in terms of specific percentages of allocations for specific purposes are incompatible with this approach. Our students approaching graduation 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 calls for additional resources and innovative approaches to meet their needs. In addition, data analyzed during our needs assessment shows learning loss related

			to prolonged school closures and frequent student absences for quarantines. 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. Waiving the above requirements will allow us to best meet the needs of the students we serve as we continue to recover from these extraordinary times.
Orange East Supervisory Union (S027)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. This waiver was granted to allow OESU to spend Title IVA money on what is actually needed to address specific needs brought on by the pandemic instead of creating investments based on federal percentage requirements. Using this money to target needs over simply meeting compliance requirements will benefit students and improve programs, as the money will be used intentionally.
Rutland City School District (T173)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. Waiver was granted to allow greater flexibility in supporting all students by removing barriers to access of technology and the available resources it provides for students in order to increase student engagement, and to best target the specific needs of students.
Two Rivers Supervisory Union (S063)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to assist in removing the continued barriers experienced by some LEAs post-COVID-19. Due to COVID 19 the focus and progress on some of LEA ongoing initiatives has been delayed. In addition the is trying to leverage resources to facilitate online teaching and learning, including training and tools for teachers, community and students to promote remote instruction.
Mountain Views Supervisory Union S051 (Formerly Windsor Central SU)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted so that the LEA could waive the minimum spending requirements and the 15% spending limitation for tech infrastructure, Windsor Central was able to invest in the growth of student Social Emotional Skills through the purchase of ACT Tessera's curriculum and student surveys (Safe and Healthy Schools). In addition, this waiver was granted to allow Windsor Central to minimize an existing technology gap in grades K-2. Around 40% of K-2 students have access to operable iPad technology for interactive learning through SeeSaw. Leveraging Title IV funds for

			purchasing iPads will increase student access to learning through technology (Tech Infrastructure).
White River Valley Supervisory Union (S030)	Section 4109(b) & Section 4106(e)(2)(C), (D), and (E)	2020-2021	This waiver allowed for spending flexibility regarding the categorical limitation of Title IVA funds. The waiver was granted to support the LEA as Covid-19 had drastically affected the delivery systems for all programs and curriculum. Rather than providing carefully constructed distance learning trainings, the LEA had to respond to growing emergency needs. Isolation has increased social emotional problems and we need to try a variety of ways to help our students. All 3 content areas are in greater need and the LEA must respond to whatever the greatest need and possible solution is. The flexibility of the wavier will help make LEA responses more effective.
<b>Total Number of Waivers Granted</b>			35

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.

*During the period from January 29, 2020, to September 30, 2023, waivers were used to target federal education program funds to meet students' and schools' specific needs effectively in Vermont. By waiving certain statutory requirements, Vermont expanded access, and usability of, Title IA and Title IVA funds, allowing Local Education Agencies (LEAs) to respond promptly to student needs during the COVID-19 crisis and recovery.*

*Title I, part A carryover waiver:*

*LEAs were allowed to retain unspent funds from the prior fiscal year, exceeding the 15% carryover limit. This enabled optimal use of federal dollars for Title I, Part A's purpose. Often, LEAs exceeded the carryover limit due to staffing or investment strategy changes. Allowing full carryover increased the likelihood of the funds achieving their intended impact on student academic achievement.*

*Title I, part A 10% eligibility waiver:*

*LEAs could waive Title I eligibility requirements for schools with poverty rates within 10% of another served school. This expanded eligibility enabled schools (especially small schools) with fluctuating enrollment and poverty rates to maintain critical programming. The universal meals policy further complicated Title I eligibility, making it difficult to reflect the actual student population. Expanding eligibility to schools with slightly lower poverty rates but significant academic needs allowed LEAs to access Title I funds and implement district reforms to meet state standards.*

*Title IV, part A content area budgeting waiver:*

*LEAs received Title IV content area spending waivers, enabling flexibility to meet students' needs without being constrained by specific spending requirements. For example, Vermont faced rising student mental health challenges and school climate concerns. Many schools and LEAs identified the need to support*

*student well-being and create safe, healthy schools, which Title IV spending requirements limited. These waivers empowered LEAs to implement social and emotional school reforms and services to mitigate the impact of these barriers to student success.*

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

*As in all states, the challenges of COVID slowed or reversed progress toward meeting academic proficiency standards. Over the past 3 years, more than half of Vermont's LEAs (26 out of 52) utilized waivers to enable them to more flexibly use their resources to address their students' emergent needs.*

*The state's Annual Snapshot, a data dashboard containing State Report Card and Education Quality Standards (EQS) metrics from 2019-2020 to the present shows that in the aggregate, Vermont students are approaching the "academic proficiency" standard. Based on the multiplicity of factors affecting school-level and district-level student performance, which were compounded by COVID, it is not possible to definitively evaluate the impact of the waivers on students' academic proficiency without complex, multivariate statistical analysis, which the Agency currently does not have the capacity to perform. However, there is NO evidence that the Ed Flex waivers created any disadvantage. For example, in each instance where an LEA received an Ed Flex waiver, their students matched or exceeded aggregate state performance on the "academic proficiency" standard.*

*Similarly, statewide, Vermont schools and LEAs are "approaching" the state's standard for personalization of students' educations. Again, all LEAs using waivers during this period were either meeting or exceeding this standard of personalization during this reporting period.*

*Statewide, during this period, Vermont's strengths lie in safe, healthy schools and high-quality staffing. Despite pandemic challenges, waivers enabled LEAs to maintain progress in these areas. Our review demonstrates that all LEAs with waivers met or exceeded standards in safe, healthy schools, and high-quality staffing.*

*Overall, when comparing LEAs that received Ed Flex waivers to those that did not, it is clear that the waivers did not disadvantage LEAs' performance on these metrics and may have contributed to positive improvements. At a minimum, they enabled LEAs to more flexibly use their resources to meet their students' needs at a critical time.*

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*)

- 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)
Essex North Supervisory Union (S019)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted to the LEA in order to assist the LEA in meeting evolving needs. VT districts and schools face staffing shortages and frequently have to adjust services provided and staffing based on availability within a very small service area. Increasing funding flexibility in turn increases staffing and student supports.
Franklin West Supervisory Union (S022)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver request was granted because it describes unanticipated circumstances that presented barriers to past spending; specific changes to the grants management process that will support the timely spending of funds and prevent future carry-over; and describes a specific and achievable plan for spending of excess funds by the conclusion of the fiscal year.
Kingdom East School District (U064)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted to the LEA in order to assist the LEA in meeting evolving needs. VT districts and schools face staffing shortages and frequently have to adjust services provided and staffing based on availability within a very small service area. Increasing funding flexibility in turn increases staffing and student supports.
Mount Mansfield School District (U401)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver request was granted because it describes unanticipated circumstances that presented barriers to past spending; specific changes to the grants management process that will support the timely spending of funds and prevent future carry-over; and describes a specific and achievable plan for spending of excess funds by the conclusion of the fiscal year.
Rutland City School District (T173)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted to the LEA in order to assist the LEA in meeting evolving needs. VT districts and schools face staffing shortages and frequently have to adjust services provided and staffing based on availability within a very small service area. Increasing funding flexibility in turn increases staffing and student supports.
Rutland Northeast Supervisory Union (S036)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver request was granted because it describes unanticipated circumstances that presented barriers to past spending; specific changes to the grants management process that will support the timely spending of funds and prevent future carry-over; and describes a specific and achievable plan for spending of excess funds by the conclusion of the fiscal year.



Southwest Vermont Supervisory Union (S005)	Section 1127(a) of ESEA	2019-2020	This waiver allowed for greater than 15% carryover of Title IA funds. The waiver was granted to the LEA in order to assist the LEA in meeting evolving needs. VT districts and schools face staffing shortages and frequently have to adjust services provided and staffing based on availability within a very small service area. Increasing funding flexibility in turn increases staffing and student supports.
Essex-Westford School District (U051)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted in order to allow the Albert D. Lawton school to maintain its intervention model through Title I support funds.
Windsor Southeast Supervisory Union (S052)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted in order to allow Weathersfield School to maintain 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.
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 additional year. This waiver was granted to support the LEA to maximize resources to create equitable services across buildings and serve the students with the largest needs. In addition, the services provided will be supplemental to our existing local budget. Examples of services to provide include intervention services, after school tutoring, professional development, instructional coaching, and consultation.
Franklin West Supervisory Union (S022)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 additional year. This waiver was granted to maintain the Title IA program at Fletcher Elementary School providing access to interventionists with highly specialized skills, professional development for all teachers, and curricular resources aligned to students' needs. Additionally this allows for multiple layers of support for students.
Missisquoi Valley School District (U089)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to maintain Highgate Elementary school's Title IA funding to support the students most in need through 'double dosing' the priority content needed to access current and future grade level standards. The funding is used for staffing the school interventionists who are highly trained and cross grade levels with their knowledge. The funding also supports professional development for interventionists to maintain current best practice in their content areas. Without this funding, school staff would not be able to access the necessary professional development for interventionists to incorporate strategies and content needed to support students most at risk. Funding also provides multiple activities for parent engagement for parents to help support learning at home for students. This funding also supports learning materials and resources to give to families to support student learning at home. These activities and events are a way to get staff and community members

			to come together to talk about how students are taught and what is being taught. This allows the school and its great community to support one another to help students achieve. The school's Title I Night would not be possible without this funding.
Rutland City School District (T173)	Section 1113(b)(1) of ESEA	2023-2024	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to Rutland high school to maintain running personalized pathways, tutoring, credit recovery, and SEL support for students from impoverished and highly traumatized backgrounds.
Windsor Southeast Supervisory Union (S052)	Section 1113(b)(1) of ESEA	2022-2023	This waiver allowed for extended Title IA school eligibility for 1 additional year. This waiver was granted so that Weathersfield School could maintain 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.
Barre Unified Union School District (U097)	Section 1113(b)(1) of ESEA	2021-2022	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to Barre Town in order to maintain their Title I program to support growing gaps in student learning of math and literacy.
Windsor Southeast Supervisory Union (S052)	Section 1113(b)(1) of ESEA	2021-2022	This waiver allowed for extended Title IA school eligibility for 1 additional year. This waiver was granted so that Weathersfield School could maintain 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.
Harwood Unified Union School District (U060)	Section 1113(b)(1) of ESEA	2021-2022	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to Crossett Brook Middle and Waitsfield schools to maintain the Title I program to provide supplemental, personalized instruction for middle school students at risk of not meeting local and state academic standards. This would be accomplished through the support of highly skilled interventionists who provide supplemental instruction to students who are not on grade level. Interventionists would also be active participants in weekly planning meetings where, in addition to ongoing monitoring of student progress, they would share and discuss best instructional practices, identify and address any gaps in programs, help coordinate scope and sequence of instruction, and assist in the identification and implementation of evidence-based math and literacy programs to help improve overall Tier 1 instruction and ultimately strengthen the core academic program.
Addison Central School District (U055)	Section 1113(b)(1) of ESEA	2021-2022	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to the Mary Hogan School in order to maintain the Title I program of students most at risk of not meeting challenging state academic standards because it will:  provide students with academic intervention in the area of literacy, accelerating the closing of learning gaps,

			and; provide students with clear behavioral supports and interventions, allowing them to stay in class and regulated with greater frequency; and engage families and students in shared learning around academic areas.
Champlain Valley School District (U056)	Section 1113(b)(1) of ESEA	2020-2021	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to Williston schools as their poverty rates decreased but their need did not in maintaining their Title I program they are better equipped to meet student needs.
Harwood Unified Union School District (U060)	Section 1113(b)(1) of ESEA	2020-2021	This waiver allowed for extended Title IA school eligibility for 1 additional year. The waiver was granted to both Crosset Brook School and Waitsfield Elementary schools to maintain their Title I programs to provide supplemental, personalized instruction for elementary students at risk of not meeting local and state academic standards. This is accomplished through the support of highly skilled interventionists who provide supplemental instruction to students who are not on grade level. Interventionists that are active participants in weekly planning meetings where, in addition to ongoing monitoring of student progress, they share and discuss best instructional practices, identify and address any gaps in programs, help coordinate scope and sequence of instruction, and assist in the identification and implementation of evidence-based math and literacy programs to help improve overall Tier 1 instruction and ultimately strengthen the core academic program.
<b>Total Number of Waivers Granted</b>			20 + 35 = 55

#### 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-a@ed.gov.



## Ed-Flex Annual Reporting Template

**State:**

**Reporting Period:** Date of Application Approval through September 30, 2023

### 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)

<b>Total Number of Waivers Granted</b>			

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.

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

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)*

- 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*

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

**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.title-a@ed.gov](mailto:OESE.title-a@ed.gov).