



Federal (Ed-Flex) Waiver Program Application Self-Check

Items applicable to all waivers

Have you provided a brief description of the district's demographics, economy, social structure, recent or pending changes (e.g., any information that would explain why the district needs the waiver for which it is applying)?

Have you specified the school year(s) for which the waiver is requested? The district may request up to three years.

Have you specified the federal requirement(s) that are to be waived?

Have you provided a table showing the total enrollment and number of children from low-income families in each school, the ranking of all schools, the district poverty level average, the district Title I allocation to each school with and without the waiver, and any set asides or carryover?

What are the specific, measurable, educational improvement goals for all affected students? How will these goals be measured? Have you provided tables showing the most recent student performance? State assessment data should be included.

Is this a request to extend a previously approved waiver? If so, have you included data to support the effectiveness of that waiver and how it has contributed to improved student performance?

Were parents involved in the preparation of the waiver?

How did you give public notice and were any comments received as a result of the notice?

How are eligible Title I children in private schools impacted as a result of the waiver?

Title I, Section 1113 (a)(2)(B) Eligible School Attendance Areas. If you are applying to serve a school that does not meet the Title I eligibility requirement:

Have you explained exactly why you need the waiver?

Have you provided a description of the current Title I program?

Have you submitted achievement data in the aggregate and by building, including the most recent testing and over-time (in at least reading/language arts/mathematics) to show how the lowest performing students are achieving in relation to all other students? Include a comparison of Title I student achievement in school(s) you wish to serve to achievement in schools not receiving Title I services.

How many students are in categories such as Partially Proficient, Proficient and Advanced?

Since any funds allocated under the waiver would have been used in other schools, how will you make sure that the needs of students in those other schools will be met?

Title I, Section 1114 (a)(1)(B)(ii) Schoolwide Programs. If you are applying for schoolwide program status:

Have you included a brief description of the schoolwide planning process, including who was involved, and for how long? What did they do?

Have you included a summary of how the planners conducted a comprehensive needs assessment and how the results were used in your planning? Have you documented how you used data to make decisions?

From what source(s) did you secure technical assistance?

Did you explain the school's rationale for wanting to operate a schoolwide program and how these services will differ from those allowable in a targeted assisted program?

Have you listed all of the new services, programs, teaching strategies, etc. that will be introduced and any specific curriculum/instruction changes and how they will result in improved teaching and learning in the school? How will these services benefit eligible lowest achieving children?

Have you incorporated the following components of schoolwide planning:

Comprehensive needs assessment of whole school based on student performance

Schoolwide reform strategies that are based on effective means of improving achievement

Use effective instructional strategies

Highly qualified professional staff

Professional development to help students meet high standards

Strategies to increase parental involvement

Plans for assisting preschool children transition to local elementary school

Measures to include teachers regarding use of assessments

Activities to ensure that students experiencing difficulty in mastering standards are provided effective, timely help

Have you included test results for all children and disaggregated data (such as poverty, gender, race, etc.) for Title I children for the most recent years and over sufficient time to show a trend?

Have you identified Title I and other federal programs in the district and explained how funds from those programs will be combined with state and local funds to improve your program?