*Introduction*

This overview describes a reform proposal that would help the Bureau of Indian Education (BIE) achieve the objectives of President Obama's Executive Order 13592 (White House Initiative) concerning improving educational opportunities for American Indian and Alaska Native students. This reform proposal will be advanced if the U.S. Department of Education grants BIE a Flexibility waiver, similar to waivers being granted to states. A full Flexibility Request document has been developed by the BIE and is available for review at www.bie.edu.

*Accountability Reform Context*

The U.S. Department of Education has offered states the opportunity to apply for flexibility on certain provisions of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). In exchange for flexibility waivers, applicant states have agreed to implement bold reforms around standards and accountability, which include raising standards, improving accountability, and generally implementing essential reforms to improve teacher effectiveness.

In the first round of determinations, set in February 2012, the Department of Education granted flexibility waivers to 11 states. Twenty-six additional states and the District of Columbia have submitted flexibility waiver requests; decisions on these are expected soon. Additional states intend to submit waiver requests, but, to date, have not yet done so. The ESEA is five years overdue for reauthorization and the Department of Education's decision to provide these waivers followed extensive efforts to work with Congress to amend requirements that the NCLB introduced into the ESEA.

*BIE ESEA Flexibility Request*

Using the same legal authority cited by the Department of Education to grant NCLB waivers to states — ESEA section 9401(d)(1) — the Bureau of Indian Education requests flexibility from provisions of NCLB.[1] At the center of the BIE's reform approach is the creation of a unified accountability system for all BIE-funded schools. This component is critical, because the BIE — unlike the states — lacks a single, coherent accountability system. BIE is required to utilize the respective accountability systems of the 23 states in which its schools are located. For this Flexibility Request, the BIE proposes to adopt a single unified accountability system consisting of a single set of academic standards, assessments, and methodology for calculation of academic performance. Student achievement data then will be comparable across the BIE school system.

BIE's Flexibility Request demonstrates how it will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students
- Differentiated recognition, accountability, and support
- Support for effective instruction and leadership

---

[1] The Final Agreement between the Department of Education and the Department of the Interior (June 30, 2005), gives BIE "the same right to seek waivers of ESEA requirements that section 9401 extends to SEAs, LEAs, Indian tribes, and schools," section 8, p. 6.

- Reduced duplication and unnecessary burden

The BIE recognizes the need for bold reforms to address the significant gap in achievement between students attending BIE-funded schools and students in the national norm. The BIE is unique among school systems, but despite challenges, the BIE is committed to designing and implementing effective reforms. Through the Flexibility Request, the BIE has an exceptional opportunity to improve the quality of instruction and to increase student achievement for students in BIE-funded schools, thus fulfilling the government's trust responsibility to Indian tribes.

## Principle 1: College- and Career-Ready Expectations for All Students

The purpose of establishing college- and career-readiness expectations is to develop and implement education standards that reflect what high school graduates must know in order to be successful in higher education and beyond.

### College- and Career-Ready Standards

Rigorous academic content standards designed to prepare all students for success in college and careers in the 21st century have been developed through an initiative led by the Governors and chief state school officers. States are in various stages of rolling-out the resulting Common Core Standards (CCS). Following the national trend, the BIE likewise will adopt common academic standards for all BIE-funded schools. Highlights of the BIE plan include:

- Adoption of CCS initially in reading/language arts and mathematics, and later other subjects; and BIE will transition to implementing such standards system-wide in all BIE-funded schools.
- Support for English Learners by adopting English language proficiency (ELP) standards that correspond to BIE's college- and career-ready standards.
- Full implementation of instruction based on CCS by SY 2014-2015.

The following timeline for CCS implementation has been developed.

| BIE Common Core Standards (CCS) Implementation 4-Year Timeline | | | | |
|---|---|---|---|---|
| Phase | School Year | | | |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Phase 1: Awareness and understanding, alignment and adoption | →→→ | | | |
| Phase 2: Build capacity, collaborate to develop and align resources and materials | | →→→ | | |
| Phase 3: Professional development and classroom transition | | →→→ | | |
| Phase 4: BIE-wide implementation through the assessment system | | | | →→ |
| Phase 5: Evaluation | | →→→→→→ | | |

### *Assessments Aligned with CCS*

The next generation of assessments is under development.[2]  Aligned with the new CCS standards, they are designed to advance essential skills that promote critical thinking, problem solving, and the application of knowledge.  BIE's plan for assessment includes:

- Adopt an interim assessment for all BIE-funded schools beginning in SY 2012-2013 and into SY 2013-2014, until national assessment models are available for evaluation and possible adoption by BIE.
- Use assessments that measure student growth annually, in at least grades 3-10.
- In SY 2014-2015, either continue with the interim assessment or switch to one of the two consortia assessments.
- Adopt and administer English language proficiency (ELP) assessments that are aligned with CCS.

### *Preparing Teachers and Principals for CCS Implementation*

- **Professional Development for Teachers**
  - Addressing Students with Disabilities (SWD)
    - Teachers will ensure that students with disabilities are afforded the appropriate supports and accommodations necessary to access college- and career-ready standards.
    - Supports and accommodations will be defined through the Individualized Education Program (IEP) process.
  - Addressing Limited English Proficient (LEP) Students
    - BIE will adopt the World Class Instructional Design in Assessment (WIDA) reading, language development standards.
    - CCS, along with WIDA English Language Development (ELD) standards, will provide a framework for teachers to support instruction for reading learners.
  - Addressing College and Career Readiness
    - BIE will strengthen its Science, Technology, Engineering, and Mathematics (STEM) initiative through partnerships with professional and federal organizations to provide content-specific information on CCS for teachers.
    - BIE will develop and implement a BIE Literacy Plan to assist teachers with implementing CCS.
    - BIE will assess students' college and career readiness. Results from assessments will indicate the extent to which students are on-track for college and career paths and help guide students, parents, and educators accordingly.

- **Professional Development for Principals**
  - The BIE Principal Leadership Academy will prepare school administrators to achieve rapid and sustained improvement of their schools through training, mentoring, and support.

---

[2] Two consortia – the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) – are designing new assessments aligned with college- and career-ready standards.

o   Principal training will also focus on the principal's role as an instructional leader who is charged with supporting teachers in their understanding and implementation of CCS.

### Development of Local Standards
- An optional 15% flexibility from CCS will be available for tribal schools to develop local standards.  Examples of local subject areas might include tribal government, tribal history, tribal language, and other topics.
- Corresponding standardized assessments will need to be created to measure local standards.

### Institutions of Higher Education (IHE)

- BIE will expand access to college-level courses, college prerequisite courses, dual-enrollment courses, and accelerated learning opportunities for high school students.  However, key differences distinguish BIE from states in meeting this requirement.  BIE is a federal agency with schools located in 23 states and is not part of a state education system.  Consequently, BIE has no single IHE system for collaboration. Nevertheless, the stated objectives can be achieved, for example, through collaboration with specific institutions.

## Principle 2: Differentiated Recognition, Accountability, and Support

States have led the way in the development of next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the greatest achievement gaps.  With the goal of increasing student achievement in BIE-funded schools, the BIE will establish differentiated recognition, accountability, and support systems.

### DIFFERENTIATED RECOGNITION SYSTEM

The BIE's system of differentiated recognition is based upon the school performance score obtained in the Accountability Index.  The BIE conforms to the differentiated recognition categories outlined in the Flexibility Request.

| BIE's Differentiated Recognition System* | | |
|---|---|---|
| *Category* | *Percentile Description* | *Percentile Band* |
| Reward-Performing | Top 5% | 95%-100% |
| Reward-Progress | | |
| Performing | Next 15% from Reward | 80%-94% |
| Satisfactory | Next 20% from Performing | 60%-79% |
| Progressing | 20% between Satisfactory and Transitioning | 40%-59% |
| Transitioning | Next 20% from Focus | 20%-39% |
| Focus-Needs Improvement | Next 15% from Priority | 6%-19% |
| Priority-Turnaround | Bottom 5% | 1%-5% |

*The above groupings correspond to quintiles used in the Accountability Index and the AMO model. Specific levels of technical assistance that could be provided correlate directly to the recognition category assigned to a BIE school.

- *Reward-Performing:* The top 5% of schools, based upon **proficiency** in reading/language arts and mathematics, will be recognized as Reward-Performing, which is one of two Reward categories. Reward schools would be the highest performing schools in the BIE system.
- *Reward-Progress:* The top 5% of schools based upon **growth** (i.e., greatest average per pupil gain in achievement scores), and in making satisfactory progress based on other academic indicators, will be recognized as Reward-Progress schools.
- *Performing:* The next top 15% band of schools will be designated as Performing. The schools would be viewed as doing well, with the potential to enter the highest tier.
- *Satisfactory:* Schools designated as Satisfactory will be those in the 20% cluster below Performing. This middle group of schools would be considered the average performers in the BIE system. However, BIE schools overall perform significantly lower than the national norms, so average is still quite low by comparison.
- *Progressing:* Schools falling below Satisfactory will be known as Progressing. They would be in the top of the lower tier of schools and would require support to improve.
- *Transitioning:* Transitioning schools are ranked above Focus-Needs Improvement schools and below Progressing schools. These schools are in the bottom of the lower tier and would need significant support to improve.
- *Focus-Needs Improvement:* Schools in the 15% band of schools above the Priority-Turnaround category will be described as Focus-Needs Improvement (or, Focus) schools. This category corresponds to the Flexibility Focus category.
  - To <u>exit</u> this status, these schools would need to meet their AMO for two consecutive years.
- *Priority-Turnaround:* Schools at the bottom 5% of schools will be designated Priority-Turnaround, or Priority schools. Priority schools will be targeted for the most intensive interventions.
  - To <u>exit</u> this status, these schools would need to meet their AMO for three consecutive years.

### ACCOUNTABILITY SYSTEM

The BIE has developed a unified accountability system for use in all 173 BIE-funded schools, comprised of common academic standards, assessments, and methodology for measuring academic performance (i.e., proficiency and growth). BIE's approach to teaching and learning would be standardized and strengthened as a result of reforms implementing common standards, curriculum, instruction, and assessments.

**Accountability Index**

- The BIE will use an Accountability Index to weight the indicators used to make an accountability determination.

- The BIE will evaluate student participation, proficiency, and progress on academic assessments. These components are weighted within the reading/language arts and mathematics indicators for incorporation into the Accountability Index.
- The Accountability Index also will include indicators for attendance and graduation rates.
- The product of the Accountability Index will be a school performance score that may be measured against an Annual Measurable Objective (AMO) for an accountability determination.
- A school's performance score determines its status in a range of categories from "Priority-Turnaround" up to "Reward-Performing."

### Accountability Rating Indicators

| Indicators in BIE Flexibility Request | | | | |
|---|---|---|---|---|
| *Indicator* | *Total Weight* | *Component Weight* | *Grades* | *Test/Measure* |
| Test Participation | 10% | 5% | K-12 | Reading/Language Arts |
| | | 5% | K-12 | Mathematics |
| Proficiency | 40% | 20% | K-12 | Reading/Language Arts |
| | | 20% | K-12 | Mathematics |
| Progress (Growth) | 40% | 20% | K-12 | Reading/Language Arts |
| | | 20% | K-12 | Mathematics |
| Attendance | 10% | 10% | K-8 | Rate |
| Graduation | 10% | 10% | 9-12 | Rate |

### Annual Measurable Objectives (AMO)

- The BIE will reset and redefine the concept of AMOs.
- AMOs will be applied to the school for accountability purposes.
- In the baseline year (SY 2012-2013), the BIE will normalize indicator scores; 70 will represent "average," 50 "low," and 90 "high."
- Schools will be placed into their new status, and an AMO based on their Accountability Index score will be generated. A school's identification by status will determine its progression against AMOs.
- Identification based on performance will be a structure resembling quintiles. In essence, a quintile system for generating AMOs categorizes a school based on performance gaps, and then sets expectations for the school to close the gaps over a five-year period of time. The BIE quintiles will correspond with the differentiated recognition system defined below.
- The goal is for all schools to reach 90 points on AMOs by SY 2017-2018.

### Subgroup Performance and the Achievement Gap

The achievement gap measures the performance of the lowest-achieving students in a school system in terms of whether their growth is narrowing system's achievement gap overall. The Flexibility Request is most concerned with closing the achievement gap between students in defined subgroups

and some higher standard of comparison that is determined by the state educational agency (SEA). Of the states submitting Flexibility Requests, some are using a "super subgroup" strategy — that is, creating a consolidated set of subgroups due to an insufficient n-size of certain subgroups. Some states also have taken the approach of lowering the n-size to hold more schools accountable.

Because of the traditional overlap between low-proficient students, students with disabilities (SWD), and Limited English Proficient (LEP) subgroups, the BIE is using a **super subgroup** approach comprising lowest proficient students (currently 20% of all students in the BIE system). BIE schools will be measured based on the growth of their lowest 20% of students, which includes SWD and LEP (or English-language learner) populations, as compared to the average of the top 20% performers across all BIE schools. The basis for comparisons will be limited to reading/language arts and mathematics scores.

Subgroups of SWD and LEP in the BIE system are not independently reliable for comparison purposes, primarily because each group's n-size is insufficient in small schools. A confounding problem is that the SWD and LEP subgroups actually form a majority of the school population in some schools, which is counterintuitive to measuring the growth of what is expected to be a subset of a larger school population. In schools with sufficient n-size for SWD and LEP subgroups, additional analyses can be conducted by BIE to more closely monitor progress of these students.

### *High-Quality Assessments*

The BIE will adopt a single assessment for its students bureau-wide, impacting schools in 23 states. This new approach represents a dramatic change from the 23-states' assessment system mandated by NCLB. An interim assessment will be implemented by the BIE in SY 2012-2013 and evaluated each year. In SY 2014-2015, the BIE will transition to one of the assessments developed by the two U.S. Department of Education's standards consortia or, alternatively, continue with its interim assessment. Below is a timeline for implementation of the interim assessment and transition to the consortia assessments.

| Timeline for Implementation of Assessments* | | |
|---|---|---|
| *School Year* | *Assessment* | *Scale Used for Accountability* |
| 2011-12 | 23 states' assessment model | Final year for current BIE performance levels; begin field testing of performance cut scores |
| 2012-13 | Interim BIE assessment system | Use cut scores based on standard testing, BIE student reports, and school report cards |
| 2013-14 | Interim BIE assessment system | Continue with prior year's accountability model |
| 2014-15 | Possible transition to national (consortia) assessments | Field test national consortia assessments (or alternative) and define performance cut scores to be used across all of the BIE's 23 states |
| 2014-15 | Possible full implementation of national (consortia) assessments | Fully implement national consortia assessment (or alternative) with consortia-defined performance cut scores |

*The above timeline coincides with the flexibility waiver timeline.

*Capacity-Building of SEA, LEA (ELO/ADD), and Schools*

Capacity building across the board — from the SEA-level to the school-level — is essential to improve student learning in all schools, and, in particular, in the low-performing schools and schools with the greatest achievement gaps.  The BIE provides a range of capacity-building activities to support school improvement efforts at various levels of the school system.

Monitoring and technical assistance are key elements in BIE's capacity-building strategy.  Monitoring of progress of various components of the school system is necessary to determine whether improvement measures implemented by schools are actually working. Technical assistance, training, and professional development provide knowledge and skill-building that address specific needs and build capacity.  The BIE provides the following capacity-building activities to its individual schools, Education Line Offices, and Associate Deputy Director offices to support school improvement efforts system-wide:

- Mandatory training on the requirements and timelines related to the school improvement process and implementation of interventions.
- Review of ELO-approved school improvement plans following the presentation to the local school board to ensure compliance and potential for success.
- Priority schools: Once a month monitoring and technical assistance visits to each Priority school. These visits include: a comprehensive interview with the principal; focus groups with teachers, parents, and students; and classroom observations.
- Focus schools: On-site monitoring and technical assistance visits quarterly to each focus school. These visits include: an interview with the principal; focus groups with teachers and parents; and, classroom observations.
- Review of electronic school-improvement plans and progress reports that are part of the BIE Native Star online tool, which is BIE's web-based school improvement tool.
- Development, training, and implementation of regional System of Support (SOS), to assist schools on utilization of the teacher and leader standards.
- Training for regional SOS on the implementation and alignment of the Common Core Standards (CCS) and assessments.
- Develop and provide training to data teams regionally to SOS staff to increase effectiveness and inform instruction.
- Development of supports for professional collaboration on school climate, high expectations, and collaborative teaching practices.
- Development of tools, practices, and procedures to ensure parental and family engagement.
- Development and implementation of interventions and instructional strategies for all students, including limited reading proficient students and students with disabilities (SWD).
- Development and training on the use of common formative and summative assessments.
- Data coaching using NWEA Measures of Academic Progress (MAP) assessment data, BIE's Native American Student Information System (NASIS) data, BIE's Native Star school improvement data, and other resources.
- Strategic planning for implementing CCS and high-quality assessments systems.
- Strategy development for re-purposing resources (i.e., fiscal, human, technological, facilities); building community partnerships and partnerships with social service agencies and other providers; and, leveraging a variety of data sources to support improvement efforts.
- Training on leadership practices to support improved teacher effectiveness.

*LEA (ELO/ADD) Accountability for Improving School and Student Performance*

A key element of the accountability system is holding LEAs (ELO/ADD) accountable for improving school and student performance, particularly for turning around their priority schools. The BIE will take the following steps:

- Require ADD, ELO, and school participation in the school improvement appraisal and planning process.
- Require ADD, ELO, and school participation in the mandatory capacity-building training meetings for all Priority and Focus schools.
- Require the ADD, ELO, and schools to present the revised school improvement plan to the local board of education.
- Monitor, at least once quarterly, each ELO that has Priority or Focus schools to ensure implementation of required interventions and that ELO technical assistance to the schools is provided.
- Review the Quarterly Progress Reports submitted for each Priority and Focus school to ensure that the school improvement activities outlined in each school improvement plan are being implemented.

## SUPPORT SYSTEM

The BIE has defined accountability determinations which serve as the basis to align appropriate support, capacity-building efforts, and context-specific interventions that prioritize the lowest-performing schools and schools with the greatest achievement gaps.

*Supports and Interventions for Lowest-Performing Schools*

Aggressive interventions are required to improve the lowest performing schools and schools at-risk of failure (i.e., Transitioning & Progressing). Intervention plans employing components of strong instructional leadership, a clear focus on academics, consistent measures of academic progress, systematic analysis of student achievement data, high-quality teaching, and strong community and parent relations have demonstrated success. The BIE utilizes combined funds from the ESEA state set-aside for school improvement (i.e., 1003(a) and 1003(g)) and Interior funds to support targeted, collaborative school improvement efforts.

- Overall Intervention Approach
    - BIE will establish one differentiated system of support for all BIE-funded schools, which will include the high performing and high progress (Reward) schools, the lowest performing (Focus and Priority) schools, and those schools in the middle range (Transitioning, Progressing, Satisfactory, and Performing).
    - BIE will identify both high-performing and low-performing schools, but will focus both supports and interventions on the lowest performing schools in BIE's system.
    - Supports and interventions will match the needs of the schools and will be of a duration that enables the schools to reach their goals.

- <u>Priority-Turnaround</u>
  Priority schools comprise the bottom 5% of the lowest performing schools in the BIE system as determined by the BIE's Accountability Index.
  o For these schools, their ADDs/ELOs will be required to intervene and conduct a comprehensive, on-site diagnostic review to pinpoint problem areas.
  o The ADDs/ELOs will be required to meet with tribal officials and school boards to present the data and problem areas, followed by a quarterly collaboration with school boards and School Leadership Teams.
  o Schools will be required to conduct a self-assessment using the Transformation indicators and to develop a plan in the Native Star system.
  o Schools will be required to contract with a BIE-approved turnaround partner to implement reform plans.
  o Priority schools will employ one of the following options:
    - <u>Implement a Turnaround Model</u> that replaces the school's principal; screen existing school staff and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies;
    - <u>Implement a Transformation Model</u> that replaces the school's principal and improves the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.
  o For BIE-operated schools that fail to demonstrate improvement after three years, the BIE's Academic Achievement Office will intervene.
  o For tribally-controlled schools that fail to demonstrate improvement after three years, the BIE will work with tribal officials to intervene.
  o Supports will include online resources, and technical assistance from the approved turnaround partner, the BIE's intervention provider, a data analysis specialist, and the BIE's turnaround team.
  o On-site technical assistance visits will be conducted each month.
  o Specialists will convene each month to assess the implementation of recommendations provided and determine next steps.

- <u>Focus-Needs Improvement</u>
  Focus schools comprise the next 15% of the lowest performing schools above the lowest 5% (Priority) schools in the BIE system as determined by the BIE's Accountability Index.
  o For these schools, their ADDs/ELOs will be required to intervene and conduct a comprehensive, on-site diagnostic review to pinpoint problem areas.
  o The ADDs/ELOs will be required to meet with tribal officials and school boards to present the data and problem areas, followed by a semi-annual collaboration with school boards and School Leadership Teams.
  o Schools will be required to conduct a self-assessment using the Native Star "99 Rapid Improvement Indicators" to develop a plan in the Native Star system.
  o Schools will be required to contract with a BIE-approved turnaround partner to implement reform plans.
  o For BIE-operated schools that fail to demonstrate improvement after three years, the BIE's Academic Achievement Office will intervene.
  o For tribally-controlled schools that fail to demonstrate improvement after three years, the BIE will work with tribal officials to intervene.

- o Specific interventions will vary depending on the needs of each school and its specific performance indicators. Examples include extended learning time, targeted reading and mathematics supports, professional development, and implementation assistance.
  - o Supports will include online resources, technical assistance from the approved turnaround partner, the BIE's intervention vendors, a data analysis specialist, and the BIE's turnaround team.
  - o On-site technical assistance visits will be conducted bi-monthly.
  - o Specialists will convene each month to assess the implementation of recommendations provided and determine next steps.

- ▪ Transitioning & Progressing
  The Transitioning and Progressing groups combined comprise the balance of BIE schools with less than 60% of students proficient in reading/language arts and mathematics.
  - o For these schools, their ADDs/ELOs will be required to intervene and conduct a comprehensive diagnostic review to pinpoint problem areas using the Native Star "99 Rapid Improvement Indicators" to develop a plan in the Native Star system and to contract with a BIE-approved turnaround partner to implement reform plans.
  - o The ADDs/ELOs will be required to meet with the tribal officials and school boards to present the data and problem areas.
  - o Schools will be required to contract with a BIE-approved school improvement partner to implement their improvement plans that would focus on instructional practice, according to specific needs of the school and their specific performance indicators. Examples include extended learning time, targeted reading and mathematics supports, professional development, and implementation assistance.
  - o Supports will include online resources, technical assistance from the approved school improvement partner and a data analysis specialist, and the BIE's turnaround team.
  - o A teleconference will be scheduled bi-monthly through the ELO.
  - o The school improvement providers will convene bi-monthly with the ELO to assess the implementation of recommendations provided and determine next steps.

**Supports and Incentives for High-Performing and Successful Schools**

Schools performing adequately and schools performing beyond expectations require ongoing support and incentives to advance further. Supports, like interventions, should be matched to the needs of the schools and of duration that assist the schools in advancing.

- ▪ Overall Support and Incentive Approach
  - o BIE will establish one differentiated system of support for all BIE-funded schools, which will include the high performing and high progress (Reward) schools, the lowest performing (Focus and Priority) schools, and those schools in the middle range (Transitioning, Progressing, Satisfactory, and Performing).
  - o BIE will identify both high-performing and low-performing schools, but will provide appropriate supports and incentives to the schools performing adequately and exceeding performance expectations.
  - o Supports and incentives will match the needs of the schools and will be of a duration that enables the schools to reach their goals.

- **Satisfactory**
  All BIE schools with 60% minimum, but less than 80%, of their students proficient in reading/language arts and mathematics comprise the Satisfactory group.
  - These schools will be granted flexibility in their improvement program and may select from a known group of effective practice indicators (such as the Danielson Model of Effective Schools or the Lezotte Model of Effective Schools), while also tracking their progress in the Native Star system.
  - Supports will include online resources, technical assistance from the approved school improvement partner and a data analysis specialist, and the BIE's turnaround team.

- **Reward-Performing & Reward-Progress**
  Reward schools are those identified as high performance or high growth schools, with 80% or more of their students proficient in reading/language arts and mathematics.
  - These schools will be granted flexibility in their improvement program and may select from a known group of effective practice indicators (such as the Danielson Model of Effective Schools or the Lezotte Model of Effective Schools), while also tracking their progress in the Native Star system.
  - Reward schools will submit applications to be recognized as a Blue Ribbon School or a National Title I Distinguished School. The BIE will assist candidate schools with their applications and will cover the registration and travel costs for associated recognition events.
  - Supports will include online resources and technical assistance as requested.
  - The BIE will publicly recognize the Reward schools on the BIE's website and send a BIE dignitary to honor the school at a school assembly and at high-level and/or national BIE events.

## Principle 3: Support for Effective Instruction and Leadership

The BIE plans to establish and convene an Educator Effectiveness Steering Committee. The charge of the Committee is to guide the development of teacher and principal evaluation and support systems as a means to support the overall continuous improvement of instruction. The goal is that every American Indian and Alaska Native student in BIE-funded schools will be taught by an effective teacher and each school will be led by an effective principal.

The committee will be divided into two workgroups: a) the Teacher Evaluation Workgroup, and b) the Principal Evaluation Workgroup. Each workgroup will be charged with developing an evaluation model that adheres to the following key principles:

1) A fair and equitable system to measure the effectiveness of teachers and principals.
2) Meaningful differentiation of performance utilizing at least three performance levels.
3) A design incorporating multiple valid measures to determine performance levels, including a growth measure for all students, and other measures of professional practice.
4) Performance evaluation that will inform improvement of instruction and lead to increased student achievement.
5) Utilization of feedback mechanisms to identify needs and guide professional development.

6) A comprehensive performance management system that evaluates teachers and principals on a regular basis and forms the basis of personnel decisions.

The evaluation frameworks will be implemented at BIE-operated schools and will be available for use by tribally-controlled schools. We expect the evaluation models to be embraced by tribally-controlled schools because the workgroups will include a broad cross-section of stakeholders that represent diverse viewpoints. The workgroups will be comprised of individuals currently serving all BIE-funded schools as teachers, principals, superintendents, and tribal governing boards or school governing boards, as well as parents, business, and community organizations. The national employee labor union representing teachers in BIE-operated schools will be actively involved in the development process, as well.

## Principle 4: Reduced Duplication and Unnecessary Burden

One concern frequently voiced by personnel in tribally-controlled schools, BIE-operated schools, and BIE administrative positions is the burdensome nature of everyday business in the BIE federal system of education. It has been suggested that the BIE lessen duplicative and burdensome tasks.

The BIE is cognizant of the need to streamline tasks, such as reporting, compliance, and monitoring; and it is actively exploring options to do so. To cite one example, the BIE has a comprehensive student data system, the Native American Student Information System (NASIS), which has the capability to reduce duplication. NASIS houses a broad range of data about BIE-funded schools and can serve as a data warehouse to populate other data collections with basic data that sometimes is repeatedly requested from schools. However, in order for NASIS to serve this purpose: a) the BIE would need to deliberately pre-populate its own various data collection tools, and b) the schools would need to enter accurate data on a continuing basis. Neither situation is currently occurring to the extent that NASIS can resolve the duplication and burden conundrum.

Other options should be fully explored by BIE, in collaboration with the schools and the tribes served by BIE. The BIE is open to suggestions to address the duplication and burden issues.