

Moreau, Sandra

From: Patricia Levesque (patricia@excelined.org) [patricia@excelined.org]
Sent: Wednesday, October 05, 2011 8:48 AM
To: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Christy Hovanetz (christyh@excelined.org); Deirdre Finn (dfinn@excelined.org); Erin Price (Erin@excelined.org); Fonda Anderson (fonda@excelined.org); Jaryn Emhof (jaryn@excelined.org); Joanna Hassell (Joanna@afloridapromise.org); John Bailey (john.bailey@dutkoworldwide.com); Mandy Clark (mandy@excelined.org); Mary Laura Bragg (MaryLaura@excelined.org); Matt Ladner (ladner55@gmail.com); Matthew Ladner (Matthew@Excelined.org); Paula Noor (Pnoor@excelined.org)
Subject: FW: Louisiana: Races for BESE seats heat up
 Chiefs,

An article on Louisiana state board of education races – that will impact selection of next chief in Louisiana. Gov. Jindal wants John White as next state chief. Governor Bush is lending his support/endorsement to the candidates Gov. Jindal is supporting for the State Board of Ed.

Patricia

From: Christy Hovanetz (christyh@excelined.org)
Sent: Wednesday, October 05, 2011 8:19 AM
To: Patricia Levesque (patricia@excelined.org); Deirdre Finn (dfinn@excelined.org); Mandy Clark (mandy@excelined.org); Mary Laura Bragg (MaryLaura@excelined.org); Matthew Ladner (ladner55@gmail.com); Nadia Hagberg (Nadia@excelined.org); Alexis Franz (Alexis@excelined.org); Jaryn Emhof (jaryn@excelined.org)
Subject: Louisiana: Races for BESE seats heat up

Races for BESE seats heat up

Candidates may spend \$250,000

Will Sentell

Advocate capitol news bureau

0 Comments

Twenty candidates are running for Louisiana's top school board in the Oct. 22 primary election that will help decide the direction of public schools for the next four years.

The prize is an unpaid seat on the state Board of Elementary and Secondary Education, or BESE. Paid or not, this year's seven races have drawn unusual attention, and candidates plan to spend

up to \$250,000 to win one.

Gov. Bobby Jindal has endorsed five of the candidates as part of a bid to put his imprint on public schools. The panel sets policies for an estimated 668,000 public school students statewide.

BESE will also pick a new state superintendent of education in January, one of the key figures in state government.

The board has 11 members, including three named by the governor and eight picked by voters. Any runoffs would be held on Nov. 19.

Walter Lee of Mansfield was re-elected when no one filed against him.

But the seven other races, including two in the Baton Rouge area, feature major splits among the candidates over the direction of public schools.

One is the District 6 slot held by Chas Roemer, who has Jindal's endorsement.

The district includes much of East Baton Rouge and Ascension parishes as well as Livingston, Tangipahoa and Washington parishes.

Roemer, a 41-year-old businessman, said he wants a second term on BESE because there is major work still to be done, noting that about one in three public school students perform below grade level.

"I think we are either going to have to decide to push forward and be more aggressive for change or we are going to turn back the clock," he said.

Donald Songy, 60, former superintendent for the Ascension Parish public school system, said Roemer needs to be replaced.

"I don't think that he supports public schools to the extent that he needs to or the extent that I would," said Songy, who is associate executive director of the Louisiana Association of School Superintendents.

And typical of this year's divisions, Songy and Roemer are backed by groups with radically different agendas.

Songy was endorsed by the Coalition for Louisiana Public Education, which includes teacher unions, school board members, superintendents and others.

Roemer is backed by Jindal and a self-styled reform group called the Alliance for Better Classrooms, or ABC, which includes Baton Rouge contractor Lane Grigsby and other business leaders. The group plans to spend more than \$1 million on the BESE races.

Also running in the District 6 race is Elizabeth "Beth" Meyers of Denham Springs, a 48-year-old retired educator.

Meyers said she wants a seat on the state school board because some of the current policies designed to improve schools "are not giving us a return on investment."

She noted that, despite major spending on tests, public school students rank near the bottom nationally in

academic achievement.

Jindal favors John White, 35, who is now superintendent of the Recovery School District, to become the next state superintendent of education.

Roemer, a Republican, said he would back White “unless I’m given a better candidate.”

Meyers, also a Republican, said she would not back White, who is former deputy chancellor of the New York City school system.

“If you look at his record in New York City it hasn’t been a positive one,” she said.

Songy said he would like to see other candidates reviewed for the job and that he has “a lot of reservations” about White.

Songy said he plans to spend \$10,000 to \$20,000 on the race.

Meyers said she plans to spend up to \$10,000.

Roemer said he has no idea what his campaign budget will be.

Meanwhile, four candidates hope to succeed Linda Johnson of Plaquemine, who holds the District 8 seat and is not seeking re-election.

They are Democrat Domoine Rutledge of Baton Rouge, Democrat Russell Armstrong of Baton Rouge, Democrat Carolyn Hill of Baton Rouge and Jim Guillory of Plaquemine, who has no party affiliation.

The district, which is in south central Louisiana, includes parts of East Baton Rouge and Ascension parishes as well as West Baton Rouge, West Feliciana, East Feliciana, St. Helena and Avoyelles parishes.

Rutledge, 42, is general counsel for the East Baton Rouge Parish school system and has been endorsed by the Louisiana School Boards Association.

Rutledge said public schools have been his “life work” for the past nine years and that his two children attend public schools.

Armstrong, 27, is a district support coordinator in the state Department of Education.

“In Louisiana we have the chance to have the best public schools in the nation and we just need to push ahead to get the resources to do that,” said Armstrong.

Guillory, 68, is a retired businessman said his eight years on the Avoyelles Parish school board prepared him for service on BESE.

Guillory said he is especially concerned that state budget problems have caused problems for local school districts.

“Many don’t have the financial base to deal with that,” he said.

Hill, a 29-year-old certified social worker, said she wants to make sure students have the proper education conditions to succeed. Hill said she plans to spend up to \$80,000 on the race.

Guillory said he plans to spend about \$15,000 on his bid.

Rutledge said he does not know how much he will spend.

Armstrong declined comment on his financing plans.

None of the candidates would commit to White for state superintendent of education.

Christy Hovanetz, Ph.D.
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Bowen, Stephen

From: Bowen, Stephen
Sent: Friday, October 07, 2011 5:08 PM
To: Patricia Levesque (patricia@excelined.org)
Subject: RE:

Hi Patricia,

This decision does predate me, but I think it would be pretty disruptive to switch horses...happy to explore the idea with you...I'm certainly interested in understanding the rationale behind limiting CFC membership to PARCC states, don't know offhand why you have to have chosen that one in order to be a change leader...

See you next week.

Steve

From: Patricia Levesque (patricia@excelined.org) [<mailto:patricia@excelined.org>]
Sent: Friday, October 07, 2011 3:56 PM
To: Bowen, Stephen
Subject:

Steve,

I am guessing that Maine was part of Smarter Balanced prior to your becoming state chief. Just wondering if you have had any thoughts about moving to PARCC?

I'm asking because there are some chiefs for change members who want to pose the issue in your 2012 planning meeting on whether or not PARCC participation has to be a requirement for new chiefs for change members.

Just giving you a heads up.

Patricia

Bowen, Stephen

From: Bowen, Stephen
Sent: Saturday, October 08, 2011 9:38 AM
To: Patricia Levesque (patricia@excelined.org)
Subject: RE:

Happy to talk about it.

I will be arriving on Monday, have some meetings Tuesday and will attend the policy workshops on Wednesday, and the rest of the meetings that day. Don't know if I got that to you or not – lots of mayhem on this end around this trip...

Thanks.

From: Patricia Levesque (patricia@excelined.org) [<mailto:patricia@excelined.org>]
Sent: Friday, October 07, 2011 6:30 PM
To: Bowen, Stephen
Subject: RE:

Let's discuss next week.

I think it is more behind the philosophy of the two organizations and how to have end of year summative data that can be used for school and teacher accountability.

From: Bowen, Stephen [<mailto:Stephen.Bowen@maine.gov>]
Sent: Friday, October 07, 2011 5:08 PM
To: Patricia Levesque (patricia@excelined.org)
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Valliere, Georgette

From: John Bailey [john.bailey@dutkograyling.com]
Sent: Thursday, October 13, 2011 11:09 PM
To: Pnoor@excelined.org; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Barresi asst Becky Woodie; Bennett asst Debbie Downing; Bennett Scheduler Jennifer Outlaw; Valliere, Georgette; Moreau, Sandra; Cerf asst Helene Leona; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Marcie Brown; Huffman asst Janice Mann; Pastorek asst Christine Rose; Robinson, Gerard Scheduler Nyla Benjamin; Skandera Scheduler Bernadette Tennyson; Smith, Eric; Cari@excelined.org; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; jaryn@excelined.org; Joanna@afloridapromise.org; mandy@excelined.org; MaryLaura@excelined.org; ladner55@gmail.com; Matthew Ladner (Matthew@Excelined.org); patricia@excelined.org; Jessica.Tucker@LA.GOV
Subject: States Applying for Waivers

The following are the dates under which states indicated an intent to submit an ESEA waiver.

November 14, 2011

1. Colorado
2. Florida
3. Georgia
4. Indiana
5. Kentucky
6. Massachusetts
7. Michigan
8. Minnesota
9. Mississippi
10. New Jersey
11. New Mexico
12. North Carolina
13. North Dakota
14. Oklahoma
15. Tennessee
16. Vermont
17. Wisconsin
- 18.

Mid-February, 2012

1. Arkansas
2. D.C.
3. Delaware
4. Hawaii
5. Idaho
6. Illinois
7. Iowa
8. Kansas
9. Maine

10. Maryland
11. Missouri
12. Nevada
13. New Hampshire
14. Ohio
15. Puerto Rico
16. Rhode Island
17. South Carolina
18. South Dakota
19. Virginia
20. Washington

Intent received – Date yet to be determined

1. Connecticut
2. Oregon

Valliere, Georgette

From: John Bailey [john.bailey@dutkograyling.com]
Sent: Friday, October 14, 2011 4:32 AM
To: Pnoor@excelined.org; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
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Subject: ESEA Summary for tomorrow's conversation
Attachments: ROM117523.pdf; Summary of Senate ESEA draft edit.docx; 101111_ESEA Chairman Mark Detailed Summary FINAL.PDF

Attached is a very rough summary of Sen. Harkin's ESEA bill.
I've also attached the bill (840 pages) and Sen. Harkin's summary.

Please Note:
This document is
860 pgs!
I only printed
the 1st page.

112TH CONGRESS
1ST SESSION

S. _____

To amend the Elementary and Secondary Education Act of 1965.

IN THE SENATE OF THE UNITED STATES

Mr. HARKIN introduced the following bill; which was read twice and referred
to the Committee on _____

A BILL

To amend the Elementary and Secondary Education Act
of 1965.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Elementary and Sec-
5 ondary Education Reauthorization Act of 2011”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Transition.
- Sec. 5. Effective dates.
- Sec. 6. Table of contents of the Elementary and Secondary Education Act of 1965.
- Sec. 7. Authorization of appropriations.

**Preliminary Summary of Senate ESEA Draft
DRAFT - NOT FOR DISTRIBUTION**

Oct. 13, 2011

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Topline:

- ESEA reauthorization package introduced by Senator Harkin (D-ID). Sen. Enzi (R) continues to work with Sen. Harkin on several provisions and is expected to support the bill.
- Markup is scheduled for Oct. 18.
 - Unclear whether other Senate GOP lawmakers will vote for the proposal considering that Former U.S. education Secretary Sen. Lamar Alexander (R-Tenn.) and Sen. Johnny Isakson (R-Ga.), Richard Burr (R-N.C.), and Mark Kirk (R-Ill.) submitted different reauthorization bills.
- Main components
 - Formally authorizes the Race to Top, Investing in Innovation, and Promise Neighborhood programs, all top Obama administration initiatives that were part of the stimulus.
 - Requires states to set college- and career-readiness standards, either with other states or alone. States would need to track if students need to take remedial courses.
 - Requires states to develop new teacher evaluation systems.
 - States also would be required to identify the 5 percent of lowest-performing high schools, as well as elementary and middle schools. Schools identified in the bottom 5 percent would be subject to intensive interventions similar to the four options spelled out in the regulations for the School Improvement Grant program. Under the "restart" option, a school could choose to convert to a charter school (as under current law) or become a magnet school (that's a new option.). The bill also outlines other options.
- Some civil rights groups including, National Council of La Raza, the Education Trust, the National Center for Learning Disabilities, The Leadership Conference on Civil Rights, and the Center for American Progress Action Fund are concerned this may weaken subgroup accountability.
- Coalition concerned around the teacher provisions includes: California Business for Education Excellence, Center for American Progress Action Fund, Civic Builder, ConnCAN Connecticut Parents' Union, Democracy Prep Public Schools, Democrats for Education Reform, Education Equality Project, Education Reform Now, Education Trust, Educators 4 Excellence, Georgia Partnership for Excellence in Education, Hope Street Group, League of United Latin American Citizens, MinnCAN: The Minnesota Campaign for Achievement Now, National Council of La Raza, NewSchools Venture Fund, Rodel Foundation of Delaware, Rhode Island Mayoral Academies, RICAN: The Rhode Island Campaign for Achievement Now, State of Black Connecticut Alliance, Step Up for Students, StudentsFirst, Students for Education Reform, Teach Plus, SOCAN
- We still do not believe this law will get to the President's desk. There are still difference between the Republican bills and Harkin, but more importantly, this package is very different from what the House is considering. We expect this bill to begin the debate and serve as markers until reauthorization begins after the 2012 election.

Title I

Standards

The bill requires adoption of college and career ready (CCR) content standards in math and reading/English language arts by 12/31/2013 and CCR achievement standards by the 2015-2016 school year.

States must demonstrate that their CCR standards are aligned with:

- (1) academic coursework at public IHEs in the State so that a student doesn't need remediation;
- (2) State career and technical education standards; and
- (3) 'appropriate career skills.'

Achievement standards establish three levels of performance (basic, on-track, and advanced).

Required CCR standards in reading, mathematics, and science.

States can meet this requirement either individually or by participating in a consortium with other states. The legislation specifically mentions that states do not have to submit their standards to the Secretary for approval.

States can voluntarily decide to work with other states to develop standards and/or assessments.

Alternative Academic Achievement Standards for Students with the Most Significant Cognitive Disabilities. The bill maintains the ability of States to adopt these standards, and requires separate decisions on the applicability for individual students in each subject students are assessed. The bill maintains the 1% cap in a State's accountability system or its system of school performance. This cap is designed to ensure that only a set percentage of students with disabilities may be assessed against these standards. The total number of students that may be assessed against these standards are the number that equals 1% of all students (not just students with disabilities) in the State in the grades assessed.

English Language Proficiency Standards. The bill maintains requirement for States to adopt such standards and requires them to be updated no later than one year after the adoption of CCR standards by the State (or by 12/31/2014 – whichever is sooner).

Assessments

The bill requires adoption of assessments aligned with the CCR standards by the 2015-2016 school year. Assessments have to be given annually in grades 3 through 8 and at least once in grades 10-12.

Assessments can be administered once in the year or multiple assessments used throughout the year.

Assessments must involve multiple measures of student academic achievement, including measures that assess higher-order thinking skills and understanding.

For states that want to include growth in achievement in their accountability systems, assessments must be designed to measure individual academic growth, including whether students are making "adequate student growth." Adequate student growth is defined as the amount of growth required for a below on-track student to be on-track within 3 years, or for a student who is on-track or advanced, not less than 1 year or academic growth.

Science is required to be assessed at least once in each of the following three grade spans -- 3 through 5, 6 through 9, and 10 through 12. Assessments must be designed to produce student achievement data that can be used in teacher and principal evaluations.

Must be administered to 95% of all students and 95% of each subgroup.

Accountability/School Performance

The bill requires States to adopt, by the beginning of the 2013-2014 school year, a single statewide accountability system. The system is required to:

- (1) annually measure and report on the achievement of all students in all public schools in reading and mathematics;
- (2) graduation rates in high school;
- (3) expect continuous improvement of all public schools, including subgroups of students; and
- (4) provide for "supports and interventions" for students in schools that are "low performing" or have "low performing" subgroups of students but are not identified as achievement gap schools or persistently low-achieving schools. What specifically these "supports and interventions" are is not statutorily defined.

There is no statutorily prescribed system of adequate yearly progress as under current law. States may choose to measure student growth, including "adequate student growth."

States are required to identify 2 main categories of schools:

1. achievement gap schools and;
2. the lowest-achieving schools.

Out of the pool of lowest-achieving schools, a State must identify a subset of persistently low-achieving schools. At State option, a State may identify blue ribbon schools. The concept of supports and incentives is the only significant mention for schools which are not identified under one of these categories, leaving little emphasis on these schools under the bill unlike current law. There are no requirements to provide public school choice or supplemental educational services (SES) to any schools identified under any of these categories.

Parent and Family Engagement

The bill requires States to adopt a parent and family engagement plan that focuses on improving student achievement; increasing parental skills to help children learn; improving child development; strengthening partnerships among school personnel and parents; and improving parental participation in school improvement strategies. The plan must also contain description of the technical assistance

and support the SEA will provide LEAs in carrying out the parent and family engagement. States must also describe how they will leverage resources from the business and philanthropic communities.

Any LEA receiving funds is required to provide to parents, if asked, information about a teacher's qualifications.

Report Cards

The bill continues the requirement for school, school district and State report cards. Report cards must:

1. describe the states accountability system
2. Disaggregated student performance information related to the state standards;
3. Percentage of students who did not take the assessments;
4. The most recent three year trend in each subject area and grade level;
5. Comparison of the school's performance to the state average;
6. Percentage of students making "adequate student growth";
7. Number and percentage of students with the most sever cognitive disabilities;
8. Number and percentage of students who are ELL;
9. For high schools, the graduation rate (four year adjust cohort adjusted graduation rate AND the cumulative graduation rate);
10. By 2012-12, the rate of enrollment in institutions of higher education;
11. By the 2013-2014 school year, the rate of student remediation of high school graduates enrolled in IHEs;
12. State NAEP results.

Optional information includes:

1. Percentage of students passing examinations such as AP and IB;
2. Average class size, by grade;
3. Incidence of school violence, drug abuse, etc.
4. Indicators of school climate;
5. Student attendance;
6. School readiness of students in kindergarten.

Beginning on July 1, 2013, the Secretary of Education shall publish an annual national report card on the status of K12 schools.

School Classification

Achievement Gap Schools. Achievement Gap Schools are the 5% of high schools and 5% of elementary and middle schools that have the largest achievement gaps among subgroups, or schools with the lowest performance of students in the subgroups. Subgroups are the same as in current law (major racial and ethnic groups; English proficiency status; disability; and economically disadvantaged). For these schools, school districts must develop and implement their own corrective action plans to improve the performance of low performing subgroups.

A school district with an achievement gap school that remains such a school for three consecutive years shall not be eligible for a priority, preference, or special consideration for any grant, subgrant, or other program funded under ESEA. This requirement to develop a corrective action plan is the only substantial requirement for achievement gap schools.

Lowest-Achieving Schools. Lowest-Achieving Schools are the lowest achieving 5% of public high schools and 5% of elementary and middle schools, based on:

1. student performance on State assessments in reading/English language arts and math and growth (if the State uses growth in its accountability system);
2. graduation rates for high schools; and
3. at State discretion, school wide gains and absolute student performance or growth on other statewide assessments.

Public high schools that have less than a 60% graduation rate are also identified as the lowest-achieving schools (with any high schools not falling into the bottom 5%, but having a less than 60% graduation rate being identified as a lowest-achieving school).

Under the bill, only the lowest-achieving schools that are further identified as persistently low-achieving schools are required to implement federally-defined school turnaround strategies. Persistently low-achieving schools are the lowest-achieving schools that meet (1) AND (2):

- (1) receive Title I funds; are public high schools with at least 50% poverty; OR are public high schools with less than a 60% graduation rate; AND
- (2) for the 2013-2014 school year, were low-achieving for the previous school year, and for the 2014-2015 school year and beyond, have been low-achieving for the 2 preceding consecutive school years.

In the 2014-2015 school year and beyond, lowest-achieving schools which have been identified as such for only one year do not have to undertake any interventions or other steps and do not have to undertake the school turnaround strategies until they identified as lowest-achieving schools for the 2 preceding consecutive school years.

Persistently low-achieving schools are identified as such for a 5 year period unless they are determined to have improved by the State (essentially the State determines a school is not in the bottom 5%).

If a State determines that all schools that would otherwise be considered to be in the lowest-achieving 5 percent of school are actually performing at a satisfactory level of performance based on the measures used by the State to identify persistently low-achieving schools, the State may apply to the Secretary to waive the requirements of this section.

School districts must conduct a needs analysis of persistently low-achieving schools and ensure such schools have the autonomy of staffing, time and budget to implement school improvement strategies, including the modification of policies or practices as necessary. Suggested areas include:

1. data collection and analysis;
2. recruiting and retaining staff;
3. teacher and principal evaluation;
4. professional development;
5. parent and family engagement;
6. coordination of services with early childhood education and care providers;
7. coordination of services to address students' social, emotional and health needs; and
8. monitoring the implementation of the selected school improvement strategy.

Issue	Achievement Gap Schools	Lowest Achieving Schools	Blue Ribbon Schools
Identification	In the State, the 5% of elementary and middle schools and 5% of high schools with the largest achievement gaps among subgroups or with the lowest performance of students in the subgroups.	In the State, the bottom 5% of elementary and middle schools and bottom 5% of high schools. Determination is based on (1) student performance on State assessments and growth (in states utilizing growth); (2) graduation rates for high schools; and (3) at State discretion, school wide gains and absolute student performance or growth on other statewide assessments. Public high schools that have less than a 60% graduation rate are also identified as the lowest-achieving schools.	Top 5% of performing schools in the State
States Required to Identify?	Yes	Yes	No. Optional
Interventions /Further Action	School districts must develop and implement corrective action plans to improve the performance of low performing subgroups. A school district with achievement gap school that remains such for 3 consecutive years shall not be eligible for a priority, preference, or special consideration for any grant, subgrant, or other program funded under ESEA.	After identifying each 5% lowest-achieving and required high schools, school districts must determine which schools are "persistently low-achieving". Persistently low-achieving schools are the lowest-achieving schools that receive Title I funds; are public high schools with at least 50% poverty; OR are public high schools with less than a 60% graduation rate AND for the 2013-2014 school year, were low-achieving for the previous school year, and for the 2014-2015 school year and beyond, have been such for 2 preceding consecutive school years. In 2014-2015 and beyond the lowest achieving schools which are only identified as such for one year do not have to undertake interventions or school turnaround strategies.	States may provide Blue Ribbon Schools with increased autonomy over the school's budget, staffing and time; may allow flexibility in the use of any funds provided to the school under the Act for any purpose allowed under the Act; and may reserve ¼% of Title I funds to distribute awards to school districts which serve one or more blue ribbon schools.

School Turnaround Strategies

School districts must select one of several federally-defined school improvement strategies for the schools identified as persistently low-achieving:

1. Transformation Strategy – Replacing the principal (if the principal has served for more than 2 years); requiring instructional staff and school leadership to reapply for their jobs; requiring hiring of instructional and leadership staff to be done by mutual consent; and ensure that other schools don't have to accept teachers who are displaced from such schools.
2. Strategic Staffing Strategy – Replacing the principal (if the principal has served for more than 2 years) with a principal with a demonstrated record of increasing student achievement; allow the principal to use a school turnaround team, which will consist of not more than 5 teachers in the case of an elementary school or not more 20 teachers in the case of a secondary school; and provide incentives to the principal and teachers to participate.
3. Turnaround Strategy – Replacing the principal (if the principal has served for more than 2 years); and screen all teachers in the school and retain not more than 65 percent of them.
4. Whole School Reform Strategy – Implementing an evidence based strategy in partnership with a strategy developer who has had at least a 'moderate' level of evidence that their program will have a statistically significant effect on student outcomes.
5. Restart Strategy – Convert the school to a public charter school, magnet school, or innovative school, or close and reopen the school as a public charter school; and ensure the school serves the same grade levels as the original school and enrolls any former student of the original school.
6. School Closure Strategy – Close the school and enroll students in other public schools, including paying for transportation to the new school.

Rural schools are permitted to modify one element of each of these strategies. Schools which are identified for a second or more times as persistently low-achieving schools must implement the restart and school closure strategies in these subsequent re-identification periods.

The bill includes a separate school improvement program as under current law.

In the case of a State educational agency that has taken over a school or local educational agency, the State may use an amount of funds under this subsection similar to the amount that the school or local educational agency would receive, either directly or through an eligible entity designated by the SEA.

Blue Ribbon Schools

States may (at their discretion) identify the top 5% of performing schools in the State as 'Blue Ribbon Schools' based on the percentage of achievement, school graduation, subgroup performance, and student growth. Under this authority, States may provide Blue Ribbon Schools with increased autonomy over the school's budget, staffing and time; allow such schools to have flexibility in the use of any funds provided to the school under the Act for any purpose allowed under the Act; and may reserve ¼% of Title I funds to distribute awards to school districts which serve one or more blue ribbon schools.

Highly Qualified Teachers

The bill maintains the requirement that all teachers teaching in a Title I program are highly qualified, except that a State which has all of its school districts implementing a teacher and principal evaluation system shall only have to ensure new teachers are highly qualified.

States have five years to develop a teacher and principal evaluation system. States will have to report to the Secretary:

1. Teachers who are not classified as highly qualified teachers.
2. Teachers who are inexperienced.
3. Teachers who have not completed a teacher preparation program.
4. Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Comparability

The bill adopts a new comparability requirement. The bill requires school districts which receive Title I funding to demonstrate to the State that their combined State and local per-pupil expenditures (which would include actual personnel and actual non personnel expenditures) in each Title I school are not less than the average such amount at non-Title I schools in the school district. Excluded from comparability calculations are the excess cost of educating English learners and children with disabilities; capital expenditures and other expenditures deemed appropriate by the Secretary.

Pathways to College: Improving Secondary Schools and Accelerated Learning (Title I, Part B)

Awards competitive grants to partnerships of high-need school districts and nonprofit organizations to implement innovative and effective reforms both district-wide and in high schools with graduation rates below 75 percent and their feeder middle schools. Under this new program, districts will develop early-warning indicator systems to identify students at risk of dropping out and get them back on track for graduation, provide struggling students with credit recovery opportunities, and raise college and career awareness among students, their families and school staff. Targeted high schools will implement comprehensive, customized, and effective reform strategies, including Graduation Promise Academies, Career Academies and Early College High Schools. Their feeder middle schools will provide students with a personalized learning environment and additional supports and services, and offer teachers and principals with quality professional development to strengthen instruction.

The existing Advanced Placement program awards grants to States and eligible entities to reimburse students for advanced placement test fees and to expand access to, and success in, high quality Advanced Placement (AP) classes. The bill expands the program to include another highly successful college preparatory program, the International Baccalaureate (IB) program. This bill also makes other minor changes to improve program quality, including creating a priority for applications that are part of a state-wide or district-wide strategy to increase the availability of AP or IB courses in high-need schools.

Title II

Teacher and Principal Grant Program

The bill maintains the existing Title II, Part A Teacher and Principal Grant program.

The most significant addition to this program is the requirement that within 5 years of the passage of this reauthorization bill, school districts which receive Title II funding must develop and implement a teacher and principal evaluation system. Such system must:

1. define (and name) 4 categories of teacher and principal performance and be used in making decisions about professional development;
2. provide training for evaluators and be developed and implemented with teacher and principal involvement;
3. for teachers, be based in significant part on evidence of improved student achievement and include observations of classroom teaching and may include other measures if they are 'valid' predictors of student achievement;
4. for principals, be based in significant part on evidence of improved student achievement and student outcomes, on evidence of providing strong instructional leadership and support to teachers and staff; and on evidence of parent and family engagement.

Student achievement is defined as results on State assessments and other measures of student learning such as end of course assessments and other measures which are comparable across schools in a school district that are aligned with the State's standards. School districts are required to use the evaluation system to determine professional development. There is no requirement that the evaluation system be used for personnel decisions.

General overview: These formula funds pay for a range of activities from professional development to teacher recruitment to class size reduction. The bill will more drive evidence-based investments through Title II by supporting:

- Professional Development: Local school districts will receive subgrants from the state to conduct professional development activities that are evidence-based to improve student academic achievement and increase students' abilities to meet college and career ready standards. Funds may be used for induction and mentoring programs for teachers, and will provide for peer observations and feedback for junior teachers. Funds may also be used for professional development for early childhood educators.
- Recruitment, Preparation and Distribution of Great Teachers: Funds from Title II may be used to recruit, prepare, support, reward and retain excellent teachers and principals all schools. The funds can also be used to improve the distribution of highly rated teachers to ensure that low-income students receive their fair share of the best teachers.
- Class Size Reduction: Continues to allow Title II funds to be spent on reducing class sizes but focuses on the early grades. The bill will ensure that these funds are used for class size reduction in the early grades where research shows they are most impactful.
- Focus on Principals: One of the most significant omissions of No Child Left Behind was its failure to really address school leadership. The bill acknowledges the impact of principal leadership in

schools and ensures that between 2% and 5% of Title II funds will be set-aside by each state for the improvement of principal performance and the distribution of highly rated principals.

- **Teacher and Principal Evaluation Systems:** States and school districts will have the flexibility to design teacher and principal evaluation systems based on broad parameters and with input from teachers and principals. States and local school districts that receive Title II-A funds will develop teacher evaluation systems based on multiple measures, including student achievement and observations of classroom instruction. Principal evaluations must also be based on evidence of strong instructional leadership and parent and family engagement with their school. The evaluation systems must be able to provide meaningful feedback to teachers and principals in a timely manner and provide data to inform decisions about professional development activities.

Teacher Incentive Fund

The Teacher and Principal Incentive Fund will provide competitive grants to states, local educational agencies, and schools to (1) create and implement performance-based compensation systems, and (2) for the improvement of policies to help districts recruit, hire and retain great teachers. The Secretary must award at least 70 percent of the grant funds to entities that propose to implement a performance-based compensation system.

Additional Programs

Improve our focus on Science, Technology, Engineering and Mathematics (STEM) Instruction and Support

The new Improving Science, Technology, Engineering, and Math Instruction and Student Achievement program will improve student academic achievement in STEM by:

- Getting students engaged and excited about STEM subjects through high-quality instruction, opportunities to participate in STEM competitions, and exposure to STEM careers;
- Helping more students access high-quality STEM courses and learning opportunities;
- Improving the quality and effectiveness of classroom instruction by recruiting, training, and supporting excellent STEM teachers and providing robust tools and supports for students and teachers; and
- Closing student achievement gaps and preparing more students to be on track to college and career readiness and success in STEM subjects.

The new STEM program would award grants to states, which would be distributed by formula if the annual appropriation exceeds \$500 million (below this amount, grants are awarded to states competitively).

Improve Literacy Instruction and Achievement

A new program that intends to provide for a strong federal investment in high-quality literacy instruction that will help states strengthen the literacy skills of all students from birth through high school by:

Authorizing funding to support local comprehensive literacy programs. Grants will be distributed to states by formula if the appropriation for this program exceeds \$500 million (below this amount, grants are awarded to states competitively). States will then competitively distribute funds to school districts and early childhood education providers.

- Supporting State Literacy Leadership Teams to develop comprehensive, statewide strategies for improving literacy.
- Providing high-quality, research-based professional development opportunities for educators, including job-embedded support from literacy coaches
- Supporting evidence-based practices to improve literacy and writing, including targeting students reading and writing below grade level.

Race to the Top

The bill authorizes a new Race to the Top competitive grant program that will provide incentives for comprehensive reforms and innovative teaching and learning strategies that are designed to improve academic achievement for all students. Each year that funds are available, the Secretary will design a competition that advances one or more of the following critical education priorities:

- Increasing access to great teachers and school leaders;
- Implementing college- and career-ready academic standards and implementing strategies and supports that translate such standards into classroom practice;
- Improving school readiness by increasing access to high-quality early childhood care and education through an integrated system of programs and services;
- Turning around the lowest-performing schools;
- Creating successful conditions for the creation, expansion, and replication of high-performing public charter and autonomous schools that serve students from low-income families;
- Providing equitable resources to high-poverty schools; and
- Strengthening the availability and use of high-quality and timely data to improve instruction.

States, high-need school districts and consortia of either will be eligible to compete for funds, as determined by the Secretary, through a transparent process, on the basis of their record of innovation and reform, the quality of their plan, and evidence of collaboration, among other criteria. Priority will be granted to rural high-need school districts, and, for early childhood care and education competitions, to states that provide full-day kindergarten.

Update and Refocus the Charter School Program

This bill, the program is updated to reflect lessons learned since the last reauthorization and to address the unmet demand for the expansion and replication of high-performing charter schools that effectively serve the academic needs of all students, as evidenced by growing waiting lists.

With a focus on improving the quality of the sector and investing in proven models of success, the charter school grants program will provide competitive grants to states, districts, authorizers and nonprofit charter management organizations to support the creation, expansion, and replication of high-performing charter schools. At least 65 percent of the charter school grant funding will be

distributed to states. To ensure that limited Federal resources are targeted to charter schools with a commitment to, or a record of, strong academic results, the reauthorized program requires high goals of student academic achievement for all student subgroups and meaningful community outreach to parents and families. In addition, the redesigned program:

- Provides incentives for sound State policies that support the growth of high-performing charter schools, but also for effectively overseeing, monitoring and holding them accountable for results;
- Promotes strong authorizing policies that are transparent and effective in promoting high performance charter schools and closing down unsuccessful schools;
- Focuses the program on results by demanding academic achievement for all students and rewarding schools that close the achievement gap;
- Targets scarce federal funds to the most successful and promising charter school models through rigorous, high-quality competitions; and
- Prioritizes high-performing charter schools that serve low-income students;
- Ensures that charter schools recruit and address the needs of all students, including students with disabilities and English learners, through effective outreach, technical assistance, comprehensive planning, and specific performance goals.

Strengthen Voluntary Public School Choice

The Voluntary Public School Choice program currently provides competitive grants to support the establishment or expansion of systems that offer parents choice among the public schools in the district or state. In this bill, the competitive program is continued with minor changes to improve quality, including expanding the application requirements and performance measures and reducing the grant period from five years to three years (renewable for another two if the Secretary finds that the grantee is achieving the program's objectives.)

Eligible grantees include high-need school districts applying in partnership with a state or another school district.

Address the Unique Challenges of Rural Schools

The Rural Education Achievement Program (REAP) is designed to address the unique challenges of rural schools. The program provides supplemental funds and flexibility with uses of funds, recognizing that formula grant amounts are often too small to make a major impact in rural districts. REAP currently awards two types of formula grants: (1) the Small, Rural Schools Achievement (SRSA) Program which provides grants directly to eligible school districts, and (2) the Rural and Low Income Schools (RLIS) Program, which provides grants to states, which then award subgrants to school districts. All REAP districts will continue to receive increased flexibility in how they can spend formula funds. This bill will continue REAP, with several key changes.

Increase Flexibility in the Use of Federal Funding Streams

Current law allows up to 50 percent of non-administrative funds for State-level activities under several programs in titles II, IV, and V to be transferred to other programs. This bill updates the program by

allowing funds to be transferred among all the formula grant programs in the bill and increases this percentage to up to 100 percent. However, no funds may be transferred out of formula programs in titles I education for the disadvantaged), III (English learners), VII (Native Hawaiian/Alaskan, Indian students), or VIII (Impact Aid).

Parallel changes are made to increase flexibility for local school districts with their formula grant funds. Current law is maintained in that each State or local educational agency that makes a transfer must modify its plan and report changes to the Secretary within 30 days.



Elementary and Secondary Education Reauthorization Act: Summary of Programs

ENSURING COLLEGE AND CAREER READINESS FOR ALL STUDENTS

Move to College and Career Ready Academic Standards (Title I, Part A):

Under No Child Left Behind, many states adopted low academic standards to avoid federal sanctions for underperformance. This bill establishes a definition for “college and career ready” based on the ability of a student to take coursework at a public college or university in the state without needing remedial classes. Each state will establish and adopt academic content standards in reading/language arts, mathematics and science that are aligned to college and career readiness. This will ensure that all states have a high bar in educating their children and preparing them for success in the global economy.

Create Next Generation Academic Assessments (Title I, Part A):

No Child Left Behind resulted in a focus on teaching to the test. This bill ensures that states adopt and implement valid and reliable assessments for measuring critical thinking and other higher order skills in the areas of reading/language arts, math, science, as well as any other content area for which they choose to establish standards.

Give States the Flexibility to Design Their Accountability Systems (Title I, Part A):

To address the unintended “one-size-fits-all” punitive consequences of NCLB, the bill asks states to develop and implement accountability systems based on the academic achievement of all students in public schools, including accurate graduation rates in high schools. Each state-designed accountability system must identify chronically struggling schools that are in need of support and dramatic intervention, and must continue to focus on closing achievement gaps. In addition, states may use growth models to give credit to schools that improve student achievement. The bill maintains the critical reporting and disaggregation requirements of current law that shed light on how all students are performing, regardless of their backgrounds or unique needs.

Focus on Turning Around Underperforming Schools and Closing Achievement Gaps (Title I, Part A):

The bill focuses federal efforts where they are most needed: improving the lowest performing schools. Each state’s accountability and improvement system must identify schools that have the lowest performance or largest achievement gaps among subgroups of students (by race and ethnicity, English proficiency, disability status, and economic status). The state systems must also identify the bottom five percent of public elementary schools and secondary schools as “persistently low-performing schools” based on student achievement, and in the case of high schools, graduation rates. State education departments must alert families if their child’s school is in this bottom five percent. To address the challenges that persistently low-performing schools face, each local school district will undertake a school improvement process by implementing comprehensive improvement strategies for these schools that include a set of research-driven interventions for increasing student achievement. In the case of rural schools, additional flexibility is offered when implementing the improvement strategies to account for differences in local conditions, needs and resources. States must also ensure they turnaround “dropout factories” with graduation rates below 60 percent.

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Reward Successful Schools (Title I, Part A):

Under the Blue Ribbon Schools Program, the bill provides states the option of recognizing and rewarding schools with the highest student achievement and most growth in student achievement. States must define the criteria for recognizing schools based on the percentage of students who are on track to college and career readiness, graduation rates, and the performance of each subgroup of students. States may provide reward funds to Title I Blue Ribbon schools to improve student achievement and provide technical assistance to similar schools in the state. The bill also allows states to offer Blue Ribbon schools significant flexibility in the use of federal funds.

Provide Students with the Most Significant Cognitive Disabilities Access to High-Quality Alternative Academic Standards and Assessments (Title I, Part A):

The bill maintains the option for states to establish alternate academic standards in each of the content areas for up to 1% of students with the most significant cognitive disabilities, provided that the alternate standards are aligned with the state academic standards and promote inclusion through access to the general curriculum.

Ensure that Every Child Has Access to Great Teachers (Title I, Part A):

The bill builds on the current law “equitable distribution” provisions to ensure that students with the most need have access to great teachers by increasing transparency and requiring that school districts not cluster the lowest performing teachers in the schools with the most low-income and minority students.

Pathways to College: Improving Secondary Schools and Accelerated Learning (Title I, Part B):

In today’s increasingly global economy, it is more critical than ever for students to graduate from high school. Unfortunately, every year, more than 1 million students do not graduate from high school on time and more than 30 percent of students do not earn their high school diplomas. The new Improving Secondary Schools program would award competitive grants to partnerships of high-need school districts and nonprofit organizations to implement innovative and effective reforms both district-wide and in high schools with graduation rates below 75 percent and their feeder middle schools. Under this new program, districts will develop early-warning indicator systems to identify students at risk of dropping out and get them back on track for graduation, provide struggling students with credit recovery opportunities, and raise college and career awareness among students, their families and school staff. Targeted high schools will implement comprehensive, customized, and effective reform strategies, including Graduation Promise Academies, Career Academies and Early College High Schools. Their feeder middle schools will provide students with a personalized learning environment and additional supports and services, and offer teachers and principals with quality professional development to strengthen instruction.

Research shows that access to rigorous coursework is the strongest academic predictor of college success. The existing Advanced Placement program awards grants to States and eligible entities to reimburse students for advanced placement test fees and to expand access to, and success in, high quality Advanced Placement (AP) classes. The bill expands the program to include another highly successful college preparatory program, the International Baccalaureate (IB) program. This bill also makes other minor changes to improve program quality, including creating a priority for applications that are part of a state-wide or district-wide strategy to increase the availability of AP or IB courses in high-need schools.

SUPPORTING EXCELLENT TEACHERS AND PRINCIPALS

Offer Continuous Improvement and Support for Teachers and Principals (Title II, Part A):

Title II, Part A of the Elementary and Secondary Education Act is designed to improve teacher and principal quality. These formula funds pay for a range of activities from professional development to teacher recruitment to class size reduction. The bill will more drive evidence-based investments through Title II by supporting:

- **Professional Development:** Local school districts will receive subgrants from the state to conduct professional development activities that are evidence-based to improve student academic achievement and increase students' abilities to meet college and career ready standards. Funds may be used for induction and mentoring programs for teachers, and will provide for peer observations and feedback for junior teachers. Funds may also be used for professional development for early childhood educators.
- **Recruitment, Preparation and Distribution of Great Teachers:** Funds from Title II may be used to recruit, prepare, support, reward and retain excellent teachers and principals all schools. The funds can also be used to improve the distribution of highly rated teachers to ensure that low-income students receive their fair share of the best teachers.
- **Class Size Reduction:** Continues to allow Title II funds to be spent on reducing class sizes but focuses on the early grades. The bill will ensure that these funds are used for class size reduction in the early grades where research shows they are most impactful.
- **Focus on Principals:** One of the most significant omissions of No Child Left Behind was its failure to really address school leadership. The bill acknowledges the impact of principal leadership in schools and ensures that between 2% and 5% of Title II funds will be set-aside by each state for the improvement of principal performance and the distribution of highly rated principals.
- **Teacher and Principal Evaluation Systems:** States and school districts will have the flexibility to design teacher and principal evaluation systems based on broad parameters and with input from teachers and principals. States and local school districts that receive Title II-A funds will develop teacher evaluation systems based on multiple measures, including student achievement and observations of classroom instruction. Principal evaluations must also be based on evidence of strong instructional leadership and parent and family engagement with their school. The evaluation systems must be able to provide meaningful feedback to teachers and principals in a timely manner and provide data to inform decisions about professional development activities.

Recruit and Train Teachers in High-Need Subjects for High-Need Schools (Title II, Part B):

The Teacher Pathways Program is designed to support the recruitment, selection, preparation, placement, retention, and support of teachers in high-need subjects or fields who will improve student academic achievement and student outcomes at high-needs schools. Eligible entities – including local and state educational agencies, in partnership with institutions of higher education or a nonprofit organization – may apply to assist them in preparing teachers in a high-need subject or field, which includes teachers of students with disabilities, English learners, mathematics, or science.

Reward High-Achieving Teachers and Principals (Title II, Part C):

The Teacher and Principal Incentive Fund will provide competitive grants to states, local educational agencies, and schools to (1) create and implement performance-based compensation systems, and (2) for the improvement of policies to help districts recruit, hire and retain great teachers. The Secretary must award at least 70 percent of the grant funds to entities that propose to implement a performance-based compensation system.

IMPROVING ACADEMIC ACHIEVEMENT OF ALL STUDENTS

Improve the Academic Achievement of English Learners and Immigrant Students (Title III):

This bill better targets funds for English learners and immigrant students to support the use of evidence-based instructional programs and practices to support the acquisition of English and the ability for English learners to graduate college and career ready. It also:

- Updates the formula used to allocate resources to more accurately provide resources to the school and districts serving English learners;
- Encourages schools and districts to continue to monitor the progress of English learners throughout their school careers, recognizing the developmental nature of second language acquisition and allowing for better service delivery to students at all levels of English proficiency.

Improve the Academic Achievement of Migrant Children (Title I, Part C):

The Migrant Education Program attempts to address the unique needs of mobile migrant children who suffer, among other things, disrupted or interrupted education and who need special supplemental support. This bill strengthens the program by:

- Ensuring that migrant children and youth are expected to meet the same college and career ready academic standards that all children are expected to meet and requiring the collection of new performance data;
- Updating the grant formula to more accurately provide funding based on actual counts of migrant students, including students who receive services during the summer; and
- Enhancing records transfer requirements to minimize the effects of mobility.

Improve the Academic Achievement of Neglected, Delinquent, or At-Risk Students (Title I, Part D):

The Neglected & Delinquent Program is designed to improve educational services for children and youth in local and State institutions for neglected and delinquent youth. This bill strengthens the program by:

- Ensuring that these students are expected to meet the same college and career ready academic standards that all children are expected to meet and requiring the collection of new performance data;
- Targeting funding to students who are truly “at-risk” by changing the definition of “at-risk” to eliminate the inclusion of students based solely on academic issues; and
- Requiring the development of a transition plan for students entering certain facilities and consultation between facilities and local educational agencies upon release to ensure the students' continued success.

Improve the Academic Achievement of Indian, Native Hawaiian, and Alaska Native Students (Title VII):

This bill reforms the program to better focus the use of funds on programs and activities that meet the unique cultural, language, and educational needs of Indian students to ensure that such students graduate college and career ready. Consistent with these goals, the bill:

- Provides additional flexibility to enable tribes and tribal educational agencies more authority over the education of Native students;
- Includes a focus on high-quality early childhood education and care services and services and supports for at risk children and youth;
- Authorizes the use of funds to support the preservation, reclamation and restoration of Native languages.

Current law authorizes a consolidated program of competitive grants to Native Hawaiian educational or community-based organizations, or other public or private nonprofit organizations with experience in operating

Elementary and Secondary Education Reauthorization Act: Summary of Programs

Native Hawaiian programs. Changes to this program are designed to better focus the Native Hawaiian Education Council's efforts on addressing the education and workforce needs of Native Hawaiian students by:

- Redesigning the composition of the Native Hawaiian Education Council and refocusing its purpose to ensure proper coordination of educational and related services and programs available to Native Hawaiian students; and
- Strengthening a focus on high quality early childhood education and care programs and services for young children as well as services to support the educational needs of at-risk children and youth.

Improve the Academic Achievement of Homeless Students (Amendment):

The McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) program was created to remove the barriers to education caused by homelessness. In the 2008-2009 school year, 956,914 homeless children and youth were enrolled in public schools, a 41 percent increase over the past two years. This alarming trend shows no sign of abating. This bill improves the program by reinforcing and expanding key provisions, including school stability, enrollment, and support for academic achievement. Specifically, this bill:

- Addresses credit-accrual problems, increases access to credit-recovery opportunities, and supports the provision of high-quality early care and education programs and services to young homeless children;
- Helps defray costs associated with transporting homeless students to the school of origin;
- Describes a clear and accessible dispute resolution process for parents;
- Ensures homeless students access the full range of academic support opportunities offered by schools; and
- Enhances school districts' ability to identify and serve homeless children and youth by requiring professional development, training, resources and time for homeless liaisons so they can carry out the duties required by the Act.

Elementary and Secondary Education Reauthorization Act: Summary of Programs

SUPPORTING SUCCESSFUL, WELL-ROUNDED STUDENTS

Improve our focus on Science, Technology, Engineering and Mathematics (STEM) Instruction and Support (Title IV, Part B):

To ensure future competitiveness in the era of the innovation economy, America requires a workforce highly skilled in science, technology, engineering and mathematics (STEM). Yet, our education efforts in these critical areas lag behind those of other advanced nations. The new Improving Science, Technology, Engineering, and Math Instruction and Student Achievement program will improve student academic achievement in STEM by:

- Getting students engaged and excited about STEM subjects through high-quality instruction, opportunities to participate in STEM competitions, and exposure to STEM careers;
- Helping more students access high-quality STEM courses and learning opportunities;
- Improving the quality and effectiveness of classroom instruction by recruiting, training, and supporting excellent STEM teachers and providing robust tools and supports for students and teachers; and
- Closing student achievement gaps and preparing more students to be on track to college and career readiness and success in STEM subjects.

The new STEM program would award grants to states, which would be distributed by formula if the annual appropriation exceeds \$500 million (below this amount, grants are awarded to states competitively).

Improve Literacy Instruction and Achievement (Title IV, Part A):

A high-quality, literacy-rich environment is an important prerequisite for academic success. The new Improving Literacy Instruction and Student Achievement program responds to the clear need for literacy instruction and high quality support for students at all ages, development and grade levels. This legislation provides for a strong federal investment in high-quality literacy instruction that will help states strengthen the literacy skills of all students from birth through high school by:

- Authorizing funding to support local comprehensive literacy programs. Grants will be distributed to states by formula if the appropriation for this program exceeds \$500 million (below this amount, grants are awarded to states competitively). States will then competitively distribute funds to school districts and early childhood education providers.
- Supporting State Literacy Leadership Teams to develop comprehensive, statewide strategies for improving literacy.
- Providing high-quality, research-based professional development opportunities for educators, including job-embedded support from literacy coaches.
- Supporting evidence-based practices to improve literacy and writing, including targeting students reading and writing below grade level.

Foster Student Success by Promoting Safe and Healthy Schools (Title IV, Part C):

The Successful, Safe, and Healthy Students program will advance student achievement and positive child and youth development by promoting student health and wellness, preventing bullying, violence, and drug use, and fostering a positive school climate. States receiving grants must establish a statewide physical education requirement, and require all school districts to put in place anti-bullying policies.

- To support positive conditions for learning, states will receive funding to implement programs to promote student health, fitness, and mental health, and to prevent drug abuse and school violence.
- To support data-driven prevention and foster student success, the Successful, Safe, and Healthy Students program will authorize at least \$30 million for formula grants to help all states develop or

Elementary and Secondary Education Reauthorization Act: Summary of Programs

enhance systems that will give local leaders the information they need to improve the conditions for learning in their schools and communities.

The Successful, Safe, and Healthy Students program replaces a number of programs in current law, many of which supported positive practices, but had a limited reach. The consolidated programs are: Safe and Drug Free Schools and Communities Act State grants, Elementary School Counseling, the Carol M. White Physical Education Program, Foundations for Learning, Mental Health Integration in Schools, and Alcohol Abuse Reduction.

Support Innovative, Community-Based Programs that Support Children in America's Highest Poverty Neighborhoods (Title IV, Part E):

The Promise Neighborhoods program will fund national competitive grants to create cradle-to-career "continuums of care" for children in low-income neighborhoods. Based on the Harlem Children's Zone program that has successfully increased a neighborhood's college success rate, the Promise Neighborhoods program will help community-based organizations and local institutions to coordinate in providing a wide range of services to children from birth through college entry.

The services must include elements that are essential to healthy development and, eventually, college and career readiness, including training for expectant parents, high-quality early care and education, and wrap around services for children throughout their school years. The proposal allows for grants that are either led by schools or by community-based organizations, but strong partnerships between these entities and with other organizations in the community are required. Grantees must monitor data on a range of indicators and share best practices.

Support High Quality After School, Summer School and Expanded Learning Time Programs (Title IV, Part D):

The 21st Century Community Learning Centers (CLCC) program currently funds before-school, after-school and summer-learning programs. In this bill, the program continues to support those important activities while also giving local communities flexibility to use 21st CCLC funds for additional programs to expand learning time by extending the school day, week or year. Despite the higher expectations our students and schools must meet to succeed given the ever-growing demands of a global economy, the time that is available for students and teachers in our schools has remained the same for over a century. Our school calendar – 6 hours per day, 180 days per year – was designed to serve an agrarian society and has remained unchanged since the early 20th century. As a result, American students spend about 30 percent less time in school than students in other leading nations, which hinders their ability to succeed and compete. In addition to high-quality afterschool and summer learning programs, local communities will now also be able to use 21st CLCC funds for programs that increase the total number of hours in a regular school schedule to serve students with the greatest academic needs or to comprehensively redesign and reconfigure a school's schedule by adding at least 300 additional hours to provide expanded teaching and learning opportunities for all students. In addition to this new flexibility, the revised program promotes high-quality programs that are based on strong research evidence for improving student learning, serves low-income students, and includes strong partnerships between schools and qualified nonprofit organizations.

Elementary and Secondary Education Reauthorization Act: Summary of Programs

PROMOTING INNOVATION

Encourage Bold Reform through Race to the Top (Title V, Part A):

The Race to the Top program has spurred states to adopt bold education policy changes for systemic change. To continue to support meaningful reform, the bill authorizes a new Race to the Top competitive grant program that will provide incentives for comprehensive reforms and innovative teaching and learning strategies that are designed to improve academic achievement for all students. Each year that funds are available, the Secretary will design a competition that advances one or more of the following critical education priorities:

- Increasing access to great teachers and school leaders;
- Implementing college- and career-ready academic standards and implementing strategies and supports that translate such standards into classroom practice;
- Improving school readiness by increasing access to high-quality early childhood care and education through an integrated system of programs and services;
- Turning around the lowest-performing schools;
- Creating successful conditions for the creation, expansion, and replication of high-performing public charter and autonomous schools that serve students from low-income families;
- Providing equitable resources to high-poverty schools; and
- Strengthening the availability and use of high-quality and timely data to improve instruction.

States, high-need school districts and consortia of either will be eligible to compete for funds, as determined by the Secretary, through a transparent process, on the basis of their record of innovation and reform, the quality of their plan, and evidence of collaboration, among other criteria. Priority will be granted to rural high-need school districts, and, for early childhood care and education competitions, to states that provide full-day kindergarten.

Develop and Replicate Promising Education Programs Around the Country (Title V, Part B):

The Investing in Innovation Program (i3) is designed to develop and replicate promising programs in education. Initially authorized under the American Recovery and Reinvestment Act, the program had nearly 1,700 applications and funded almost 50 projects in 2010. This bill will authorize i3 and provide competitive grants to applicants with a record of improving student achievement in order to expand the implementation of, and investment in, innovative practices with a demonstrated impact on improving student achievement, closing achievement gaps, increasing high school graduation rates, improving teacher and school leader effectiveness, or improving school readiness.

In order to meet the needs of rural districts, the bill includes a set-aside for projects that serve rural schools. The bill also targets more resources toward testing out new practices, strategies, or programs in order to spur more innovation.

Enhance Magnet Schools Assistance Program (Title V, Part C):

Magnet schools are an invaluable tool for fostering education reform and innovation by increasing diversity in and choice among public schools. This reauthorization maintains the program as a competitive grant program with more emphasis on funding whole-school magnet programs or models that have demonstrated success in improving student academic achievement and reducing minority group isolation.

Update and Refocus the Charter School Program (Title V, Part D):

The federal charter schools program has been instrumental in the development of innovative and successful public school models across the nation. In this bill, the program is updated to reflect lessons learned since the

Elementary and Secondary Education Reauthorization Act: Summary of Programs

last reauthorization and to address the unmet demand for the expansion and replication of high-performing charter schools that effectively serve the academic needs of all students, as evidenced by growing waiting lists. With a focus on improving the quality of the sector and investing in proven models of success, the charter school grants program will provide competitive grants to states, districts, authorizers and nonprofit charter management organizations to support the creation, expansion, and replication of high-performing charter schools. At least 65 percent of the charter school grant funding will be distributed to states. To ensure that limited Federal resources are targeted to charter schools with a commitment to, or a record of, strong academic results, the reauthorized program requires high goals of student academic achievement for all student subgroups and meaningful community outreach to parents and families. In addition, the redesigned program:

- Provides incentives for sound State policies that support the growth of high-performing charter schools, but also for effectively overseeing, monitoring and holding them accountable for results;
- Promotes strong authorizing policies that are transparent and effective in promoting high-performance charter schools and closing down unsuccessful schools;
- Focuses the program on results by demanding academic achievement for all students and rewarding schools that close the achievement gap;
- Targets scarce federal funds to the most successful and promising charter school models through rigorous, high-quality competitions; and
- Prioritizes high-performing charter schools that serve low-income students;
- Ensures that charter schools recruit and address the needs of all students, including students with disabilities and English learners, through effective outreach, technical assistance, comprehensive planning, and specific performance goals.

Strengthen Voluntary Public School Choice (Title V, Part E):

The Voluntary Public School Choice program currently provides competitive grants to support the establishment or expansion of systems that offer parents choice among the public schools in the district or state. In this bill, the competitive program is continued with minor changes to improve quality, including expanding the application requirements and performance measures and reducing the grant period from five years to three years (renewable for another two if the Secretary finds that the grantee is achieving the program's objectives.) Eligible grantees include high-need school districts applying in partnership with a state or another school district.

Elementary and Secondary Education Reauthorization Act: Summary of Programs

PROVIDING FLEXIBILITY

Address the Unique Challenges of Rural Schools (Title VI, Part B):

The Rural Education Achievement Program (REAP) is designed to address the unique challenges of rural schools. The program provides supplemental funds and flexibility with uses of funds, recognizing that formula grant amounts are often too small to make a major impact in rural districts. REAP currently awards two types of formula grants: (1) the Small, Rural Schools Achievement (SRSA) Program which provides grants directly to eligible school districts, and (2) the Rural and Low Income Schools (RLIS) Program, which provides grants to states, which then award subgrants to school districts. All REAP districts will continue to receive increased flexibility in how they can spend formula funds. This bill will continue REAP, with several key changes.

- **Classification method:** Replace the current classification method with locale codes developed by the U.S. Census Bureau and the National Center for Education Statistics, which are generally considered to be more accurate. School districts with the following locale codes will be eligible for participation in REAP: 32, 33, 41, 42, and 43.
- **Increased number of districts will qualify to participate:** Since there is not a one-to-one correlation between the old locale codes and the new ones, more districts will qualify to receive REAP funds under this bill.
- **Dual program eligibility:** Current law states that if a district is eligible for both the SRSA and RLIS programs, it must participate in only the SRSA program. In this bill, dual-eligible districts will be able to choose which program they would rather participate in.
- **Increase in the minimum and maximum grant sizes for SRSA.**

Increase Flexibility in the Use of Federal Funding Streams (Title VI, Part A):

Current law allows up to 50 percent of non-administrative funds for State-level activities under several programs in titles II, IV, and V to be transferred to other programs. This bill updates the program by allowing funds to be transferred among all the formula grant programs in the bill and increases this percentage to up to 100 percent. However, no funds may be transferred out of formula programs in titles I (education for the disadvantaged), III (English learners), VII (Native Hawaiian/Alaskan, Indian students), or VIII (Impact Aid). Parallel changes are made to increase flexibility for local school districts with their formula grant funds. Current law is maintained in that each State or local educational agency that makes a transfer must modify its plan and report changes to the Secretary within 30 days.

Valliere, Georgette

Subject: Canceled: Chiefs for Change biweekly conference call - 9:30am-10:30am EASTERN - CANCEL 10/14 CALL ONLY

Location: Conference room - CONFERENCE 850-391-0329 PASSCODE 84940

Start: Fri 10/14/2011 9:30 AM
End: Fri 10/14/2011 10:30 AM
Show Time As: Free

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Paula Noor (Pnoor@afloridapromise.org)

Required Attendees: 'Barresi, Janet'; 'Barresi, Janet Asst Becky Woodie'; 'Barresi, Janet Comm Dir Damon Gardenhire'; 'Barresi, Janet COS Jennifer Carter'; 'Bennett, Tony'; 'Bennett, Tony Asst Amy Miller'; 'Bennett, Tony Asst Debbie Downing'; 'Bennett, Tony COS Heather Neal'; Bowen, Stephen; 'Bowen, Stephen'; 'Cerf, Chris'; 'Cerf, Chris Asst Helene Leona'; 'Cerf, Chris Special Asst Andrew Smarick'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Huffman, Kevin COS Emily Barton'; 'Pastorek, Paul'; 'Pastorek, Paul Asst Christina Rose'; 'Skandera, Hanna'; 'Skandera, Hanna COS Cathie Carothers'; 'Skandera, Hanna Policy Leighann Lenti'; 'Smith, Eric'; Valliere, Georgette; Moreau, Sandra; 'Gist asst Angela Teixeira'; 'Huffman asst Janice Mann'; 'Skandera, Hanna asst Sarah Archuleta'; Christy Hovanetz (christyh@excelined.org); Deirdre Finn (dfinn@excelined.org); Erin Price (Erin@excelined.org); Fonda Anderson (fonda@excelined.org); Jaryn Emhof (jaryn@excelined.org); Joanna Hassell (Joanna@afloridapromise.org); 'John Bailey (john.bailey@utkworldwide.com)'; Mandy Clark (mandy@excelined.org); Mary Laura Bragg (MaryLaura@excelined.org); 'Matt Ladner (ladner55@gmail.com)'; Matthew Ladner (Matthew@Excelined.org); Paula Noor (Pnoor@excelined.org); Patricia Levesque (patricia@excelined.org); 'chris.cerf@doe.state.nj.us'; 'gerard.robinson@fdoe.org'; Nadia Hagberg (Nadia@excelined.org)

Optional Attendees: Patricia Levesque (patricia@afloridapromise.org); Erin Price (Erin@afloridapromise.org); 'Chris Meyer'; 'Jessica Tucker'

Importance: High

Valliere, Georgette

From: John Bailey [john.bailey@dutkograyling.com]
Sent: Friday, October 14, 2011 12:30 PM
To: John Bailey; Pnoor@excelined.org; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Barresi asst Becky Woodie; Bennett asst Debbie Downing; Bennett Scheduler Jennifer Outlaw; Valliere, Georgette; Moreau, Sandra; Cerf asst Helene Leona; Jessica.Tucker@LA.GOV; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Huffman asst Janice Mann; Pastorek asst Christine Rose; Jessica.Tucker@LA.GOV; Robinson, Gerard Scheduler Nyla Benjamin; Skandera Scheduler Bernadette Tennyson; Smith, Eric; Cari@excelined.org; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; jaryn@excelined.org; Joanna@afloridapromise.org; mandy@excelined.org; MaryLaura@excelined.org; ladner55@gmail.com; Matthew Ladner (Matthew@Excelined.org); patricia@excelined.org; Marcie Brown; David DeSchryver
Subject: ESEA statement
Attachments: draft esea statement.docx

Chiefs – thanks for the conversation this morning. Attached is a draft statement (also below). Feel free to edit or make suggestions as appropriate.

--John

Representing more than 11 million students in our states, the Chiefs for Change commends Senators Tom Harkin (D-IA) and Mike Enzi (R-WY) for working to forge a bipartisan agreement for the reauthorization of the Elementary and Secondary Education Act (ESEA). Congressional action on this critical piece of legislation is needed and long overdue. It must, however, be done thoughtfully and in a way that supports the important reforms States are enacting to hold schools accountable for student performance, support teacher effectiveness, and broaden options available to students.

The draft legislation addresses a number of important issues, including support for high college and career ready standards, assessments to help measure student progress, and more effective systems to measure teach progress.

However, we are concerned that while the legislative framework attempts to strengthen accountability, we believe that several elements may inadvertently weaken it. The school turnaround options are too prescriptive and more importantly, do not empower states to more directly intervene with low performing schools that continually fail their students. State chiefs should also be empowered to use the resources and tools available to them through state law, which often may be more vigorous interventions than what are contained in the six models.

We are also concerned that the legislation preserves the highly qualified teacher requirement. We believe that while qualifications and credentials are important, we must quickly shift to teacher and principal evaluation systems that recognize and reward the value added by teachers and administrators to student achievement. Nothing is more important than ensuring that we have an effective teacher in every child's classroom. We look forward to working with members of Congress to strengthen these legislative proposals so that a reauthorized ESEA will deliver the results that our students need and are worthy of this great nation.

Valliere, Georgette

From: jcb@sde.ok.gov
Sent: Friday, October 14, 2011 3:03 PM
Cc: John Bailey; <Pnoor@excelined.org>; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, TonyAsst Debbie Downing; Bennett, Tony Asst JenniferOutlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen,Stephen; Moreau, Sandra; Cerf, Chris; Cerf,Chris Asst Helene Leona; Cerf, Chris DepComm Sp Asst Mamie Doyle
Subject: Re: ESEA statement

John:

Looks great. I'm sure you have already been advised about the typo in the last line second paragraph. It does a great job of delivering the right message. Thanks for your work.

On my way home. Great meeting. It was great getting to see everyone. Patricia....fantastic meeting.
Janet

Janet C. Barresi
Oklahoma State Superintendent of Public Instruction

On Oct 14, 2011, at 9:29 AM, "John Bailey" <john.bailey@dutkograyling.com> wrote:

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We look forward to working with members of Congress to strengthen these legislative proposals so that a reauthorized ESEA will deliver the results that our students need and are worthy of this great nation.

<draft esea statement.docx>

Valliere, Georgette

From: gtr924@aol.com
Sent: Friday, October 14, 2011 3:36 PM
To: John Bailey; Pnoor@excelined.org; Janet Barresi; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Tony Bennett; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Deborah A. Gist; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Nyla Benjamin; Hanna Skandera; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Valliere, Georgette; Jessica.Tucker@LA.GOV; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Huffman asst Janice Mann; Cari@excelined.org; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; jaryn@excelined.org; Joanna@afloridapromise.org; mandy@excelined.org; MaryLaura@excelined.org; ladner55@gmail.com; Matthew Ladner (Matthew@Excelined.org); Patricia Levesque (patricia@excelined.org); Marcie Brown; David DeSchryver
Subject: Re: ESEA statement

You hit the high points. Looks good.

Sent on the Sprint® Now Network from my BlackBerry®

From: "John Bailey" <john.bailey@dutkograyling.com>
Date: Fri, 14 Oct 2011 12:29:48 -0400
To: John Bailey<john.bailey@dutkograyling.com>; <Pnoor@excelined.org>; Barresi, Janet<jcb@sde.ok.gov>; Barresi, Janet Asst Becky Woodie<becky.woodie@sde.ok.gov>; Barresi, Janet Comm Dir Damon Gardenhire<damon.gardenhire@sde.ok.gov>; Barresi, Janet COS Jennifer Carter<jennifer.carter@sde.ok.gov>; Bennett, Tony<tb@doe.in.gov>; Bennett, Tony Asst Debbie Downing<ddowning@doe.in.gov>; Bennett, Tony Asst Jennifer Outlaw<joutlaw@doe.in.gov>; Bennett, Tony COS Heather Neal<hneal@doe.in.gov>; Bowen, Stephen<stephen.bowen@maine.gov>; Bowen, Stephen<stephenbowen@myfairpoint.net>; Bowen, Stephen Scheduler Sandra Moreau<sandra.moreau@maine.gov>; Cerf, Chris<cdcerf@gmail.com>; Cerf, Chris Asst Helene Leona<helene.leona@doe.state.nj.us>; Cerf, Chris Dep Comm Sp Asst Mamie Doyle<mamie.doyle@doe.state.nj.us>; Cerf, Chris Special Asst Andrew Smarick<andrew.smarick@doe.state.nj.us>; Gist, Deborah<deborah.gist@ride.ri.gov>; Huffman, Kevin<Kevin.S.Huffman@tn.gov>; Huffman, Kevin COS Emily Barton<emily.barton@tn.gov>; Pastorek, Paul<pastorekpg@gmail.com>; Pastorek, Paul Asst Christina Rose<christina.rose@eads-na.com>; Robinson, Gerard<gtr924@aol.com>; Robinson, Gerard Scheduler Nyla Benjamin<nyla.benjamin@fldoe.org>; Skandera, Hanna<hanna.skandera@state.nm.us>; Skandera, Hanna COS Cathie Carothers<cathie.carothers@state.nm.us>; Skandera, Hanna Policy Leighann Lenti<leighann.lenti@state.nm.us>; Skandera, Hanna Scheduler Bernadette Tennyson<bernadette.tennyson@state.nm.us>; Smith, Eric<drericj.smith@gmail.com>
Cc: Barresi asst Becky Woodie<becky.woodie@sde.ok.gov>; Bennett asst Debbie Downing<ddowning@doe.in.gov>; Bennett Scheduler Jennifer Outlaw<joutlaw@doe.in.gov>; Bowen asst Georgette Valliere<georgette.valliere@maine.gov>; Bowen Scheduler Sandra Moreau<sandra.moreau@maine.gov>; Cerf asst Helene Leona<Helene.leona@doe.state.nj.us>; <Jessica.Tucker@LA.GOV>; Gist asst Angela Teixeira<angela.teixeira@ride.ri.gov>; Gist, Deborah Scheduler Hayley Jamroz<hayley.jamroz@ride.ri.gov>; Huffman asst Janice Mann<janice.mann@tn.gov>; Pastorek asst Christine Rose<christina.rose@eads-na.com>; <Jessica.Tucker@LA.GOV>; Robinson, Gerard Scheduler Nyla Benjamin<nyla.benjamin@fldoe.org>; Skandera Scheduler Bernadette

Tennyson<bernadette.tennyson@state.nm.us>; Smith, Eric<drericjsmith@gmail.com>; <Cari@excelined.org>; Christy Hovanetz (christyh@excelined.org)<chovanetz2@meridianstrategiesllc.com>; <dfinn@excelined.org>; <Erin@excelined.org>; <fonda@excelined.org>; <jaryn@excelined.org>; <Joanna@afloridapromise.org>; <mandy@excelined.org>; <MaryLaura@excelined.org>; <ladner55@gmail.com>; Matthew Ladner (Matthew@Excelined.org)<Matthew@excelined.org>; <patricia@excelined.org>; Marcie Brown<mbrown@doe.in.gov>; David DeSchryver<david.deschryver@dutkograyling.com>

Subject: ESEA statement

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Valliere, Georgette

From: Gisele Huff [GHuff@baf.com]
Sent: Friday, October 14, 2011 6:50 PM
To: Bowen, Stephen; Anthony Kim

Steve and Anthony,

The purpose of this email is to introduce you to each other. Anthony, Steve is the Commissioner of Education for the state of Maine which, as you know, has deployed laptops to most of its students. I think a conversation between the two of you would be mutually beneficial.

Gisèle

Valliere, Georgette

From: John Bailey [john.bailey@dutkograyling.com]
Sent: Monday, October 17, 2011 11:15 PM
To: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard scheduler Joseph Morgan; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skanders, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Valliere, Georgette; Moreau, Sandra; Gist asst Angela Teixeira; Gist, Deborah scheduler Hayley Jamroz; Huffman asst Janice Mann; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; Marcie Brown; jaryn@excelined.org; Joanna@afloridapromise.org; John Bailey; mandy@excelined.org; MaryLaura@excelined.org; ladner55@gmail.com; Matthew Ladner (Matthew@Excelined.org); Pnoor@excelined.org; Jessica.Tucker@LA.GOV
Subject: ESEA Developments
Attachments: ROM118313.pdf; HarkinESEAletter.pdf

Senators Enzi and Harkin announced that they have reached an agreement on an ESEA bill which will be introduced tomorrow morning. The agreement makes three important changes to their original draft bill which we discussed last week:

- **Teacher and Principal Evaluation:** Teacher and principal evaluations are no longer required, but rather an option that states can apply for as part of the competitive grant the Teacher Incentive Fund (TIF). States will also not be required to distribute teachers equitably among high-poverty and high-minority schools based on their effectiveness. Instead, the bill requires teacher distribution based on:
 1. Whether they are highly qualified;
 2. Whether they are inexperienced;
 3. Whether they completed a teacher preparation program; and/or
 4. Whether they are certified in the subjects/grades they teach.
- **Growth Models:** "Adequate student growth" is no longer defined. In the original bill, adequate student growth was defined as the amount of growth required for a below on-track student to be on-track within 3 years, or for a student who is on-track or advanced, not less than 1 year or academic growth. In the substitute bill, states can determine the number of years students have to reach the "on track" level.
- **Turnaround Models:** In both the "Transformation" and "Turnaround" models, a state could apply to ED to waive the requirement to fire the principals at a "Persistently Low-Achieving school". The substitute bill will now allow ineffective teachers that were displaced at the persistently low achieving school to be forced upon other schools in the district.

Press release is below and the bill is also attached. The teacher evaluation changes have been attributed in part to a joint letter submitted by NASSP, NSBA, NEA, NAESP, and AASA (attached).

--John

Harkin, Enzi Announce Bipartisan Support for Moving Forward with Education Reform Bill
Monday, October 17, 2011

WASHINGTON – Senators Tom Harkin (D-IA) and Mike Enzi (R-WY), the Chairman and Ranking Member of the Senate Health, Education, Labor and Pensions (HELP) Committee, today announced an agreement to move forward with bipartisan legislation to overhaul the No Child Left Behind Act (NCLB).

“This opportunity is the result of more than two years of hearings, debate, and negotiations,” said Senator Harkin. “Through this bipartisan effort, we have produced legislation that represents an important step forward for our children, our schools, and our nation. Our bill will equip students with the skills and knowledge they need for success in college and careers. It will support teaching and learning rather than labeling and sanctioning, focus federal attention on turning around low-performing schools and closing achievement gaps, improve resource equity, and give states and schools the flexibility to innovate. This compromise demonstrates that Congressional Democrats and Republicans can overcome partisan differences in the interest of progress, and I look forward to support from my Committee colleagues on both sides of the aisle as we build on this foundation.”

“I’m pleased that this bill is going through the committee process. Recently legislation reauthorizing programs related to food safety and Autism research and support both went through this process. Because of input from both sides, each bill was approved by Congress and signed by the President,” said Senator Enzi. “More than a year ago, members on both sides of the aisle agreed on the nine biggest problems with No Child Left Behind that needed to be fixed - and we set out to find solutions. As a result our bill reduces the federal footprint in our nation’s schools, it also continues the transparency that is critical to parents regarding student performance. The measure will also eliminate many duplicative and wasteful programs while providing states with more flexibility when it comes to addressing their unique education needs. This is not a perfect bill, nor does it solve every education issue. But it will make a huge, positive difference to our nation’s young people.”

The HELP Committee will begin consideration of the bill on Wednesday at 10:00 A.M. The full text of the Manger’s Amendment filed today is available here: <http://help.senate.gov/imo/media/doc/ROM118313.pdf>

Please Note:
This document is
868 pages!

AMENDMENT NO. _____

Calendar No. _____

Purpose: In the nature of a substitute.

I only printed the
1st page.

IN THE SENATE OF THE UNITED STATES—112th Cong., 1st Sess.

S. _____

To amend the Elementary and Secondary Education Act
of 1965.

Referred to the Committee on _____ and
ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT IN THE NATURE OF A SUBSTITUTE intended
to be proposed by Mr. HARKIN (for himself and Mr. ENZI)

Viz:

1 Strike all after the enacting clause and insert the fol-

2 lowing:

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Elementary and Sec-
5 ondary Education Reauthorization Act of 2011".

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title.

Sec. 2. Table of contents.

Sec. 3. References.

Sec. 4. Transition.

Sec. 5. Effective dates.

Sec. 6. Table of contents of the Elementary and Secondary Education Act of
1965.

Sec. 7. Authorization of appropriations.

**TITLE I—ENSURING COLLEGE AND CAREER READINESS FOR ALL
STUDENTS**



October 16, 2011

The Honorable Tom Harkin
Health, Education, Labor & Pensions Committee
United States Senate
Washington, DC 20510

The Honorable Michael Enzi
Health, Education, Labor & Pensions Committee
United States Senate
Washington, DC 20510

Dear Chairman Harkin and Ranking Member Enzi,

The undersigned groups represent local education organizations dedicated to advocating for federal education policies that provide, support and enhance excellence in education in our nation's public schools. We thank you for your bipartisan efforts in working to reauthorize the Elementary and Secondary Education Act (ESEA) and hope that the important work of getting policy right will not be pushed to the side in a race against the clock.

On behalf of teachers, principals, school board members and school administrators, we all recognize the importance of improving current law, now four-years past due. We also recognize, more importantly, that we must get it right. As the national organizations representing the education stakeholders who will implement the bill, it is important that we have adequate opportunities to respond to any and all comprehensive proposals both in terms of individual provisions as well as the overall impact on student achievement, the direction of education, school district operations, and implications for fiscal burden. We share several concerns:

- **Teacher and Principal Evaluation:** While the bill recognizes the crucial role of being able to evaluate teachers and principals in a manner that provides professional feedback and helps improve student achievement, we are concerned about the capacity of states and local school districts to develop meaningful evaluation systems that do not become mechanisms for forced teacher and principal distribution. In addition, we need to prevent the mandating of evaluations that overemphasize standardized test scores at the expense of other important indicators of teachers and principal effectiveness. It should focus on efforts to reform and improve practice to help students learn.
- **Growth Models and Multiple Measures:** We were pleased to see the inclusion of growth models and multiple measures within the legislation, however, states will need more flexibility to design and implement robust multiple measures of student achievement. We believe that the actual measures and metrics for growth are best designed at the local level. We are concerned that this legislation represents a federal overreach and restricts the ability of state and local education agencies to build student achievement and evaluation systems.
- **Assessments:** Now ten years in to the NCLB approach of one-time snap-shot testing, we note that the proposed law, while opening a conversation around growth measures, is still heavily reliant on the idea of testing every child, every year through one single high-stakes summative assessment. We had hoped that ten years of experience and research would result in legislation that moved further away from reliance on standardized tests.
- **Turnaround Models:** We were pleased to see the inclusion of two additional turn-around models in the draft language, as well as the rural waiver. Unfortunately, the models are still highly prescriptive and four of the six are overly reliant on forced firing of teachers and principals. Further, we share concerns about the research base and efficacy of these models. We believe there is a way to support school turnaround in a thoughtful, research based way without limiting the ability of local school

districts to fully determine strategies that are focused on the needs of the impacted school and community.

We want to emphasize the importance of ensuring that the reauthorization process is both transparent and open, allowing stakeholders to participate without obstacle. We are concerned by the closed nature of the amendment process and ask that the committee consider any and all proposed amendments on their merit, and not dismiss them for political or timing reasons. We encourage the committee to continue working in a bipartisan manner to create the best policies for America's school children.

Thank you for your ongoing effort in reauthorizing ESEA. We welcome the opportunity to work with you as you slow the pace to support a meaningful dialogue around ESEA.

Sincerely,

American Association of School Administrators
National Association of Elementary School Principals
NASSP
National Education Association
National School Boards Association

CC: Health, Education, Labor & Pensions Committee members

Bowen, Stephen

From: Bowen, Stephen
Sent: Tuesday, October 18, 2011 7:09 PM
To: Patricia Levesque (patricia@excelined.org)
Subject: RE: legislation for next year

Hi Patricia,

Thanks for a great event last week – really got a lot out of it, looking forward to the work ahead.

I am, though, a bit daunted by what we have coming – the governor wants to do a major push on teacher effectiveness and on school choice as well. I want to do the ABC grading as well this time around, but I don't know that we can pull all of this off. When you suggested that there might be a way for us to get some policy help, it was all I could do not to jump for joy. I have one person here on policy and she really does more in the way of bill drafting, etc. I have no "political" policy staff who I can work with to move all this stuff through the process.

So please keep me posted as you move forward and if you need help with a donor or anything, let me know.

Thanks!

Steve

Valliere, Georgette

From: Jeb Bush (JebBush@excelined.org) [JebBush@excelined.org]
Sent: Thursday, October 20, 2011 11:03 AM
To: DOE, Commish
Subject: Digital Learning Now! Releases Digital Report Card Drafts and Roadmap for Reform
Attachments: GCG 1132 Digital Learning Now FINAL 10.9.11.pdf



DIGITAL LEARNING NOW!

October 20, 2011

Commissioner Stephen Bowen:

A year ago, we released the 10 Elements of High Quality Digital Learning, a state-level framework for transforming education in the digital age, and launched Digital Learning Now! to support Governors, state education chiefs, state lawmakers, and state policymakers advance a reform agenda to integrate digital learning into K12 public education.

During the last year, Digital Learning Now! developed the Roadmap for Reform: Digital Learning, a comprehensive policy guide that provides specific steps for states to systematically and systemically transform education. Our goal is to provide you with the strategies and support – such as model policies, research and expert advice from a national network of advocates – that will allow you to advance and accelerate reforms.

To assist states in advancing reform, the Foundation for Excellence in Education developed a comprehensive assessment of each state's alignment to the 10 Elements of High Quality Digital Learning. Because of the complexity of the laws and policies in each state, the State Report Cards were released as drafts last week. We welcome your feedback through the end of the year to ensure the information is correct.

Attached is the Roadmap for Reform: Digital Learning. State Digital Report Cards are available at www.digitalllearningnow.com.

As former Governors, we understand the challenges of advancing a bold agenda of reform. We also share your commitment to preparing each and every student with the knowledge and skills to pursue their dreams and succeed in college and careers. We look forward to working with you during the next year to harness the power of technology to help public education prepare for the digital age.

Sincerely,

Jeb Bush

Bob Wise

www.DigitalLearningNow.com
P.O. Box 10691 Tallahassee, FL 32302 (850) 391-4090 (786) 664-1794 fax

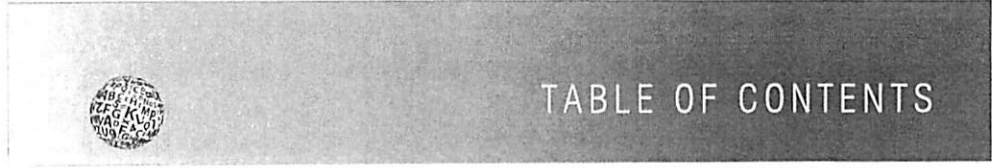


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DIGITAL LEARNING NOW!



ROADMAP FOR REFORM

Technology has transformed the way we live, work and play. It has expanded access to knowledge and expedited communications. It has increased productivity and efficiency. It has improved our quality of life and strengthened our economy.

Harnessing the power of technology will transform education. A decade ago, creating a customized education for all of America's 55 million students was just a dream. Today, that dream can become a reality.

A customized education with high expectations ensures all students graduate from high school with the knowledge and skills to succeed in college and careers. Leveraging the power of technology will give students the ability to learn in their own style, at their own pace, anywhere and anytime. It liberates students from herd learning and provides the opportunity for all students to achieve.

Today, less than 10 percent of students around the nation are experiencing the benefits of digital learning. States must advance bold reforms to make systemic changes in education to extend this option to all students. The Roadmap for Reform provides Governors, lawmakers and policymakers with tangible steps to transform education into a model for the world, a system where every student graduates from high school with the skills and knowledge to succeed in college and careers.

ABOUT THE 10 ELEMENTS OF HIGH QUALITY DIGITAL LEARNING

In 2010, the Foundation for Excellence in Education convened the *Digital Learning Council*, a diverse group of more than 100 leaders in education, government, philanthropy, business, technology and members of policy think tanks led by Co-Chairmen Jeb Bush, Governor of Florida 1999 – 2007, and Bob Wise, Governor of West Virginia 2001 - 2005. The group developed the *10 Elements of High Quality Digital Learning*, a comprehensive framework of state-level policies and actions designed to advance the meaningful and thoughtful integration of technology into K12 public education.

The *10 Elements of High Quality Digital Learning* are organized around three general areas: customization and success for all students, a robust offering of high quality options and infrastructure.

- Customization and Success for All Students:** All students should be able to access digital learning to customize their education to achieve academic success.
 - Student Access:** All students are digital learners.
 - Barriers to Access:** All students have access to high quality digital learning.
 - Personalized Learning:** All students can use digital learning to customize their education.
 - Advancement:** All students progress based on demonstrated competency.
- A Robust Offering of High Quality Options:** To effectively customize education, students must be able to choose from an array of rigorous and effective schools and courses.
 - Quality Content:** Digital content and courses are high quality.
 - Quality Instruction:** Digital instruction is high quality.
 - Quality Choices:** All students have access to multiple high quality digital learning providers.
 - Assessment and Accountability:** Student learning is the metric for evaluating the quality of content, courses, schools and instruction.
- 21st Century Infrastructure:** Education must be modernize to ensure students have access to sustained digital learning.
 - Funding:** Funding provides incentives for performance, options and innovations.
 - Infrastructure:** Infrastructure supports digital learning.



ROADMAP FOR REFORM

ABOUT THE ROADMAP FOR REFORM

In 2011, the Foundation for Excellence in Education developed a Roadmap for Reform to guide Governors, chief state school officers and lawmakers as they adopt policies to transform education for the digital age. The Roadmap for Reform has three sections:

- Nuts-and-Bolts Policies:** This section outlines the specific policies to achieve each Element. Based on the framework established by the *10 Elements of High Quality Digital Learning*, the roadmap defines 72 explicit measures that, when taken as a whole, will transform education for the digital age.
- Building a Bold Agenda:** This section outlines complementary measures that can be advanced together to optimize success. Many of the reforms are interconnected and, when adopted in combination with other reforms, can provide transformational results.
- State Digital Learning Report Card:** To help state leaders get started on the road to reform, the Foundation for Excellence in Education assessed each state's alignment to the 72 measures. The Report Card uses three levels of attainment – *Achieved*, *Partial* and *Not Yet*. *Achieved* indicates that the state has adopted the measure through law, rule or indisputable practice. *Not Yet* indicates that the state has no policy, a permissive policy that isn't effectively achieving the vision or a policy that conflicts with the measure. *Partial* indicates the entire range of policies and circumstances between *Not Yet* and *Achieved*.

TIPS FOR USING THE ROADMAP FOR REFORM:

- State leaders can use their Report Card to identify areas that need improvement and then refer to the corresponding section of the Roadmap for Reform to gain insights and ideas for advancing reform. (No need to read where you have already Achieved!)
- State leaders can refer to other states' Report Cards to find examples of what works.
- State leaders can refer to Building a Bold Agenda to identify ways to combine policies into a cohesive and comprehensive package of reform.
- State leaders can tap advocates and experts in their state and around the nation to create a plan and build support for their reform agenda.



ROADMAP FOR REFORM

UNDERSTANDING DIGITAL LEARNING

Digital learning is learning facilitated by technology that gives students some element of control over time, place, path and/or pace.

- **Time:** Learning is no longer restricted to the school day or the school year. The Internet and a proliferation of Internet access devices have given students the ability to learn anytime.
- **Place:** Learning is no longer restricted within the walls of a classroom. The Internet and a proliferation of Internet access devices have given students the ability to learn anywhere and everywhere.
- **Path:** Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn in their own style, making learning personal and engaging. New learning technologies provide real-time data that gives teachers the information they need to adjust instruction to meet the unique needs of each student.
- **Pace:** Learning is no longer restricted to the pace of an entire classroom of students. Interactive and adaptive software allows students to learn at their own pace, spending more or less time on lessons or subjects to achieve the same level of learning.

Digital learning is more than just providing students with a laptop. Digital learning requires a combination of technology, digital content and instruction.

- **Technology:** Technology is the mechanism that delivers content. It facilitates how students receive content. It includes Internet access and hardware, which can be any Internet access device – from a desktop to a laptop to an iPad to a smartphone. Technology is the tool, not the instruction.
- **Digital Content:** Digital content is the high quality academic material which is delivered through technology. It is *what* students learn. It ranges from new engaging, interactive and adaptive software to classic literature to video lectures to games. It isn't simply a PDF of text or a PowerPoint presentation.
- **Instruction:** Educators are essential to digital learning. Technology may change the role of the teacher but it will never eliminate the need for a teacher. With digital learning, teachers will be able to provide the personalized guidance and assistance to ensure students learn and stay on track – throughout the year and year after year – to graduate from high school. Teachers may be the guide on the side, not the sage on the stage.



ROADMAP FOR REFORM

Digital learning can be full-time online, part-time online or in a blended brick-and-mortar setting.

- **Full-time online:** Full-time digital learning offers a high quality education to students who can't attend a brick-and-mortar school for medical causes, such as physical disabilities or acute allergies, or other reasons, such as bullying, as well as for parents who want to educate their children at home and for motivated students who are innately driven to learn. Students and teachers are not in the same location.
- **Part-time online:** Providing the ability for students to enroll in individual online courses allows students to customize their education to meet their particular needs and interests – course-by-course. Part-time digital learning allows students to combine online learning with onsite learning. Students and teachers are not in the same location for the individual online course.
- **Full-time blended:** Full-time blended schools combine digital learning with other modes of learning, such as instruction facilitated by a teacher, group discussion, project-based learning and one-on-one tutoring, in a supervised setting. Students and teachers are in the same location.

Digital learning ensures students are never bored and never left behind. Students who excel in a subject can move ahead academically. Conversely, students who are struggling in a particular subject can spend extra time mastering those skills with guidance from their teacher – either remotely or face-to-face. In schools that adopt blended learning, these students can remain in the same class as their peers even as their individual learning takes them on different paths.

Special thanks to the sponsors of Keeping Pace with K12 Online Learning 2011 for providing these draft statistics on enrollment in digital learning. The enrollment data are estimates for the 2010-11 school year, based on the forthcoming report which will be released in November 2011. Data includes enrollments in state virtual schools and full-time online schools that operate regionally or across a state, as these are the schools that are typically available to all students in a state. Single-district schools are not included. For full-time schools, the number is unique students, most of whom take all of their courses from the online school. For state virtual schools, course enrollments, equal to one student taking one semester-long course, are included. Data on blended learning programs is not included. Data on enrollment in individual online courses at the district level is not included.

MULTI-DISTRICT ONLINE SCHOOLS		
STATE	FULL-TIME	PART-TIME
Alabama	*	33,434
Alaska	*	*
Arizona	36,814	*
Arkansas	500	3,130
California	15,000	*
Colorado	14,932	1,549
Connecticut	*	200
Delaware	*	*
Florida	4,000	259,928
Georgia	5,000	12,814
Hawaii	1,500	1,466
Idaho	5,223	14,481
Illinois	*	3,020
Indiana	500	*
Iowa	*	1,053
Kansas	4,891	*
Kentucky	*	1,716
Louisiana	*	8,578
Maine	*	*
Maryland	*	*
Massachusetts	500	*
Michigan	1,000	17,700
Minnesota	9,559	*
Mississippi	*	3,476
Missouri	700	1,335
Montana	*	4,551
Nebraska	*	*
Nevada	7,420	*
New Hampshire	*	11,542
New Jersey	*	*
New Mexico	*	3,816
New York	*	*
North Carolina	*	88,716
North Dakota	*	*
Ohio	31,142	*
Oklahoma	4,456	*
Oregon	8,000	*
Pennsylvania	28,579	*
Rhode Island	*	*
South Carolina	5,600	17,186
South Dakota	*	3,924
Tennessee	1,320	3,833
Texas	6,000	17,118
Utah	1,572	10,384
Vermont	*	247
Virginia	*	6,352
Washington	17,786	*
West Virginia	*	3,177
Wisconsin	4,328	3,381
Wyoming	1,000	*
TOTAL	217,321	538,127

* = No data available



BUILDING A BOLD AGENDA

To create a high quality digital learning environment, the Foundation for Excellence in Education recommends states adopt policies to implement all 72 metrics of the 10 elements. To assist states move toward the ultimate goal, the Foundation has created "policy combo-packs" that mix and match complementary policies that will accelerate the transition to a high-performing, high-achieving, world-class education. For example, states that want to create a college and career ready high school diploma should consider legislation that addresses metrics 8, 31 and 32. Doing multiple reforms in the right combination will amplify and accelerate the results.

The policy combo-packs can also provide a path for multi-year reform agendas. Governors, lawmakers and policymakers can develop a clear path for transformation, communicate the vision to parents and the public, and advance reforms sequentially and systematically to ensure an organized and orderly transition. Change won't happen overnight, but it won't happen at all unless steps are taken every year to improve.

In developing their plans, states should adopt a sense of urgency around certain policy areas:

- establishing a competency-based education that requires students to demonstrate mastery of the material,
- providing a robust offering of high quality courses from multiple providers,
- ending the archaic practice of seat-time,
- funding education based on achievement instead of attendance,
- funding the student instead of the system,
- eliminating the all-too-common practice by school districts of prohibiting students from enrolling with approved providers, either by withholding funding or credit, and
- breaking down the barriers, such as teacher-student ratios and class size limits, to effective, high quality instruction.

Most importantly, states should measure the range and results of digital learning. States should collect data on how many students are enrolled in digital learning, where students are enrolled, types of digital learning being used and how well students perform in those courses and schools. Linking this information to student achievement outcomes will provide the empirical bases for identifying success technologies and strategies.

While learning should be blended, data should not. Data should be disaggregated to make it easier for lawmakers and policymakers to understand what's really happening. For example, reporting systems should differentiate between enrollments in blended brick-and-mortar schools and individual online courses to determine which schools or individual online course providers are performing better than others.



BUILDING A BOLD AGENDA

Disaggregated data also allows apple-to-apple comparisons. Without the appropriate context, an online credit recovery program with graduation rates lower than the state average may be considered a failure. However, when compared to brick-and-mortar schools that didn't graduate any of the same students, even lower-than-average graduation might be considered a success.

Ultimately, data provides the empirical basis for lawmakers and policymakers to develop sound policy.

Create a 21st Century College and Career Ready High School Diploma

- Require Online Courses to Earn a Diploma (8)
- Adopt Competency-Based Promotion (31, 32)
- Fund Digital Learning in the Formula (14, 15, 16)

Empower Students to Customize Education for Individual Student Success

- Empower Students and Parents with Decisions (15, 16, 55)
- Provide a Robust Offering of High Quality Choices (35-36, 42-53)
- End Barriers to Access (3, 4, 12, 13, 17, 18)
- Foster Blending Learning (22-28)
- Fund Digital Learning in the Formula (14, 15, 16)

End the Achievement Gap

- Adopt Test-Based Promotion (31, 32)
- End Seat-Time (34)
- Adopt Performance-Based Funding (63)
- Fund Digital Learning in the Formula (14, 15, 16)

Support High Achievers

- Foster Acceleration for Middle School Students (23, 29, 30)
- Foster Acceleration for High School Students (29, 30, 33)
- End Seat-Time (34)
- Fund Digital Learning in the Formula (14, 15, 16)

Extend the Reach and Results of Great Teachers

- Recruit and Retrain Effective Educators (37, 38, 39, 62)
- Provide Teachers with Ability Support for Digital Learning (40, 41, 68, 69)
- Replace Class-Size Limits with Workload Guidelines (9, 10, 11)

Modernize Infrastructure

- Administer Tests Digitally (56, 57)
- Provide Content Digitally (64, 67)
- Provide Internet Access Devices (68, 70)

Ensure a Quality Education for All Students

- Provide a Robust Offering of High Quality Choices (35-36, 42-50, 53)
- Demand Accountability for Student Learning (58-61)



NUTS-AND-BOLTS POLICIES

ELEMENT 1:

STUDENT ACCESS: ALL STUDENTS ARE DIGITAL LEARNERS.

ACTION: State ensures access to high quality digital content, online courses and virtual schools to all students.

Metrics 1 - 4 deal with the type of students who are eligible for publicly-funded digital learning.

Students: Public, Charter, Private, Home Education

1. Under state law, district public school students are eligible for publicly-funded digital learning.
2. Under state law, charter public school students are eligible for publicly-funded digital learning.
3. Under state law, private school students are eligible for publicly-funded digital learning.
4. Under state law, home education students are eligible for publicly-funded digital learning.

Publicly-funded digital learning should be available to all students who are eligible for publicly-funded education. Students enrolled in private school and home education programs should have the same access to publicly-funded digital learning as full-time public school students.

Many states already allow home education students to enroll in full-time digital learning, either as a public school student or not. When home education students enroll as public school students, they may have to meet additional state requirements, such as taking state standardized tests.

States can expand access by allowing private school and home education students to enroll in individual online courses. Providing access to publicly-funded digital learning on a part-time basis may be more cost-effective than providing a full-time education to students who are eligible but not currently enrolled in public school.

ACTION: State ensures access to high quality digital content, online courses and virtual schools to students in K-12 at any time in their academic career.

Metrics 5 - 7 deal with ensuring availability of digital learning for all students in every grade from kindergarten through high school.

Grades: High School, Middle School, Elementary School

5. State law ensures publicly-funded digital learning is available for all high school students.
6. State law ensures publicly-funded digital learning is available for all middle school students.
7. State law ensures publicly-funded digital learning is available for all elementary school students.

States are using a variety of approaches to ensure availability of digital learning to all students, including establishing a statewide public school district like Florida Virtual School, creating a statewide virtual program with multiple providers and authorizing virtual charters that are open to students statewide. Requiring all districts to provide a virtual program to their students or expanding access to existing district programs to all students will also achieve universal access.

States can accelerate the transition to digital learning by requiring all school districts to implement a plan to transition all schools to a blended model. Within the decade, the school that does not offer blended learning should be the exception, not the norm.

ACTION: State requires students take high quality online college- or career- prep courses to earn a high school diploma.

Metric 8 deals with ensuring all students experience digital learning.

Diploma Requirement

8. State law requires students to complete at least one online course to earn a high school diploma.

States can also achieve universal access by requiring all students in every grade to take an online course. Introducing this requirement in high school is vitally important to preparing students for the digital workplace they will enter after graduation. The availability of high quality online courses in higher grades across the nation makes it possible to implement this requirement immediately.



NUTS-AND-BOLTS POLICIES

ELEMENT 2:

BARRIERS TO STUDENT ACCESS: ALL STUDENTS HAVE ACCESS TO HIGH QUALITY DIGITAL LEARNING.

ACTION: State does not restrict access to high quality digital content, online courses and virtual schools with policies such as class size ratios and caps on enrollment or budget.

Metrics 9 - 16 deal with man-made policy barriers that restrict access to digital learning.

Class-Size and Teacher Ratios

9. Under state law, class size restrictions and/or teacher-student ratios for traditional classrooms do not apply to virtual schools (full-time).
10. Under state law, class size restrictions and/or teacher-student ratios for traditional classrooms do not apply to individual online courses (part-time).
11. Under state law, class size and/or teacher-student ratios for traditional classrooms do not apply to blended brick-and-mortar schools.

Digital learning tears down the greatest barrier to providing a high quality education to each and every student - access to rigorous curriculum taught by effective educators. With digital learning, all students - particularly those in rural regions or urban areas that suffer chronic shortages of highly effective teachers in rigorous courses - can access the same high quality education typically enjoyed by students in affluent suburban neighborhoods.

Technology has solved the natural barrier of geography, now states should tear down the man-made policy barriers that block access to a high quality education. States can eliminate class-size and teacher ratios used in traditional classrooms by differentiating and dividing the roles of a conventional classroom teacher. For example, certified teachers can maintain the primary role of instructor while paraprofessionals assume the responsibility of classroom management and computer lab support.

Similarly, replacing the bean-counter approach to class-size and teacher-student ratios with policies that address

workload will benefit both teachers and students. For example, experienced teachers may be able to handle more students than educators just entering the profession and students who require more instructional support should be considered when determining the workload of teachers.

Enrollment Caps

12. State law does not cap enrollment in charter schools, including virtual and brick-and-mortar, (full-time).
13. State law does not cap enrollment in individual online courses (part-time).

Capacity - not caps on enrollment and budget - should determine who gets access to digital learning. Arbitrary and artificial limits create a disparity among students who all deserve access to the same high quality education. States should remove enrollment caps and allows the market to develop ways to meet the demand for high quality digital learning.

Budget

14. State funding for digital learning is provided through the public per pupil school funding formula.

Digital learning should be funded through the state per-pupil funding formula. As long as states provide funding through a special line item appropriation, digital learning will remain a supplemental resource subject to elimination based on the rise and fall of state and local revenue. Additionally, line-item funding means states are paying double for the same course - once in the per pupil funding formula and once in the line-item funding. That isn't scalable or sustainable.

District Approval

15. Under state law, school districts do not have the authority to prohibit a student from enrolling in virtual school (full-time).
16. Under state law, school districts do not have the authority to prohibit a student from enrolling in individual online courses (part-time).



NUTS-AND-BOLTS POLICIES

Districts should not have the ability to deny access to approved virtual schools and individual online courses. Ironically, many states allow students to enroll in full-time virtual school without approval from the school districts but don't allow students to enroll in an individual online course without their consent. Unfortunately, well-intended policies that require guidance from the education establishment often result in an insurmountable obstacle for students to select the best option.

ACTION: State does not restrict access to high quality digital content, online courses and virtual schools based on geography, such as school district, county, or state.

Metrics 17 and 18 deal with geographic barriers that restrict access to digital learning.

Geographic Barriers

17. State law does not limit enrollment in virtual schools and individual online courses to district boundaries.

18. State law does not limit enrollment in virtual charter schools to the county of charter.

Geography is fundamentally irrelevant to providing a high quality education in the digital age. Digital learning allows knowledge and instruction to cross district boundaries, state lines and international borders. Where students and teachers live doesn't matter. States should erase the political borders that block access to a high quality education.

ELEMENT 3:

PERSONALIZED LEARNING: ALL STUDENTS CAN USE DIGITAL LEARNING TO CUSTOMIZE THEIR EDUCATION.

ACTION: State allows students to take online classes full-time or part-time by the individual course.

Metrics 19 – 25 deal with the availability of publicly-funded full-time and part-time online digital learning.

Full-time: High School, Middle School and Elementary School

19. State law ensures full-time virtual school is available for all high school students.

20. State law ensures full-time virtual school is available for all middle school students.

21. State law ensures full-time virtual school is available for all elementary school.

Many states provide students with the option to enroll full-time in a virtual school. This option is primarily used by home education students and students who cannot physically attend a brick-and-mortar school. States that want to begin offering full-time enrollment in virtual school can do so immediately by selecting from several existing and

experienced providers – including public, not-for-profit and for-profit providers – from around the nation.

Part-time: High School, Middle School and Elementary School

22. State law ensures individual online courses are available for all high school students.

23. State law ensures individual online courses are available for all middle school students to earn high school credit.

24. State law ensures individual online courses are available for all middle school students.

25. State law ensures individual online courses are available for all elementary school students.

A robust catalogue of individual online courses in every subject, in every grade is essential to customizing education for each and every student. In today's increasingly competitive global economy, there is no excuse for not giving every student access to every foreign language and every rigorous science, technology, engineering and math course available.



NUTS-AND-BOLTS POLICIES

States that want to provide individual online courses can tap into a national network of existing and experienced individual online course providers. States can start by offering credit recovery courses or rigorous Advanced Placement courses, which will address critical demand from struggling and high achieving students. States that already offer courses in these niche areas should expand their digital offerings to mainstream students.

ACTION: State allows students to enroll with multiple providers and blend online courses with onsite learning.

Metrics 26 – 27 deals with students' ability to personalize the time, place, path and pace of their education.

Virtual Blending

26. Under state law, students may enroll in both individual online courses and traditional face-to-face brick-and-mortar schools.

27. Under state law, students may enroll with more than one individual online course provider.

Blended learning allows students to mix-and-match their courses to maximize their education. Students can access rare and rigorous courses. Foreign languages – from French to Farsi – become accessible for students to learn and cost-effective for school districts to offer. Advanced courses in science and math are available everywhere.

Digital learning eliminates scheduling conflicts and opens up opportunities for learning outside school. Students no longer have to choose between courses that are offered at the same time. Students can schedule their courses around internships and jobs, blending not just education but work experience.

States should encourage, even require, students to blend their learning. Policies that make it unduly difficult for students to blend their learning should be eliminated or modified. The greater the diversity and availability of individual online courses provides the opportunity for students to create a rich and rewarding education for themselves.

Metric 28 deals, primarily, with students' ability to personalize the path and pace of their education.

Blended Brick-and-Mortar Schools

28. State law explicitly defines blended brick-and-mortar schools.

Because full-time enrollment in a virtual school is not an option for the overwhelming majority of students in working families, states must find ways to offer digital learning in a supervised setting.

Charter schools are the vanguards of innovative blended learning models. In some schools, core instruction is delivered on computers and the knowledge is then applied and honed in workshops or groups led by teachers. In other schools, core instruction is delivered by teachers and students practice and hone their skills using interactive software on computers. Instructors can use data on student performance to determine the type of instruction that best fits each student. The potential combinations of blended learning are endless.

Defining blended schools simply – such as digital learning combined with other modes of learning in a brick-and-mortar school – will allow schools to innovate and adapt to best meet the needs of their students. A prescriptive definition will smother innovation, while no definition will likely lead to no action at all.

Public schools, today, can create the space and provide the infrastructure within existing school buildings to accommodate and expand digital learning. Often called learning labs, these rooms provide computers for students to access learning technologies at the school or to enroll and participate in online courses outside the school.

ACTION: State allows rolling enrollment year-round.

Metric 29 deals, primarily, with the ability of students to personalize the pace of their education.

Enrollment Timeframe

29. Under state law, students may enroll in an individual online course anytime during the year and the course starts when they start.



NUTS-AND-BOLTS POLICIES

Digital learning makes it possible for students to start and end courses on different days of the year. To maximize customization, courses should start when a student enrolls – whatever time of year that might be. Rather than “catching up” to the rest of the class or waiting for the next course to begin, students can spend that valuable time learning.

Allowing students to take courses consecutively and continually will accelerate learning. For example, students who take Algebra II immediately after completing Algebra I are less likely to spend valuable time reviewing and regaining knowledge that can be lost when there is a pause of several months in learning.

Rolling enrollment can also be applied to early learning, particularly in reading. Digital learning can maintain the momentum of learning to read during the summer, when many students put down the books and lose ground in gaining critical literacy skills.

ACTION: State provides all students with access to all approved providers, and does not limit provider options for following instruction.

Metric 30 deals, primarily, with the ability of students to determine the path of their education.

Statewide Choices
30. State law provides all students with access to any and all approved providers.

Before the digital age, the debate over school choice revolved around whether it was appropriate, even legal, for states to provide funding for students to attend the school of their choice. In the digital age, customization is evolving from school choice to course choice. Where a student attends school has become less important than determining the best path for students to master the skills and knowledge required by the increasingly competitive global economy. With customization, the path is more likely to be a mosaic than a monolith, with different providers meeting different needs for each individual student.

Digital learning has resolved the most common arguments around providing choices to students. With digital learning, states can require digital content and courses to be aligned to state-adopted standards. States can approve digital content and courses before they become available to students. In fact, many states already provide lots of choices to students.

States should celebrate the diversity and uniqueness of students by providing multiple educational options to all students. Approving lots of digital choices statewide and allowing all students to select from the array of options is an efficient way to provide customization.



NUTS-AND-BOLTS POLICIES

ELEMENT 4:

ADVANCEMENT: ALL STUDENTS PROGRESS BASED ON DEMONSTRATED COMPETENCY.

ACTION: State requires multiple delivery of course content to meet individual competency.

impact of retention, while maintaining the focus on what’s important – individualized student achievement.

Metric 31 and 32 deal, primarily, with ending the insidious practice of social promotion.

ACTION: State provides assessments when students are ready to complete the course of unit.

Test-Based Promotion
31. State law requires students to demonstrate competency on a standardized assessment to advance to the next grade.

Metric 33 deals, primarily, with accelerating learning for high achieving students.

32. State law requires students to demonstrate competency on a standardized end-of-course exam to earn credit for a course.

Ease of Acceleration
33. State law provides multiple opportunities during the year for students to take an end-of-course exam.

Too often, students are promoted to the next level of learning based on the calendar, not competency. This practice, known commonly as social promotion, moves students along regardless of their readiness for more rigorous material. Rather than “catch up” to their peers, these students are more likely to fall further and further behind.

To remain competitive in the global economy, America must produce more high achieving students in science, technology, engineering and math. Digital learning is a tool to advance this national imperative.

Because digital learning allows all students to learn at their own pace, it fundamentally eliminates the need for social promotion. Students advance when they demonstrate their mastery of the material – not before.

With digital learning, high achieving students can accelerate their learning. Students who demonstrate competency in a subject should be encouraged to move to the next level of learning – whether it is a more in-depth exploration of the same subject, the next course in the sequence or a new subject. Students who excel should be propelled forward, not held back for the rest of the class to catch up.

Requiring a standardized assessment to determine student competency ensures an objective measure of knowledge and skills. To ensure students are ultimately ready for college and careers, states should require students to earn at least a grade level score on all standardized assessments before moving to the next level of learning.

By providing multiple opportunities throughout the year to take an end-of-course exam, states will accommodate and encourage acceleration.

ACTION: State does not have a soft-term requirement for multiple tests.

Metric 34 deals with the one-size-fits-all mandate of instructional time.

States that embrace digital learning as a tool to support struggling students will accelerate the transition to a competency-based model. Digital learning can minimize the



NUTS-AND-BOLTS POLICIES

Seat-Time

34. State law does not require students to complete a defined amount of instructional time to earn a credit. Students earn credits based on completion or competency.

Requiring 180 days of school is arbitrary – it may be good for budgeting purposes, but not for learning. When competency becomes the basis for advancement, requiring students to spend a certain amount of time in a subject becomes

unnecessary and, in fact, unproductive. Students should spend as much time as it takes to master the material – no more and no less. For some, that might mean more time than what is currently required. For others, it will mean significantly less time than presently mandated. Either way, learning will become more productive for each student and education will become more efficient as a whole.

ELEMENT 5:

QUALITY CONTENT: DIGITAL CONTENT AND COURSES ARE HIGH QUALITY.

ACTION: State requires digital content and online and blended learning courses to be aligned with state standards or common core standards, where applicable.

Metric 35 deals with ensuring the quality of content.

Standards Alignment

35. State law requires digital content to be aligned with state standards or Common Core State Standards.

Simply, content – whether digital or print – should be aligned to the academic standards adopted by the state. States should not create academic standards specifically for digital content and should not hold digital content to a more rigorous academic standard than print content.

ACTION: State does not discourage digital content with print adoption practice.

Metric 36 deals with the process for approving content.

Content Approval Process

36. State does not have a more rigorous review process for digital content than print content.

Great digital content is 3-dimensional, interactive and adaptive. New learning technologies may look more like a game than a textbook but be equally, or more, effective.

States should consider a reasonable threshold and timeframe that allows new learning technologies to enter education and demonstrate their effectiveness. Requiring providers to share data on the effectiveness of their content, in conjunction with instruction, will shift the focus from inputs to outcomes. What works for students will determine what content is effective.

Replicating the textbook adoption process for digital content will diminish innovation. Creating a data-driven process ensures students will have access to great content.



NUTS-AND-BOLTS POLICIES

ELEMENT 6:

QUALITY INSTRUCTION: DIGITAL INSTRUCTION IS HIGH QUALITY.

ACTION: State provides alternative certification routes, including performance-based certification.

Metric 37 - 38 deal with recruiting talented individuals into the teaching profession.

Alternative Routes for Teacher Certification

37. State law provides alternative routes for teacher certification.

Performance-Based Teacher Certification

38. State law requires data on student learning to be considered when recertifying teachers.

Digital learning amplifies the need for effective educators especially in high-demand subjects like math, science and foreign language. Digital learning significantly expands the pool of talent available to enter the teaching profession – particularly as part-time educators. With digital learning, experienced professionals – such as scientists, mathematicians and engineers – can teach one online course to hundreds of students from the convenience of their home or office.

Many states provide an alternative route to teacher certification. However, states should review these alternative paths to the classroom and identify opportunities to expand access to the teaching profession in the digital age.

Certifying out-of-state teachers and recertifying all teachers based on student performance ensures all students have an effective teacher. States that want to attract the best and brightest to the teaching profession will create new routes to certification based on student performance, such as three years of data demonstrating student success or effective rating from states that use data on student performance in their annual evaluations.

ACTION: State provides certification reciprocity for online instruction certified by another state.

Metric 39 deals with teacher certification reciprocity.

Teacher Certification Reciprocity

39. State law provides reciprocity for certification of teachers.

With digital learning, it is possible to import and export effective teachers without requiring educators to move from one state to another. States should explore opportunities to recruit the most effective teachers from around the country and even from around the world. Reciprocity agreements with states that have taken bold steps to professionalize the teaching profession provide assurances that teachers are effective.

ACTION: State creates the opportunity for multi-location instruction.

Metric 40 deals with the ability of effective teachers to teach anywhere, anytime.

Teacher of Record

40. State has a mechanism to allow teachers to be "teacher of record" in multiple schools.

States should ensure their data systems have adequate mechanisms to allow teachers to serve students statewide. The best physics or chemistry or world history teacher in the state could teach students in schools statewide.

ACTION: State evaluates the effectiveness of teachers based in part on student learning data.

Metric 41 deals with using data as an objective measure of teacher effectiveness.

Teacher Effectiveness

41. Under state law, data on student learning is used to evaluate the effectiveness of teachers.

With digital learning, data on student learning – not just classroom management, personal interactions or even popularity – will be the leading factor in determining whether teachers are effective.



NUTS-AND-BOLTS POLICIES

States must modernize their evaluation process to incorporate data on student learning to ensure equity among all teachers – those in the classroom and those online. Online teachers should not be held to a higher standard than their classroom counterparts in evaluating and rewarding effective teaching.

Digital learning also provides the opportunity to extend the reach and results of effective educators. States should require school districts to offer online courses with a certified teacher to students whose classroom teacher is not certified in the subject. States should elevate effective teachers and maximize their exposure to students and other teachers alike.

ACTION: *State ensures that teachers have professional development or training to better utilize technology and online teaching in online or blended learning course.*

Metric 42 deals with professional development for teachers.

Professional Development

42. State law provides opportunities for training and professional development in digital learning, such as requiring teachers to take a professional development course in digital instruction before teaching an online or blended learning course.

Colleges of education and teacher preparation programs should prepare students for teaching in the digital age. Providing professional development online will facilitate access and real-time support for educators.

States should revise their process for approving teacher preparation programs to ensure colleges of education are training teachers to get beyond the front of the classroom. Preparation courses should include both online and blended courses.

ELEMENT 7:

QUALITY CHOICES: ALL STUDENTS HAVE ACCESS TO MULTIPLE HIGH QUALITY DIGITAL LEARNING PROVIDERS.

ACTION: *State has an open, transparent, expedient approval process for digital learning providers.*

Metric 43 – 48 deal with the regulatory system that governs entry of digital providers, including digital content, individual online course providers and virtual schools, into education.

Criteria and Consistency

43. State law or practice allows statewide authorizers for digital providers, including virtual charter schools and individual online course providers.

44. State law or practice clearly defines the criteria and/or process for approval of digital providers, including virtual charter schools and individual online course providers.

45. State law or practice allows digital providers, including virtual charter schools and individual online course providers, to appeal decisions or revise and resubmit their applications after a denial.

Timeliness

46. State law or practice allows digital providers, including virtual charter schools and individual online course providers, to apply for approval at any time.

47. State law or practice defines the length of time authorizers must respond to applicants.

48. State approval of digital providers lasts for three or more years.

Creating a regulatory framework for the digital age should reflect the reality that even nationally recognized experts in education can't predict what new and innovative learning technologies will emerge during the next decade. In an area with enormous potential for student achievement coupled with so many unknowns, states must resist the temptation and tendency to overprescribe a process that has the unintended consequence of denying entry to education entrepreneurs that may provide incredibly effective tools for teaching and learning.



NUTS-AND-BOLTS POLICIES

States should consider creating a bifurcated system – one that provides a reasonable threshold for entry into schools with relatively demanding benchmarks for remaining an approved provider. States could also create parameters for a permanent pilot program that allows new technologies to enter the education system under the same rules and demonstrate their effectiveness.

Ultimately, the true test of effectiveness is rising student achievement measured objectively and compared fairly.

ACTION: *State provides students with access to multiple approved providers including public, private and not-for-profit*

Metric 49 – 51 deal with the type of digital options available students.

Type of Provider:

Public, Charter, Not-for-Profit and For-Profit

49. State has public options for digital learning, including content, individual online courses and virtual and blended brick-and-mortar schools.

50. State offers not-for-profit options for digital learning, including content, individual online courses and virtual and blended brick-and-mortar schools.

51. State offers for-profit options for digital learning, including content, individual online courses and virtual and blended brick-and-mortar schools.

Charter schools are the vanguards of digital learning. These laboratories of innovation are embracing digital learning.

Private sector providers have the capital to invest in creativity, which is the hallmark of new learning technologies that effectively engage and educate students. As new technologies enter the market, quality will go up and price will go down.

States should enlist the assistance of charter schools and private sector partners in a united effort to improve education for all students. States could allow for-profit providers to offer education directly to students, rather than through a not-for-profit organization. States should consider creating public-private partnerships to expand digital learning. When students learn, everyone wins.

ACTION: *States treat all approved education providers - public, charter and private - equally.*

Metric 52 - 53 deal with creating a level playing field for not-for-profit and for-profit digital providers.

Equitability

52. State law provides the same amount of funding and the same payment process for virtual schools, whether the school is public, charter, not-for-profit and for-profit.

53. State law provides the same amount of funding and the same payment process for individual online course providers, whether the provider is public, charter, not-for-profit and for-profit to providers.

The overwhelming majority of states allow school districts to negotiate contracts with digital providers, which creates significant disparity in funding to digital providers. Some school districts provide per pupil funding minus a reasonable administrative cost. Some school districts retain surplus funding after successfully negotiating a price per pupil that is significantly lower than per pupil funding provided by the state. Some school districts negotiate prices that are too low to sustain participation from digital providers for the long-term. Some school districts don't have staff with the expertise to negotiate solid contracts that yield a good return on investment.

Spending more money is not the answer. A higher cost doesn't necessarily mean higher quality. Likewise, price controls and decisions driven solely by the lowest cost may hinder quality.

States should explore ways to ensure the best quality digital learning at the best price. To provide transparency to the process, states might require school districts to publicly disclose rates paid to digital providers. States might leverage the efficiencies of scale to negotiate low-cost contracts that are available, but not mandatory, for school districts. States might require school districts to return savings generated from well-negotiated contracts.

ACTION: *States have no administrative requirements that would unnecessarily limit participation of high quality providers (e.g. with co-located)*



NUTS-AND-BOLTS POLICIES

Metric 54 deals with bureaucratic requirements that threaten multiple options for students.

Bureaucracy

54. State law does not have a residency requirement for virtual charter school board members, does not dictate office location and does not mandate other onerous or non-educational administrative requirements.

States should ensure relics of the pre-digital age don't creep into the criteria or process for approving providers. Any requirement related to geography – from residency limits for charter school board members to requiring in-state offices – should be replaced with an outcome measure that ensures high quality providers can enter the system.

ACTION: State provides easy-to-understand information about digital learning, including programs, content, courses, tutors, and other digital resources, to students

Metric 55 deals with ensuring parents know all of the digital options available for their students.

Public Awareness

55. State has a website that provides information and links to all digital learning opportunities, including all approved virtual schools and individual online course providers.

Parents and students are the consumers of education. States should provide families with ample information to make informed decisions about their digital options.

ELEMENT 8:

ASSESSMENT AND ACCOUNTABILITY: STUDENT LEARNING IS THE METRIC FOR EVALUATING THE QUALITY OF CONTENT, COURSES, SCHOOLS AND INSTRUCTION.

ACTION: State administers assessments digitally

Metric 56 deals with digital assessments.

Assessment Administration

56. State law requires state mandated assessments, including annual assessments, end-of-course exams and high school exit exams, to be administered digitally, either online or on a computer.

Digital assessments can be scored instantaneously, which provides multiple benefits. Tests can be administered later in the year, which extends learning time for students. Students will learn their results quickly – instantly or in as little as a week – which removes the limbo around promotion to the next grade.

More efficient scoring will strengthen accountability. Rewards for success and consequences for failure will be implemented promptly, without the delay and uncertainty associated with

months of waiting for paper-and-pencil tests to be graded and returned. Effective teachers can be rewarded and teachers needing improvement can get the training and professional development required for their success.

States are already working together to achieve this goal. The 44 states that have adopted Common Core State Standards in Math and Language Arts are working collaboratively to develop assessments. Both consortia, the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC), are developing assessments that can be administered digitally in 2014-2015. States should develop a comprehensive plan to implement digital assessments.

ACTION: State creates a digital formative assessment system

Metric 57 deals with formative assessments.



NUTS-AND-BOLTS POLICIES

Formative Assessments

57. State supports school districts to offer formative assessments.

Formative assessments provide data which allows teachers to adapt instruction to a student's strengths and weaknesses. Providing formative assessments throughout the year ensures students are appropriately challenged, spending enough time to master the material.

States should support the development of formative tests that are embedded in content, aligned to curriculum and used to guide instruction throughout the year. States could establish an assessment engine that is accessible statewide or create a list of quality assessments that school districts can use. States could use the aggregate buying power of the state to negotiate a lower cost contract for formative assessments that school districts can access, making assessments more cost-effective.

ACTION: State holds schools and individual online course providers accountable for achievement and growth

Metric 58 – 59 deal with accountability for schools.

Quality of Schools

58. Under state law, data on student learning is used to evaluate the quality of schools.

59. State law requires poor performing schools, determined by student learning data, to be closed.

Without question, virtual schools and individual course providers should be held accountable based on data of student learning, just like all schools.

However, digital learning assumes all students will achieve; students will not advance to the next grade or level of learning without demonstrating competency. In a competency-based system that starts in kindergarten, measuring effectiveness based on annual progress may become obsolete. Under a competency-based system, the leading indicator of quality will be students achieving at or above expectations.

States that adopt statewide plans to transition to blended learning models should ensure their accountability system reflects the new paradigm.

ACTION: State evaluates the quality of content and courses predominantly based on student learning data

Metric 60 – 61 deal with accountability for individual online course providers.

Quality of Individual Courses

60. Under state law, data on student learning is used to evaluate the quality of individual online courses.

61. State law requires poor performing individual course providers, determined by student learning data, to be closed.

Although using data to evaluate the quality of schools is commonplace, the need to evaluate individual online course providers is becoming more of an issue now. States should consider ways to use data on completion and achievement to measure the effectiveness of individual online courses. Until the transition to a competency-based system is completed, states may consider pre-tests at the beginning of the course to determine how well students are prepared, while maintaining the same expectation of achievement for all students.



ELEMENT 9:

FUNDING: FUNDING CREATES INCENTIVES FOR PERFORMANCE, OPTIONS AND INNOVATION.

ACTION: State allows for digital content to be acquired through instructional material budgets and does not use non-digital content with print-adoption purchase.

Metric 62 deals with providing funding to transition to digital learning.

Funding Flexibility

62. State law permits funding for instructional materials to be used to purchase digital content and systems.

Funding flexibility allows school districts to initiate the transition to digital learning. It also ensures digital learning does not become an additional layer of education but rather a conscious replacement for the current system.

ACTION: State funding model (NYS) provides for installment that accelerate completion and achievement

Metric 63 deals with the shift from an attendance-based funding to achievement-based funding.

Performance-Based Funding

63. Under state law, state provides final installment of funding when a student successfully completes the course.

Most states fund education based primarily on how many students attend a school rather than what they learned while they are there. Digital learning provides the opportunity to shift the focus from attendance to achievement.

ACTION: State does not limit the number of credits earned online.

Metric 64 deals, primarily, with the ability of students to personalize the pace of their education.

Limits on Credit

64. Under state law, students may enroll in an unlimited number of individual online courses.

Limiting the ability of students to earn credits through individual online courses inhibits customization. Students should not be prevented from pursuing additional online courses that provide the best opportunity for their success.

States should consider innovative ways to fund education so students can accelerate their learning by taking more courses than what's budgeted for full-time enrollment. States could consider multi-year funding methods. For example, a student entering high school would be eligible for four years of education funding that can be accessed at any time during that span of time. In many states, students who add two courses per year would be eligible for graduation by the end of their junior year. Some students may accelerate coursework in their early years to provide flexibility in their schedule to work or participate in an internship.

ACTION: State funding allows customization of education including choice of providers

Metric 65 – 66 deal with funding education.

Funding Policy and Accounting Systems

65. State law requires funding to follow the student to the school or course of their choice.

66. State law provides fractional funding to pay providers for individual online courses.

Providing a customized and personalized education requires funding to follow the student to the school or course of their choice. As more students opt for individual online courses, the ability to pay multiple providers by the course for each student's education will become increasingly important.



ELEMENT 10:

INFRASTRUCTURE: INFRASTRUCTURE SUPPORTS DIGITAL LEARNING.

ACTION: State is replacing textbooks with digital content, including interactive and adaptive textbooks

Metric 67 deals with the transition to digital content.

Digital Content

67. State law requires a majority of content, such as textbooks, to be provided digitally.

Many states are requiring school districts to transition to digital content. Digital content should not be limited to online textbooks but should offer an array of interactive and adaptive learning technologies.

ACTION: State ensures high-speed broadband internet access for public school teachers and students.

Metric 68 deals with providing adequate access to the internet.

High-Speed Internet Access

68. State law requires all schools to have high-speed broadband internet access.

Internet service links students to learning. It is integral to advancing digital learning, particularly in blended schools.

States should assess the internet capability of their schools and develop a plan to provide all schools with high-speed broadband internet access. States should develop a public-private partnership with internet providers to provide internet home service at a reduce rates to students in families with low incomes.

ACTION: State ensures all public school students and teachers have broadband access devices.

Metric 69 – 70 deals with providing access devices for teachers and students to access digital content and the internet.

Internet Access Devices

69. State law requires all teachers to be provided with internet access devices.

70. State law requires all students to have internet access devices.

Internet access devices provide the gateway to knowledge and skills. Like internet services, these devices are essential for digital learning.

States don't necessarily have to purchase a device for every student in the state to achieve this goal. States may start by simply providing the content online and letting students use their own devices for access to determine demand. States may fund devices only for students who meet an income threshold and allow others students to choose and use their own devices. States may create public-private partnerships to provide the infrastructure to support digital learning. States may collaborate with school districts to maximize federal funding.

ACTION: State ensures local and state data systems and related applications are updated and robust to inform longitudinal management decisions, accountability and instruction

Metric 71 – 72 deal with collecting and using data in the digital age.

Data Quality Campaign

71. State has implemented all of the Data Quality Campaign's 10 Essential Elements of a State Longitudinal Data System.

72. State has implemented all of the Data Quality Campaign's 10 State Actions to Ensure an Effective Data Use.

The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high quality education data to improve student achievement. The 10 Essential Elements of a State Longitudinal Data System define the characteristics of a quality data warehouse. The 10 State Actions to Ensure an Effective Data Use provide a roadmap for how lawmakers and policymakers should use the data.

Valliere, Georgette

From: Mary Laura Bragg (MaryLaura@excelined.org) [MaryLaura@excelined.org]
Sent: Thursday, October 20, 2011 1:37 PM
To: Nadia Hagberg (Nadia@excelined.org)
Cc: Valliere, Georgette
Subject: FW: legislation for next year

Steve Bowen's assistants
sandra.moreau@maine.gov
georgette.valliere@maine.gov

I would forward patricia's email to both of them, and cc me, since they will recognize my name.

From: Patricia Levesque (patricia@excelined.org)
Sent: Wednesday, October 19, 2011 8:39 PM
To: Bowen, Stephen; Patricia Levesque (patricia@excelined.org)
Cc: Mandy Clark (mandy@excelined.org); Matthew Ladner (ladner55@gmail.com); Mary Laura Bragg (MaryLaura@excelined.org); Joanna Hassell (Joanna@exelined.org); Christy Hovanez (christyh@excelined.org); Nadia Hagberg (Nadia@excelined.org); Alexis Franz (Alexis@excelined.org); Cari Miller (Cari@excelined.org)
Subject: RE: legislation for next year

Let us help.

Matt Ladner can assist with drafting school choice legislation – we should already have model legislation depending on what type of choice you want to do (e.g. scholarships for kids with disabilities).

Our team can reach out to sandi Jacobs with NCTQ to see if they have model legislation on teacher quality. Just let us know what you want to put in the bill.

Re: school grading. We already have two versions of model legislation depending on how much you want to put in statute vs. administrative rule.

Nadia Hagberg is our point person on the state of Maine. I'll let her work with your assistant to set up a time for us to have a team call with you and hear your thoughts before we start work.

Patricia

From: Bowen, Stephen [<mailto:Stephen.Bowen@maine.gov>]
Sent: Tuesday, October 18, 2011 7:09 PM
To: Patricia Levesque (patricia@excelined.org)
Subject: RE: legislation for next year

Hi Patricia,

Thanks for a great event last week – really got a lot out of it, looking forward to the work ahead.

I am, though, a bit daunted by what we have coming – the governor wants to do a major push on teacher effectiveness and on school choice as well. I want to do the ABC grading as well this time around, but I don't know that we can pull all of this off. When you suggested that there might be a way for us to get some policy help, it was all I could do not to

jump for joy. I have one person here on policy and she really does more in the way of bill drafting, etc. I have no "political" policy staff who I can work with to move all this stuff through the process.

So please keep me posted as you move forward and if you need help with a donor or anything, let me know.

Thanks!

Steve

Valliere, Georgette

From: Mary Laura Bragg (MaryLaura@excelined.org) [MaryLaura@excelined.org]
Sent: Thursday, October 20, 2011 2:54 PM
To: Valliere, Georgette
Subject: quick question

Hi Georgette,

I'm hoping you can help me find the right person in your department. Last week in San Francisco, Commissioner Bowen mentioned that he would be pushing legislation to amend a school choice/voucher bill next session, and I'm trying to follow up with some information on that. Who should I send that info to? Is there a person in charge of Choice, or should I send it to the Commissioner directly?

And if I'm not making any sense, would you give me a call so I can try to explain what I'm looking for? 850.391.3077

Thanks,

Mary Laura

Mary Laura Bragg
Director of State Policy Implementation
Foundation for Excellence in Education
850.391.3077 phone
786-664-1794 fax
www.excelined.org

Valliere, Georgette

From: Mary Laura Bragg (MaryLaura@excelined.org) [MaryLaura@excelined.org]
Sent: Thursday, October 20, 2011 2:57 PM
To: Valliere, Georgette
Subject: RE: quick question

Perfect. Are their emails the same as yours? Firstname.lastname@maine.gov?

From: Valliere, Georgette [<mailto:Georgette.Valliere@maine.gov>]
Sent: Thursday, October 20, 2011 2:56 PM
To: Mary Laura Bragg (MaryLaura@excelined.org)
Subject: RE: quick question

I'm wondering if it is Greg Scott, he is our Legislative Liaison, it could also be Deborah Friedman, she is Director of Policy, Programs. I'm sure it wouldn't hurt if you contacted both of them (they actually sit in adjoining cubicles).

From: Mary Laura Bragg (MaryLaura@excelined.org) [<mailto:MaryLaura@excelined.org>]
Sent: Thursday, October 20, 2011 2:54 PM
To: Valliere, Georgette
Subject: quick question

Hi Georgette,

I'm hoping you can help me find the right person in your department. Last week in San Francisco, Commissioner Bowen mentioned that he would be pushing legislation to amend a school choice/voucher bill next session, and I'm trying to follow up with some information on that. Who should I send that info to? Is there a person in charge of Choice, or should I send it to the Commissioner directly?

And if I'm not making any sense, would you give me a call so I can try to explain what I'm looking for? 850.391.3077

Thanks,

Mary Laura

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Director of State Policy Implementation
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850.391.3077 phone
786-664-1794 fax
www.excelined.org

Valliere, Georgette

From: Nadia Hagberg (Nadia@excelined.org) [Nadia@excelined.org]
Sent: Thursday, October 20, 2011 3:49 PM
To: Moreau, Sandra; Valliere, Georgette
Cc: Mary Laura Bragg (MaryLaura@excelined.org); Alexis Franz (Alexis@excelined.org)
Subject: Scheduling Request: Foundation for Excellence in Education

Hello, Georgette and Sandra;

This is Nadia with the Foundation for Excellence in Education. Following up on the email below, if you could send me a couple scheduling options that would work on the Commissioner's calendar I would be happy to set up a call with our team at the Foundation. I'll be working with Maine on behalf of the Foundation in the future so please don't hesitate to contact me if there's anything I can do to assist you.

Thank you!

Nadia

Nadia Hagberg
State Initiatives
Foundation for Excellence in Education
Cell: 713.689.8533
Email: Nadia@ExcelinEd.org
www.ExcelinEd.org

From: Patricia Levesque (patricia@excelined.org)
Sent: Wednesday, October 19, 2011 7:39 PM
To: Bowen, Stephen; Patricia Levesque (patricia@excelined.org)
Cc: Mandy Clark (mandy@excelined.org); Matthew Ladner (ladner55@gmail.com); Mary Laura Bragg (MaryLaura@excelined.org); Joanna Hassell (Joanna@exelined.org); Christy Hovanetz (christyh@excelined.org); Nadia Hagberg (Nadia@excelined.org); Alexis Franz (Alexis@excelined.org); Cari Miller (Cari@excelined.org)
Subject: RE: legislation for next year

Let us help.

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Nadia Hagberg is our point person on the state of Maine. I'll let her work with your assistant to set up a time for us to have a team call with you and hear your thoughts before we start work.

Valliere, Georgette

From: Fonda Anderson (fonda@excelined.org) [fonda@excelined.org]
Sent: Friday, October 21, 2011 9:40 AM
To: janet.barresi@sde.ok.gov; tb@doe.in.gov; Bowen, Stephen; chris.cerf@doe.state.nj.us; deborah.gist@ride.ri.gov; paul.pastorek@eads-na.com; gtr924@aol.com; kevin.s.huffman@tn.gov; hanna.skandera@state.nm.us; drericsmith@gmail.com
Cc: becky.woodie@sde.ok.gov; ddowning@doe.in.gov; Valliere, Georgette; helene.leona@doe.state.nj.us; angela.teixeira@ride.ri.gov; sarahe.archuleta@state.nm.us; caroler@comcast.net
Subject: Fonda – info on PISA for Schools pilot

Chiefs, below is follow-up information on PISA-Based Test for Schools pilot. As mentioned during your call with this group, they have created a website for the pilot, and it's now up and running: www.schoolassessment.org.

Use this website to find and share information on the pilot, as well as nominate districts/networks. Specifically you will find:

- Executive Summary
- Frequently Asked Questions
- Brief video about main PISA
- How to Nominate Districts or Networks
- Application for Districts and Networks (Coming Soon)

The group is seeking nominations of districts and networks until October 28. Then they will contact these nominated districts/networks and invite them to apply on behalf of their schools.

Fonda

Fonda Anderson
Chief Development Officer
Jeb Bush's Foundation for
Excellence in Education
727-821-2056

Bowen, Stephen

From: Bowen, Stephen
Sent: Saturday, October 22, 2011 1:13 PM
To: Jaryn Emhof (jaryn@afloridapromise.org)
Subject: RE: Statement Going Out Today re: Teacher & Principal Accountability in ESEA bill

I'm okay with it.

Steve

-----Original Message-----

From: Jaryn Emhof (jaryn@afloridapromise.org) [mailto:jaryn@afloridapromise.org]
Sent: Saturday, October 22, 2011 11:56 AM
To: John Bailey; Patricia Levesque (patricia@excelined.org); Barresi, Janet; Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Steve Bowen; Chris Cerf; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard scheduler Joseph Morgan; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skanders, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Christy Hovanetz (christyh@excelined.org); Deirdre Finn (dfinn@excelined.org); Erin Price (Erin@excelined.org); Fonda Anderson (fonda@excelined.org); Jaryn Emhof (jaryn@excelined.org); Joanna Hassell (Joanna@afloridapromise.org); Mandy Clark (mandy@excelined.org); Mary Laura Bragg (MaryLaura@excelined.org); Matt Ladner; Matthew Ladner (Matthew@Excelined.org)
Subject: Statement Going Out Today re: Teacher & Principal Accountability in ESEA bill

Chiefs,

The below statement will be going out today from Chris, Hanna, Tony and Eric. Please let me know ASAP if you want to be included.

Thanks,
Jaryn

“In today’s economy, it’s more important than ever that we give all our children the excellent education they deserve. That’s why we are disappointed that senators from both parties are backtracking on reforms that would hold teachers and principals accountable for what matters most: helping students learn. We are particularly disappointed that they would endorse the same retreat from accountability that national special interest groups are seeking.

The federal government shouldn’t tell us how to run our schools, but it has a right to demand results when we take taxpayer money intended to help students. Our country can’t afford to keep sending billions of dollars a year to schools without asking whether teachers are actually helping students learn. Now is not the time to turn away from common-sense reforms that value results over bureaucratic red tape.”

Sent from my BlackBerry®

Bowen, Stephen

From: Bowen, Stephen
Sent: Sunday, October 23, 2011 11:05 AM
To: Nadia@excelined.org
Cc: Moreau, Sandra
Subject: RE: Scheduling Request: Foundation for Excellence in Education

Hi Nadia,

I'm going to try to get a couple of things to you in writing today that outlines a bit of what we have in mind....we can then set up a call to discuss. Thanks in advance for your help!

Steve

From: Nadia Hagberg (Nadia@excelined.org) [mailto:Nadia@excelined.org]
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Subject: RE: legislation for next year

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Nadia Hagberg is our point person on the state of Maine. I'll let her work with your assistant to set up a time for us to have a team call with you and hear your thoughts before we start work.

Patricia

Bowen, Stephen

From: Bowen, Stephen
Sent: Sunday, October 23, 2011 12:43 PM
To: Nadia@excelined.org; Sandi Jacobs
Subject: FW: Scheduling Request: Foundation for Excellence in Education
Attachments: Teacher effectiveness bill.docx

Hi Nadia and Sandi,

We have a few things on the plate policy-wise here in Maine, but I think the top dog is teacher effectiveness. I talked with Kate when I was in San Francisco last week, did as she suggested, and went through the NCTQ report on Maine and developed the attached chart which I think includes most, if not all of what we want to do on teacher quality. I have yet to run this by the governor, and you can see that I have a column to take notes on his thoughts on each piece. I will have a meeting with him on this shortly, but I anticipate his being very supportive. He is very interested specifically in us building a much better alternative cert program – we'll need some help from NCTQ on models there. We do have an unfunded mandate policy here in Maine that makes it tough for us to impose a lot on school districts. I think we can argue they do things like teacher evaluations already, we just want them done differently. We might also consider dedicated funding streams for some of these pieces, that way we would fund at least some portion of these policies. Specifically, I expect districts to grumble about not having the capacity to do evaluations as extensively or regularly as we'd like – most of our districts are small and struggle with this issue already. You'll see that I have a piece at the end about building some regional capacities there.

Anyway, this is what we are looking at – we want to make a big push here. We have Republican control of the governor's mansion and both houses of the legislature, but elections are next fall. We want to push as hard as we can in the upcoming session, starting in January, so let's be bold and put out something game-changing. I'd like for NCTQ to be able to say that we are pushing one of the most aggressive teacher effectiveness packages in the nation.

One other quick piece for you Sandi: the legislature required us, as part of a bill that was passed last session, to report on how teacher evaluation systems are used in other states and districts to influence HR and PD policies. Is this something NCTQ has or could help us with? The exact statutory language is as follows:

The Department of Education shall review how teacher evaluation systems are used by various school administrative units, both in this State and in other states, to aid hiring, retention and dismissal decisions, as well as how such systems are used to aid professional development and support teachers. The Department of Education shall report its findings to the Joint Standing Committee on Education and Cultural Affairs by December 30, 2011.

Anything you have that could help us with this report would be great, especially if it helped tee up what we want to do legislatively.

Thanks to you both for your help – I'm very excited about what we might be able to get done here.

Steve

From: Bowen, Stephen
Sent: Sunday, October 23, 2011 11:05 AM

To: Nadia@excelined.org
Cc: Moreau, Sandra
Subject: RE: Scheduling Request: Foundation for Excellence in Education

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Subject: RE: legislation for next year

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Patricia

Concepts for the teacher effectiveness bill

Provisions here are connected to the National Center for Teacher Quality's 2010 State Teacher Policy Yearbook. Some references are made to the upcoming 2012 report, which we have seen a draft version of. It contains additional recommendations beyond the 2010 report.

NCTQ 2010 State Teacher Policy Yearbook finding	Proposed Reform	Thoughts from Governor?
1-A. There is no required entry test for teacher prep programs (Prep programs use Praxis I, but it is not required by law).	Require Praxis 1 prior to admission to prep programs, but applicants can test out with high enough SAT or ACT scores – see CT for model	
1-C. There is no specific training in the teaching of reading required for elementary teachers.	Require training in the science of reading and require passage of a test on it for certification. See MA and VA.	
1-D. There is no specific training in the teaching of math required for elementary teachers.	Require training in the teaching of math and require passage of a test on it for certification – see MA.	
1-E. Maine allows middle school teachers to teach on a generalist K-8 license. Candidates must only complete a teacher preparation program; the state does not explicitly require a major or minor in the subject areas that the candidates plan to teach. All new middle school teachers in Maine are also required to pass a Praxis II subject-matter test to attain licensure. However, <u>only</u> candidates who opt for a middle level or secondary endorsement are required to take subject-specific assessments. Those candidates who plan to teach middle school on the generalist license are only required to pass the general elementary content test, in which subscores are not provided; therefore, there is no assurance that these middle school teachers will have sufficient knowledge in each subject they teach	Maine should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach, as a condition of initial licensure. See GA, LA, NJ	

NCTQ 2010 State Teacher Policy Yearbook finding	Proposed Reform	Thoughts from Governor?
1-H. Outside state program approval, there is little accountability for teacher prep programs – no sense of how successful they are.	Require the Department, using certification system data, to report annually on the number of graduates in each prep program, the number who pass certification tests and attain certification, the number who move from provisional to professional license, and the number who remain in the classroom at the three and five year mark. Such data should become a part of program approval processes.	
1-K (in version of the report to come) The state should ensure that teaching candidates have a high-quality clinical experience.	State should set minimum hours for student teaching (10 weeks) and ensure that students are placed with teachers who have been found to be effective using a robust teacher evaluation system.	
2-A. There is no subject matter exam required for those pursuing alternative certification	Generally speaking, a full review is needed of Maine's alternative certification approach – we need to look at top models elsewhere and build a modern alt cert program. Specifically with regard to this issue, we need to require passage of a subject matter test, rather than basic skills test, as part of alternative certification process. No longer require a basic skills test for alternative route certification, for those with academic or work experience – see CT	
2-C. Under current Maine law, alternative route certification is only allowed if traditionally certified teachers can't be found	Eliminate this provision from the law.	
Under current law and rule, the higher eds have a monopoly on the preparation of teachers – all requirements in the rules are expressed as credit hours and only colleges with 4 year education programs can be approved as teacher prep programs	Eliminate the requirement that only 4 year higher ed programs can be approved to run prep programs – allow other programs, such as those runs by SAU's, to be approved if they meet all other requirements. Allow coursework requirements to be calculated in contact hours as well as credit hours.	

NCTQ 2010 State Teacher Policy Yearbook finding	Proposed Reform	Thoughts from Governor?
3-A. The state can't match individual teachers to individual students so that teacher performance can be tracked.	Require districts to identify for each child the "teacher of record" for use by the SLDS	
3-B. Teacher evaluations do not need to include student performance data	Require student performance data be a <u>significant</u> factor in teacher evaluations. See Florida	
3-C. Maine law does not address how frequently tenured teachers are to be evaluated	Require that districts evaluate teachers every three years and evaluate probationary teachers twice a year. To avoid unfunded mandate provisions, set aside state funding within each district's state allocation to pay for evaluation costs (?)	
3-D. Teachers do not need to demonstrate effectiveness to be awarded a continuing contract	Require an effective rating, arrived at through use of a state-approved, standards-based evaluation process, in order to be put under continuing contract	
3-E. The state has only minimal standards for teachers to move from provisional to professional certification.	Require that teachers demonstrate effectiveness, arrived at through use of a state-approved, standards-based evaluation process in order to move to professional certification.	
4-B (in version of report to come) The state does not require that professional development be connected to teacher evaluation data.	The state should require that districts align professional development with the findings from teacher evaluations.	
5-B. The state has no policies with regard to teachers rated as ineffective.	The state should adopt a policy whereby all teachers who receive a single unsatisfactory evaluation are placed on a structured improvement plan, which includes binding provisions for dismissal if improvement does not happen.	
5-C. There is no appeals process established in law for teacher removed for ineffectiveness.	The state should require that tenured teachers have an opportunity to appeal district decisions to terminate their contracts; multiple appeals should not be permitted; and the appeal should be made before a panel of educators, not in a court of law.	
5-D. (in version of report to come) Effectiveness should be considered in Reduction in Force policies	The state should require that districts consider teacher effectiveness in RIF policies, not simply seniority.	

Additional, non-NCTQ issues	Proposed reform	Thoughts from the Governor?
<p>In addition to its many other duties, the State Board adopts rules on certification, teacher prep program approval, etc. All policies relating to teacher effectiveness should be handled by a state-level governmental body focused on this work exclusively.</p>	<p>Move the state board's teacher effectiveness-related rulemaking authority to the Board for Professional Teaching Standards, which is to approve teacher evaluation models that districts adopt (?), and serve as an appeals board for dismissal decisions based on ineffectiveness. Amend standards board language to ensure equal representation from labor and management.</p>	
<p>Funding teachers (Governor's concept) The governor would like to get to the 55% state share by funding teachers exclusively.</p>	<p>Change statutory language so that the state's contribution to the total cost of public education is expressed in support for teachers, as opposed to support for the EPS allocation more broadly. District allocations would not change, but statutory language would identify the state share as reflecting the EPS cost of teachers.</p>	
<p>Some type of statewide teacher contract</p>	<p>Propose a task force to investigate moving to some type of statewide teacher contract or shared contract language.</p>	
<p>Maine's small school districts lack capacity for much of what is proposed above, so we ought to investigate some regional approaches that would allow improved evaluation and professional development capacities.</p>	<p>Investigate development of Regional Teacher Development Centers to do regional teacher evaluation and training. Perhaps allow direct state funding of such centers? Need to investigate models from other states.</p>	

Bowen, Stephen

From: Bowen, Stephen
Sent: Monday, October 24, 2011 8:21 AM
To: Nadia Hagberg (Nadia@excelined.org)
Subject: RE: Scheduling Request: Foundation for Excellence in Education

This week is quite crazy, but I will get something to you on the other pieces ASAP.

Thanks!

From: Nadia Hagberg (Nadia@excelined.org) [mailto:Nadia@excelined.org]
Sent: Sunday, October 23, 2011 8:45 PM
To: Bowen, Stephen
Cc: Mary Laura Bragg (MaryLaura@excelined.org)
Subject: Re: Scheduling Request: Foundation for Excellence in Education

This is helpful and a great start; thank you for sending. 'Bold' and 'game-changing' are words we like to hear! Let me know if there is any specific info on A-F school grading or school choice that you would find helpful prior to our call and we'll get it in your hands. We'll take a good look at the teacher evaluation framework you've put together and I'll be in touch with Sandra to get everyone on the phone.

Thanks again. Looking forward to seeing some exciting reforms take shape in Maine!

Nadia

Sent from my iPhone

On Oct 23, 2011, at 11:42 AM, "Bowen, Stephen" <Stephen.Bowen@maine.gov> wrote:

Hi Nadia and Sandi,

We have a few things on the plate policy-wise here in Maine, but I think the top dog is teacher effectiveness. I talked with Kate when I was in San Francisco last week, did as she suggested, and went through the NCTQ report on Maine and developed the attached chart which I think includes most, if not all of what we want to do on teacher quality. I have yet to run this by the governor, and you can see that I have a column to take notes on his thoughts on each piece. I will have a meeting with him on this shortly, but I anticipate his being very supportive. He is very interested specifically in us building a much better alternative cert program – we'll need some help from NCTQ on models there. We do have an unfunded mandate policy here in Maine that makes it tough for us to impose a lot on school districts. I think we can argue they do things like teacher evaluations already, we just want them done differently. We might also consider dedicated funding streams for some of these pieces, that way we would fund at least some portion of these policies. Specifically, I expect districts to grumble about not having the capacity to do evaluations as extensively or regularly as we'd like – most of our districts are small and

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Nadia Hagberg

State Initiatives

Foundation for Excellence in Education

Cell: 713.689.8533

Email: Nadia@ExcelinEd.org

[www. ExcelinEd.org](http://www.ExcelinEd.org)

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<Teacher effectiveness bill.docx>

Valliere, Georgette

From: Paula Noor (Pnoor@excelined.org) [Pnoor@excelined.org]
Sent: Monday, October 24, 2011 11:05 AM
To: Barresi asst Becky Woodie; Bennett asst Debbie Downing; Bennett Scheduler Jennifer Outlaw; Valliere, Georgette; Moreau, Sandra; Cerf asst Helene Leona; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Huffman asst Janice Mann; Pastorek asst Christine Rose; Robinson, Gerard Scheduler Nyla Benjamin; Skandera Scheduler Bernadette Tennyson; Smith, Eric
Cc: Mary Laura Bragg (MaryLaura@excelined.org); Paula Noor (Pnoor@excelined.org)
Subject: Friday chiefs call attendance

Good morning! It's that time again to check on attendance for the chiefs call on Friday at 9:30am EASTERN time. Can you please email me back with your chief's attendance (or not) as soon as possible so we can know if there will be a quorum for the call? Thank you so much! HAPPY MONDAY ALL!!! ☺

Paula Noor
850-391-3071

Moreau, Sandra

From: Moreau, Sandra
Sent: Monday, October 24, 2011 12:35 PM
To: 'Paula Noor (Pnoor@excelined.org)'
Subject: RE: Friday chiefs call attendance
Importance: High

Paula,
Please know that Commissioner Bowen will NOT be on Friday's call.

Thank you,

Sandra Moreau
Scheduler
Maine Dept. of Education
23 State House Station
Augusta, Maine 04333
Phone - (207) 624-6613
Fax - (207) 624-6601
sandra.moreau@maine.gov

PLEASE READ CAREFULLY: Due to the nature of the Commissioner's duties to the State of Maine and its citizens, there are occasions when the Commissioner needs to cancel and/or postpone meetings or events in order to attend to pressing state matters. Please keep in mind when planning for events.

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Sent: Friday, October 28, 2011 9:11 AM
To: Paul Pastorek; MaryLaura@excelined.org
Cc: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Christine Stavem; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric; Tucker, Jessica; Cari@excelined.org; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; jaryn@excelined.org; Joanna@afidorapromise.org; mandy@excelined.org; Matthew Ladner (Matthew@Excelined.org); Pnoor@excelined.org
Subject: RE: Agenda for Friday's Chiefs for Change call

Follow Up Flag: Follow up

Flag Status: Purple

Here is the editorial:

EDITORIAL

The Wrong Fix for No Child Left Behind

Published: October 26, 2011

The revised No Child Left Behind Act that passed out of the Senate education committee last week goes too far in relaxing state accountability and federal oversight of student achievement. The business community, civil rights groups and advocates of disabled children are rightly worried that the rewrite of the law would particularly hurt underprivileged children.

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The bill's main sponsors — Senator Tom Harkin, a Democrat of Iowa, and Senator Mike Enzi, a Republican of Wyoming — should take the criticism to heart and go back to the drawing board.

The original No Child Left Behind Act of 2002 is far from perfect. The Obama administration recognized that in September when it said that it would waive some of the law's requirements for states that agree to several reforms, like creating new programs to overhaul the worst schools and comprehensive teacher evaluation systems.

The waiver plan would allow states to be rated on student growth on math and reading tests

instead of simply counting up the percentages of students who reach proficiency on those tests. It would also require states to set goals for all schools and plan for closing achievement gaps and end the pass-fail system under which high-performing schools are rated as needing improvement if one racial or economic subgroup fails to reach the achievement target.

The plan encourages states to embrace data-driven systems and teacher-evaluation systems that take student achievement into account. But it has not been well received in the Senate, where some lawmakers seem to feel as if it usurps legislative power.

The Harkin-Enzi bill lowers the bar for reform and reduces federal pressure on the states. It focuses only on the bottom 5 percent of schools, essentially allowing states to do as they please with the rest. It backs away from requiring states to have clear student achievement targets for all schools, and does not require most schools to evaluate teachers rigorously.

Lawmakers are right that No Child Left Behind needs to be overhauled. But Congress needs to do this carefully, without retreating from core provisions that require states to do better by children in return for federal aid.

From: Paul Pastorek [mailto:beaureese24@gmail.com]
Sent: Friday, October 28, 2011 7:56 AM
To: Mary Laura Bragg (MaryLaura@excelined.org)
Cc: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Bowen, Stephen Scheduler Sandra Moreau; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Christine Stavern; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric; Tucker, Jessica; Cari Miller (Cari@excelined.org); Christy Hovanetz (christyh@excelined.org); Deirdre Finn (dfinn@excelined.org); Erin Price (Erin@excelined.org); Fonda Anderson (fonda@excelined.org); Jaryn Emhof (jaryn@excelined.org); Joanna Hassell (Joanna@floridapromise.org); John Bailey; Mandy Clark (mandy@excelined.org); Matthew Ladner (Matthew@Excelined.org); Paula Noor (Pnoor@excelined.org)
Subject: Re: Agenda for Friday's Chiefs for Change call

All,

I'd like to suggest on the call today that we find a way to capitalize on the NYT editorial yesterday that the Senate bill is too lax on accountability.

Paul

On Wed, Oct 26, 2011 at 4:41 PM, Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org> wrote:

Chiefs,

Attached is the agenda for Friday's call. Our office is moving tomorrow -- so to avoid the inevitable network malfunctions, I am sending it today, even though items may be added by Friday's call.

2/21/2012

Thanks,
Mary Laura

Mary Laura Bragg
Director of State Policy Implementation
Foundation for Excellence in Education
850.391.3077 phone
786-664-1794 fax
www.excelined.org

Valliere, Georgette

From: John Bailey [john.bailey@dutkograyling.com]
Sent: Friday, October 28, 2011 9:23 AM
To: John Bailey; Pnoor@excelined.org; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Moreau, Sandra; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Barresi asst Becky Woodie; Bennett asst Debbie Downing; Bennett Scheduler Jennifer Outlaw; Valliere, Georgette; Moreau, Sandra; Cerf asst Helene Leona; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; David DeSchryver; Jessica.Tucker@LA.GOV; Huffman asst Janice Mann; Pastorek asst Christine Rose; Robinson, Gerard Scheduler Nyla Benjamin; Skandera Scheduler Bernadette Tennyson; Smith, Eric; Cari@excelined.org; Christy Hovanetz (christyh@excelined.org); dfinn@excelined.org; Erin@excelined.org; fonda@excelined.org; jaryn@excelined.org; Joanna@afloridapromise.org; mandy@excelined.org; MaryLaura@excelined.org; ladner55@gmail.com; Matthew Ladner (Matthew@Excelined.org); patricia@excelined.org; Marcie Brown
Subject: Additional ED Documents on ESEA waivers
Attachments: webinar-questions-answers.ppt; webinar-amos.ppt

Wanted to make sure your staff had copies of the two most recent powerpoints the Department released providing additional clarifications around ESEA Waivers.

--John

Moreau, Sandra

From: Skandera, Hanna, PED [Hanna.Skandera@state.nm.us]
Sent: Friday, October 28, 2011 9:24 AM
To: 'beaureese24@gmail.com'; 'MaryLaura@excelined.org'
Cc: 'jcb@sde.ok.gov'; 'becky.woodie@sde.ok.gov'; 'damon.gardenhire@sde.ok.gov'; 'jennifer.carter@sde.ok.gov'; 'tb@doe.in.gov'; 'ddowning@doe.in.gov'; 'joutlaw@doe.in.gov'; 'hneal@doe.in.gov'; Bowen, Stephen; 'stephenbowen@myfairpoint.net'; Moreau, Sandra; 'cdcerf@gmail.com'; 'helene.leona@doe.state.nj.us'; 'mamie.doyle@doe.state.nj.us'; 'andrew.smarick@doe.state.nj.us'; 'deborah.gist@ride.ri.gov'; 'Kevin.S.Huffman@tn.gov'; 'emily.barton@tn.gov'; 'pastorekpg@gmail.com'; 'christina.rose@eads-na.com'; 'gtr924@aol.com'; 'nyla.benjamin@fldoe.org'; 'christine.stavern@state.nm.us'; Lenti, Leighann, PED; Tennyson, Bernadette, PED; 'drericjsmith@gmail.com'; 'jessica.tucker@la.gov'; 'Cari@excelined.org'; 'chovanetz2@meridianstrategiesllc.com'; 'dfinn@excelined.org'; 'Erin@excelined.org'
Subject: Re: Agenda for Friday's Chiefs for Change call

Agreed

From: Paul Pastorek [mailto:beaureese24@gmail.com]
Sent: Friday, October 28, 2011 05:55 AM
To: Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>
Cc: Barresi, Janet <jcb@sde.ok.gov>; Barresi, Janet Asst Becky Woodie <becky.woodie@sde.ok.gov>; Barresi, Janet Comm Dir Damon Gardenhire <damon.gardenhire@sde.ok.gov>; Barresi, Janet COS Jennifer Carter <jennifer.carter@sde.ok.gov>; Bennett, Tony <tb@doe.in.gov>; Bennett, Tony Asst Debbie Downing <ddowning@doe.in.gov>; Bennett, Tony Asst Jennifer Outlaw <joutlaw@doe.in.gov>; Bennett, Tony COS Heather Neal <hneal@doe.in.gov>; Bowen, Stephen <stephen.bowen@maine.gov>; Bowen, Stephen <stephenbowen@myfairpoint.net>; Bowen, Stephen Scheduler Sandra Moreau <sandra.moreau@maine.gov>; Cerf, Chris <cdcerf@gmail.com>; Cerf, Chris Asst Helene Leona <helene.leona@doe.state.nj.us>; Cerf, Chris Dep Comm Sp Asst Mamie Doyle <mamie.doyle@doe.state.nj.us>; Cerf, Chris Special Asst Andrew Smarick <andrew.smarick@doe.state.nj.us>; Gist, Deborah <deborah.gist@ride.ri.gov>; Huffman, Kevin <Kevin.S.Huffman@tn.gov>; Huffman, Kevin COS Emily Barton <emily.barton@tn.gov>; Pastorek, Paul <pastorekpg@gmail.com>; Pastorek, Paul Asst Christina Rose <christina.rose@eads-na.com>; Robinson, Gerard <gtr924@aol.com>; Robinson, Gerard Scheduler Nyla Benjamin <nyla.benjamin@fldoe.org>; Skandera, Hanna, PED; Skandera, Hanna COS Christine Stavern <christine.stavern@state.nm.us>; Lenti, Leighann, PED; Tennyson, Bernadette, PED; Smith, Eric <drericjsmith@gmail.com>; Tucker, Jessica <jessica.tucker@la.gov>; Cari Miller (Cari@excelined.org) <Cari@excelined.org>; Christy Hovanetz (christyh@excelined.org) <chovanetz2@meridianstrategiesllc.com>; Deirdre Finn (dfinn@excelined.org) <dfinn@excelined.org>; Erin Price (Erin@excelined.org) <Erin@excelined.org>; Fonda Anderson (fonda@excelined.org) <fonda@excelined.org>; Jaryn Emhof (jaryn@excelined.org) <jaryn@excelined.org>; Joanna Hassell (Joanna@afloridapromise.org) <Joanna@afloridapromise.org>; John Bailey (john.bailey@dutkoworldwide.com) <john.bailey@dutkoworldwide.com>; Mandy Clark (mandy@excelined.org) <mandy@excelined.org>; Matthew Ladner (Matthew@Excelined.org) <Matthew@excelined.org>; Paula Noor (Pnoor@excelined.org) <Pnoor@excelined.org>
Subject: Re: Agenda for Friday's Chiefs for Change call

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2/21/2012

<MaryLaura@excelined.org> wrote:

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Thanks,

Mary Laura

Mary Laura Bragg

Director of State Policy Implementation

Foundation for Excellence in Education

850.391.3077 phone

786-664-1794 fax

www.excelined.org

Meeting Response

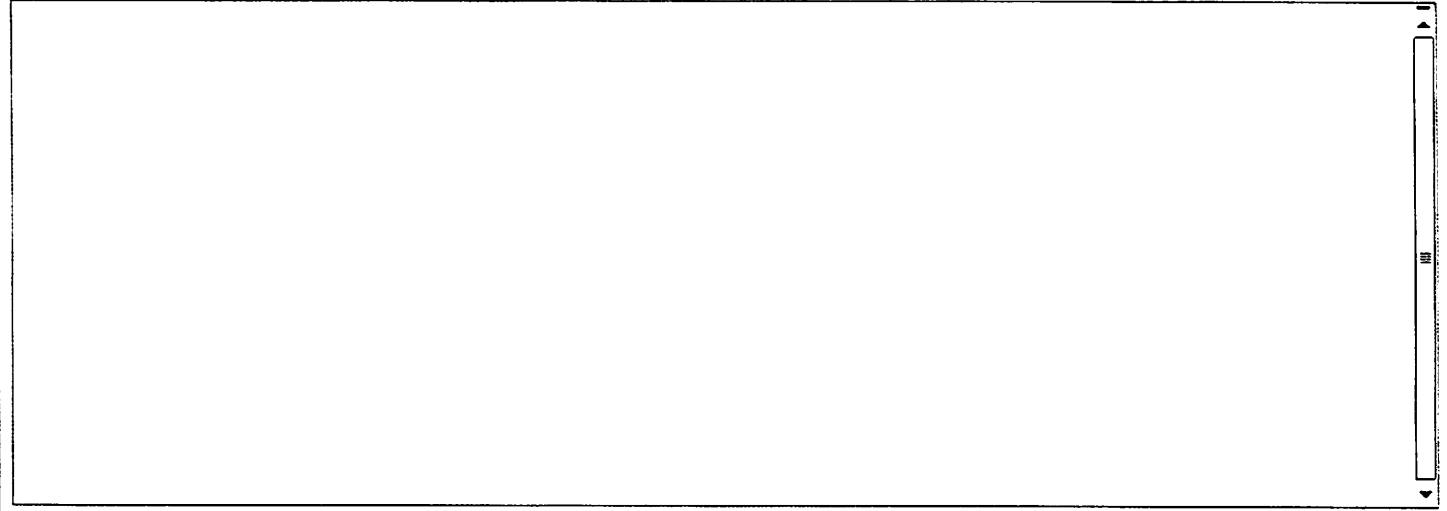
Reply Respond Reply to All Forward Delete Move to Folder Calendar Other Actions Categorize Follow Up Mark as Unread Options Find Related Select Find

This meeting is not in the Calendar; it may have been moved or deleted.

Bowen, Stephen declined.

From: Bowen, Stephen Sent: Sun 10/9/2011 3:04 PM
To: 'Pnoor@afloridapromise.org'
Cc:
Subject: Declined: Chiefs for Change biweekly conference call - 9:30am-10:30am EASTERN

When: Friday, October 28, 2011 9:30 AM-10:30 AM.
Location: Conference room - CONFERENCE 850-391-0329 PASSCODE 84940



Valliere, Georgette

From: Paula Noor (Pnoor@excelined.org) [Pnoor@excelined.org]
Sent: Monday, October 31, 2011 2:49 PM
To: Barresi asst Becky Woodie; Bennett asst Debbie Downing; Bennett Scheduler Jennifer Outlaw; Valliere, Georgette; Moreau, Sandra; Cerf asst Helene Leona; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Huffman asst Janice Mann; Pastorek asst Christine Rose; Robinson, Gerard Scheduler Nyla Benjamin; Skandera Scheduler Bernadette Tennyson; Smith, Eric
Cc: Mary Laura Bragg (MaryLaura@excelined.org)
Subject: chiefs friday meeting request

Good afternoon! Mary Laura mentioned several chiefs said the recurring Friday meeting request disappeared off their calendars. (We physically moved our offices – yes, again – on Thursday, and this might have played a part. I wanted to wait to give it time to make sure this was an actual problem and not just a momentary blip.) I would prefer NOT to send out the meeting request (only because sometimes it causes some of your computers difficulties). However, I will be happy to resend it if any of you reply to say you need it.

So, please reply back to me if you want me to resend the meeting invitation. When I do so, it might go to the whole invitation list. (Forewarned....)

Happy Halloween!!! ☺

Paula Noor
850-391-3071