

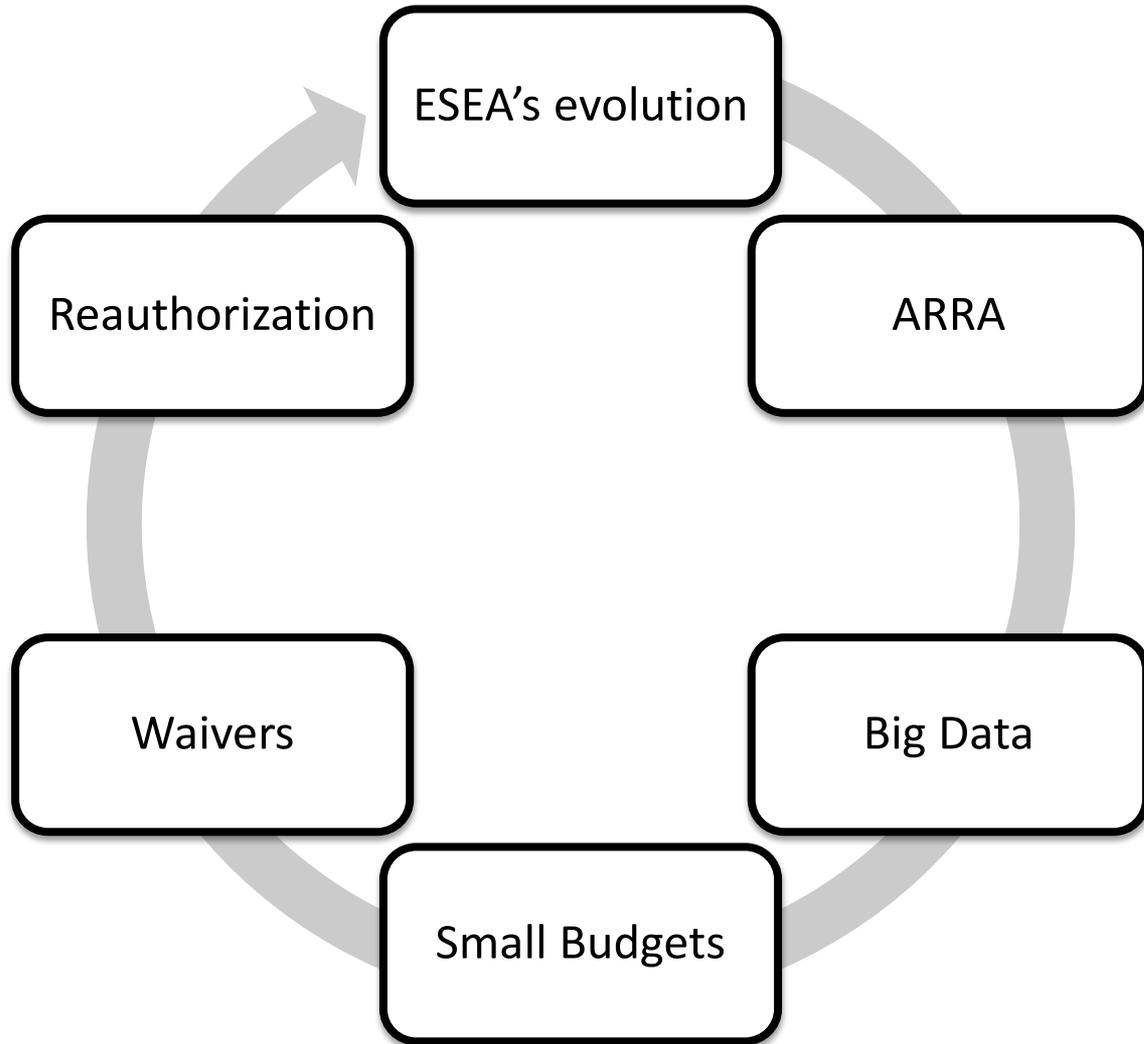


Whiteboard
Advisors

FASFEPA September 2012

Presented by David DeSchryver
VP Education Policy

Agenda



How Title I has changed

ESEA had modest origins

Began as supplemental services to individually identified low-achieving children in high-poverty schools.

79 STAT.]

PUBLIC LAW 89-10—APR. 11, 1965

27

Public Law 89-10

AN ACT

To strengthen and improve educational quality and educational opportunities
in the Nation's elementary and secondary schools.

April 11, 1965
[H. R. 2362]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Elementary and Secondary Education Act of 1965".

Elementary and
Secondary Educa-
tion Act of 1965.

TITLE I—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES AND EXTENSION OF PUBLIC LAW 874, EIGHTY-FIRST CONGRESS

"DECLARATION OF POLICY

"SEC. 201. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

"KINDS AND DURATION OF GRANTS

ESEA's modest origins evolved

Sputnik, 1957

The scope of the Federal role has grown

Kennedy Assassinated, 1963

1958, National Defense Education Act

1979, Dept. of Education Act

1983, Nation at Risk report

Schoolwide is introduced

1994, Improve America's Schools Act (Schoolwide introduced)

2001, No Child Left Behind Act

9/11

1967, Education Professionals Development Act

1965, Elementary and Secondary Education Act

1990, Carl D. Perkins Vocational and Applied Technologies Act

1994, Educate America Act (Goals 2000)

ESEA's modest origins evolved

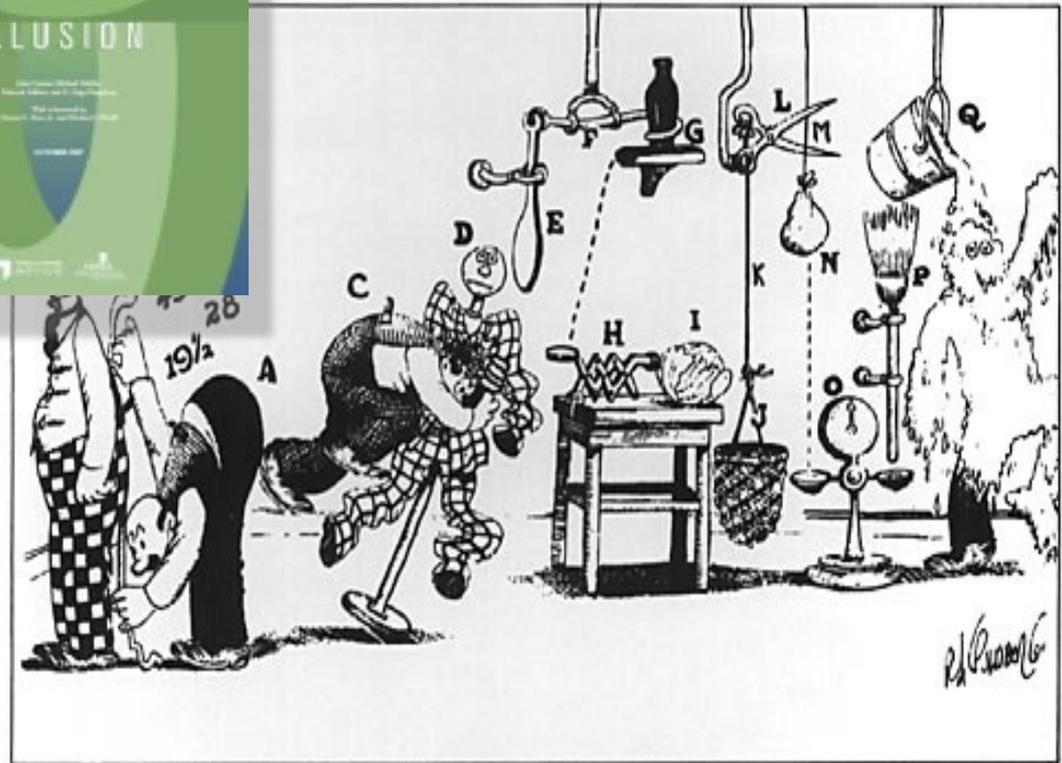
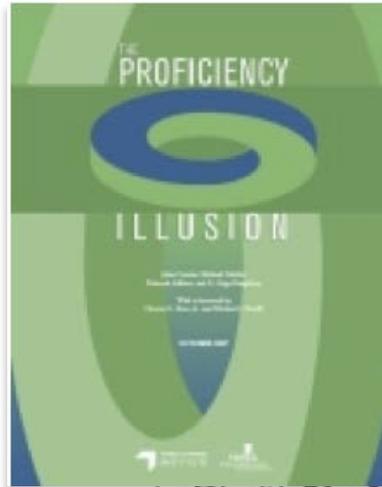
Question: Is Title I a supplemental school based program or lever for district and state wide reform?

Answer: Yes.

In the process of promoting reform it has become a “Rube Goldberg” operation.

The list of gripes is long:/

- AYP 2013-14
- Prescriptive 7 year cascading interventions
- HQT
- Fiscal complexity
- “Proficiency Illusion”



Idea For Dodging Bill Collectors RUBE GOLDBERG (tm) RGI 046

Not All Tests Are Equal: Cats & Dogs vs. Tolstoy

Wisconsin's Definition of 'Proficient'

Grade 4 item with difficulty equivalent to Wisconsin's proficiency cut score (scale score 191 – 16th percentile)

Which sentence tells a fact, not an opinion?

- A. Cats are better than dogs.
- B. Cats climb trees better than dogs.
- C. Cats are prettier than dogs.
- D. Cats have nicer fur than dogs.

This item is quite easy for most fourth-graders and does not require reading a passage. It does introduce the concepts of fact and opinion, however, and some of the distinctions between fact and opinion are subtle. For example, some children may believe that the differences in cat and dog fur are fact.

Massachusetts' Definition of 'Proficient'

Grade 4 item with difficulty equivalent to Massachusetts's proficiency cut score (scale score 211 – 65th percentile)

Read the excerpt from "How Much Land Does a Man Need?" by Leo Tolstoy.

So Pahom was well contented, and everything would have been right if the neighboring peasants would only not have trespassed on his wheatfields and meadows. He appealed to them most civilly, but they still went on: now the herdsman would let the village cows stray into his meadows, then horses from the night pasture would get among his corn. Pahom turned them out again and again, and forgave their owners, and for a long time he forbore to prosecute anyone. But at last he lost patience and complained to the District Court.

What is a fact from this passage?

- A. Pahom owns a vast amount of land.
- B. The peasant's intentions are evil.
- C. Pahom is a wealthy man.
- D. Pahom complained to the District Court.**

This item is clearly the most challenging to read (it is Tolstoy after all), and the majority of fourth-graders in the NWEA norm group got it wrong. The passage is long relative to the others and contains very sophisticated vocabulary. At least three of the options identify potential facts in the passage that have to be evaluated.

Really evolved!

32 “SEC. 1001. PURPOSE.

33 “The purpose of this title is to ensure that every child has a fair, equal, and significant
34 opportunity to obtain a high-quality education, succeed from the earliest grades, and graduate
35 from high school ready for college, career, and citizenship. This purpose can be accomplished
36 by—

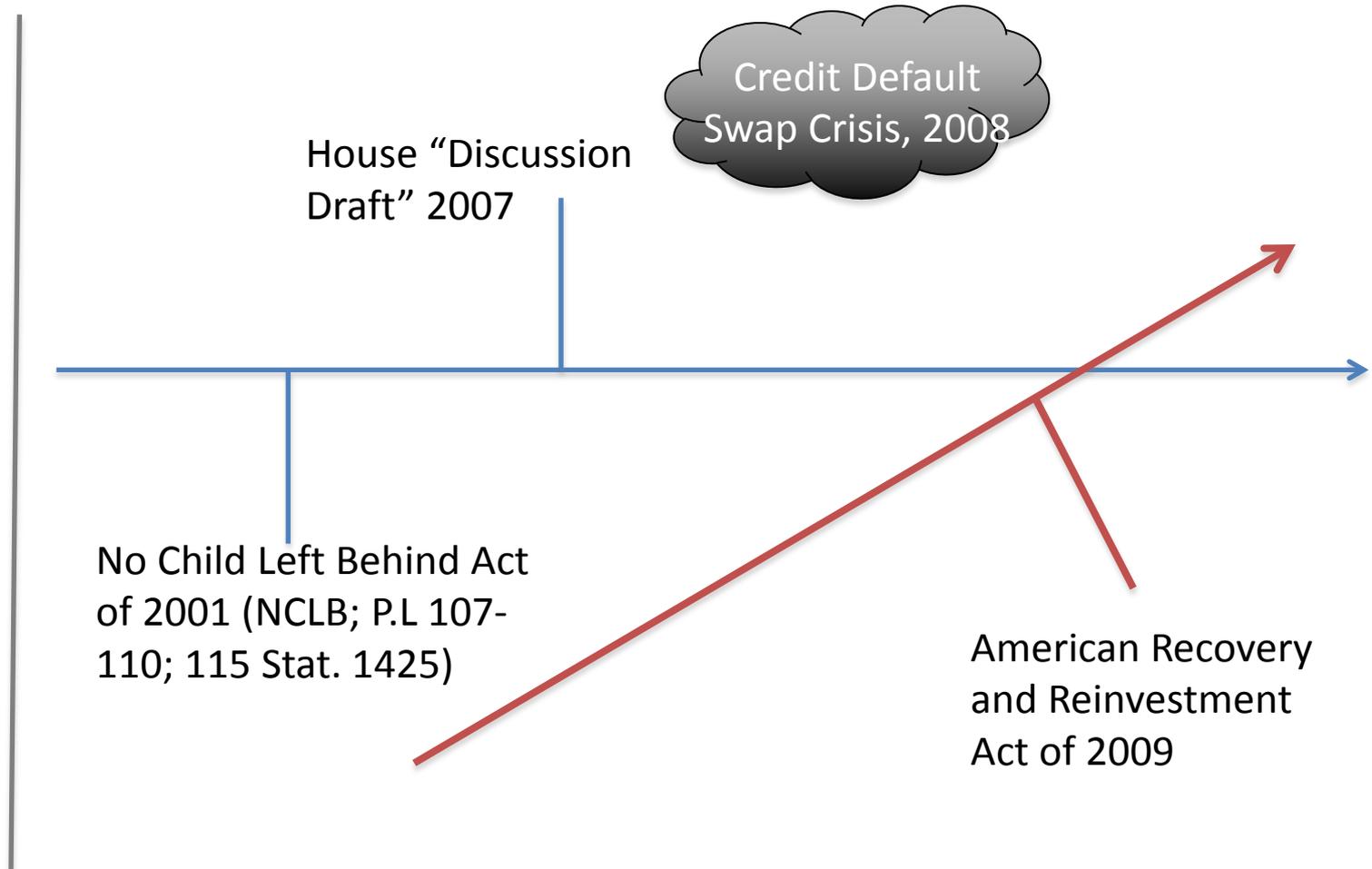
1 “(2) supporting high-quality teaching that uses student achievement data, professional
2 collaboration, meaningful feedback, effective technologies, student engagement,
3 multi-tiered systems of support, and other evidence-based practices to continuously improve
4 instruction and encourage new models of teaching and learning;

5 “(3) removing barriers to, and encouraging State and local innovation and leadership in,
6 education based on the evaluation of success and continuous improvement, especially in
7 providing excellent instruction, high-quality assessments, meaningful accountability,
8 evidence-based supports and interventions in underperforming schools, highly effective
9 educators, a well-rounded education, and other key factors for success;

Harkin
2011 takes
the
evolution
to the next
level.

The ARRA intervention

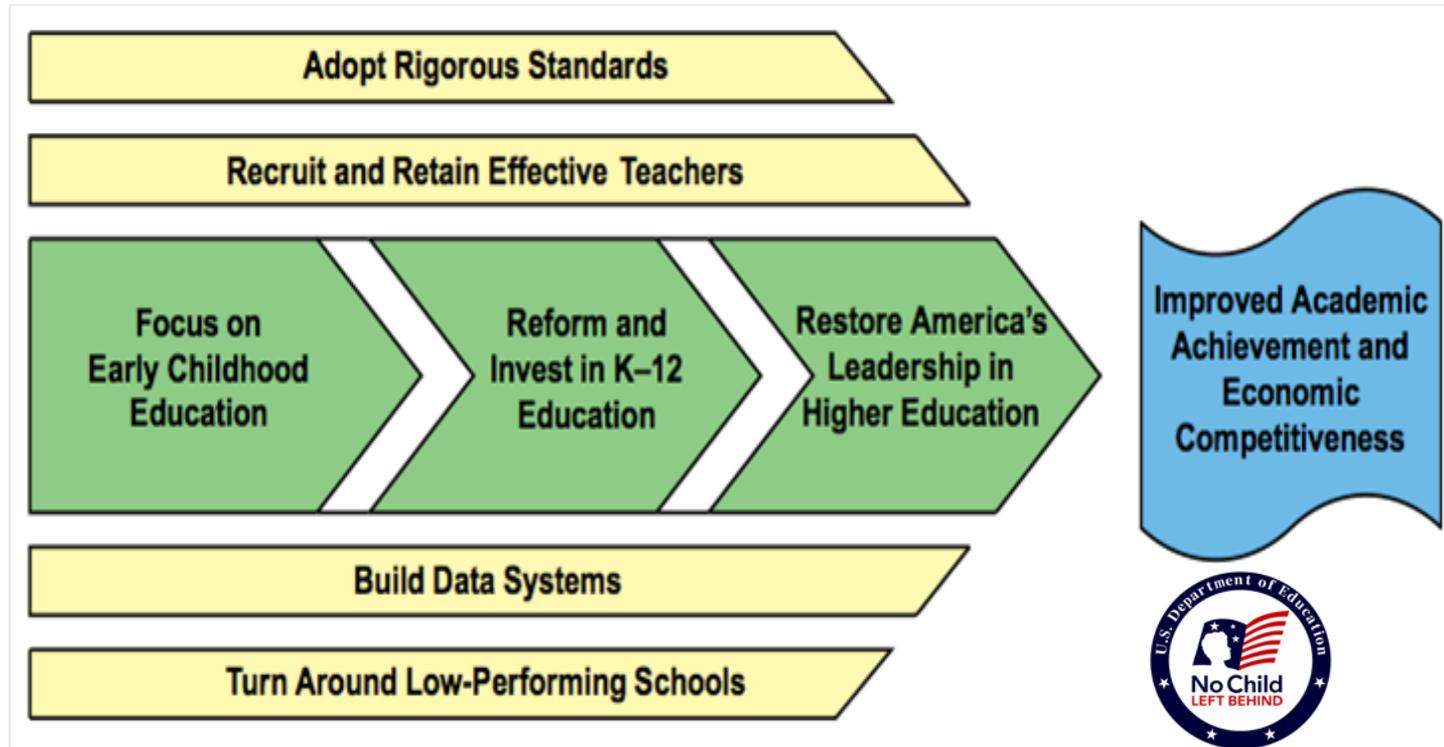
ARRA is now changing the federal theory of action.



ARRA: New scaffolding



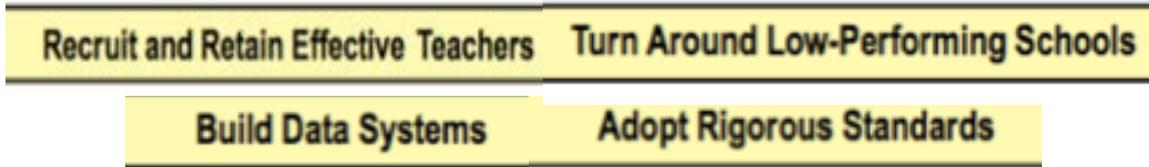
The ARRA began to gravitate most Federal programs around these priorities.



ARRA: New scaffolding

- RTTT
- Not Applicable
 - Phase 1
 - Phase 2
 - Phase 3

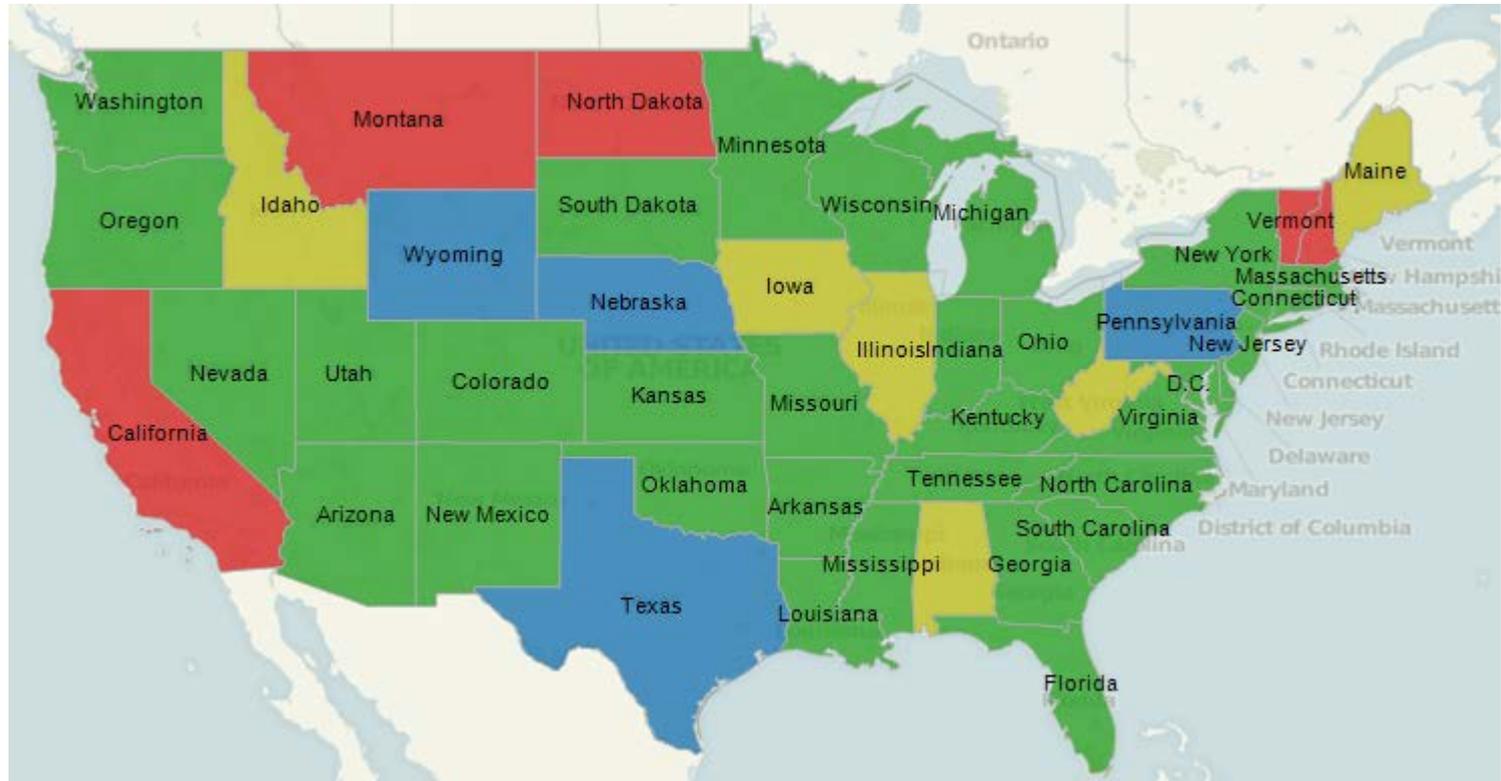
Coming Soon:
The new \$400M RTT-D



ARRA: New scaffolding

ESEA Waiver

- Null
- AMO waiver
- Approved
- Pending



Recruit and Retain Effective Teachers

Turn Around Low-Performing Schools

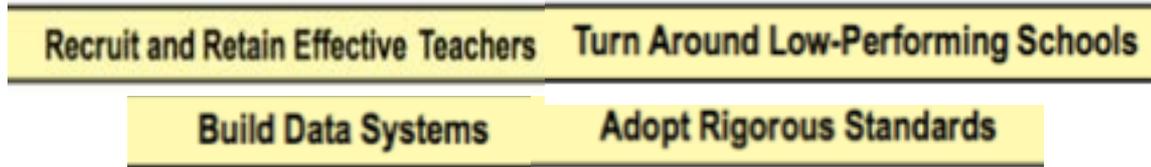
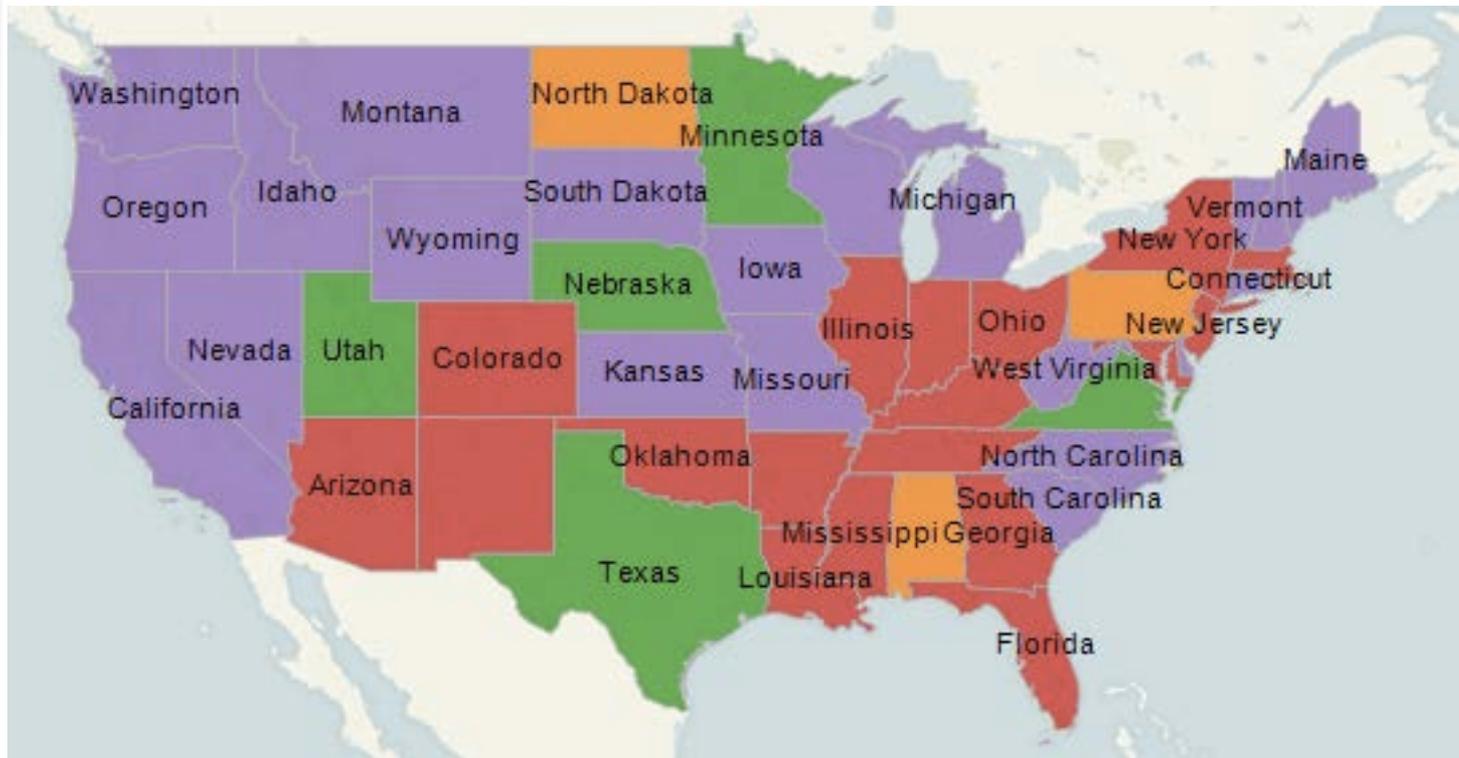
Build Data Systems

Adopt Rigorous Standards

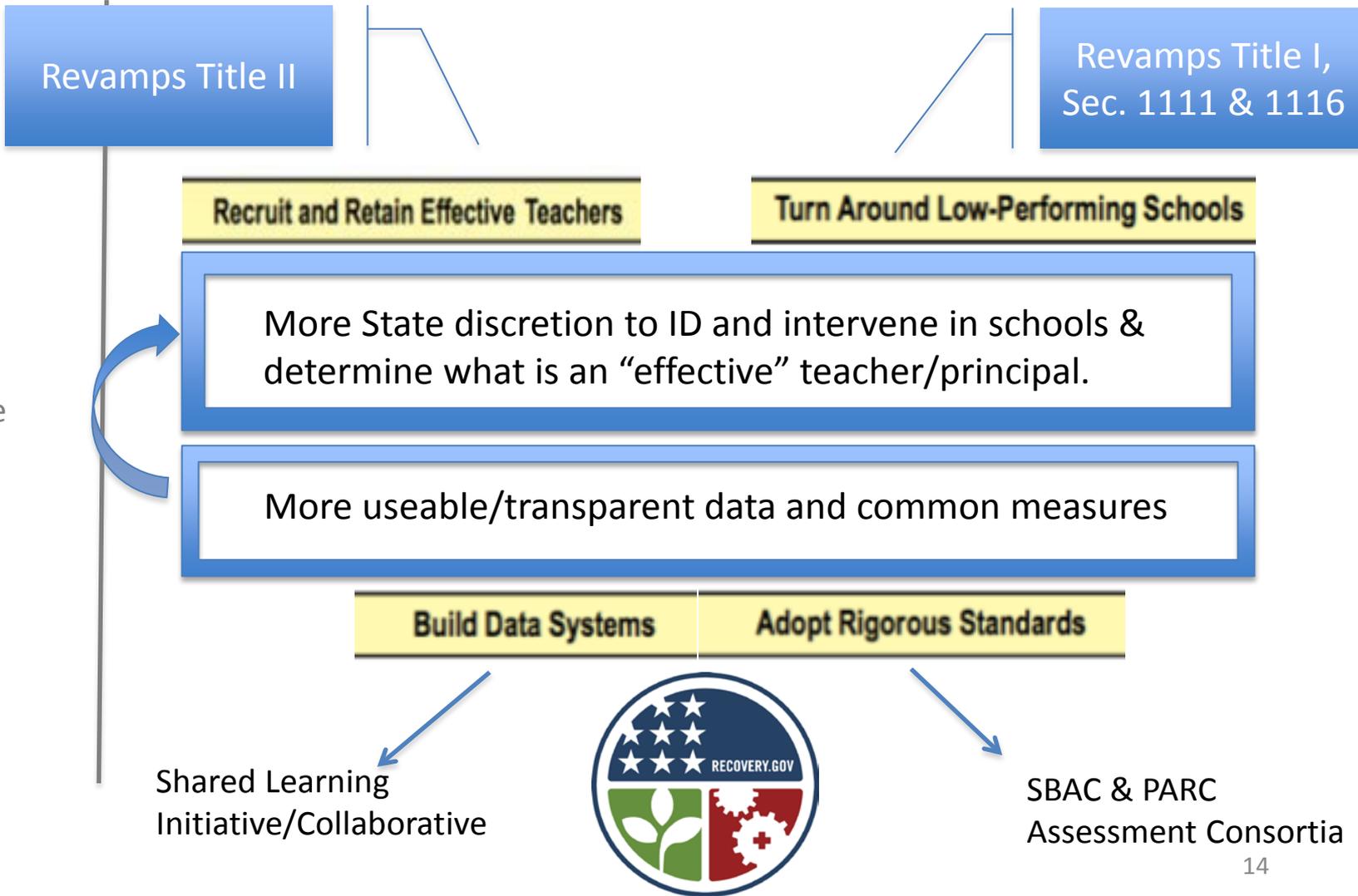
ARRA: New scaffolding

Assessment Consortia

- Both
- Not Applicable
- PARCC
- SBAC

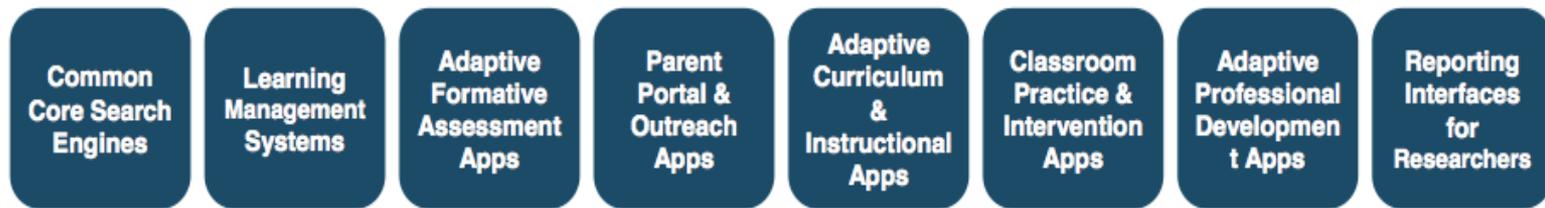


ARRA: New scaffolding

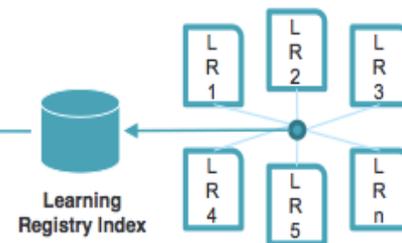
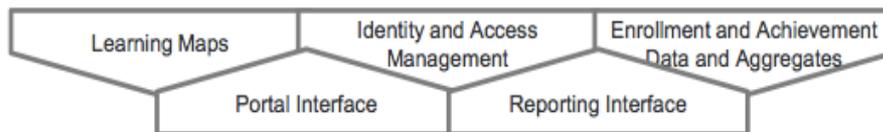


The ARRA is gravitating most Federal programs around these priorities.

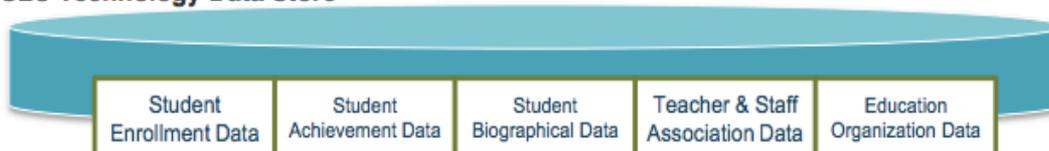
Emerging Data Era



SLC Technology Capabilities



SLC Technology Data Store



Recruit and Retain Effective Teachers

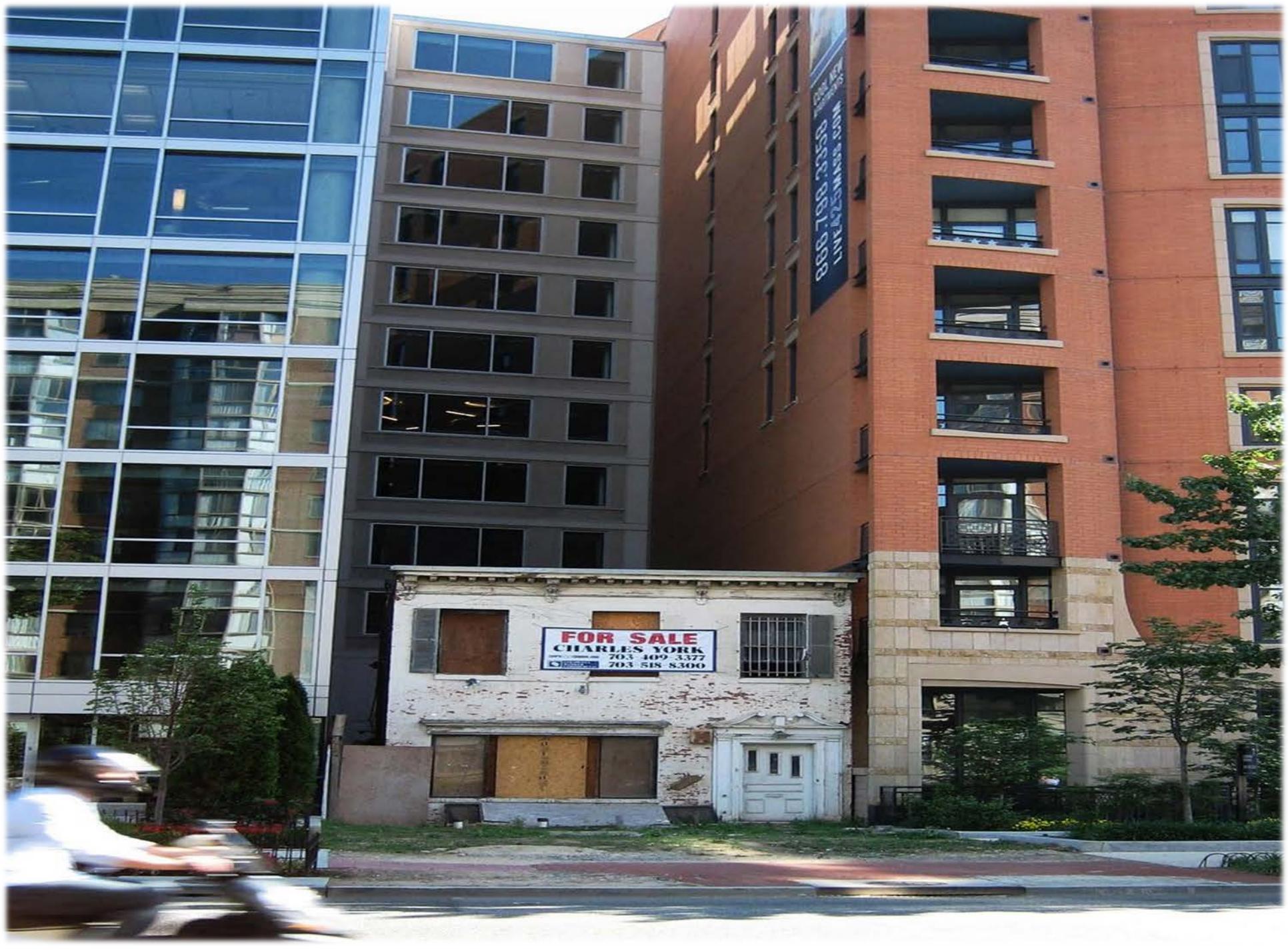
Turn Around Low-Performing Schools

Build Data Systems

Adopt Rigorous Standards

The Shared Learning Collaborative is building on the last decade of digital architecture.

<http://slcedu.org/>



FOR SALE
CHARLES YORK
703 409-3377
703 518-8300

888 788 8888
WWW.CHARLESYORK.COM

Emerging Data Era

Emerging Data Era

Leave the school setting and our expectation for immediate information (data) is radically different.

We have come to expect that data be useful and timely over a short period of time. The proliferation of hand held digital devices (smart phone, tablets, etc.), network coverage (cellular and Wi-Fi) and “cloud” computing allows us to access information and services when we need it, so much so that we are upset when we don’t have it exactly when we demand it.



Emerging Data Era

New era of
BIG DATA

Content

Social Learning

Instruction/ Assessment

Infrastructure & Management



iTunes U



BetterLesson



Learning.com



New era of
BIG DATA



Junyo



SkillsShare



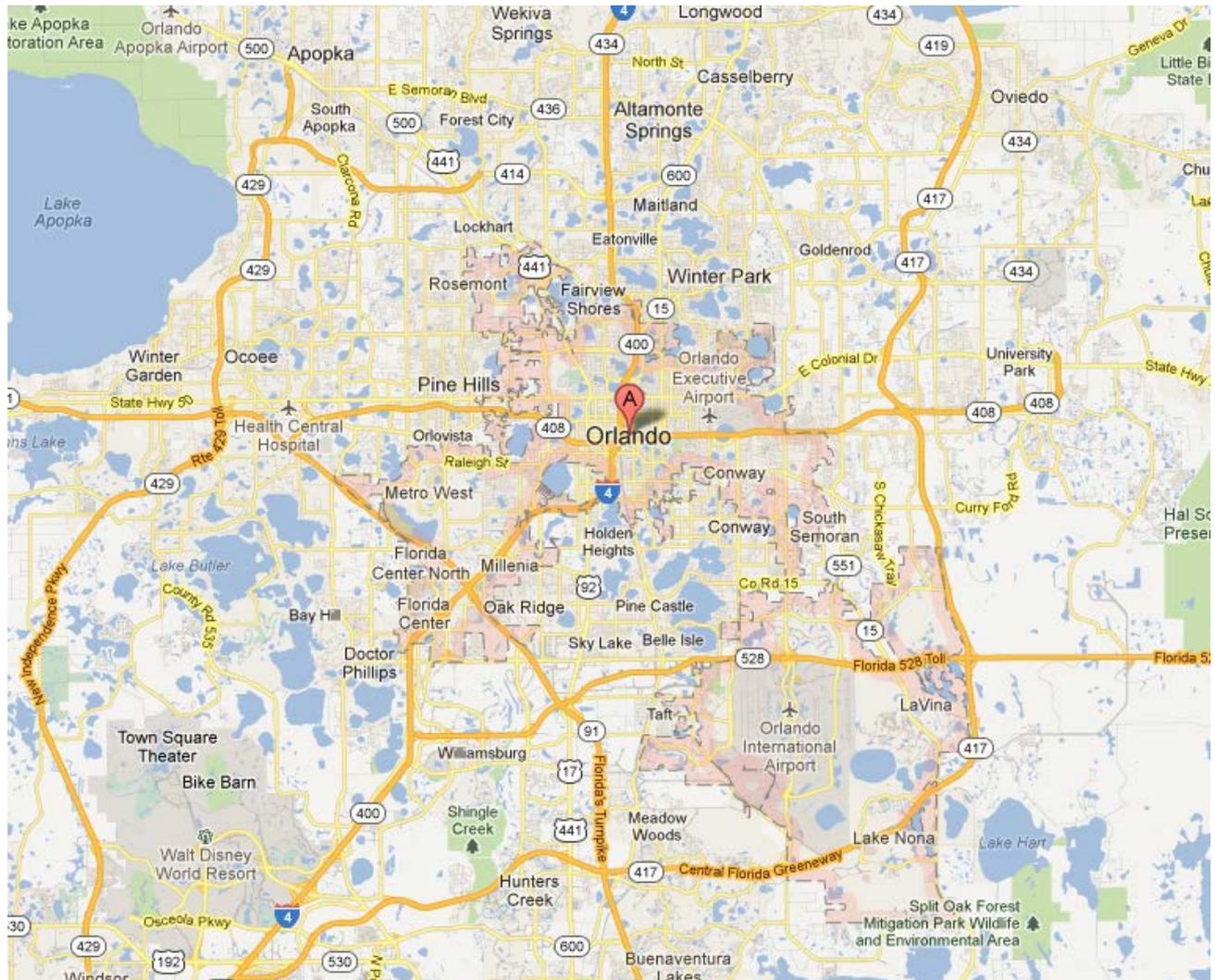
Northwest Evaluation Association
Partnering to help all kids learn



tools

Emerging Data Era

Merging of school data capacity and consumer expectation for access & availability of data.



Emerging Data Era

The amount of available education data is catching up with our cultural expectations for data.

An Official Website of the United States Government Sunday, June 17, 2012 | Text: A A A | Share

 **DATA.GOV** / EDUCATION Login | Sign Up
EMPOWERING PEOPLE

**WELCOME TO
EDUCATION DATA
COMMUNITY**

This web site serves as a central guide for education data resources including high-value data sets, data visualization tools, resources for the classroom, applications created from open data and more. These datasets have been gathered from various agencies to provide detailed information on the state of education on all levels, from cradle to career and beyond. Check back frequently because the site will be updated as more datasets and tools become available.

SPECIAL FEATURES
ASSESSMENT SYSTEMS
ONLINE COMMUNITY

[VIEW MORE](#)

[<](#) [>](#)

Home [Data/Tools](#) [Apps](#) [Challenges](#) [International](#) [Classroom](#) [Events](#) [SEARCH](#)

Data.gov » All Communities

Developers



Teachers



Students



Emerging Data Era

The change is apparent in the RTT-D competition.

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

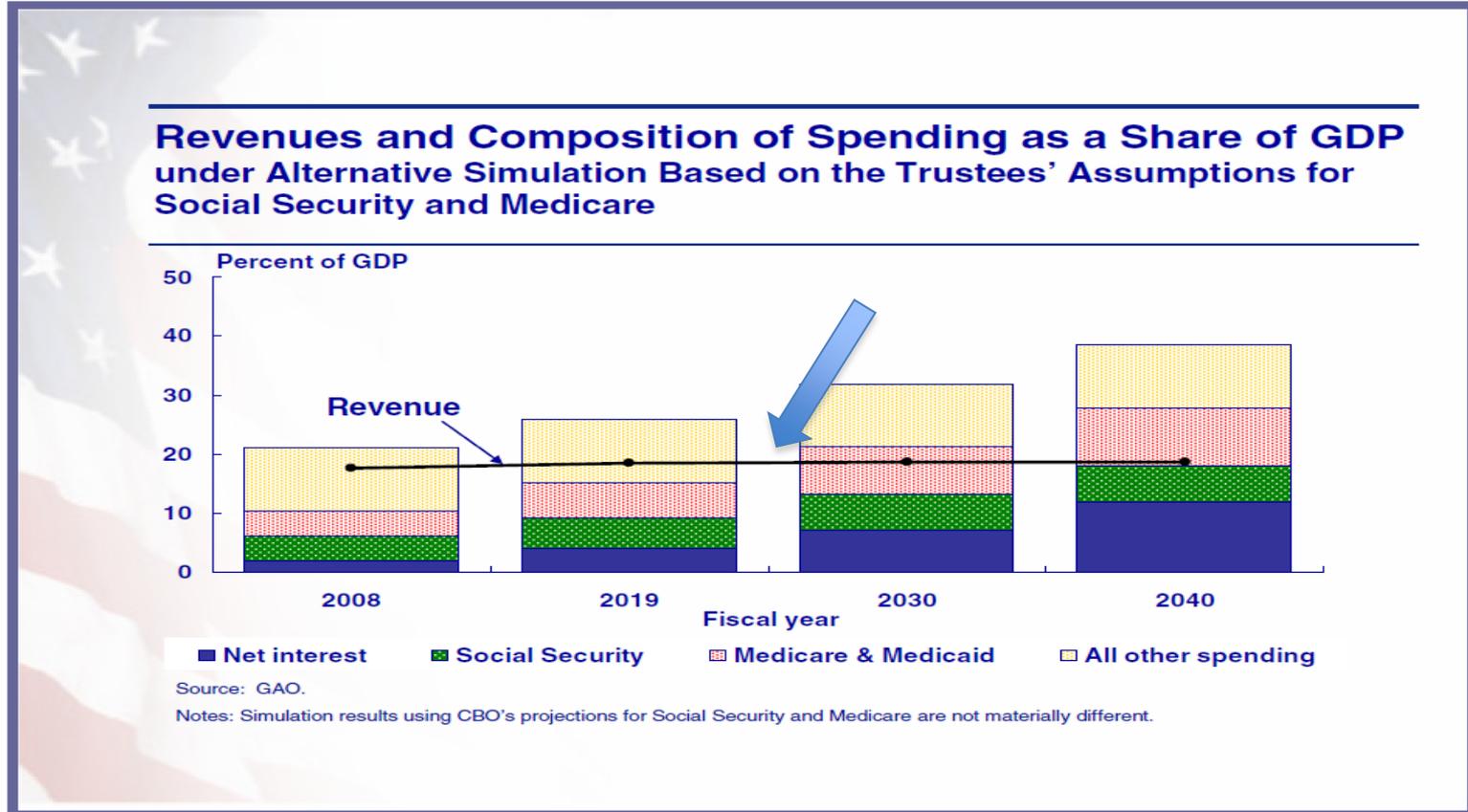
- (i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—
 - (A) A teacher evaluation system (as defined in this notice);
 - (B) A principal evaluation system (as defined in this notice); and
 - (C) A superintendent evaluation (as defined in this notice);
- (ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)
 - (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
 - (iii) The LEA has a robust data system that has, at a minimum—
 - (A) An individual teacher identifier with a teacher-student match; and
 - (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);
- (iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and
- (v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

Fiscal Scarcity Accelerates Policy Change

Changing Fiscal Outlook

Federal deficit over \$1.7 trillion

Federal debt is more than \$14.3 trillion.



Changing Fiscal Outlook



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

May 18, 2012

M-12-14

MEMORANDUM TO THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

FROM:

Jeffrey D. Zients
Acting Director

A handwritten signature in blue ink, appearing to read "JAZ", is written over the printed name and title of Jeffrey D. Zients.

SUBJECT:

Use of Evidence and Evaluation in the 2014 Budget

Since taking office, the President has emphasized the need to use evidence and rigorous evaluation in budget, management, and policy decisions to make government work effectively. This need has only grown in the current fiscal environment. Where evidence is strong, we should act on it. Where evidence is suggestive, we should consider it. Where evidence is weak, we should build the knowledge to support better decisions in the future.

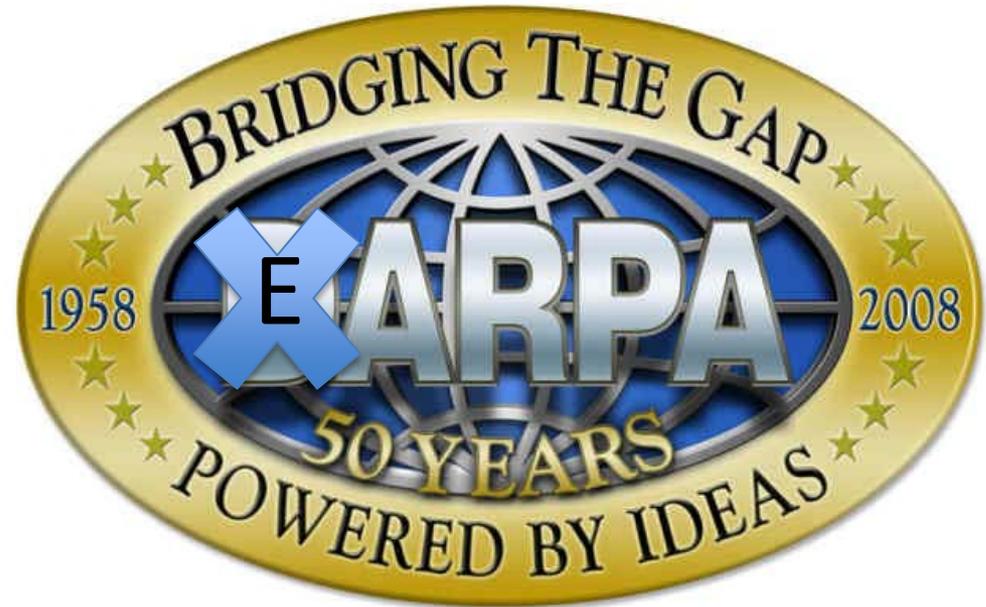
OMB is encouraging Pay for Success programs.

Changing Fiscal Outlook

In the FY2012 Budget, the President proposed the creation of an Advanced Research Projects Agency – Education (ARPA-ED) at \$90 million in its first year.

ARPA-ED will be structured similarly to DARPA. ARPA-ED program managers will be experts in their fields, recruited into government.

They will run competitions to which a broad set of entities including industry, universities, and other innovative organizations can apply. Winners will be selected based on their potential to create dramatic breakthroughs to empower learning and teaching



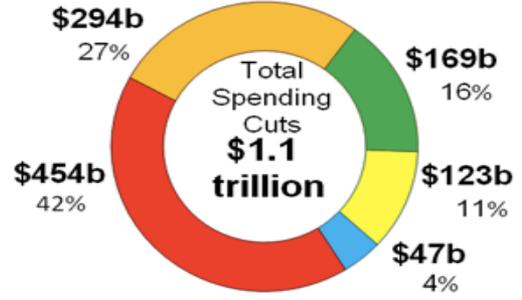
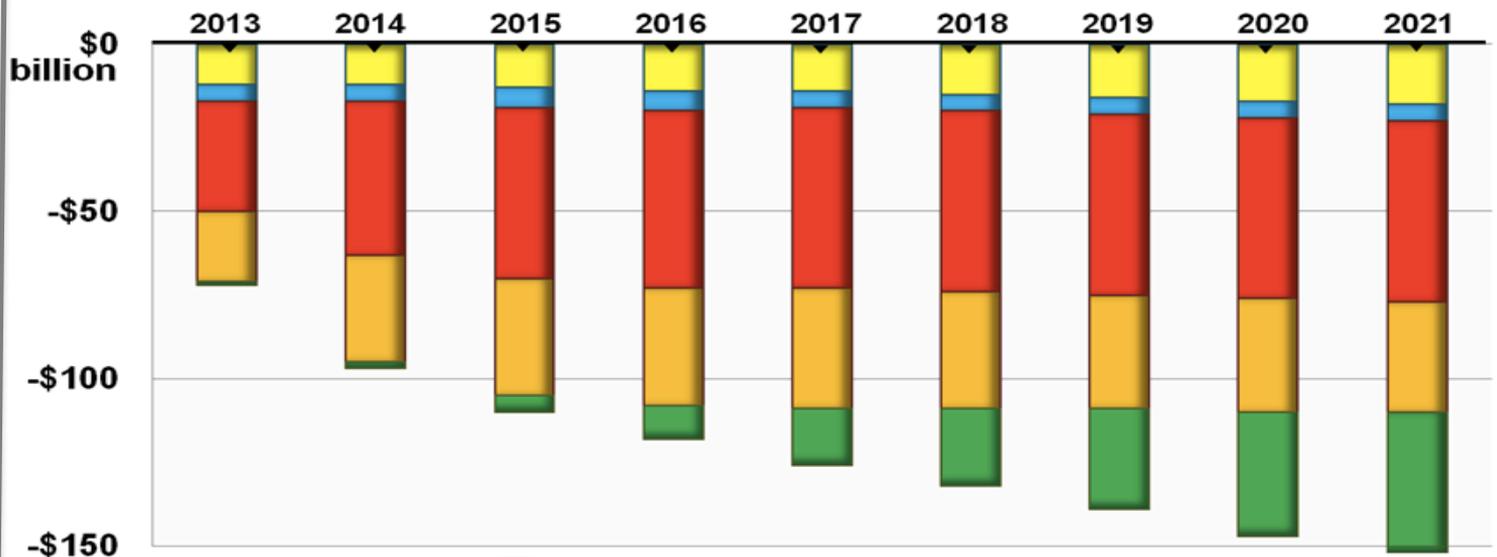
<http://www.ed.gov/sites/default/files/arpa-ed-background.pdf>

\$1.2B sequester #CongressFail

The sequestration fiasco animates the long term fiscal scarcity.

Automatic Spending Cuts Under BCA Sequester

Annual and Cumulative, FY 2013-2021



- Medicare
- Other Mandatory
- Defense Discretionary
- Non-Defense Discretionary
- Interest

Source: PEW, Congressional Budget Office

States are Slow to Recover

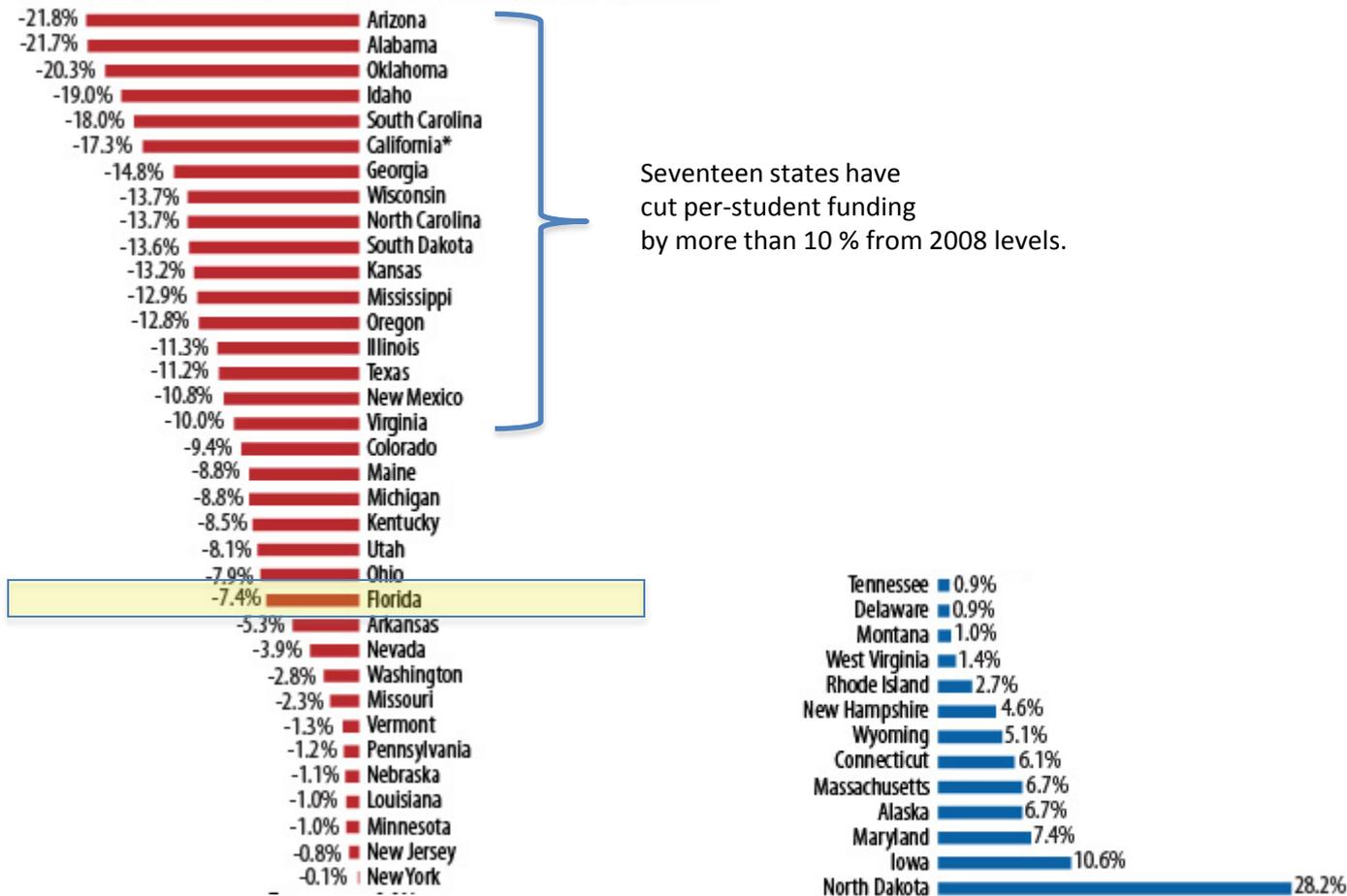
Dire Federal situation only compounds the Great Recession.

- Florida is increasing school funding by \$273 per pupil this year.

- That, however, is not nearly enough to offset the state's \$569 per-pupil cut over the previous four years.

Per-student Spending Has Decreased In Most States Since 2008

Percent change in spending per student, inflation-adjusted, FY08 to FY13

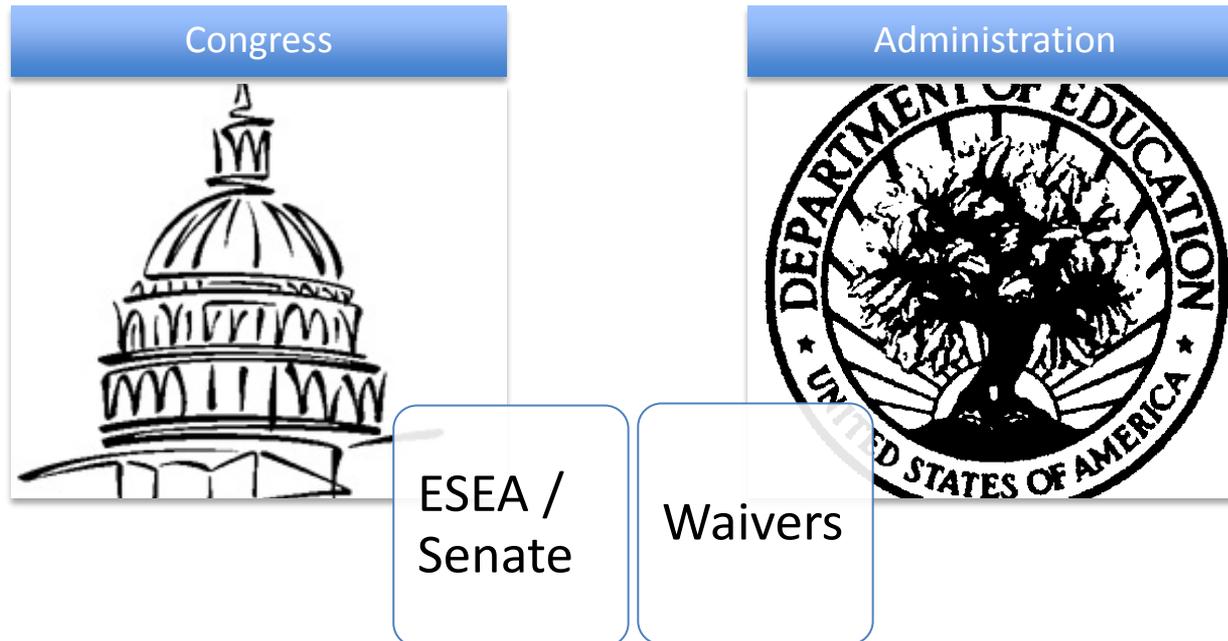


Seventeen states have cut per-student funding by more than 10 % from 2008 levels.

Implications for ESEA?

ESEA Identity Crisis

USED has the upper hand in reshaping the law.



Waivers

Administration



Waivers

Devolution of accountability back to the States.

1. 2013–2014 Timeline for AYP.

Flexibility to develop new ambitious but achievable Annual Measurable Objectives in reading/language arts and mathematics

2. Implementation of School Improvement.

Flexibility from requirement for LEAs to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring

3. Implementation of LEA Improvement.

Flexibility from requirement for SEAs to identify or take improvement actions for LEAs identified for improvement or corrective action

4. Rural LEAs.

Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status

5. Schoolwide Programs.

Flexibility to operate a schoolwide program in a Title I school that does not meet the 40 %poverty threshold ...

<http://www.ed.gov/esea/flexibility>

Waivers

Administration



Waivers

Devolution of
accountability
back to the
States.

6. Support School Improvement.

Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any focus or priority school

7. Reward Schools.

Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school

8. HQT Improvement Plans.

Flexibility from the requirements regarding HQT improvement plans

9. Transfer of Certain Funds.

Flexibility to transfer up to 100 % of the funds received under the authorized programs designated in ESEA sec. 6123 among those programs & into Title I, Part A

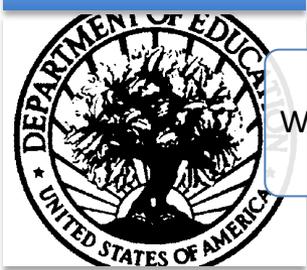
10. Use of SIG to Support Priority Schools.

Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school

<http://www.ed.gov/esea/flexibility>

Waivers

Administration



Waivers

Devolution of accountability back to the States.

1. College- and Career-Ready Expectations for All Students

Adopt Rigorous Standards

2. State-Developed Differentiated Recognition, Accountability, and Support

Turn Around Low-Performing Schools

1. Priority schools (bottom 5%)
2. Focus schools (additional 10%)
3. Reward schools

Build Data Systems

1. Supporting Effective Instruction and Leadership

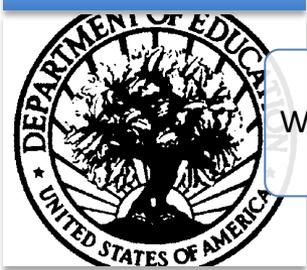
Recruit and Retain Effective Teachers

2. Reducing Duplication and Unnecessary Burden

<http://www.ed.gov/esea/flexibility>

Waivers

Administration



Waivers

Devolution of accountability back to the States.

- Waivers would run through the end of the 2013–2014 school year.
- An SEA may request an extension of the *initial period* of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.

<http://www.ed.gov/esea/flexibility>

Waivers – Patchwork Nation

Administration



Waivers

Devolution of accountability back to the States.

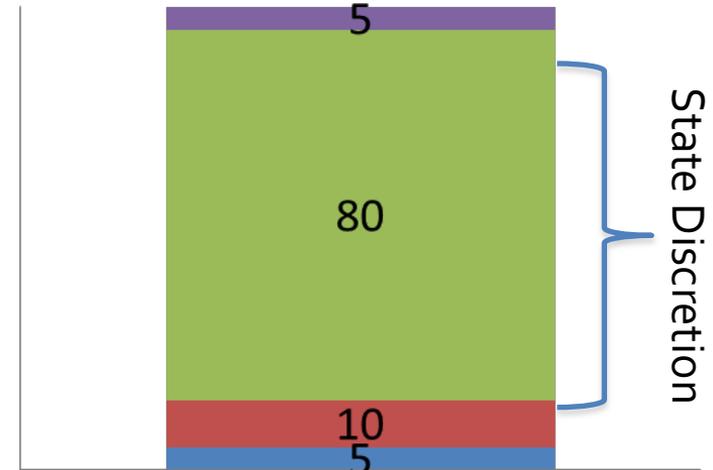
Patchwork of accountability models.



Federal Interventions

60%
40%
20%
0%

AMO



Waiver Intervention Model

■ Priority ■ Focus ■ Other ■ Reward

ESEA

Congress



ESEA



House

Empowering Parents through Quality Charter Schools Act, June

Student Success Act & Encouraging Innovation & Effective Teachers Act, Feb. 2012

State and Local Funding Flexibility Act, July

Senate

Senate bill v1, Oct 13

Senate bill v2, Oct 17



The House is taking a "patchwork" approach.

The Senate is taking the comprehensive approach.

ESEA

A C C O U N T A B I L I T Y

Current Law

- Annual testing 3-8 and once in HS.
- AYP ratcheting toward 100 grade level proficiency by 2013-2014
- 7 year cascade of consequences
- Subgroup accountability

Senate Bill (Harkin-Enzi)

- **Scraps AYP**
- Assess 3 -8 and not less frequently than once during grades 10 -12;
- Single summative assessment or through multiple statewide assessments during the course of the year;
- **growth models**
- state must make an effort to analyze its assessments to reduce duplicative assessments .

Obama Administration Waiver Plan

- **Scraps AYP**
- Maintains testing schedule
- Requires states to set own AMOs and for all subgroups
- Retains disaggregation of subgroups
- Requires states to describes state accountability system relative to AMOs.

House Legislation

- **Scraps AYP**
- Annual testing remains required once in grades 3-8.
- States must also assess once in 9-12.
- **Assessments must measure student growth.**

ESEA

L S
 O C
 W H
 O
 P O
 E L
 R S
 F
 O
 R
 M
 I
 N
 G

Current Law

- 7year cascade of consequences:
 - Choice
 - SES
 - Corrective action
 - Alt gov planning
 - Alt. governing

Senate Bill (Harkin-Enzi)

- Two categories for intervention:
- 1) **Achievement Gap Schools (bottom 5% elem. & 5% HS)** and
 - 2) **Low Achieving Schools (bottom 5% of elem and HS and <60% grad rate).**
- 2a) **Low Achieving has category for PLAS.**
Must follow interventions based on SIG models:
- Transformation, turnaround, whole school, restart.

Obama Administration Waiver Plan

- **Focus Schools:** 10% of the schools in the state with the worst gaps; PLUS
 - **Priority Schools:** bottom 5% of schools in the state.
- Interventions for the bottom 5%, Priority schools, must comply with “turnaround principles” or the SIG interventions.

House Legislation

- The Secretary is not permitted to establish any criteria that specifies, defines or prescribes any aspect of a state’s accountability system.
- Eliminate SIG

ESEA

T
E
A
C
H
E
R
S

Current Law

- Requires 100% of teachers to be HQT.

Senate Bill (Harkin-Enzi)

- Oct. 13 version** of Harking bill was a major push toward “effective” teacher and principals.
- Oct. 17 gutted the language** from the bill and corralled it as an allowable use under the Teacher Incentive Fund. No longer in Titles I and Title II.
- HQT remains in place.

Obama Administration Waiver Plan

- Waives HQT in exchange for...
- An SEA and each LEA must commit to develop, adopt, pilot, and implement a teacher and principal evaluation and support systems with at least 3 levels and include student growth as a significant factor.

House Legislation

- Bill rewrites the existing teacher program to support the development & impl. of teacher evaluation systems.
- New Teacher and School Leader Flexible Grant.
- Eliminates HQT

ESEA

FUNDING ISSUES

Current Law

- 20% LEA set aside for choice and SES.
- Schoolwide triggered by 40% poverty.
- Ranking and serving rules under 1113.

Senate Bill (Harkin-Enzi)

- Eliminates choice and SES
- Revises comparability requirement to include **actual personnel and non personnel expenditures**.
- Greater transferability, up to 100%.
- Oddly, no changes to ranking and serving, sec. 1113.

Obama Administration Waiver Plan

- Would waive choice and SES and associated set asides.
- Waiver would allow up to 100% of transferability of funds that may be transferred under NCLB (Sec. 6123).

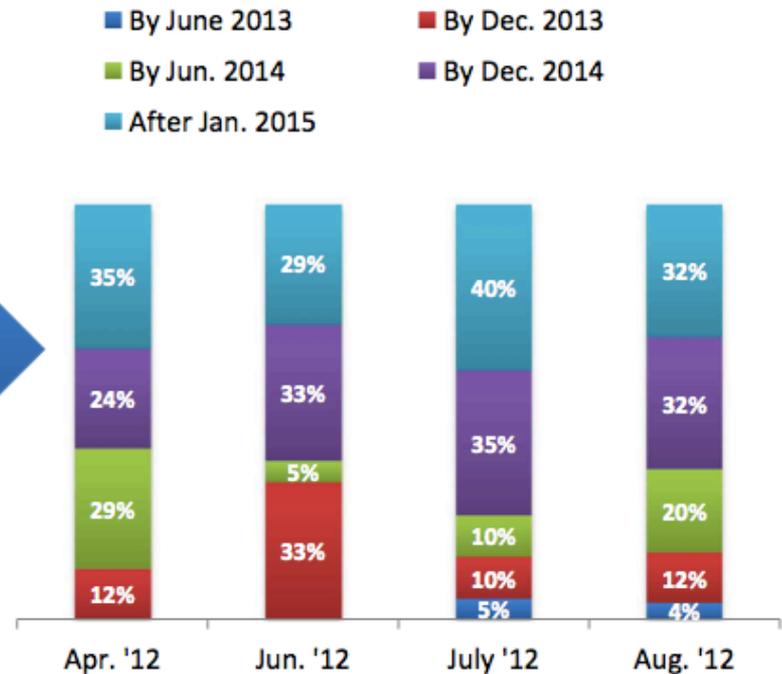
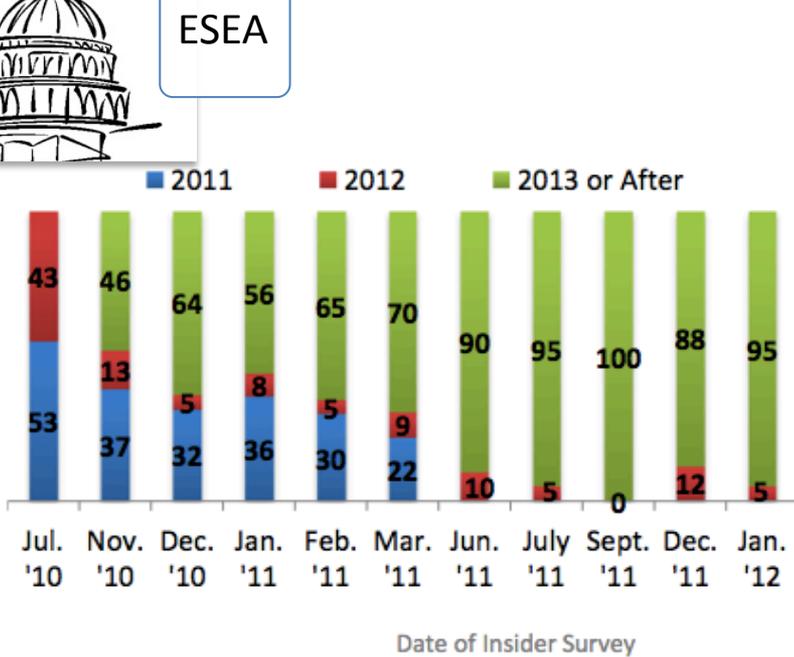
House Legislation

- Eliminates current choice and SES requirements (but creates the opp in a new Title III, Local Academic Flexible Grant).
- Eliminates MOE.
- Greater transferability within new, broader Title I.
- **Schoolwide 40% threshold removed.**

Insider Insight: Reauthorization Timing



Timing of ESEA Reauthorization



Question: About when do you believe a final ESEA bill will be signed into law?

August 2012

Insider Insight: Reauthorization Timing

Congress



ESEA

“The ESEA debate has turned into a realm of fantasy fiction where one's ability to prevail hinges on weaving a tapestry of cherry-picked truths and sugarcoated nostrums.”

Why?

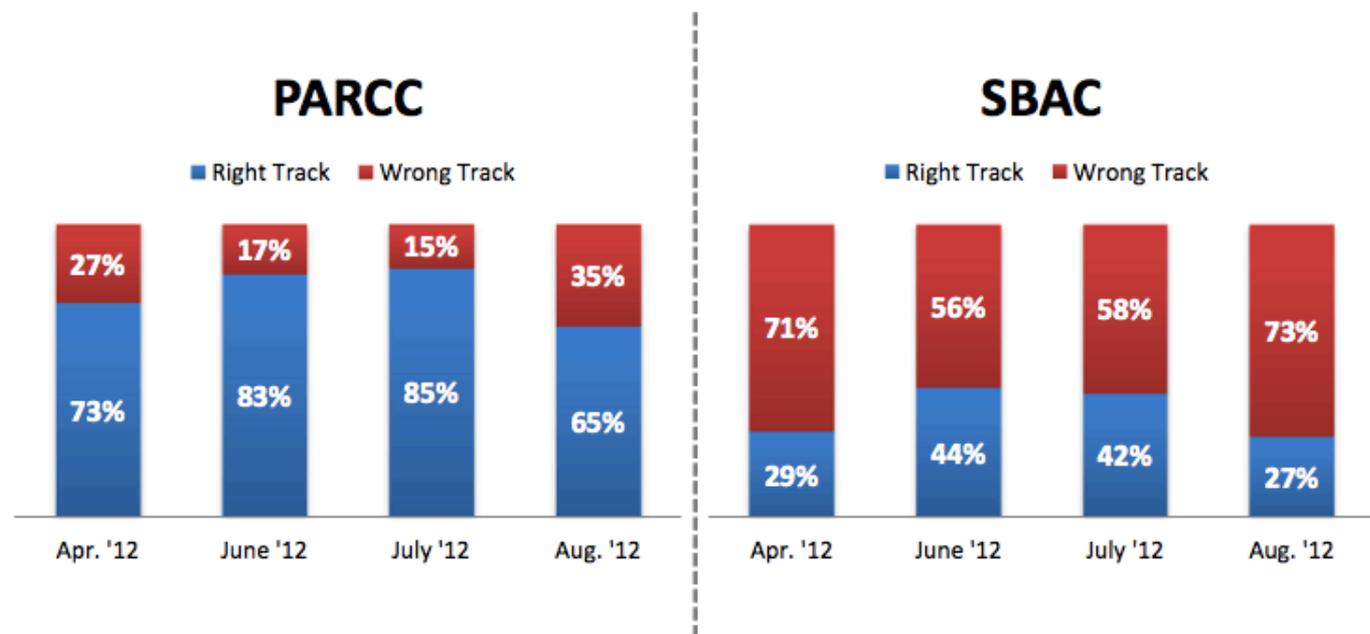
- “At the moment there is no compelling reason for Congress to act. The Administration has eased the pressure felt by the school community through the waivers.”
- “There is no sense of urgency to do anything at this point. And with no additional dollars, why bother?”
- “I am growing more and more skeptical that consensus can ever be reached on ESEA.”
- “ESEA will take real leadership by the President and the Administration, and 2013 will be consumed by jobs and economy, so 2014 is a lot more likely. And the waivers are so prevalent that the pressure is being released.”
- “The primary impetus for reauthorization was the sense that we understood NCLB’s weaknesses and were now positioned to course-correct. The waivers changed all that. We’re no longer in the NCLB era; we’re in the waiver era. The waivers course-corrected; the pressure has been released. A new ESEA won’t come about until we’ve learned the lessons of federal retrenchment and state re-empowerment, and that will take a few years. Get comfortable, we’ll be here for a while.”
- “Hope springs eternal. And the ESEA waivers expire at end of 2013-14 school year. (Unless of course they are extended.)”

Assessments – Right Track or Wrong Track?

Wrong track numbers for SBAC consortia rise back to where they were in April. Utah voted to leave the consortia on August 3.

Wrong track numbers for the PARCC consortia rise to an all-time high in the wake of some controversy about PARCC's relationship with vendors.

Are the assessment coalitions on the right track or wrong track?



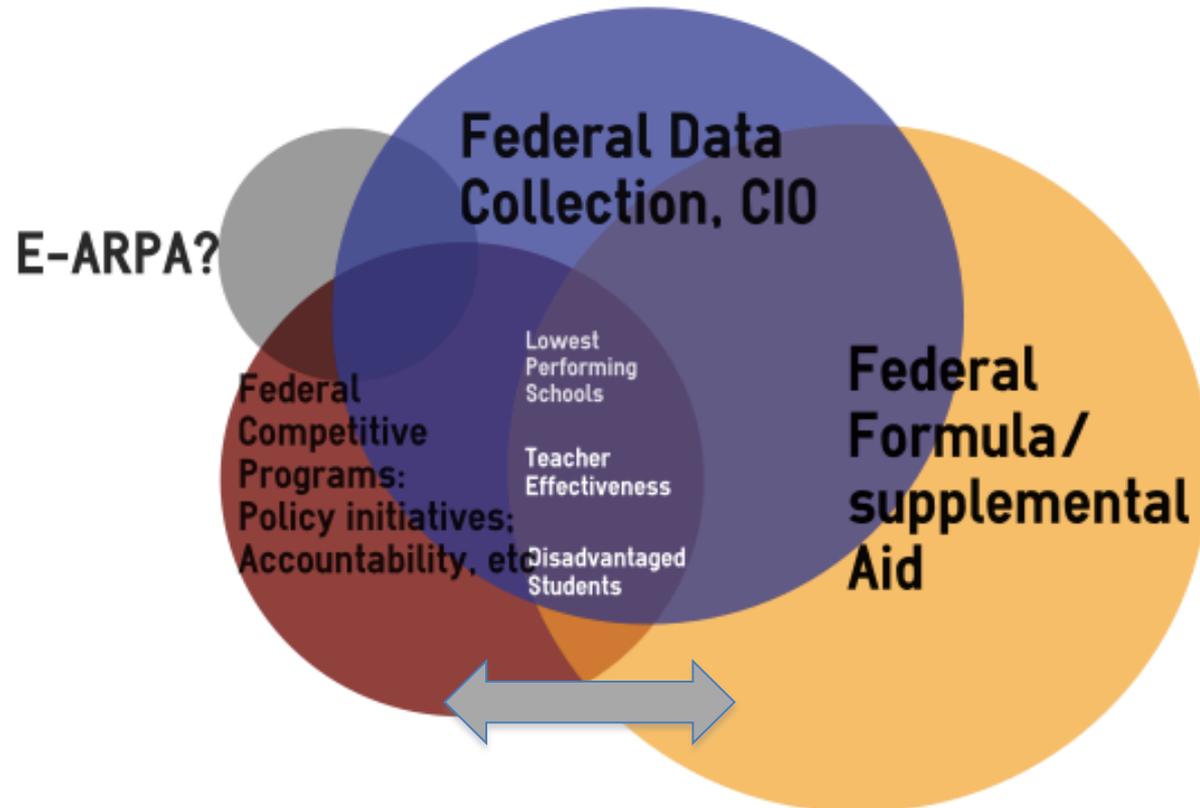
Question: Are the assessment coalitions on the right track or wrong track?

Note: Survey closed on July 31st, 2012.

ESEA Outlook

Changing Federal Role: Separating Formula & Competitive

Growing CIO role



“Trust but Verify”



Whiteboard Advisors



Email:

info@whiteboardadvisors.com



Follow:

WhiteBdAdvisor



Blog:

<http://www.whiteboardadvisors.com/news>



Visit:

<http://www.whiteboardadvisors.com>

