

NCLB Committee of Practitioners Meeting Minutes

Washington Elementary District Office
4650 W. Sweetwater
Glendale, AZ

September 10, 2010

COP Members: Sylvia A. Johnson, Co-Chair Harriet Caruso, Co-Chair Heidi Atkinson Leanne Bowley Debbie Burdick Karen Burns-Copley Angelina Canto Mary Lou Chambers Weatherly Geri Cloud Linda Denno Mona Doyle Shelly Duran Bob Fleischmann Cecilia Frakes David Gauch Susan Gibson Connie Heath Lidell Jacobson Scott Jacobson Stephanie Jones	Mary Kyle Ildi Laczko-Kerr Carrie Larson Jean Lewis Leticia Lujan Patricia Marsh Rebecca McClenning Patricia Osborne Chelsey Peitz Jacquelyn Power Doug Price Shelly Reed-Mezei Patrick Riley Eula Saxon Dean Dean Slaga Jeffrey Smith Gina Vukovich Tammi Wilson Charlotte Wing	ADE: Nancy Konitzer – Title I DAS Dr. Karen Butterfield, Assoc. Supt. Stephen Bonnet Terry Doolan Robert Franciosi Erik Francis Jim Lovett Mark McManus Barbara Nolan Sandra Skelton	Guests: Janet Sullivan
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Welcome and Introductions

The Committee of Practitioners (COP) was called to order at 9:00 am. COP Co-chair, Sylvia Johnson welcomed everyone and asked members to introduce themselves. Sylvia thanked Janet Sullivan for hosting the COP meeting at the Washington Elementary School District.

Business Items

Approval of Minutes:

The minutes were reviewed and passed unanimously. Jacquelyn Power motioned to approve the minutes for May 7, 2010; it was seconded by Harriet Caruso.

Election of Co-chair:

Sylvia requested nominations to replace outgoing Co-chair Carrie Larson. Norma nominated Harriet Caruso, Mary Kyle second. Vote was carried unanimously in favor of Harriet Caruso as new Co-chair.

2011 COP meetings:

Members were asked to email Tee Lambert if their school district is able to host the COP meetings in 2011.

Neglected and Delinquent

Jim Lovett, Title I Program Specialist and Director of Neglected and Delinquent (N&D) Education provided an overview of N&D education. AZ Supreme Courts operate 15 Juvenile Corrections facilities and are working on being accredited. The Arizona Department of Corrections has a female minors unit in Perryville. Jim went and met with 15 ladies who were working on their education,

they're adding instruction in morning, afternoon and evening. Students within the Arizona Department of Juvenile Corrections receive Career & Technical Education (CTE) instruction and computer based instruction with the goal of leaving with a trade.

Jim also went over Title I-D sub parts I and II laws and guidelines and accountability. Both LEAs and state agencies provide child counts to the ED. LEAs work with NDTAC to get accurate child counts.

Distinguished Schools Applications

In the past COP has always helped with the process. This year there are no qualifying schools in Arizona that may apply for the national award. Nancy stated the results of the AIMS math test was part of the reason that schools did not qualify. The National Title I Association continues to request states to participate. Twenty states participated last year. A reminder of the minimum criteria: achievement in meeting AYP for two consecutive years, poverty rate of 35 percent or higher, minimum of 100 students tested, and AIMS scores above state averages, plus

- Category One: Absolute Achievement –positive improvement across the board
- Category Two: Subgroup Achievement - close the gap, positive growth

Ed Jobs Guidance

Nancy updated members on the EduJobs Bill. The bill was passed right before the summer break. There is an EduJobs Fact Sheet on the federal website. The Governor must make awards to the LEAs on a timely basis so that funds are available for use during the 2010-11 school year. Districts can pay for obligations beginning August 10, 2010 moving forward. The Governor's decision will be based on state aid formulas (similar to SFSF money). Applications from the state were due September 9, 2010. Application approval should be a quick turnaround of grant approval. Grants will be available through ADE Grants Management System.

Funding Criteria:

- School Level Personnel – early childhood, elementary, and secondary education. Has to be district employee staff – no outside contracted positions. May use the money for teachers, principals, academic coaches, plus service staff such as security officers, custodians, café workers and bus drivers.
- Not Allowable: District level positions, school board operations, human resources, etc.
- Intent is to spend the funding this year, but the way the law is written, carryover is allowed for an additional year.
- Two Percent Side Aside: Governor's Office.
- Using student count state aid formula to determine district amounts

Highly Qualified Professionals

Patty Hardy, Director of Teacher Quality and Recruitment and Retention was not able to attend the COP. Nancy Konitzer and COP members who attended the last meeting provided a brief overview. Nancy explained that the origin of moving to Highly Effective teachers is based in NCLB statute in terms of having highly qualified teachers available to all students, looking at their experience and effectiveness. Students in high poverty should have equitable access to highly qualified teachers.

There was a Teacher Equity Study, a two day workshop facilitated by WestEd, which involved an intensive look of data at AZ districts that had Title I and Non-Title I school. There were 25 districts involved in the Teacher Equity Study. This work has been recognized by nationally, Patty and Jan presented in Washington D.C.

Accountability Update

Robert Franciosi, Deputy Associate Superintendent of Research and Evaluation updated members on the issues dealing with School and LEA accountability:

- Will try to have AZ Learns data out a week early
- Writing: 5th, 6th, 7th and high school – holistic scores, no six traits
- Graduation Rate: Eighty (80) percent instead of 71 percent. Feds will revisit this again this year. New weighted graduation rate – 4 and 5 year. 60 percent x 4 year rate and 40 percent x 5 year rate. Information in Accountability Workbook.
- New Ethnicity Questions: The rules are that is a student reports as Hispanic, he/she will be reported in the Hispanic subgroup. For example, if a student choose 'Hispanic' and then chooses N/A. as race, the student will be reported as Hispanic.
- Three new Laws:
 - Teacher and Principal Evaluation: State Board Task Force
 - Superintendent Evaluation: State data used in superintendent compensation. No plan to put this out this fall. Data that law requires will not be published until the spring.
 - New Law: Five Provisions
 - AZLearns for LEAs will be required. AZLearns at District Level. Letter grade for districts.
 - Five Letter Grades: A, B, C, D, and F
 - Specific language defining A, B, C, D, and F schools. The laws states more specifics – some language that wasn't there in the past
 - Evaluation has to be more heavily weighted to student-level growth (Colorado model, etc.). 25 percent / growth of all students, 25 percent / growth of bottom 25 percent
 - Old model next two years (AZLearns); New model in FY 2013

Teacher & Principal Task Force

Nancy introduced Dr. Karen Butterfield, Associate Superintendent of Academic Achievement, who provided an update on the Teacher and Principal Task Force:

- The charge of the task force is to develop the framework to meet the essence of the law; they will not be developing the evaluation instrument.
- Evaluation component for teachers equals 33 – 50 percent based on student achievement. It is not determined how this will be measured yet.
- There will be an October meeting in Colorado, WestEd is organizing and presenting. Arizona Task Force members will also be attending.

Race to the Top

Karen provided an overview on the second round of Race to the Top (RttT) letting members know:

- Karen Butterfield, Eileen Klein, Vince Yanez, Jacob Moore, and Mike Cowen, Mesa Superintendent worked on the application presentation to ED, they had only had a week to work on it.
- WestEd helped with presentation; 30-minute presentation; with a 60-minute question and answer session. Arizona's application score increased by 20 points after the presentation.
- There wasn't enough money in the plan to distribute to all states. There may have been issues with the teacher union piece (not 100 percent of support from states like Arizona);
- There were no western states funded by RttT.
- The Race to the Top Application is posted on the Governor's website.

NCLB Updates

Nancy Konitzer provided updates concerning issues around NCLB.

NCLB funding allocations

- No new ARRA Title I money;
 - complete the completion report and then apply for carryover; treat the process like an amendment.

ALEAT

- Next update will include spell check feature; continuing to work with WestEd to improve functionality of ALEAT.
- ASIPs are now housed in ALEAT; ASIP has single goal: improving student achievement
- District Level LEA Plan: Goals currently have a status as 'in progress'. Change the goals and then submit. The LEA plan should match all federal applications. There is no hard deadline for LEA plan submission, but make sure the plan matches your application. If plan doesn't match Title I and Title II funding requests, applications will not be approved quickly.

School Improvement

- Persistently Low Achieving Schools (PLAs) are defined as the bottom five percent (Tier I).
- Feds are redirecting monies for school improvement – created a pool of funds to help the PLAs.
- Tier II included Title I Eligible Schools – number of Title I high schools nationwide are much less than elementary – Tier II is high schools – low graduation rate, eligible for Title I but do not receive the funding.
- School Improvement money was allocated to Tier I and Tier II schools. The schools are required to use one of the four models.

COP Topics

Members brought up issues to be discussed at future meetings.

- Rural schools have little resources for PD; they appreciate the Tech Regional Centers.
- Create an ad-hoc committee for teacher effectiveness and lowest performing schools. Research shows it's important to invest in bubble schools. Native American students are the lowest performing schools. Work hard with bubble students to help school make AYP. PLA model going to Tier I and II, but focus should be looked at with Tier III schools, especially rural area schools.
- Include COP in an ad hoc committee. Nancy said we have SIG (A) money or 4 % money to include that with SIG (G) money would be a possibility.
- Equitable distribution and teacher equity and clarification of differences.
- Need communication from assessment and accountability workgroups. Meetings are happening, but we don't always know when the meetings are. Better communication of meetings and times/locations of information.
- School grades A, B C. Is the criterion already set? Ad-hoc committee to help give input to the accountability workgroup. Welcome suggestions from the COP. Formalize some hot topics to keep members informed. Robert gives a one page summary instead of having labeling, AYP, common core, implementation, and assessment.
- Better communication on deadlines. Page on website for all deadlines and changes
- Discrepancy about what the ADE requires and District requires.
- NCLB reauthorization. Would our input matter? There is a .0099% chance that reauthorization will occur in a lame duck session, but both House and Senate are working

on pieces, but there's no coherent bill that would replace ESEA next year. Budget is also in limbo. They just keep funding it. We've been in extensions since October 1st.

- ALEAT – concerns of data and timely information about AYP.
- Committee members make suggestions for MEGA conference topics.
- Ways to use the money differently
- IDEAL could be an asset and need people on the IDEAL Task Force. Anyone interested, email Tee to serve on IDEAL task force; teacher and administrator equity issue.
- Time and effort: looking at what auditors and state look for is different.
- Double check that the ADE's expectations are in line with what auditors look for.

MEETING SCHEDULE FOR 2010 - 2011

Sylvia Johnson asked that COP members email Tee Lambert if they are able to host the 2011 meetings.

November 18, 2010	MEGA Conference at the Wigwam Resort in Litchfield (1/2 day)
January 21, 2011	TBA
March 4, 2011	TBA
May 6, 2011	TBA

GOOD OF THE ORDER

Harriet thanked everyone for their participation and effort with COP.

ADJOURN

Linda Denno motioned to adjourn the meeting, seconded by Lydell Jacobson. Meeting adjourned at 1:25 pm.

NCLB Committee of Practitioners Meeting Minutes

Mega Conference
Wigwam Resort and Conference Center
Litchfield Park, AZ
November, 2010

COP Members: Sylvia A. Johnson, Co-Chair Harriet Caruso, Co-Chair Heidi Atkinson Debbie Burdick Karen Burns-Copley Angelina Canto Mary Lou Chambers Weatherly Geri Cloud Linda Denno Sherry Dorathy Mona Doyle Shelly Duran Bob Fleischmann David Gauch Connie Heath	Lidell Jacobson Ildi Laczko-Kerr Carrie Larson Jean Lewis Vivian Martinez Rebecca McClenning Natalie McWhorter Cynthia Neuzil Chelsey Peitz Jacquelyn Power Doug Price Shelly Reed-Mezei Dean Slaga Gina Vukovich	ADE: Nancy Konitzer – Title I DAS Tee Lambert – COP Clerk Mary Haluska Terry Dolan Lynn Strizich Cathy Poplin Terry Strayhand	Guests: Mark Nichols
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Welcome and Introductions

The Committee of Practitioners (COP) was called to order at 2:00 pm by COP Co-Chair Sylvia Johnson. Sylvia welcomed members and thanked them for staying after the conference and asked members to introduce themselves.

Business Items

Co-Chair Harriet Caruso requested for volunteers from members to hold future COP meetings. Future locations were volunteered:

- January 21, 2011 Scottsdale Unified District
- March 4, 2011 Balsz Elementary District
- May 6, 2011 Chandler Unified District

Reports

Teacher and Principal Evaluation Task Force:

Harriet introduced, Nancy Konitzer, Deputy Associate Superintendent of Title I and Consolidated Activities. Nancy provided the report on the Task Force for Dr. Butterfield who was unable to attend due to a scheduling conflict. Dr. Vickie Ballentine is the Chair and there 18 people on the committee, and the next meeting is to be held December 3, 2010. The meetings are posted on the ADE website and open to the public. There are two sub-committees that report to the Task Force:

- Professional Teaching Standards,
- Assessments

The Task Force is currently focused on gathering information and each meeting does have a call to the public where input can be provided to the Task Force. The point of the Task Force is to focus on the Framework around the assessment piece that is required by statute that is to be 33% to 50% of the evaluation; the rest is to be local decision.

Nancy let COP members know there are several ways to provide input as a committee or as an individual. The Task Force has a portion of the agenda which includes a call to public, which allows 3 minutes to present, COP as group could request to send information to the Task Force members and request time to present to the Task Force, if they agree. Co-chair Sylvia asked members if they would like to work as Committee to provide information to the Task Force at the January meeting. Members asked if the ASA (Arizona School Administrators) could present to COP on the work they have already done. Nancy mentioned what she would like COP to give thought to how it will affect Title I Teachers who may not be the teacher of record.

Governor's P-20 Coordinating Council:

Nancy Konitzer provided an update on the Governor's P-20 Council. Even though Arizona did not attain the Race to the Top funding, Governor Brewer still wants to use the P-20 Council as part her Education Reform agenda utilizing the Race to the Top application. Next meeting will meet at the Rodel Foundation.

IDEAL:

Kathy Poplin, Deputy Associate Superintendent, for Educational Technology and Mark Nichols from IDEAL. Kathy provided an IDEAL update:

- IDEAL can now track Title I schools
- The Usage is up 13%
- Summer Professional Development
 - 23 courses offered
 - 600 participated
 - 80% completion
- Fall Professional Development
 - 18 courses
 - 479 participating
- ASU developing collaboration in creating learning communities for ASIP
 - Parent Information Resources
 - Resources for Teachers
 - Resources for Parents
- IDEAL will have resources to assist teachers and schools with the new Arizona Academic Standards aligned to the Common Core Standards.

Kathy and Mark asking for input on how to get more school and LEAs involved in using IDEAL. For Professional Development it was suggested the need for more professional development surrounding Math content.

NCLB Program Updates

Reauthorization of ESEA:

Nancy Konitzer provided an overview of where reauthorization stands after the election. She mentioned that there has been work that has been done behind the scenes. She provided the names of the current chairs of the education committees:

- Tom Harkin (D-IA) serves as Chairman of the U.S. Senate Health, Education, Labor and Pension Committee.
- Rep. John Kline (R-MN) serves as Chairman of the U.S. House Education and Labor Committee

There have been discussions of pulling back unspent stimulus dollars and of rescinding the EduJobs funding. That funding level would be set back to 2008 funding. Arizona received \$260 million in 2008 compared to the \$304 million received in 2010. In the budget itself funding titles have changed:

- Title I is now being referred to as College and Career Ready,
- Title II-A to Great Leaders, Great Teachers.
- Other smaller funding levels have been consolidated.

Nancy encouraged member to go to the National Title I web page for the latest information.

School Improvement:

Co-chair Harriet Caruso introduced Angela Denning, Deputy Associate Superintendent of School Improvement and Intervention. Angela went over School Improvement Data collected for the past 3 years:

	2008	2009	2010
Warning	159	122	160
SI – 1	100	111	91
SI – 2	86	67	67
CA	42	55	42
RP	13	36	38
RI	35	40	65

There has been an increase of schools moving out of School Improvement, from 2009 to 2010:

- 48 schools made AYP for the 2nd year in a row (11%) and have moved out of school improvement,
- of the 122 schools in Warning for 2009, 42 made AYP in 2010 (35%).

Angela also shared data relating to the 1,233 Title I schools making AYP for the first time in 2010

- Of the 1233 Title I Schools, 303 are in School Improvement = 25%
 - of the 91 schools in Year 1 – 42 made AYP = 46%
 - of the 67 schools in Year 2 – 22 made AYP = 33%
 - of the 42 schools in CA – 16 made AYP = 38%
 - of the 38 RP schools – 5 made AYP = 13%
 - of the 65 RI schools – 12 made AYP = 19%

97 of the schools in improvement made AYP in 2010 = 32%

48 schools made AYP for 2 years (11%) and are out of school improvement. Angela’s School Improvement Unit will be having discussions with the 5 schools that moved out from Restructuring and see what changes they implemented that made them successful.

Angela went over the changes in the School Improvement Grant

- Flexibility to generate lists
- Parent and community engagement
- Pre-implementation – funding can be used for but not limited to:
 - Holding and parent and community meetings to review school performance and develop school improvement plans;
 - Recruiting and hiring the incoming principal, leadership team and instructional staff;
 - Conducting a rigorous review process; and
 - Providing professional development.

Good of the Order

It was mentioned that the Superintendent of Public Instruction, Mr. John Huppenthal, be invited to the March Meeting.

Adjourn

Jacquelyn Power motioned to adjourn the meeting, seconded by Ildi Laczko-Kerr. Meeting adjourned at 4:30 pm.

MEETING SCHEDULE FOR 2010 - 2011

January 21, 2011	Scottsdale Unified
March 4, 2011	Balsz Elementary District
May 6, 2011	Chandler Unified

NCLB Committee of Practitioners Meeting Minutes

Host: Scottsdale Unified School District
 Coronado High School – Lecture Hall
 7501 E Virginia Avenue, Scottsdale, 85257

January 21, 2011

<p>COP Members: Sylvia A. Johnson, Co-Chair Harriet Caruso, Co-Chair Debbie Burdick Angelina Canto Mary Lou Chambers Weatherly Geri Cloud Linda Denno Sherry Dorathy Mona Doyle Shelly Duran Bob Fleischmann Cecilia Frakes David Gauch Connie Heath Lidell Jacobson Scott Jacobson Stephanie Jones Mary Kyle Ildi Laczko-Kerr Carrie Larson</p>	<p>Jean Lewis Leticia Lujan Patricia Marsh Vivian Martinez Rebecca McClenning Chris McIntier Natalie McWhorter Joe O'Reilly Patricia Osborne Chelsey Peitz Jacquelyn Power Doug Price Shelly Reed-Mezei Patrick Riley Eula Saxon Dean Dean Slaga Jeffrey Smith Gina Vukovich Tammi Wilson Charlotte Wing</p>	<p>ADE: Nancy Konitzer – Title I DAS Tee Lambert – COP Clerk Jan Amator – Highly Qualified DAS Sid Bailey – AZ LEADS3 Karen Butterfield – Associate Superintendent Amy Corriveau – Early Childhood Education DAS Angela Denning – School Improvement & Intervention DAS Don Fuller – Title I Barbara Nolan – Title I/Migrant Education</p>
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WELCOME AND INTRODUCTIONS

The Committee of Practitioners (COP) Co-Chair Sylvia Johnson called to order the COP meeting at 9:10 am. COP Member Ildi Laczko-Kerr welcomed members to Coronado High School. Members were asked to introduce themselves.

BUSINESS ITEMS

Approval of Minutes:

COP Co-Chair, Harriet Caruso introduced the minutes and asked for a motion to approve the minutes. Doug Price, motioned to approve the minutes for Sept 10, 2010; Debbie Burdick seconded the motion and it passed unanimously. Linda Denno, motioned to approve the minutes for the November 18, 2010 with an amendment to show that Ms. Denno was present at the meeting, Eula Dean seconded the motion and it passed unanimously.

Membership Sub-Committee:

Harriet asked for volunteers for the Membership Sub-committee and the following members agreed to serve:

- Angelina Canto
- Ildi Laczko-Kerr
- Chris McIntier
- Tammi Wilson
- Connie Heath
- Leticia Lujan
- Jacquelyn Power
- Pat Marsh as Alternate

STANDING REPORTS

Teacher and Principal Evaluation Task Force:

Harriet introduced Karen Butterfield, Associate Superintendent for Academic Achievement. Karen updated members on a two day meeting facilitated by WestEd. The meeting had participants from 5 Southwest states that work with the Southwest Comprehensive Center for a 2 day focus on teacher evaluation that included guest speakers:

- Stanley Rabinowitz, from WestEd's Assessment and Accountability Comprehensive Center spoke about *"Measuring Student Growth in Tested Subjects and Implications for States and LEAs."*
- Richard Wenning, Associate Commissioner from the Colorado Department of Education presented on *"Colorado Growth Model"*.
- Laura Goe, National Comprehensive Center for Teacher Quality presented on *"Measuring Teachers' Contribution to Student Learning Growth for the 'Other 69%'"*

For more detail please refer to Attachment A.

Karen also provided the schedule for future Teacher and Principal Evaluation Task Force:

- Friday, February 11
- Friday, March 4
- Monday, March 14
- Thursday, March 17 - Last Meeting
- Friday, April 1 - Add'l Meeting/s will be scheduled (if needed)
- Monday, March 28 - Arizona State Board Meeting – Study Session
- Monday, April 25 - Arizona State Board Meeting – For Action

The meetings will be held in the State Board Room in the Arizona Department of Education Building from 10:00 a.m. to 2:00 p.m. with a short break for lunch. Agendas are posted on the ADE website.

Governor's P-20 Coordinating Council:

Karen Butterfield encouraged members to visit the Governors' website <http://azgovernor.gov/P20/> and review the recommendations on what Arizona will be focused on. The Council is looking towards developing private partnerships to fund the initiatives.

COP discussed developing a sub-committee to develop recommendations from COP to share with the Teacher and Principal Evaluation Task Force. The following members volunteered to participate on the sub-committee and meet Thursday March 3rd at 1pm:

- Ildi Laczko-Kerr
- Joe O'Reilly
- Mona Doyle
- Sylvia Johnson
- Natalie McWhorter
- Mary Lou Weatherly

The sub-committee will report back to COP at the March meeting.

Even Start:

Sylvia introduced Amy Corriveau, Early Childhood Education DAS, who informed COP that in the 2010-2011 school year there have been 6 Even Start programs funded. The State Board has adopted Teaching Strategies Gold as the only approved evaluation tool. The Even Start Program Directors have asked the state through its procurement process to select a single evaluator to evaluate all the programs. This will eliminate the need for each Even Start Programs to find their own and will help the state meet the federal evaluation requirements. Amy mentioned that Early Childhood Education will be going through a Federal Desktop monitoring for Even Start this year.

The State Head Start office has moved from the Governor's office and has now joined the Early Childhood Education Unit at the ADE.

IDEAL:

Nancy Konitzer, Title I and Consolidated Activities, DAS reported that there was no new information concerning IDEAL since the report provided in November.

Financial Report:

Lois Kruse, Director of Central Processing Unit, reminded members to send in their completion reports for ARRA and that April 2nd is the deadline for amendments. Lois informed members that there is a \$980,000 ARRA carry forward from 09-10 funding that had not been applied for and that those funds are subject to being reallocated, if not applied for.

Calendar of Events:

Nancy reminded members that the March COP meeting will be held at Balsz Elementary School District on March 4th and that the Spring Coordinators Meeting is being held in concert with the Microcomputers in Education Conference (MEC) at ASU on March 16th.

TURNAROUND PRINCIPAL – What’s it Take to be Successful?

Harriet introduced Sid Bailey, the Director of AzLeads³. Sid explained the AzLeads³ currently provides Turnaround Leadership Training as requested by the School Effectiveness Division. The trainings focus on the premise that effective turnaround principals must have the capacity to:

- Build relationships between the administration and staff,
- Create and maintain a safe and orderly campus,
- Infect the staff with a simple, understandable, and worthy philosophy,
- Understand and articulate the relationship and connection between curriculum, instruction and assessment,
- Accurately evaluate instruction and identify strengths and areas needing improvement that will most greatly impact learning,
- Successfully help teachers to change the way they do business in order to improve student learning,
- Create and facilitate effective “Learning Teams”, and
- Keep all staff focused on results and the desire to change the way they do business when desired results are not being met.

PROGRAM UPDATES**ALEAT (Arizona LEA Tracker):**

Nancy updated on ALEAT. She, Karen Butterfield and Tee Lambert will be going to Sacramento on January 25th to join 5 other states involved in the development of the Tracker project. The representatives will discuss the transition with the current grant running out and WestEd seeking out additional funding. There is a new upgrade due the end of January. Nancy reminded members that the 6 year cycle monitoring was due in December.

The ADE has an ALEAT Planning Committee where the different ADE units get together to discuss future ideas or issues with ALEAT,. Sylvia Johnson and Harriet Caruso have joined the meeting and are able to bring the LEA user perspective to the discussion. .

Schoolwide program training:

Erik Francis has been developing guidelines and workbooks that schools can download to use in developing their targeted assistance and schoolwide programs. During the Spring Coordinators there will be sessions dealing on Transitioning from Targeted Assistance (TA) to Schoolwide (SW) also a “Refresher” session for schools that have been schoolwide for quite awhile to ensure that schoolwide plan contains all of the required components.

School Improvement:

Nancy introduced Angela Denning, School Improvement and Intervention, DAS. Angie discussed that the State has submitted the School Improvement Grant (SIG) application and is waiting to hear if it has been approved.

The US Department of Education (ED) has included early implementation as an option to allow schools to use planning and pre-implementation as part of the LEA application. The School Improvement and Intervention team has held 2 webinars to help schools apply for the grants, once the ED approves our application and releases the funds.

Highly Qualified and Equitable Distribution of Highly Effective Teachers Update:

Jan Amator, Title II-A and Highly Qualified Professionals DAS, provided members information on the transition of the Title II-A emphasis on Highly Qualified Teachers to the Equitable Distribution of Highly Effective Teachers. The LEAs involved in the Equity Study Pilot developed 30 suggested indicators that can be used for LEAs use in achieving equity in teacher distribution (*please refer to Attachment B*). Jan Amator also encouraged members to have their business managers to attend the Schoolwide 3 training.

Reauthorization of ESEA:

Nancy shared that federal grants will now be reported similar to how LEAs reported the ARRA expenditures. LEAs and the state will be reporting federal grants through FAADS (Federal Assistance Award Data Systems). Nancy encouraged members to review the FAADS web site at <http://www.census.gov/govs/www/faads.html>. Nancy will be attending the National Title I conference held in Tampa and will bring a report back at the March meeting. The Department of Education (ED) is now offering technical assistance webinars for states and LEAs. The SASA office, which includes Title I, has changed how they monitor states and now they are focusing on School Improvement Grants and Title III based on a risk management ranking of the states. Arizona is not included in the current year schedule through September 30, 2011. .

Nancy shared that there is proposal to cut the federal budget back to the 2006 level; for Arizona that would be \$240 million. In 2008 Arizona received \$270 million, and in 2010 Arizona received \$304 million. Talks are still ongoing. There have been proposals of rescinding unused federal funds, so LEAs need to keep this in mind while budgeting.

Nancy has heard that there is bi-partisan cooperation to reauthorize ESEA. It appears that the bill will come from the Senate and move to the House to approve. There are a few things driving this to be accomplished by August, because then Congress is up against the next election cycle. Arne Duncan's editorial in the January 3rd *Washington Post* demonstrates he has made a commitment to get reauthorization accomplished. The 2014 deadline of every student being proficient is also looming as driving the need to reauthorize. . The new chair for the House Education and Workforce Committee is Representative Klein, a Republican from Minnesota. The committee has 16 members, reduced from 30 in the last session.. Senator Harkin, a Democrat from Iowa, is the chair of the Senate Health and Education Labor and Pension Committee.

A member asked if there would be any changes to accountability. Nancy indicated the SIG under Section 1003 with the PLA schools indicates a new direction that the administration is promoting. .

ADE WEB SITE

Nancy asked members for suggestions for improvements to the ADE web site.

Suggestions:

Contact List with pics

ADE Org chart

Relevant search engine

Parent friendly information

Rolling Updates (w/date)

Locate all Forms in one place

Acronyms – glossary linked within pages (hot link words to glossary – roll over word for description)

Enterprise info – Ease of updating data

Complaints

It takes too many clicks to reach information

Improve breadcrumbs (return to previous location)

Remove outdated items (archive)

Fix Report Cards

Front page of web:

Cleaner look with links to stake holder with graphic organizer

Stake holder group suggestions

Teacher

Administrators

Students

Researchers

Visitors

Focus on good news, not the negative

GOOD OF THE ORDER

Harriet asked members if they had anything for the good of the order they would like to share.

Issues brought up were:

- Invite Mr. Huppenthal to COP
- In Standing Reports add Accountability
- Have working lunches for groups to discuss
 - School Improvement
 - Great Teachers/Great Leaders
 - Standards/Assessment & Accountability
 - What's Working
- Future Agenda
 - Roberta Alley
 - Topics for Mega

ADJOURN

Ildi Laczko-Kerr motioned to adjourn the meeting, seconded by Debbie Burdick. Motion passed, meeting adjourned at 1:40 pm.

Attachment A:

COP MEETING: PRINCIPAL/TEACHER EVALUATION TASK FORCE UPDATE

Karen Butterfield, Associate Superintendent

1/21/11: Scottsdale Unified District

January 6-7 Measuring Educator Effectiveness to Improve Teaching & Learning Conference:

Karen Butterfield, Jan Amator, Robert Francisoci, Anju Kurizkose: ADE; AEA; Rich Crandall; Deb Duvall; Rebecca Gau; Janice Palmer attended.

Stanley Rabinowitz – WestED’s Assessment and Accountability Comprehensive Centers “Measuring Student Growth in Tested Subjects and Implications for States and LEAs”

- There is no magic bullet: answer why we should include any particular indicator
- We don’t have to do everything all at once: what might a 3-year, 5-year, 10-year plan look like for the AZ framework?
- Examples of Data Availability:
 - Level 1: technical sound student-level assessment data that serve as the centerpiece measure of educator effectiveness (NAEP, SAT, ACT, AIMS)
 - Level 2: Other assessment data (interim measures administered at the LEA level; and to what extent are these data available uniformly across the state?)
 - Level 3: other sources of information (observations, surveys, etc.) used to supplement the more technically rigorous data form Levels 1, 2
 - GROWTH is the mantra
 - Make local assessments part of the accountability system?
 - Comparability (of assessments): don’t do bad things just to be comparable (testing Kindergartners just because the test is given at higher grade levels)
 - Think of future indicators: graduation rates; other indicators: e.g. behaviors vs. credentials
- Focus on non-tested subjects and indicators too: Tested content areas need to look at non-tested indicators and vice versa
- Start with questions we want answered (from these evaluations)
- What quantitative measures exist outside of traditional testing?
- Some states have strong Communication Plans (CO)

Richard Wenning, Associate Commissioner, Colorado Department of Education:

“CO Growth Model”

- Desired System: Accountability 2.0 (1.0 Version was NCLB)
 - Coherent system by building student, educator, school district, state and federal performance management capacity
 - Aligning the above with one another
 - Maximize student progress toward college and career readiness: will all kids be ready when they exit?
 - Looking closely into classrooms: practice and performance – is critical and part of the coherent system design

Attachment A continued:

Laura Goe: National Comprehensive Center for Teacher Quality; Measuring Teachers' Contribution to Student Learning Growth for the "Other 69%": that percentage of teachers whose contribution to student learning cannot be measured with testing – such as value-added models.

- For non-tested grades and subjects: look at alternative measures of student learning/performance (i.e. pre-tests/post-tests and end-of-course tests; ELL proficiency assessments; other measures that are rigorous and comparable across classrooms).
- Growth model is only available for tested grades, subjects
- What other valid, reliable measures exist in K-2, Art, Music, P.E.??
- How do we measure the EFFECTIVE teacher?: students achieve acceptable rates (e.g. one grade level in an academic year)
- How do we measure the HIGHLY EFFECTIVE teacher? (e.g. students achieve high rates: 1 ½ grade levels in an academic year). How do we measure 1 ½ grades?
- Challenges: How to attribute learning gains to teachers, when:
 - A student is only in a classroom for a portion of the year?
 - A student has a high absentee rate?
 - A student fails to complete assessments that will be used for determining teachers' contribution to student growth?
 - Various co-teaching models exist? (e.g. 70%: general ed teacher; 30%: special ed pull-out teacher model)
 - Student rosters are inaccurate?: the importance of "rostering" accuracy linking teachers to students
- Other Measures, such as Student Learning Objectives (SLOs): applicable to all teachers
- Austin Independent School District uses 2 SLOs:
 - One SLO addresses all students; the other may be targeted
 - Use of a broad array of assessments
 - Use of pre and post assessments
 - Targets student growth
 - Peer collaboration
- Resources:
 - NCCTQ's Policy Brief: Measuring Teacher Contributions to Student Learning Growth for the other 69 Percent(December, 2010)
 - Bill & Melinda Gates Foundation MET Project Policy Brief: Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project

SBE Task Force Meeting on 1/6:

- Presentation on the ASA/ASBA Teacher Evaluation Committee (Denise Birdwell, Higley Supt; Ed Sloat: Glendale EI; Heather Cruz/ LESD Assist. Supt)
- 5 Domains of the Framework (Charlotte Danielson): w/4 ratings across:
 - Professionalism
 - Assessment
 - Instruction
 - Environment
 - Planning and Preparation
- Be more general than prescriptive
- General set of standards, guidelines
- Provided a list of 12 recommendations

II. SCHOOL INDICATORS

Section	Indicator	Description/Definition	Dates	Source/Notes
--	School Title I Status	<p>Title I provides financial assistance to local educational agencies to meet the needs of special educationally disadvantaged children at preschool, elementary, and secondary school levels.</p> <p>The Title I status of each school included in the <i>Achieving Equity in Teacher Distribution</i> study is the primary point of disaggregation to identify equity issues.</p>	SY 09-10 as of 1/15/10	Arizona Department of Education <i>Title I School Status</i> application under the ADE Common Logon as of 1/15/10 for participating schools
2.1.1	Principal Total Years of Experience	<p>The total number of years of experience as a principal regardless of school. SY 09-10 is counted as 1 year.</p> <p><u>Chart 2.1.1(a)</u> summarizes the number and percent principals by total years category (1 Year, 2 Years, 3 Years, 4-6 Years, 7-10 Years, 11+ Years) in Title I and Non Title I Schools</p> <p><u>Chart 2.1.1(b)</u> provides the mean, median, minimum, maximum, and standard deviation of principal total years of experience in Title I and Non Title I schools</p>	Total Years Including SY 09-10	Spreadsheet completed by the district and submitted to the Arizona Department of Education by 3/8/10 for participating schools
2.1.2	Principal Total Years at Current School	<p>The number of years the principal has occupied the principal position at their current school. SY 09-10 is counted as 1 year.</p> <p><u>Chart 2.1.2(a)</u> summarizes the number and percent principals by years at current school category (1 Year, 2 Years, 3 Years, 4-6 Years, 7-10 Years, 11+ Years) in Title I and Non Title I Schools</p> <p><u>Chart 2.1.2(b)</u> provides the mean, median, minimum, maximum, and standard deviation of principal years experience at current school in Title I and Non Title I schools</p>	Total Years Including SY 09-10	Spreadsheet completed by the district and submitted to the Arizona Department of Education by 3/8/10 for participating schools
2.2.1	Availability of School Programs	<p>Advanced Placement (AP): AP is a program that offers college level and rigorous courses for high school students.</p> <p>Advancement via Individual Determination (AVID): AVID is a program offered at schools in grades 7-12 designed to help underachieving middle and high school students prepare for and succeed in colleges and universities.</p> <p>Concurrent Enrollment (CE): Concurrent Enrollment is a program</p>	SY 09-10	Spreadsheet completed by the district and submitted to the Arizona Department of Education by 3/8/10 for participating schools

Section	Indicator	Description/Definition	Dates	Source/Notes
		<p>where high school students can enroll in a college/university course and earn college/university credit for that course.</p> <p>Career & Technical Education (CTE): CTE is a program in grades 7-12 to prepare students for workforce success and continuous learning.</p> <p>Dual Enrollment (DE): Dual Enrollment is a program where high school students can enroll in a high school & college course simultaneously & receive both high school & college credit for that course.</p> <p>International Baccalaureate (IB): IB is an internationally acceptable university admissions qualification program offered at high schools.</p> <p><u>Chart 2.2.1(a)</u> summarizes the number and percent schools offering various programs based on the grades served in Title I and Non Title I schools</p>		
2.3.1	Standards Assessment Inventory (SAI) Equity Standard	<p>SAI is a 60 item electronic survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standards.</p> <p>Equity Standard Questions:</p> <p>24. At our school, we adjust instruction and assessment to meet the needs of diverse learners.</p> <p>33. Teachers show respect for all of the student sub-populations in our school (e.g. poor, minority).</p> <p>37. Teachers at our school expect high academic achievement for all of our students.</p> <p>44. We are focused on creating positive relationships between teachers and students.</p> <p>59. Teachers receive training on curriculum and instruction for students at different levels of learning.</p> <p><u>Charts 2.3.1(a) – 2.3.1(e)</u> summarize the number and percent respondents by response option for each SAI question in Title I and</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.

Section	Indicator	Description/Definition	Dates	Source/Notes
		Non Title I schools		
2.3.2	SAI Leadership Standard	<p>Leadership Standard Questions:</p> <p>1. Our principal believes teacher learning is essential for achieving our school goals.</p> <p>18. Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues).</p> <p>45. Our principal fosters a school culture that is focused on instructional improvement.</p> <p><u>Charts 2.3.2(a) – 2.3.2(c)</u> summarize the number and percent respondents by response option for each SAI question in Title I and Non Title I schools</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.
2.3.3	SAI Quality Teaching Standard	<p>Quality Teaching Standard Questions:</p> <p>17. The professional development that I participate in models instructional strategies that I will use in my classroom.</p> <p>25. We use research-based instructional strategies.</p> <p>60. Our administrators engage teachers in conversations about instruction and student learning.</p> <p><u>Charts 2.3.3(a) – 2.3.3(e)</u> summarize the number and percent respondents by response option for each SAI question in Title I and Non Title I schools</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.
2.3.4	SAI Evaluation Standard	<p>Evaluation Standard Questions:</p> <p>3. We design evaluations of our professional development activities prior to the professional development program or set of activities.</p> <p>13. We use several sources to evaluate the effectiveness of our professional development on student learning (e.g. classroom observations, teacher surveys, conversations with principals or coaches).</p> <p>20. We set aside time to discuss what we learned from our professional development experiences.</p> <p>30. At our school, evaluations of professional development outcomes are used to plan for professional development choices.</p> <p>51. We use students' classroom performance to assess the success of teachers' professional development experiences.</p> <p><u>Charts 2.3.4(a) – 2.3.4(e)</u> summarize the number and percent respondents by</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.

Section	Indicator	Description/Definition	Dates	Source/Notes
		response option for each SAI question in Title I and Non Title I schools		
2.3.5	SAI Data-Driven Standard	<p>Data-Driven Standard Questions:</p> <p>12. Teachers at our school learn how to use data to assess student learning needs.</p> <p>26. Teachers at our school determine the effectiveness of our professional development by using data on student improvement.</p> <p>39. Teachers use student data to plan professional development programs.</p> <p>46. Teachers use student data when discussing instruction and curriculum.</p> <p>50. Teachers analyze classroom data with each other to improve student learning.</p> <p><u>Charts 2.3.5(a) – 2.3.5(e)</u> summarize the number and percent respondents by response option for each SAI question in Title I and Non Title I schools</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.
2.3.6	SAI Design, Collaboration, Learning Communities Standards	<p>Design, Collaboration, & Learning Communities Standards Questions:</p> <p>22. We design improvement strategies based on clearly stated outcomes for teacher and student learning (Design).</p> <p>23. My school structures time for teachers to work together to enhance student learning (Collaboration).</p> <p>9. The teachers in my school meet as a whole staff to discuss ways to improve teaching and learning (Learning Communities).</p> <p><u>Charts 2.3.6(a) – 2.3.6(c)</u> summarize the number and percent respondents by response option for each SAI question in Title I and Non Title I schools</p>	SY 09-10 as of May 1st, 2010	School-level survey results provided to the Arizona Department of Education by Green River (organization that manages the online SAI system) for participating schools. Schools with less than 10 respondents were not included.
2.4.1	AYP and Title I Status	<p>Adequate yearly progress (AYP) is the measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind (NCLB).</p> <p><u>Chart 2.4.1(a)</u> summarizes the number and percent schools that met AYP, met attendance rate, the graduation rate, percent tested, and test objective in Title I and Non Title I schools</p>	<p><u>AYP Data</u> SY 08-09</p> <p><u>Title I</u> SY 09-10</p>	<p>AYP Data: Arizona Department of Education Office of Research and Evaluation - AYP Determination Report for SY 08-09 available on ADE website for participating schools</p> <p>Title I Data: <i>Title I School Status</i> application under the ADE Common Logon for participating schools as of 1/15/10</p>
2.4.2	AYP Status	The Adequate Yearly Progress (AYP) school status and Highly	<u>AYP Data</u>	AYP Data: Arizona Department of

Section	Indicator	Description/Definition	Dates	Source/Notes
	and Highly Qualified Criterion	<p>Qualified criterion of teachers.</p> <p><u>Chart 2.4.2(a)</u> summarizes the number and percent teachers by highly qualified criterion in schools that met and did not meet AYP in 2009</p>	<p>SY 08-09</p> <p><u>HQ Data</u> SY 09-10 as of 1/15/10</p>	<p>Education Office of Research and Evaluation - AYP Determination report for SY 08-09 available on ADE website for participating schools</p> <p>Highly Qualified Data: Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state by the district as of 1/15/10 for participating schools</p>

III. TEACHER INDICATORS

Section	Indicator	Description/Definition	Dates	Source/Notes
--	Participating teachers	<p>A core academic teacher, employed at a participating school, as of 1/15/10 that teaches core academic content areas including: elementary content, reading/language arts, English, mathematics, science (including the discrete areas of biology, chemistry, physics, earth science, and general science), arts (visual and music), history, geography, civics/government, economics, and foreign languages. Early Childhood SPED teachers, Reading Specialists, and Math Interventionists are also included.</p>	<p>SY 09-10 as of 1/15/10</p>	<p>Arizona Department of Education Highly Qualified Teacher Position Input Application. There are 23,957 unique teachers in the equity study; 421 of these teachers were assigned to more than one school; 24,453 teachers (including duplicates) are included in the equity study. Data were analyzed based on all teachers assigned to each school.</p>
3.1.1	AEPA Pass Rates	<p>The Arizona Educator Proficiency Assessments (AEPA) were designed to ensure that certified teachers have the necessary knowledge to teach in Arizona and is one criterion for determining the Highly Qualified status of teachers.</p>	<p>As of 1/15/10</p>	<p>AEPA Data: Arizona Department of Education Highly Qualified Teacher Position Input</p>

Section	Indicator	Description/Definition	Dates	Source/Notes
		<u>Chart 3.1.1(a)</u> Summarizes the number and percent Pass/Fail Rates on AEPA Professional and Subject Knowledge assessments in Title I and Non Title I schools		Application. Data submitted to the state as of 1/15/10 for participating teachers
3.1.2	AEPA Test Attempts	The number of attempts prior to passing AEPA Subject Knowledge assessments. <u>Chart 3.1.2(a)</u> summarizes the number and percent attempts prior to passing AEPA Subject Knowledge tests in Title I and Non Title I schools	As of 1/15/10	AEPA Data: Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state as of 1/15/10 for participating teachers
3.1.3	Highly Qualified Criterion: AEPA vs. HOUSSE in Kindergarten – 6 th Grade Positions	HOUSSE is a method for determining Highly Qualified status of teachers teaching in the same position prior to June 30, 2007. The grades assigned to positions are identified in the ADE Highly Qualified Teacher Position Input Application. <u>Chart 3.1.3(a)</u> summarizes the number and percent AEPA vs. HOUSSE Highly Qualified criterion in Kindergarten to 6 th grade positions in Title I and Non Title I schools	SY 09-10 as of 1/15/10	Highly Qualified Data: Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state by the district as of 1/15/10 for participating teachers
3.1.4	Highly Qualified Criterion: AEPA vs. HOUSSE vs. 24 Sem./Hrs. vs. HOUSSE in 7 th – 12 th Grade Positions	24 Hrs/Sem. is a method for determining Highly Qualified status using college coursework in a particular area. The grades assigned to positions are identified in the ADE Highly Qualified Teacher Position Input Application. <u>Chart 3.1.4(a)</u> summarizes the number and percent AEPA vs. 24 Sem./Hrs. vs. HOUSSE Highly Qualified criterion in 7 th to 12 th grade positions in Title I and Non Title I schools	SY 09-10 as of 1/15/10	Highly Qualified Data: Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state by the district as of 1/15/10 for participating teachers
3.2.1	National Board Certified Teachers (NBCT)	NBCTs are highly accomplished educators who have received this certificate by meeting high and rigorous standards through an intensive study, expert evaluation, self-assessment, and peer review process.	SY 95-96 to SY 08-09	Excel spreadsheets provided to the Arizona Department of Education by the National Board for Professional Teaching

Section	Indicator	Description/Definition	Dates	Source/Notes
		<p><u>Chart 3.2.1(a)</u> summarizes the number and percent NBCTs and the total number of core academic teachers in Title I and Non Title I schools</p> <p><u>Chart 3.2.1(b)</u> summarizes the number of NBCTs by NBCT certification type in Title I and Non Title I schools</p>		Standards for participating teachers. SY 09-10 NBCT teachers cannot be included because these teachers won't be notified of their status until November, 2010
3.2.2	Substitutes in Vacant Teaching Positions	<p>Vacant positions are positions that the school/district has been unable to fill with a full-time teacher and therefore required to use a substitute. Vacant positions are not positions filled by long-term substitute teachers due to FMLA or other circumstances where a certified teacher originally held the position.</p> <p><u>Chart 3.2.2(a)</u> summarizes the number and percent substitutes and the total number of core academic teachers in Title I and Non Title I schools</p>	SY 09-10 as of 1/1/10	Spreadsheet completed by the district and submitted to the Arizona Department of Education by 3/8/10 for participating teachers
3.2.3	Full vs. Emergency vs. Intern Certification	<p>An Emergency certificate entitles the teacher to enter into a teaching contract and teach only in the district that verifies an emergency employment situation exists.</p> <p>An Intern certificate entitles the teacher to enter into a teaching contract while completing the requirements for a provisional teaching certificate.</p> <p><u>Chart 3.2.3(a)</u> summarizes the number and percent core academic teachers by certification type in Title I and Non Title I schools</p>	SY 09-10 as of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers
3.3.1	Bachelors vs. Masters + Degrees	<p>The highest college degree earned by core academic teachers.</p> <p><u>Chart 3.3.1(a)</u> summarizes the number and percent core academic teachers with a Bachelors degree and Masters Degree or higher in Title I and Non Title I schools</p>	As of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers
3.3.2	Teacher Total Years of Experience	<p>The total number of years teaching experience of core academic teachers</p> <p><u>Chart 3.3.2(a)</u> summarizes the number of teachers and percent by total years category (0 Years, 1 Year, 2 Years, 3 Years, 4-6 Years, 7-10 Years, 11+ Years, No Data) in Title I and Non Title I Schools</p>	Total Years Including SY 09-10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers
3.3.3	Teacher	An absence includes anytime a substitute teacher (or anyone other than the	SY 09-10	Spreadsheet completed by the

Section	Indicator	Description/Definition	Dates	Source/Notes
	Attendance Rates	<p>assigned teacher) is required to assume classroom responsibility for a period of .5 days or more. Reasons for absence may include, but are not limited to, personal leave, illness, FMLA, professional development, or any other school-related functions.</p> <p><u>Chart 3.3.3(a)</u> summarizes the number of teacher absences and percent by absences category (0-4 Absences, 5-9 Absences, 10-14 Absences, 15 or More Absences, No Data) in Title I and Non Title I schools</p>	Fall Semester	district and submitted to the Arizona Department of Education by 3/8/10 for participating teachers. Days absent rounded to .5 increments
3.4.1	Special Education Certification of Teachers Identified as Not Teacher of Record (NOT TOR)	<p>The SPED certification for teachers identified as Not Teacher of Record. Not Teacher of Record are those teachers who do not directly instruct students in those subjects, or if their role is limited to providing highly qualified teachers with consultation on the adaptation of curricula, or the use of behavioral supports and interventions, or the selection of appropriate accommodations, or assisting students with study or organization skills, or reinforcing instruction the child has already received from a teacher who is highly qualified in that core academic subject. Not Teacher of Record is indicated, by position, in the ADE Highly Qualified Teacher Input Application.</p> <p><u>Chart 3.4.1(a)</u> summarizes the number of NOT TOR special education teachers with valid special education certification by content area and the number of special education positions by content area in Title I and Non Title I schools</p>	SY 09-10 as of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers
3.4.2	Special Education Certification of Teachers Identified as Teacher of Record (TOR)	<p>The SPED certification for teachers identified as Teacher of Record. A Teacher of Record directly instructs, evaluates, and assigns grades to students in core academic subjects. Teacher of Record is indicated, by position, in the ADE Highly Qualified Teacher Input Application.</p> <p><u>Chart 3.4.2(a)</u> summarizes the number of TOR special education teachers with valid special education certification by content area and the number of special education positions by content area in Title I and Non Title I schools</p>	SY 09-10 as of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers

Section	Indicator	Description/Definition	Dates	Source/Notes
3.4.3	Highly Qualified Criterion for Special Education Positions	The Highly Qualified criterion for SPED (TOR) positions in assigned content area(s). <u>Chart 3.4.3(a)</u> summarizes the number and percent TOR special education positions by Highly Qualified criterion in Title I and Non Title I schools	SY 09-10 as of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state by the district as of 1/15/10 for participating teachers
3.5.1	Highly Qualified Criterion for Structured English Immersion (SEI) Positions	The Highly Qualified criterion for SEI classroom teacher positions. <u>Chart 3.5.1(a)</u> summarizes the number and percent SEI positions by Highly Qualified criterion in Title I and Non Title I schools	SY 09-10 as of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data submitted to the state by the district as of 1/15/10 for participating teachers
3.5.2	Bilingual and ESL Endorsements of Structured English Immersion Teachers	The endorsements held by SEI classroom teachers including a valid Bilingual Language Endorsement (BLE) & English as a Second Language Endorsement (ESL). <u>Chart 3.5.2(a)</u> summarizes the number of valid bilingual endorsements, the number of ESL endorsements, and the total number of SEI classroom positions in Title I and Non Title I schools	As of 1/15/10	Arizona Department of Education Highly Qualified Teacher Position Input Application. Data as of 1/15/10 for participating teachers

IV. STUDENT INDICATORS

Section	Indicator	Description/Definition	Dates	Source/Notes
4.1.1	2009 AIMS Performance of Students by Grade	Arizona's Instrument to Measure Standards (AIMS) is a criterion referenced assessment designed to measure student's progress in learning the Arizona Academic Standards. Summary of grade level and subject area AIMS performance by school for the Spring 2009 administration using the Falls Far	Spring 2009	Arizona Department of Education website. Student-level results for participating schools available on the ADE Common Logon.

Section	Indicator	Description/Definition	Dates	Source/Notes
		<p>Below (FFB), Approaches (A), Meets (M), Exceeds (E) performance levels.</p> <p><u>Chart 4.1.1(a)</u> summarizes the number and percent grade-level 2009 AIMS performance (FFB, A, M, E) in Math, Reading, and Writing in Title I and Non Title I schools</p> <p><u>Charts 4.1.1(b) – 4.1.1(d)</u> summarize the number and percent 2009 AIMS performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 3rd to 5th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.1(e) – 4.1.1(g)</u> summarize the number and percent 2009 AIMS performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 6th to 8th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.1(h) – 4.1.1(j)</u> summarize the number and percent 2009 AIMS performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 10th to 12th grades in Title I and Non Title1 schools</p>		<p>Duplicate student records were removed</p>
4.1.2	2009 AIMS Performance of Students Identified as SPED	<p>Summary of grade level and subject area AIMS performance of SPED students (as indicated in the AIMS data file) by school for the Spring 2009 administration using the Falls Far Below, Approaches, Meets, Exceeds performance levels.</p> <p><u>Chart 4.1.2(a)</u> summarizes the number and percent grade-level 2009 AIMS SPED performance (FFB, A, M, E) in Math, Reading, and Writing in Title I and Non Title I schools</p> <p><u>Charts 4.1.2(b) – 4.1.2(d)</u> summarize the number and percent 2009 AIMS SPED performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 3rd to 5th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.2(e) – 4.1.2(g)</u> summarize the number and percent 2009 AIMS SPED performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 6th to 8th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.2(h) – 4.1.2(j)</u> summarize the number and percent 2009 AIMS SPED performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 10th to 12th grades in Title I and Non Title1 schools</p>	Spring 2009	<p>Arizona Department of Education website. Student-level results for participating schools available on the ADE Common Logon.</p> <p>Duplicate student records were removed</p>

Section	Indicator	Description/Definition	Dates	Source/Notes
4.1.3	2009 AIMS Performance of Students Identified as ELD	<p>Summary of grade level and subject area AIMS performance of ELD students (as indicated in the AIMS data file) by school for the Spring 2009 administration using the Falls Far Below, Approaches, Meets, Exceeds performance levels.</p> <p><u>Chart 4.1.3(a)</u> summarizes the number and percent grade-level 2009 AIMS SPED performance (FFB, A, M, E) in Math, Reading, and Writing in Title I and Non Title I schools</p> <p><u>Charts 4.1.3(b) – 4.1.3(d)</u> summarize the number and percent 2009 AIMS ELD performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 3rd to 5th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.3(e) – 4.1.3(g)</u> summarize the number and percent 2009 AIMS ELD performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 6th to 8th grades in Title I and Non Title1 schools</p> <p><u>Charts 4.1.3(h) – 4.1.3(j)</u> summarize the number and percent 2009 AIMS ELD performance (FFB, A, M, E) in grades in Math, Reading, Writing respectively for 10th to 12th grades in Title I and Non Title1 schools</p>	Spring 2009	Arizona Department of Education website. Student-level results for participating schools available on the ADE Common Logon. Duplicate student records were removed
4.2.1	Special Education Student Reclassification Rates	<p>The reclassification rates of SPED students to regular education classrooms for during SY 08-09.</p> <p><u>Chart 4.2.1(a)</u> summarizes the number and percent SPED students reclassified and total number of SPED students during 2008-2009 in Title I and Non Title I schools</p>	SY 08-09	Arizona Department of Education Office of Exceptional Student Services tracking database. SY 08-09 data used to capture a full academic year. Data extracted for participating schools
4.2.2	English Language Development Student Reclassification Rates	<p>The reclassification rates of ELD students to regular education classrooms for during SY 08-09.</p> <p><u>Chart 4.2.2(a)</u> summarizes the number and percent ELD students reclassified and total number of ELD students during 2008-2009 in Title I and Non Title I schools</p>	SY 08-09	Arizona Department of Education Office of English Language Acquisition Services student tracking database. SY 08-09 data used to capture a full academic year. Data extracted for participating schools

NCLB Committee of Practitioners Meeting Minutes

Balsz Elementary District Office
4825 E. Roosevelt
Phoenix, AZ

March 4, 2011

<p>COP Members: Sylvia A. Johnson, Co-Chair Harriet Caruso, Co-Chair Heidi Atkinson Debbie Burdick Tom Collins Karen Burns-Copley Angelina Canto Mary Lou Chambers Weatherly Geri Cloud Linda Denno Sherry Dorathy Mona Doyle Shelly Duran Bob Fleischmann Cecilia Frakes David Gauch Connie Heath Scott Jacobson</p>	<p>Stephanie Jones Ildi Laczko-Kerr Carrie Larson Jean Lewis Leticia Lujan Patricia Marsh Chris McIntier Natalie McWhorter Joe O'Reilly Patricia Osborne Chelsey Peitz Jacquelyn Power Patrick Riley Eula Saxon Dean Jeffrey Smith Gina Vukovich Tammi Wilson Charlotte Wing</p>	<p>ADE: Nancy Konitzer – Title I DAS Tee Lambert – COP Clerk Superintendent John Huppenthal Roberta Alley Stephen Bonnet Joan Curtis Don Fuller Erik Francis Patty Hardy Jill Jeanes Lois Kruse Barbara Nolan Cathy Poplin Terry Strayhand</p>	<p>Guests:</p>
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WELCOME AND INTRODUCTIONS

The Committee of Practitioners (COP) was called to order at 9:00 am. Co-chair Harriet Caruso welcomed COP members to Balsz Elementary School District and asked members to introduce themselves

BUSINESS ITEMS

Approval of Minutes:

Eula Dean motioned to approve the minutes for January 21, 2011; it was seconded by Linda Denno. The minutes were reviewed and approved unanimously.

Principal and Teacher Evaluation Sub-committee Report:

Co-chair Sylvia Johnson introduced the sub-committee members who joined her in developing a COP recommendation to the State Board's Teacher and Principal Evaluation Sub-committee:

- Mona Doyle
- Ildi Laczko-Kerr
- Joe O'Reilly
- Mary Lou Weatherly

Sylvia, Mary Lou and Mona presented the recommendations developed with the sub-committee, then led COP members in a discussion as they reviewed the document and suggested amendments. The final document was sent to the Teacher and Principal Evaluation Sub-committee in the name of Committee of Practitioners to be considered as they completed their work.

(See Attachment A)

STANDING REPORTS

IDEAL:

Harriet introduced Cathy Poplin, Deputy Associate Superintendent of Educational Technology. Cathy provided an update on IDEAL, stating that there is an increase of IDEAL being used in the classroom. Cathy informed members of a new partnership IDEAL has with SAS Curriculum Pathways. They have a program that is called Writing Reviser, where students can enter their work have it analyzed, and receive recommendations for revision, if needed. This program can be found in the Curriculum Resources. There have been new items added to the Learning Resources Manager to help schools and teachers.

Cathy also let members know about AZ Teach 21, an online course where teachers can receive \$200 and 30 hours of PD. Next sessions are open in June.

Cathy spoke about the future budget cuts for Title II-D that is being discussed as the National ESEA Budget is being worked on.

Financial Report:

Lois Kruse, Director of Central Processing Unit, introduced Joan Curtis, Title I Program Specialist and Supplemental Educational Services (SES) Coordinator. Joan wanted members to know that LEAs may need to carry forward remaining SES funds in the same line item, starting next year (2011-2012) unless they can demonstrate outreach to eligible students in order to meet mandates.

There are tools on the SES web page found on the ADE website for LEAs to utilize:

- SES Assurances,
- Parent Outreach Forms and
- A list of suggested Parent Outreach Activities.

The 2011-2012 SES application will no longer allowing providers to list counties they will serve, but have them commit to LEAs they will serve.

Lois spoke about remaining ARRA funds. There is approximately \$5 million of ARRA funds that have been not applied for in 2010 and \$4.8 million carry forward funds that LEAs have not submitted the application for 2011. If funds are not applied for they will be re-allocated. There is also \$5 million of Title I funding that has not been applied for; when LEAs decline these funds they will be re-allocated.

Nancy Konitzer, Deputy Associate Superintendent for Title I and Consolidated Activities reviewed the projected federal budget for education. Congress has not yet approved the education budget for 2012 but are talking about making reductions in funding. Nancy advised members that LEAs should only budget 90-95% of current year Title I funding, since the Title I funding is in question.

Calendar of Events:

Nancy Konitzer shared information about:

- ❖ Spring Coordinators Meeting - is being held March 16, 2011 in concert with MEC held at ASU Tempe Campus. The workshops are focused on ESEA issues:
 - Private School Services
 - Schoolwide Plans and funding
 - Refresher on completing Applications
 - ALEAT update and Help Desk
 - An opportunity to meet with the ADE specialists

Nancy introduced Erik Francis, Title I Program Specialist, who will, along with Terry Strayhand, Title I Program Specialist, be providing training on Schoolwide Plans, a transition to Schoolwide. There will be 3 consecutive trainings in Phoenix, Tucson, Yuma and Flagstaff; workbooks will be offered at the workshops. LEAs can sign up for the workshops by going to the Calendar of Events on the ADE Website. The sessions are:

- March & May – getting ready for transition, doing a comprehensive needs assessment, clarifying the vision, and setting up goals;
- September – bring back the results of needs assessment and align with the 10 components, review Scientific Based Research (SBR) School Reform models to be used in the Schoolwide Plan;
- January – the focus on the implementation and evaluating Schoolwide Programs; and
- February – will be on the budgeting for Schoolwide 3, how to consolidate federal, state, local and grants funding (this workshop is optional).

Stephen Bonnet, Title I Program Specialist and Coordinator for State Tutoring, provided a handout on State Tutoring. Stephen reviewed the State Tutoring requirements including who can provide tutoring, student eligibility, accountability, and timelines to register tutors.

Gary Fortney, ESEA Program Manager, informed members that the new Affirmation of Consultation form is available and must be completed and submitted before the fall of 2011. The document can be found in the NCLB Document Library on the Title I web page of the ADE website. In July after the rollover of ALEAT the document will be found in the 2011-2012 Affirmation of Consultation monitoring Instrument found on your ALEAT - LEA Overview page. The completed documents are to be uploaded into ALEAT.

Patty Hardy, Director of Teacher Quality, updated members on things that will be coming concerning Equitability Distribution of Effective Teachers, Capacity Building and Closing the Achievement Gap. LEAs should be addressing these areas in the LEA Continuous Improvement Plan (CIP) - Goal 2 on ALEAT.

❖ Equitable Distribution of Effective Teachers

- LEAs should be looking at effectiveness, the State Board has not yet defined effective teachers, but Title II has developed proxy indicators that LEAs can use.

❖ Capacity Building

- There is growing concern surrounding Math and Science. LEAs are moving toward 5th and 6th self contained classrooms and after reviewing AIMS scores in Math and Science and teacher transcripts, there is a concern about teacher qualifications, especially having the content knowledge in Math and Science. A solution would be using Title II funds for professional development for teachers to become proficient in Math and Science content and how to teach it.
- Patty oversees the Higher Ed Approval Process and there has been pressure for universities not to graduate elementary teachers who do not have 12 – 15 hour credits in Language Arts, Reading, Science and Mathematics or Social Studies.

Patty mentioned that there will be new Title II guidance coming out on:

- Use of Title II for stipends on recruiting
- Retention stipends
- Highly Quality requirements for supplemental reading programs
- Use of Title II on developing Teacher's Evaluation Instruments

MEET THE SUPERINTENDENT

Nancy introduced Mr. John Huppenthal, Superintendent of Public Instruction. Mr. Huppenthal thanked COP members for the work that they do. Mr. Huppenthal shared his vision for education in Arizona, based on his research of the best school systems internationally, across the nation, looking at school districts, and schools. Superintendent Huppenthal mentioned that researchers have been evaluating Finland and how they surpassed the Asians, yet their educational practices have not changed over the years. Mr. Huppenthal has studied Massachusetts, Texas, Florida and California evaluating what worked and what did not. He found that Texas scored No. 1 in Rand's study while California was at the bottom. Mr. Huppenthal stated the one thing that worked in Texas was they set achievable goals. While in California, whole language was its downfall. Arizona is ranked 21st in Rand's report.

Florida made the largest move in the 40 year history of the National Assessment of Educational Progress (NAEP). As an example, they had 40% students lacking basic reading skills in 4th grade and reduced it to 20%. At the Florida Center for Reading Research (FCRR) they identified 4 to 5 strategies to assist children with Dyslexia. FCRR recommended Reading Coaches in every school and 1-1 tutors working on phonemic awareness, to move schools to 70-80 even 90%% reading levels. Florida also moved accountability from the school level to the school district level, holding the superintendents and school boards accountable. Superintendent Huppenthal stated that Arizona is going to be using the Florida Model; he is looking for transformative schools to test these strategies.

NCLB PROGRAM REPORTS

ALEAT:

ALEAT will have a new update 2.5 that will be installed before the Spring Coordinators Meeting March 16, 2011.

Nancy informed members that a new crosswalk on what needs to be in the Continuous Improvement Plan (CIP) for LEAs. It would list what was needed for CIP; and the additional requirements for LEA Improvement; Title II Improvement (2141); and/or Title III Improvement.

School Improvement:

Angela Denning, Deputy Associate Superintendent, School Improvement & Intervention, informed members that she was expecting to hear that Arizona's application was to be approved that afternoon. Title I, Title II and School Improvement staff members have been trained and are ready to review and approve LEA applications. A few applications have been received and a few LEAs have asked for an extension to have their governing boards to discuss and choose the model to be used. The teams are committed to meet the end of April timeline in awarding grants.

The Tier III list will be released in March, based on level of need. The School Improvement Unit looked at 60 schools that weren't in Tier I, yet are eligible. These schools are eligible but not required to apply and do not have implement the PLA models.

For those LEAs in Improvement there will be an end of the year of report added for LEAs to complete. The report is a review on what the LEA implemented to assist schools and how that worked for them.

Common Core Standards and Assessments:

Roberta Alley, Interim, Associate Superintendent of Standards, updated members all the work that has gone on in developing the Common Core Standards in the work of The Partnership for Assessment of Readiness for College and Careers (PARCC) have done. Roberta shared that beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English Language Arts/Literacy (ELA/Literacy) and mathematics standards. The attached PowerPoint (see Attachment B) was presented to COP, providing an in depth review of the structure of the PARCC and the states involved, along with the work that was done, a timeline of implementation, and next steps for developing assessment.

PARCC's Goals:

1. Build a pathway to college and career readiness
2. Construct assessments that enable cross-state comparisons
3. Create better assessments
4. Make better use of technology in assessments
5. Match investments in testing with investments in teaching

Roberta outlined the challenges that PARCC identified that lie ahead of them: regarding

- Technology,
- Implementation,
- Mathematics, and
- Policies.

Roberta discussed creating a subcommittee of Title I Directors from the "Governing States" that are participating in PRCC.

MEETING SCHEDULE FOR 2010 - 2011

Co-Chair Harriet Caruso, asked for members who would consider hosting the May 6, 2011 COP meeting. Heidi Atkinson volunteered Prescott Unified School District and Debbi Burdick offered Cave Creek Unified School District.

GOOD OF THE ORDER

Nancy asked for members to think about suggestions of topics they would like to have at 2011 MEGA. It will be on the May Agenda for COP.

ADJOURN

Debbie Burdick motioned to adjourn the meeting, seconded by Tom Collins. Meeting adjourned at 2:10 pm.

Attachment A:

Teacher/Administrator Evaluation

ADE ESEA Committee of Practitioners Recommendations

This document is being provided to the Arizona State Board of Education's Task Force on Teacher/ Principal Evaluation Framework as they continue their assigned task of developing a fair and equitable framework for evaluation of teacher and administrator effectiveness in Arizona schools. Ongoing discussions at both the LEA/Charter and state level have made it clear that the task is indeed formidable.

As representatives from a broad range of LEAs and Charter Schools throughout Arizona, the Committee of Practitioners has considered some of the primary issues within the framework and, subsequently, developed the following recommendations, issues for consideration, and examples to be forwarded to the Task Force. We hope the Task Force finds this input of value as they continue their work.

ESEA Committee of Practitioners, March 21, 2011

Recommendations

LEAs must use standards-based LEA created or adopted common assessments. LEAs may work in a consortium to create or adopt common assessments.

- Rationale: Consistency is crucial to ensuring an equitable and effective evaluation model.

Multiple and varied assessments must comprise the 33% to 50% quantitative requirement.

- Assessment of student growth needs to involve beginning of course pre-assessment to end of course post-assessment. In the case of full-year high school courses, the assessment should be semester-based (e.g., pre and post-test assessments for first semester content, then again in the second semester for the cumulative learning of both first and second semester content).
- AIMS (or any iteration thereof, such as PARCC) needs to be included as part of the 33% to 50% quantitative data for all teachers, regardless of whether they are specifically responsible for teaching the AIMS content areas. (For example, those teaching non-tested content areas should have a portion of their assessment based on the aggregate achievement data for the school.)

Issues to Consider

- *Everyone should be teaching core content. However, some teachers have more opportunity to influence AIMS. What is a fair and equitable percentage for those not teaching AIMS content courses?*
- *How do we handle those classes/teachers who have a limited number of students who meet the criteria to count toward the AMO? Utilizing anything*

below the N count currently used for AYP raises issues of validity (and equity for the teachers).

- *In order to make this a timely evaluative process for teacher effectiveness, AIMS data must be made available much earlier in the academic year.*
 - *Would the use of AIMS focus on scaled score, growth model, or movement from one level to another, etc.? Is this a decision that should be made by individuals LEAs? How do we make this equitable for teachers who have very high performing students (e.g. 90th percentile) who will show limited, if any, “growth?” What can be utilized to measure growth for the highest-performing students?*
- Classroom level/teacher developed assessments should continue to be used for formative evaluation purposes to inform instruction, but should not be utilized as any part of the teacher evaluation process. At the discretion of the LEA, these types of assessment may be included in the 50% to 67% portion of the evaluation—the Instructional and Professional Performance components.
 - Common teacher-created standards-based assessments may be utilized, but only when created collaboratively and approved/adopted by the LEA.
 - The assessment component for elementary level teachers must initially include, at a minimum, both English/Language Arts and Math.
 - LEAs should determine how achievement will be measured (e.g., absolute achievement or growth) and which achievement measures will be included in the evaluation of teachers. Data must include the state assessment(s) and district created or adopted assessments.

LEA/School Implementation & Proposed Timeline for Teacher Evaluation

LEAs should develop and submit to ADE a phase-in plan for the Teacher Evaluation and will determine the weight assigned to each component within the 33% requirement for quantitative data.

Issue to Consider

- *There is great concern about the phase-in process being viewed as disparate treatment of teachers, and therefore open to litigation, thereby leading some to recommend full implementation of all components in one year. Conversely, there is concern that many districts simply do not have the infrastructure to implement this broad framework in such a short timeframe. Fair and equitable evaluative methods (plus timelines) need to be outlined.*

If a phase-in model is deemed appropriate, a sample of possible phase-in criteria and timeline is as follows:

- Phase 1 (SY2012-2013) must include, at a minimum:
 - AIMS-Tested Content Areas/Grades (33%):
 - AIMS achievement (percent passing or growth percentile for all students taught) for individual teachers in AIMS-tested grade or content.

- Classroom average growth in Reading and Math based on pre- and post district-created or adopted common assessments.

Issue to Consider—A Reiteration of an Issue Outlined on Page 1

- *How do we handle those classes/teachers who have a limited number of students who meet the criteria to count toward the AMO? Utilizing anything below the N count currently used for AYP raises issues of validity (and equity for the teachers).*

- Non-AIMS Tested Content Areas and Non-Tested Grades including Preschool through Grade 2, Grades 9, 11 and 12 (33%):
 - AIMS achievement (percent passing or growth percentile) schoolwide for teachers not in AIMS-tested grade or content.
 - Schoolwide growth in Reading and Math based on pre- and post district-created or adopted common assessments.

Issue to Consider

- *Use of AIMS is particularly problematic at the high school level for teachers in non-tested content areas. This model suggests that all teachers—regardless of the content area being taught—would bear some responsibility for student achievement on the AIMS core content. However, should consideration also be given to assessments such as IB, Cambridge, or AP?*

- Instructional and Professional Performance (67%) to include any or all of the following frameworks based on:
 - Arizona Teacher Proficiency Standards
 - Danielson, Marzano, McRel, etc.

The Instructional and Professional Performance component should be developed with a clear rubric to ensure equitable scoring for all participants. LEAs are encouraged to utilize the following items as part of the Instructional and Professional Performance criteria:

- Teacher Attendance
- Student Attendance
- Parent Surveys
- Family Engagement
- Classroom Management
- Professional Development

- Phase 2 must add to the Phase 1 components, at a minimum:
 - Results of LEA created or adopted common assessments for non-AIMS content areas/grades (e.g., social studies, science, art, music, PE, technology, CTE, etc. for middle and high school).

- Phase 3 may add to the Phase 1 and 2 components:
 - Results of LEA created or adopted common assessments for AIMS-tested grade levels with non-tested content (e.g., social studies, science, etc. for elementary grades).
 - Results of district-approved teacher-created collaborative common assessments (e.g., end of course exams, semester finals, etc.).

Note: Phases 2 and 3 should be completed by June 30, 2015.

Issues to Consider:

- *The level of resources/infrastructure from one LEA or charter to another is a major concern with regard to the entity's capacity to implement the evaluative model, particularly if a phased roll-out is deemed impractical .*
- *Consideration needs to be given to next steps if a teacher receives consistently low evaluations—particularly in small rural districts (which make up the majority of Arizona schools) which may have limited access to a pool of qualified teacher candidates.*

The LEA phase-in plan must include a component for Building Administrator Evaluation.

- Phase 1 (SY2012-2013) must include, at a minimum:
 - Quantitative Data (33%)
 - AIMS achievement (percent passing or growth percentile) schoolwide.
 - Schoolwide growth in Reading and Math based on pre- and post district-created or adopted common assessments.
 - Leadership and Professional Performance (67%) to include any or all of the following frameworks based on:
 - Professional Standards
 - Marzano, McRel, etc.
- Phase 2 must add to the Phase 1 components, at a minimum:
 - Results of LEA created or adopted common assessments for non-AIMS content areas/grades (e.g., social studies, science, art, music, PE, technology, CTE, etc. for middle and high school).
- Phase 3 must add to the Phase 1 and 2 components, at a minimum:
 - Results of LEA created or adopted common assessments for AIMS-tested grade levels with non-tested content (e.g., social studies, science, etc. for elementary grades).
 - Results of teacher-created collaborative common assessments (e.g., end of course exams, semester finals, etc.).



The Partnership for Assessment of Readiness for College and Careers (PARCC)

March 4, 2011
Roberta Alley, Associate Superintendent
Arizona Department of Education
PARCC Leadership Team



Overview

- Common Core Standards
- About PARCC
- PARCC's Vision
- Engagement & Outreach
- Timeline & Next Steps
- Challenges Ahead



- Nearly every state in the nation is working individually and collectively to improve its academic standards and assessments to ensure students graduate with the knowledge and skills most demanded by college and careers



States' Commitment

States adopting the Common Core State Standards are

- committed to implement the new standards by the 2014-15 school year
- committed to having a new assessment system in place for the 2014-2015 school year
- This aggressive timeline will require implementation strategies that draws on
 - policymakers
 - State, district, and school officials
 - and classroom teachers



Why Common Core State Standards?

- ◆ **Preparation:** Standards will help prepare students with the knowledge and skills they need to succeed
- ◆ **Competition:** Standards are internationally benchmarked
- ◆ **Equity:** Expectations are consistent for all students
- ◆ **Clarity:** Standards are focused, coherent, and clear so students
- ◆ **Collaboration:** Standards create a foundation to work collaboratively across states



The Common Core State Standards Initiative

Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English Language Arts/Literacy (ELA/Literacy) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org



Process and Timeline

K-12 Common Standards:

- Core writing teams in English Language Arts and Literacy and Mathematics (See www.corestandards.org for list of team members)
- External and state feedback teams provided on-going feedback to writing teams throughout the process
- Draft K-12 standards released for public comment on March 10, 2010; 9,830 comments received
- Validation Committee of leading experts reviewed standards
- Final standards were released [June 7, 2010](#)
- To date, **44 States and the District of Columbia** have adopted the CCSS.



44 States, DC, and the US Virgin Islands



*Final Agreements and timetables are subject to the 2011 pending legislative action. 27 states have adopted the standards to date.



Why Common, Next-Generation Assessments?

- Creating common assessments grounded in common standards is the logical next step to ensure:
 - All students have access to the Common Core State Standards
 - Compatibility across States
- Assessments aligned to the Common Core will help ensure the new standards reach every classroom



Why Common, Next-Generation Assessments?

Current Assessment Systems:

- Too many tests with disconnected purposes
- Not challenging enough to measure college and career readiness
- Results are not returned quickly to inform instruction
- Inconsistent across states



About PARCC



Race to the Top Assessment Program Competition

- \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of accountability and instructional improvement
- In September 2010, the U.S. Department of Education awarded grants to:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessment systems, and states participating in either consortium will administer new assessments statewide by 2014-2015



About PARCC

- PARCC is an alliance of 25 states working together to develop a common set of K-12 assessments in English language arts and mathematics anchored in what it takes to be ready for college and careers
- PARCC is state-led and a subset of PARCC states make up its Governing Board
- State-based collaboration is the hallmark of PARCC, and collectively these states educate more than 31 million students — nearly 65% of K-12 students attending American public schools
- Achieve is the managing partner



PARCC States




PARCC Governing Board States

- Arizona
- Arkansas
- District of Columbia
- Florida (Lead Agent)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (Lead One)
- New York
- Rhode Island
- Tennessee

13 Governing Board States

- Governing States have committed to pilot and field test the assessment system components during the 2011–12, 2012–13 and 2013–14 school years, and administer the new assessment system during the 2014–15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures

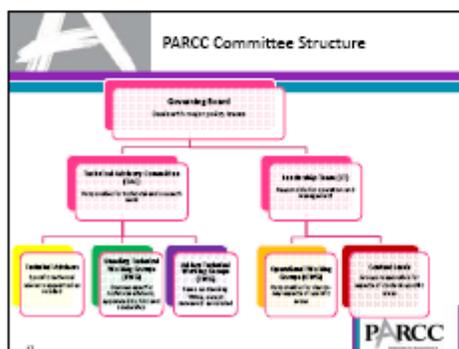


PARCC Participating States

- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina

12 Participating States

- Participating States provide staff to serve on PARCC's design committees, working groups, and other task forces established by the Governing Board to conduct the work necessary to design and develop PARCC's proposed assessment system
- By 2014–15, any state that remains in PARCC must commit to statewide implementation and administration of the Partnership's assessment system
- Any PARCC Participating State prepared to make the commitments and take on the responsibilities of a Governing State can become one

PARCC's Goals

- Build a pathway to college and career readiness
- Construct assessments that enable cross-state comparisons
- Create better assessments
- Make better use of technology in assessments
- Match investments in testing with investments in teaching



Goal #1: Build a Pathway to College and Career Readiness

- The PARCC assessment system will be aligned to the college- and career-ready, Common Core State Standards
- Proficient students will be on track for college and career readiness
- Higher education partners in have committed to help develop the high school assessments and set the college-ready cut score



Goal #2: Construct Assessments that Enable Cross-State Comparisons

- The common standards aim to ensure all students are held to the same expectations
 - Common assessments realize this aim
- Mitigate challenges associated with student mobility
- Policymakers, parents and advocates will be able to compare their state's achievement with that of their neighbors



Goal #3: Create Better Assessments

The PARCC assessment system will include:

- A mix of item types – short answer, longer open response and performance-based – in addition to richer multiple choice items that:
 - Reflect the knowledge and skills found in the ELA and Mathematics Common Core State Standards and
 - Will help student develop an understanding of the subject matter, rather than just narrowing their instruction in order to “teach to the test”
- Testing at key points throughout the year to give teachers, parents and students better information about whether students are “on track” or need some additional support in particular areas



Goal #3: Create Better Assessments



Key Components:

- Three “through-course” components distributed throughout the year in ELA and mathematics, grades 3-11
- One Speaking/Listening assessment administered after students complete the third through-course component in ELA; required but not part of summative score (could be used for course grades)
- One end-of-year assessment



Goal #4: Make Better Use of Technology in Assessments

PARCC's computer-based assessments will:

- Produce real-time snapshots of students' knowledge
- Give parents, students and teachers the ability to adjust accordingly rather than waiting until the end of the school year when it's too late to make changes

PARCC assessments will be scored:

- By a combination of artificial intelligence (AI) and human scoring
- States will individually determine the extent to which teachers will be involved in scoring



Goal #4: Make Better Use of Technology in Assessments

- Technology will be central to the PARCC assessment system, providing cutting edge solutions to test development, administration, scoring, and reporting
- PARCC is committed to selecting secure, open source, and interoperable technology platforms
- While the move to computer-based assessments will be challenging for some states, districts and schools, PARCC will offer technology audits and transition plans for its member states to ease the transition



Goal #5: Match Investments in Testing With Investments in Teaching

PARCC, supported by resources provided by RTTT assessment and state funds, will create a set of high-quality instructional tools that will:

- Support good teaching
- Help teachers develop a deeper understanding of the CCSS and their instructional implications
- Be strategically selected to address priority standards for the through-course assessments, foundational standards, and standards that will require the greatest "stretch" for teachers and students
- Provide early signals about the types of student performance and instruction demanded by the PARCC assessments



Engagement & Outreach



PARCC's Key Stakeholders

Teachers, School Leaders, District Administrators, and State Officials

- Stakeholders will regularly and quickly have a wider variety of useful performance data

Parents, Students, and the Public

- PARCC's assessments will give information about student performance relative to children in other states

Higher Education

- Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit-bearing postsecondary courses



PARCC's Implementation Support: Strategic Planning & Collective Problem Solving

- PARCC will convene two multi-state transition and implementation strategic planning institutes per year where state leadership teams composed of state and district leaders will:
 - Receive support to develop and execute strategic transition and implementation plans,
 - Focus on common policy decisions, challenges, and milestones, and
 - Monitor progress against their strategic plans
- In between the convenings, there will be regularly-held webinars on specific high-priority topics to help all states continue to make progress towards implementation



PARCC's Implementation Support: Instructional & Curricular Tools

PARCC is developing a robust set of high-quality instructional tools to help the education community transition to the next generation assessment system. Specifically PARCC will:

- Develop a content framework
- Rapidly create prototypes of "through-course" assessments
- Develop a set of robust, high-quality model instructional units



PARCC's Implementation Support: Educator Leadership Cadres

- CCSS and PARCC assessments cannot be successful without an actively engaged K-12 community
- PARCC will be providing support to PARCC states to build educator leadership cadres
- PARCC will convene K-12 educators from across the states, over the course of the RTTT grant, to be trained in the CCSS and PARCC



Higher Education Engagement

- PARCC will convene a Higher Education Advisory Committee on College Readiness, which will:
 - Include system and institution chancellors/presidents from partnership states
 - Engage institutions and faculty on the use of college-ready assessments as an indicator of students' readiness
- Representatives from higher education are also participating in the development of PARCC's high school exams
- Each State has identified a lead for higher education to facilitate involvement of higher education



Timeline & Next Steps



PARCC Timeline




Challenges Ahead



Key Technical Challenges for PARCC

There are a number of technical/technological challenges that PARCC is currently facing including:

- Developing the platform
- Transitioning states to a computer-based assessment system
 - Will provide state and district needs assessment
 - Will support state and district transition planning
- Developing and Implementing Artificial Intelligence (AI) scoring systems and processes
- Identifying innovative item types that are effective measures



Key Technical Challenges for PARCC, continued

Creating common assessments for non-common courses

- No mandated way of going through high school standards
- Achieve Model Mathematics Pathway offers two models
- High school assessment format
 - Modular Approach?
 - End of domain?
 - End of course?



 **Key Implementation Challenges for PARCC**

Developing and implementing next generation, K-12 assessment system in just four years will be a major challenge for state leaders, district and school leaders, and educators alike. Challenges include:

- Estimating administrative costs over time, including long-term budgetary planning
- Transitioning to the new assessments, including "through-course" components, and what the impact will be at the classroom level
- Ensuring long-term sustainability



 **Key Implementation Challenges for PARCC, continued**

- Preparing through-course prototypes and exemplary assessment items
 - Prototypes being worked on as we speak (literally)
 - Illustrative Mathematics Project (Bill McCallum)
- Creating formative assessment tools
 - K-2 assessment
 - Text complexity diagnostic tool
 - Scan of RTTP state winners



 **Key Mathematics Challenges for PARCC**

Assessing the Mathematical Practices

- Dual score for content and practices?
- Open Response items tailored to assessing practices?
- Widespread state support for assessing the practices

Innovative Item Types that Assess Mathematics

- Modeling
- Technology demand
- Reading demand



 **Key Policy Challenges for PARCC**

The implementation of CCSS and PARCC will not happen in a vacuum and require states to address a number of related policies, such as:

- High school course requirements
 - What courses need to be required to ensure there is alignment with the Common Core and High school PARCC assessments?
 - In what courses should the assessments be given in high school?
- Accountability
 - How will states' accountability systems need to evolve to take into account PARCC assessments?
- Student supports and interventions
 - How/when will supports and interventions be triggered for students not meeting proficiency/readiness scores on the PARCC assessments?





Partnership for Assessment of Readiness for College and Careers

<http://www.fidoe.org/parcc/>
www.achieve.org/PARCC
Roberta.Allen@azed.gov



NCLB Committee of Practitioners Meeting Minutes

Cave Creek Unified School District
33606 N. 60th Street
Scottsdale, AZ

May 6, 2011

COP Members: Sylvia Johnson, Co-Chair Harriet Caruso, Co-Chair Leanne Bowley Debbi Burdick Karen Copley Angelina Canto Mary Lou Chambers Weatherly Geri Cloud Sherry Dorathy Bob Fleischmann Cecilia Frakes Susan Gibson Connie Heath Lidell Jacobson Scott Jacobson Stephanie Jones Mary Kyle	Ildi Laczko-Kerr Carrie Larson Jean Lewis Leticia Lujan Vivian Martinez Chris McIntier Natalie McWhorter Cynthia Neuzil Patricia Osborne Jacquelyn Power Doug Price Shelly Reed-Mezei Patrick Riley Eula Saxon Dean Jeffrey Smith Tammi Wilson Charlotte Wing	ADE: Nancy Konitzer – Title I DAS Tee Lambert – COP Clerk Patty Hardy Terry Doolan Barbara Nolan Noni Paris Don Fuller Joan Curtis Gary Fortney Angela Denning Robert Franciosi	Guests: Lynn Strizich - TUSD
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WELCOME AND INTRODUCTIONS

The Committee of Practitioners (COP) was called to order at 9:09 am. Co-Chair, Sylvia Johnson, introduced Dr. Debbi Burdick, Superintendent of Cave Creek Unified School District. Debbi welcomed COP members and provided history of the former school site that has become the Cave Creek Unified School District Offices.

BUSINESS ITEMS

Approval of Minutes:

Co-chair Harriet Caruso asked for members to review the March 4, 2011 minutes. Debbi Burdick moved to approve the minutes; seconded by Ildi Laczko-Kerr, the motioned passed unanimously.

Membership Sub-Committee Report and Recommendation:

Jacquelyn Power, a member of the Membership Subcommittee, described the process used as the subcommittee developed their recommendations for membership. Jacquelyn introduced the Membership Subcommittee:

Angelina Canto,
Connie Heath,
Leticia Lujan,
Chris McIntier,
Natalie McWhorter, and
Tammi Wilson.

The Membership Committee presented their recommendations for the COP to consider. Tom Collins moved to accept the subcommittee's recommendation, Angelina Canto seconded. Motion passed unanimously.

Meeting Dates for 2011-2012:

Members discussed dates for the 2011-2012 COP meetings. Members agreed to have November’s meeting at the Mega Conference. Natalie McWhorter volunteered Washington Elementary School District for the September meeting.

Dates for the 2011-2012

September 16, 2011	Washington Elementary School District
November 17, 2011	Mega Conference – The Wigwam in Litchfield Park
January 13, 2012	TBA
March 9, 2012	TBA
May 11, 2012	TBA

STANDING REPORTS

Teacher and Principal Evaluation Task Force

Patty Hardy, Director of Highly Qualified Teachers, extended Jan Amator’s regrets for not being able to attend the COP meeting.

Governor’s P-20 Coordinating Council

No new information to report.

Title II- A Funding:

Patty announced that the 2011-2012 attestations will be available on the Arizona Department of Education (ADE) website May 12, 2011. The ADE will not be able to print hard copies this year; LEAs will be able to download them off the ADE website.

Patty stated that LEAs will not be able to enter new staff until July 1, 2011 into the HQ Database. There is also new booklet on Title II-Guidance on the website. It will include guidance on stipends for recruitment, retention; the appropriate use of Title-II funding for paraprofessionals in obtaining an Arizona teaching certificate; along with revised guidance on use Title II-A funds.

There will be further guidance provided for completing Goal 2 for the LEA Continuous Improvement Plan in ALEAT.

Even Start:

Terry Doolan, Program Specialist for Even Start let members know that Even Start has been defunded. Schools will be winding down during the 2011-2012 school year. Terry invited members to 2 sessions of Boot Camp for Early Childhood. The first session will be held June 13th-16th at the Crown Plaza; the second will be June 20th-23rd at the Civic Center. The registration is \$50 per person for all 4 days.

IDEAL:

Cathy Poplin, Deputy Associate Superintendent for Technology Education, shared that the Title II-D Enhancing Education through Technology has also been defunded. There will only be a Statewide Instructional Tech program available for one more year.

Cathy passed out documents outlining the use of IDEAL. Cathy also went over the IDEAL Online Course work available for teachers. The spring online courses had an 85% completion rate. Summer courses are now listed on IDEAL

Accountability System:

Sylvia introduced Robert Franciosi, Deputy Associate Superintendent for Research and Evaluation. Robert stated that the scheduled release for AYP preliminary data will be available to LEAs on June 8, 2011. AZLEARNs will go out 2 weeks later. The ADE is waiting for the scores of the Writing test to arrive. The public release dates remain the same.

Robert explained that one big change this year for schools making AYP is that the bench mark was raised for AMOs in reading and math. In the past 35% of schools did not make AYP, Robert felt that this year 45% will not make AYP. There will not be any other changes in the AYP formula, there was to be a weighted graduation rate but the ADE did not have the technology in place to do it this year and asked for a stay. It has been granted, so the 4 year graduation rate of 80% or 2% improvement over the previous year will remain the same.

The ability for a school to count a student as a transfer within SAIS has been changed. The school must have documentation that the student is enrolled in another school; just having the parent say they are going to enroll their student is no longer acceptable.

For AZLEARNs the old system will be reported for 2 more times and that is what will determine school improvement. The A-F system is still being worked on with the State Board. The next meeting is May 15th and the determinations won't be ready until August.

Work Session**Data Collection:**

Harriet introduced Nancy Konitzer, Deputy Associate Superintendent for Title I. Nancy informed members that the ADE is looking to developing a new grant system and are currently looking at Nevada and Ohio systems. The goal is to have the new grant system tied into Arizona LEA Tracker (ALEAT) to ensure that the application is tied to the LEA Continuous Improvement Plan with ALEAT.

Nancy asked members for input on developing guidance in completing the NCLB Consolidated Application. One recommendation is that for the total school enrollment in the application, LEAs should use the previous years' 100 day count. The Consolidation Application should be submitted before January, it would be shut down by the end of January, if the LEA wants to open after that date they would need contact the ADE Grants Management to request access.

Nancy asked what would be the best way to have the LEAs to submit the program participation. Currently is being collected in the Completion Report, but the Reports are being submitted without the information. A suggestion was made that the Completion Report could not be submitted unless all fields are complete? Nancy said she would check to see if that could be done. It was recommended to collect the program participation data in SAIS and removed from the Completion Report.

Mega Conference:

Nancy had members work in small groups at their tables and to develop ideas for the 2011 Mega Conference concerning:

- ❖ Theme
- ❖ Speakers
- ❖ Organization
- ❖ Suggested Sessions

See Attachment A for the report from the small groups.

NCLB Program Updates

School Improvement:

Harriet introduced Angela Denning, Deputy Associate Superintendent, of LEA and School Improvement. Angela updated members that the Tier I and Tier II grants have been submitted and are in the review process and the award letters will be going out at the end of May. Angela thanked Nancy and the Title I specialist who worked with the School Improvement specialist on reviewing the grants.

Tier III has been released to the next 60 neediest school, using the ranking list that determined Tier I and Tier II schools. The grants are being looked at for 6 basic topics:

1. Curriculum
2. Instruction
3. Leadership
4. Parent and Community Engagement
5. Teacher Collaboration
6. Learning Communities

These award letters will be going out the end of June.

ESEA Fiscal Forecast:

Nancy Konitzer told members that there was 3-5 million dollars of ARRA Title I funding that was not applied for. There has been a new grant opened up on a first come, first serve for Title I Summer School.

Education funding issues being dealt with for current year:

- ❖ ESEA funding has been reduced 69.8 billion to 68.5 billion,
- ❖ Title II-A has been reduced by 475 million.

Nancy reviewed Congressional bill HR-1, a bill that passed in the House of Representatives but failed in the Senate. In this proposal there is a cut to Title I. The COP was advised that it was important to follow, it may show up again. President Obama is recommending a change with Title II-A from discretionary spending to become competitive grant. Nancy mentioned that NCLB has been extended for as many years as it has been in effect.

Nancy shared that there are 4 senators, Democratic Senators Harkin (IA), and Bingaman (NM), along with Republican Senators Enzi (WY) and Alexander (TN), who have been working together on education issues including defining the role of federal government in education.

Nancy provided website addresses to follow the discussion and changes being proposed for ESEA. <http://blog.edweek.org/edweek/campaign-k-12/> and <http://www.nationaltitleiassociation.org/>

Nancy had just received a message before the COP meeting that the preliminary funding for 2011-2012 had just been released. It is a month later than usual.

Upcoming education issues for next year:

- ❖ The ARRA funding cliff. LEAs need to deal with personnel that had been paid for with ARRA funds.
- ❖ President's budget reflects alignment with Department of Education's Blue Print, and an increase for education funding.
- ❖ FY 2012 decisions over shadowed by the decisions on debt-ceiling measure.
- ❖ If reauthorization does not happen, we may see smaller issue driven bills.
- ❖ Significant regulatory changes.

MEETING SCHEDULE FOR 2011 - 2012

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GOOD OF THE ORDER

A member expressed concerns at the lateness of the LEA survey that was sent out to Superintendents by the ADE. The survey sent at the end of the school year and the length of survey, created difficulties in completing it by the due date. It was encouraged that LEAs who have concerns contact Elliott Hibbs or Superintendent John Huppenthal.

Sylvia thanked everyone for their participation and effort with COP.

ADJOURN

Meeting adjourned at 2:15 pm.

Working Groups - Report out MEGA Conference 2012

Themes:

- ❖ “Knock your Socks Off”
- ❖ Balancing Compliance with Customer Service
- ❖ More fun theme
- ❖ Red pen vs. blue
- ❖ Thinking outside the Box
- ❖ How to do more with less
- ❖ Major emphasis on education reform not on compliance and reporting issues

Suggested Sessions

- ❖ Beginner sessions (Title I for Newbees)
- ❖ Advance round tables for veterans
- ❖ Private School Sessions
- ❖ Mentoring partnerships
- ❖ “How to run a productive Meeting”
 - Parents
 - Administration
- ❖ PARCC
- ❖ Common Core and Assessment
- ❖ ALEAT
- ❖ More on Comparability
- ❖ Title II-A Guidance
 - HQ Data
 - 2141 Session
- ❖ Teacher and Principal Evaluation
- ❖ Monitoring Cycles (refresher) Back to the Basics
- ❖ On-site Monitoring
- ❖ Performance Audit (what are the common findings – Auditor General office)
- ❖ Allowable and non-allowable – Grants Management
- ❖ Title I schoolwide vs. Targeted Assistance
- ❖ WestEd –Ellis Center and Creighton Connection

- ❖ IDEAL

Suggested Sessions continued

- ❖ Successful SIG models
- ❖ Schoolwide 3
- ❖ Updates from the Hill
- ❖ Family and Community Involvement
- ❖ Data Analysis/Decision making
- ❖ Reauthorization
- ❖ College and Career Readiness
- ❖ Move on when Ready
- ❖ RTI
- ❖ Virtual Learners
- ❖ Effective Educators
- ❖ Research and Eval for growth model
- ❖ Special Populations
- ❖ Interventions
 - Empower Coaches
- ❖ Poster Sessions

Speakers

- ❖ Student Engagement
- ❖ Doug Reeves
- ❖ Brustein and Manasevit
- ❖ Margaret Wheatley
- ❖ Assessment Gurus
- ❖ Schmoker
- ❖ Larry Dennigal
- ❖ Marshall Trimble

Organization

- ❖ Large groups
 - Smaller QA afterward
- ❖ Keep Business Manager Day
- ❖ Meet with Specialists