



COORDINATORS' SPRING MEETING

March 16, 2011

THE ONCOMING TSUNAMI(S)

- ◎ Four major initiatives that will impact Title I in the next 3-4 years
 - SB 1040
 - Common Core Standards and Assessments
 - Reauthorization of ESEA
 - National and state fiscal issues
- ◎ Each is on its own timeline

TIMELINES

SB 1040	Common Core	Reauthorization	Funding
SB - adopt framework by 12/15/2011	Standards adopted June 2010	3 years overdue	Current year funding not finalized
Evaluate teachers and principals during 2012-2013 school year	Assessments in 2014-2015 school year	Dependent on Congressional calendar and political climate President's speech 3/14	Dependent on economic and political climates

The basic timelines for each initiative – not aligned.

The President gave a speech on March 14th to encourage Congress to move on Reauthorization this year.

Uncertainty around funding will continue until a final budget for this current federal fiscal year is passed.

A.R.S. § 15-203(A)(38) - TEACHER EVALUATION

- ⦿ State response to RTTT requirement
- ⦿ Requires teacher and principal evaluations
- ⦿ Task force is preparing framework for 33-50% that must be based on student achievement
- ⦿ Issues
- ⦿ Action steps

SB 1040 is now found in state statutes as ARS 15-203(A)(38).

Many states, including Arizona, passed teacher evaluation system requirements in response to the Race to the Top application requirements.

This law does not have a provision that is dependent upon receipt of the RTTT funds, so the State Board established a Task Force to move ahead.

Board President, Dr. Vicki Balentine, is also the chair of the Task Force. The timeline is to submit the framework to the Board for adoption by the end of this school year, so LEAs can prepare their own systems for the 12-13 implementation year.

Issues that are important to Title I include how will Title I teachers be evaluated when they are not the teacher of record, but there are AIMS data in reading and mathematics available. How will your LEA make those decisions?

Action steps: be a part of the decision process that will account for the remaining 50-70% of evaluation that will be locally determined. Understand how this could impact your Title I program staff. Watch for the State Board action this spring.

COMMON CORE STANDARDS AND ASSESSMENTS

- ◎ AZ Academic Standards in ELA and Mathematics as of June, 2010
- ◎ Transition documents on ADE web site
- ◎ Issues
- ◎ Transition action steps
- ◎ Assessment - PARCC
- ◎ Timeline
- ◎ Issues
- ◎ Action steps

The Common Core Standards were developed by a national group under the direction of the National Governors' Assn. and CCSSO (Council of Chief State School Officers). Adoption has occurred in 44 states (at latest count), again part of the Race to the Top and because of the concern that the US needs a more consistent focus in its education system in a global environment. The new standards are more rigorous and challenging.

The Department has prepared transition documents by grade level for teachers and schools to begin the process of implementing the new standards.

Issues: the new standards are organized using different terminology than our previous standards. The new ELA standards and the mathematics standards also differ in organization. So teachers and schools will need to adjust their work.

Curricula and materials will need to be evaluated and aligned to the new standards. The transition documents – click on the link – provide a cross-walk from previous to new, some explanatory language to describe what the standard means and some examples. The Mathematics document is currently available; the ELA document is being edited and is expected to be re-posted shortly.

Transition action steps will be required in your LEA CIP in ALEAT for next year under Goals 1A and B, indication how you will begin to implement the new standards within your classrooms. Students entering Kindergarten this fall will be the first class to be tested solely on the new assessments that will be developed based on the new standards when they reach 3rd grade in 2014-2015.

What are those assessments? If you click on the link, you can view a PowerPoint that describes the PARCC (Partnership for Assessment for College and Career Readiness – they changed the name but not the acronym). PARCC is one of 2 consortia of states that received ARRA grant funds to develop assessments of the Common Core Standards.

The approach to assessment is entirely new – not a one time, almost at the end of the year, single test but through course assessment. Technology will play a major role in delivery of the assessment, particularly grade 5 and above. PARCC is planning for

artificial intelligence as well as teacher-led scoring. In any assessment development there are pilot and field test opportunities – I urge you to volunteer, if you can, in order to get an understanding of how the system will work. As I listed on the first slide, the intent is that this assessment will be implemented in 2014-2015.

Issues: the AIMS test will still be given, which is based on the old standards, but instruction will need to be modified to include the new standards.

The through course assessment timeline fits well in the elementary grades (3-8), but not high school. The member states of the consortium treat HS testing differently: we have a 10th grade test that counts for graduation; others have 11th grade tests, end-of-course tests, etc. High school course definitions and sequencing varies.

Evaluate your current technology capabilities and stay tuned to the development strategies being discussed.

Action steps: prepare for the transition using the documents from ADE and developing a plan that will be a part of your CIP. Begin scheduling professional development for your teachers and principals to transition to the new standards.

Participate in any field testing or scoring opportunities.

REAUTHORIZATION OF ESEA

- ◉ NCLB is still in place - 3 year (or more?) extension
- ◉ *Blueprint* released March 2010
 - Four assurances from RTTT dominate
 - Standards and assessments
 - Great teachers, great leaders
 - Robust data systems
 - Support for struggling schools
- ◉ Current status
 - House - Rep. Kline (MN)
 - Senate - Sen. Harkin (IA) + Enzi (WY), Alexander(TN) and Bingaman(NM)

NCLB is 3 years (and counting) overdue for reauthorization. Congress just continues to provide funds under the NCLB structure.

Last year at this meeting I reviewed the *Blueprint* that the administration released a year ago, describing how a new version of ESEA should look. It consists of a plan to condense and reorganize many of the programs, but overall increasing funding for education. The budget that the President released for next year was based on this new organization. One major impact is that there is no dedicated funding for education technology (Title II-D). This occurs at a time when technology is becoming increasingly important to both instruction and to the new assessments.

The President's speech on Monday (3/14) encouraging a bi-partisan reauthorization effort was met with some restraining comments from Rep. Kline – it should proceed slowly enough to “get it right”. Meanwhile the “Big Four” from the Senate – Harkin (the committee chair) and Senators Enzi, Alexander (who is a former Education Secretary) and Bingaman continue to work on a new bill. August is the practical deadline that we will need to see results before the politics of the next election cycle overshadow Congressional efforts.

FISCAL ISSUES

- ◎ State and national budget constraints
- ◎ FY11 (current federal fiscal year) CR expires Friday (House passed 3-week extension yesterday)
 - Contains cuts to education programs
 - Looming federal government shut down?
 - Administration vowing to protect Title I and IDEA
 - President's new budget based on *Blueprint*

It appears that the CR (continuing resolution) that is keeping the federal government operating at last year's funding levels through this Friday (3/18) will be replaced by another one lasting 3 more weeks. The Republicans in the House, especially those who were elected promising to cut federal spending have been demanding cuts in the current year budget, not just going forward. This is a problem in a number of ways: first, the uncertainty makes it difficult to spend funds that have been expected based on the existing budget. Second, some programs have had funding cut or eliminated – what will happen to those items obligated based on the current budget amounts? Skip to the next slide

CURRENT YEAR FUNDING

Program	2010	HR1	Impact of HR1	CR 3/18	Impact of CR
Title I Basic	\$6.6	\$6.4	-3%	\$6.6	
Concentration	\$1.35	\$1.35		\$1.35	
Targeted	\$3.3	\$3.0	-8%	\$3.3	
EFIG	\$.25		-100%	\$.25	
Total	\$14.5	\$13.8	-5%	\$14.5	
TI SI	\$.55	\$.21	-62%	\$.55	
Title II - A	\$2.95	\$2.4	-17%	\$2.94	-0.17%
Title II - D	\$.1		-100%	\$.1	
http://www2.ed.gov/about/overview/budget/tables.html					

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This shows the impact of the House Republican plan – HR 1 – that slashed \$6 billion from the federal budget, including these significant education cuts. The middle column shows the impact on Titles I, II-A and II-D. The four parts of the Title I formula are listed because each is funded separately – EFIG is the Education Finance Incentive Grant portion that uses data from state education support in its formula – states that have more state education funding receive higher weighted Title I funding. This is to avoid states choosing to reduce state funding in anticipation of replacing it (i.e., supplanting) with federal Title I dollars.

This budget was **not** agreed to by the Senate – but it is significant in that this is where the House wants to end up. As you can see the current CR has a slight decrease in Title II-A and no cut to Title I.

FISCAL ISSUES

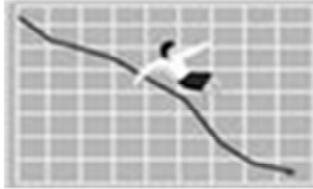
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- ◎ <http://blogs.edweek.org/edweek/campaign-k-12/>
- ◎ [National Title I Association](#)

Shutdown of the federal government appears to have been averted for the next 3 weeks. With each CR the House is forcing additional cuts; how long this will continue is to be determined. Will the Senate refuse to go along at some point? The administration has vowed to fight for Title I and IDEA funding but they seem willing to let funding for literacy and ed tech go down or be eliminated – in line with the proposed *Blueprint*. It's hard not to feel like this is a new version of the medieval rack, as this slowly draws on.

2 resources that can help you keep current on the actions of Congress are on *Ed Week's* blogs "Politics K-12" and on the National Title I Association web site that houses Rich Long's blog

NEXT YEAR'S FUNDING ?

- ◎ ARRA funding cliff
 - Cautions - personnel
 - Cautions - capital



- ◎ President's budget reflects realignment of programs
 - Requires new ESEA
 - Overall increases



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Once we get beyond this year's budget, Congress will need to turn to the upcoming year.

Remember that Title I ARRA funding expires by September 30, 2011. Be sure you use those funds as they cannot be carried over any further. Any unused money will revert to the Federal treasury; unlike regular Title I. AZ never returns Title I funds as we can roll them forward into the succeeding year. This is not the case with ARRA funds; this was a one-time grant. When planning on how to continue to support personnel you funded with ARRA funds, be sure you make decisions based on effectiveness, using the evaluation data you have collected.

Reminder – any equipment purchased with Title I ARRA funds **must be used only** for Title I programs, teachers and students.

While the administration is proposing increases in education funding, deficit hawks may not agree to go along with that. Many made election promises to roll federal spending back to 2008 or even 2006 levels; other made promises of cuts in the amount of \$100 billion in this current year. Our crystal ball here is very cloudy – and no one is sure where we will end up, especially in the midst of an election/re-election campaign season.