

From: [Angie Recker](#)
To: [Paul Pastorek](#)
Cc: [Vicky Thomas](#)
Subject: Chiefs: Updated contact information
Date: Wednesday, April 06, 2011 9:12:54 PM
Attachments: [Chiefs for Change Contact Information 040611.docx](#)

Dear Paul and Vicky,

The updated Chiefs for Change contact information includes new chiefs Barresi, Cerf and Skandera.

Thanks.
Angie

Chiefs for Change – Contact Information

Louisiana Superintendent Paul Pastorek - Chair

Email: paul.pastorek@la.gov

Email 2: [REDACTED]

Cell: [REDACTED]

Assistant: Vicky Thomas

Email:

Phone:

Policy: Chris Meyer

Email:

Phone:

Indiana Superintendent Tony Bennett

Email:

Email 2: [REDACTED]

Phone: [REDACTED]

Assistant: Amelia Hilliker

Phone:

Email:

Chief of Staff: Heather Neal

Email:

Virginia Secretary Gerard Robinson

Mobile:

Email:

Email 2: [REDACTED]

Florida Commissioner Eric Smith – Vice Chair

Phone:

Email:

Email: [REDACTED]

Email 2:

Assistant: Nyla Benjamin

Phone:

Email:

Scheduler: Joseph Morgan

Phone:

Email:

Rhode Island Commissioner Deborah Gist

Phone:

Cell: [REDACTED]

Email:

Email 2: [REDACTED]

Assistant: Angela Teixeira

Phone:

Email:

New Jersey Commissioner Chris Cerf

Phone:

Cell:

Email:

Email 2: [REDACTED]

Assistant: Helene Leona

Phone: _____
Email: _____

Communications Manager: Allison Kobus

Email: _____
Phone: _____

Oklahoma Superintendent Janet Barresi

Phone: _____
Cell: _____
Email: _____
Email 2: _____

Assistant: Ginger Difalco

Phone: _____
Email: _____

Communications Director: Damon Gardenhire

Email: _____
Phone: _____

Acting Chief of Staff: Jennifer Carter

Email: _____

New Mexico Secretary Hanna Skandera

Phone: _____
Email: _____
Email 2: _____
Assistant:
Phone: _____
Email: _____

Communications Director: Kristy Campbell

Email: _____
Phone: _____

From: [Angie Recker](#) (
To: [Paul Pastorek](#); [Tony Bennett](#); [Deborah Gist](#); [Gerard Robinson](#); [Eric Smith](#); chris.cerf@doe.state.nj.us; [Janet Barresi](#); [Hanna Skandera](#)
Cc: [Patricia Levesque](#) ([Patricia Levesque](#)); [Deirdre Finn](#) ([Deirdre Finn](#)); [Fonda Anderson](#) ([Fonda Anderson](#)); [Erin Price](#) ([Erin Price](#)); [Jarvin Emhot](#) ([Jarvin Emhot](#)); [Ron Kobus](#) ([Ron Kobus](#)); [Vicky Thomas](#); [Heiene Leona](#); [Angela Teixeira](#); [Amy Miller](#); joseph.morgan@fldoe.org; [Kristy Campbell](#); [Jennifer Carter](#); ginger.difalco@sde.ok.gov
Subject: Chiefs: Carpe Diem school visit
Date: Thursday, April 07, 2011 9:23:35 AM

Dear Chiefs,

We have additional space and funding for each chief to bring along one staff member when you visit Carpe Diem in May.

Please let us know if you have a staff member you would like to invite.

Thanks.
Angie

Sent from my iPhone

From: [Angie Recker](#)
To: [Vicky Thomas](#)
Cc: [Paul Pastorek](#); [Chris Meyer](#)
Subject: RE: Broad Foundation event
Date: Friday, April 08, 2011 9:21:18 AM

Thanks Vicky. Do you know the location of the event? If you can recommend any nearby hotels, that would be helpful. I will ask our staff to make inquiries on reserving a block of rooms.

From: Vicky Thomas
Sent: Friday, April 08, 2011 10:10 AM
To: Angie Recker
Cc: Paul Pastorek; Vicky Thomas; Chris Meyer
Subject: RE: Broad Foundation event

I wanted to let you know that the new date for this is May 5 & 6, with a dinner the evening of May 5th. If you are going to include any of the Chiefs, I wanted to let you know that this is Jazz Fest & hotels may be hard to come by so the sooner you make reservations, the better chance they will have. You might want to reserve a block of rooms at a hotel.

I'll send you details as they firm up.

Thanks.
Vicky

Vicky Thomas
Confidential Assistant to
Paul G. Pastorek
State Superintendent of Education

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

From: Angie Recker (mailto:angierecker@doe.state.nj.us)
Sent: Thursday, April 07, 2011 7:03 AM
To: Vicky Thomas
Cc: Paul Pastorek
Subject: Broad Foundation event

Hi Vicky,

Broad Foundation has invited the Chiefs to attend the April 28 dinner during their upcoming event with Paul and the New Jersey Department of Education.

Would you happen to have an itinerary for the event (even if it's preliminary) that I could share with the chiefs?

Thanks.
Angie

Sent from my iPhone

From: [Angie Recker](#) /
To: [Vicky Thomas](#)
Cc: [Paul Pastorek](#)
Subject: RE: Broad Foundation event
Date: Monday, April 11, 2011 1:25:31 PM

Vicky,

We are working to reserve a block of hotel rooms for the May 5 event. Do you have an updated itinerary for the event?

Some of the Chiefs may want to attend some of the RSD meetings. We are also working to identify available time(s) to schedule a Chiefs for Change meeting.

Thanks very much.
angie

From: Vicky Thomas
Sent: Friday, April 08, 2011 10:10 AM
To: Angie Recker (
Cc: Paul Pastorek; Vicky Thomas; Chris Meyer
Subject: RE: Broad Foundation event

I wanted to let you know that the new date for this is May 5 & 6, with a dinner the evening of May 5th. If you are going to include any of the Chiefs, I wanted to let you know that this is Jazz Fest & hotels may be hard to come by so the sooner you make reservations, the better chance they will have. You might event want to reserve a block of rooms at a hotel.

I'll send you details as they firm up.

Thanks.
Vicky

Vicky Thomas
Confidential Assistant to
Paul G. Pastorek
State Superintendent of Education

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

From: Angie Recker ([mailto:](#))
Sent: Thursday, April 07, 2011 7:03 AM
To: Vicky Thomas
Cc: Paul Pastorek
Subject: Broad Foundation event

Hi Vicky,

Broad Foundation has invited the Chiefs to attend the April 28 dinner during their upcoming event with Paul and the New Jersey Department of Education.

Would you happen to have an itinerary for the event (even if it's preliminary) that I could share with the chiefs?

Thanks.

From: [Angie Recker](#) (
To: [Vicky Thomas](#)
Cc: [Paul Pastorek](#); [Chris Meyer](#)
Subject: RE: Broad Foundation event
Date: Friday, April 08, 2011 9:39:06 AM

Terrific - thanks so much! We will begin contacting those hotels.

From: Vicky Thomas /]
Sent: Friday, April 08, 2011 10:36 AM
To: Angie Recker
Cc: Paul Pastorek; Chris Meyer
Subject: RE: Broad Foundation event

They are still working on a location. However, the following hotels are nice & centrally located:

Windsor Court
Sheraton on Canal
LePavillon
Hilton on Canal
Loews New Orleans on Poydras St.

Hope this helps.
Vicky

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

From: Angie Recker
Sent: Friday, April 08, 2011 9:22 AM
To: Vicky Thomas
Cc: Paul Pastorek; Chris Meyer
Subject: RE: Broad Foundation event

Thanks Vicky. Do you know the location of the event? If you can recommend any nearby hotels, that would be helpful. I will ask our staff to make inquiries on reserving a block of rooms.

From: Vicky Thomas
Sent: Friday, April 08, 2011 10:10 AM
To: Angie Recker (.
Cc: Paul Pastorek; Vicky Thomas; Chris Meyer
Subject: RE: Broad Foundation event

I wanted to let you know that the new date for this is May 5 & 6, with a dinner the evening of May 5th. If you are going to include any of the Chiefs, I wanted to let you know that this is Jazz Fest & hotels may be hard to come by so the sooner you make reservations, the better chance they will have. You might even want to reserve a block of rooms at a hotel.

I'll send you details as they firm up.

Thanks.
Vicky

Vicky Thomas
Confidential Assistant to
Paul G. Pastorek

From: [Vicky Thomas](#)
To: [Paul Pastorek](#)
Subject: Fwd: Chiefs: Carpe Diem school visit
Date: Friday, April 08, 2011 6:21:56 PM

Is chris going?

Sent from my iPhone

Begin forwarded message:

From: "Angie Recker ([E-mail](#))"
Date: April 8, 2011 5:06:43 PM CDT
To: Vicky Thomas <vthomas@carpediem.org>
Cc: "Erin Price ([E-mail](#))";
Subject: FW: Chiefs: Carpe Diem school visit

Dear Vicky, Joseph and Amy,

Just a friendly reminder to please let me know if your Chief would like to invite an additional staff member to join us for the Carpe Diem school visit in May.

Please send us their name, title and contact information by Monday afternoon so we can finalize our attendee list.

On Tuesday, we will send you more trip details, including the travel reimbursement form and instructions for submitting receipts.

Thanks very much and have a great weekend!
Angie

From: Angie Recker ([E-mail](#))
Sent: Thursday, April 07, 2011 10:23 AM
To: Paul Pastorek; Tony Bennett; Deborah Gist; Gerard Robinson; Eric Smith; : Janet Barresi; Hanna Skandera
Cc: Patricia Levesque ([E-mail](#)); Deirdre Finn
([E-mail](#)); Fonda Anderson ([E-mail](#)); Erin Price ([E-mail](#)); Jaryn Emhof ([E-mail](#)); Allison Kobus; Vicky Thomas; Helene Leona; Angela Teixeira; Amy Miller; ; Kristy Campbell; Jennifer Carter;

Subject: Chiefs: Carpe Diem school visit

Dear Chiefs,

We have additional space and funding for each chief to bring along one

staff member when you visit Carpe Diem in May.

Please let us know if you have a staff member you would like to invite.

Thanks.
Angie

Sent from my iPhone

From: [Angie Recker](#) (
To: Paul Pastorek
; [Janet Barresi](#); ;
Cc: [Patricia Levesque](#) ; [Deirdre Finn](#) (
); [Christy Hovanetz](#) ; [Lyn Emhof](#) ; [Angie Recker](#) ; [Erin](#)
[Lynn Meyer](#)
Subject: Idaho "Students Come First" reforms become law
Date: Monday, April 11, 2011 10:02:29 AM

Dear Chiefs,

Please see the article below regarding Idaho Superintendent Tom Luna and implementation of the new "Students Come First" reforms signed into law last week.

Best,
Angie

Now, Idaho schools chief Tom Luna must lead a reluctant education committee

Idaho Statesman

By: Brian Murphy

April 9, 2011

<http://www.idahostatesman.com/2011/04/09/1598789/now-luna-must-lead-the-reluctant.html>

A group of 29 — from both sides of the reform debate — will start work this summer.

For three months, the battle over education reform dominated and divided the Idaho Legislature. It sparked protests from teachers, parents and students, may have led to vandalism of schools chief Tom Luna's property and created a statewide discussion over education.

That may have been the easy part.

"Implementation begins today," Luna said before a crowded room of enthusiastic reform supporters as Gov. Butch Otter signed the last of the Students Come First reforms.

The plan strips teachers of collective bargaining rights and ends continuing contracts for new teachers. It implements pay-for-performance bonuses and pays for Luna priorities such as classroom technology and laptops with money from the pool for teacher and administrator salaries.

Getting the skeptical education community on board — many of whom lobbied lawmakers with emails, phone calls and in-person testimony — remains one of the biggest challenges, something Otter acknowledged Friday.

"There are those that want us to fail," Otter said. "We are going to push this education reform until it meets the needs of our future work force and until it meets the need of our students today."

The first lady was even more assertive. Lori Otter, a former teacher, told educators, "Look at the parts you agree with, get your heads around the parts that you don't, and let's get with it."

Not everyone was ready to fall in line Friday. Less than an hour after Otter signed the bill, a pair of Boise parents started the process of getting a referendum on the 2012 ballot.

"Idahoans made it clear that we do not want to trade teachers for laptops and required online courses. And we do not support laws that accomplish little beyond denigrating teachers. The governor and Legislature rammed this plan through against the overwhelming opposition of the public," said Mike Lanza, a parent of two grade-school children and the co-founder of Idahoans for Responsible Education Reform.

"They passed it despite being told by administrators and teachers who will have to implement this poorly designed plan that it will be a financial and educational disaster for Idaho's public schools." While the group works to gather the nearly 48,000 signatures it needs to get the question on the ballot, Luna will chair a task force charged with implementing some of the more controversial reforms,

including requirements for online classes and laptops for students.

Luna will begin taking nominations and applications next month for the 17 of the 29 members he gets to choose. Work could begin in June. Luna said the group will include critics of his plan and will work to find consensus. He pointed to past collaborations as evidence that he is willing to work with opponents.

"I'm hopeful and confident that the superintendent is going to appoint people that were opposed to what he was trying to do as well as those that were in favor of it because that's the way you'll get true stakeholders involved," said Sen. Chuck Winder, R-Boise, who supported the plan. "And it has to be true stakeholders or he'll spend the time and then it won't accomplish anything or it won't have any buy-in."

An expanded task force with spelled-out stakeholder involvement was one of the changes added to the last bill to earn Senate passage. The panel will include the stakeholder groups that led the opposition. Critics insisted that they, like Luna, would work to shape the changes. Sherri Wood, the president of the Idaho Education Association, said her association is committed.

"Anytime and every time we have been invited to the table, with whatever group, we've been there," Wood said. "We've been there and we've offered our suggestions. We've said where we can go and where we can't go."

The language does not specify that Democrats be included on the panel, but lawmakers suggest that they will be. The Republican chairmen of the House and Senate education committees — Sen. John Goedde, R-Lewiston, and Rep. Bob Nonini, R-Coeur d'Alene — said they want to be on the task force. Goedde said teachers have begun contacting him, excited about the prospects available to them.

"This is what it's going to take. I'm hoping the superintendent and the governor will stay with me on the implementation piece," Goedde said. "I pledge I will be there to make this happen."

House Minority Leader John Rusche, D-Lewiston, said it is the Democrats' duty to comply with the law — contrasting it with Republican efforts to not comply with the federal health care law.

"It's incumbent that while you try and change the law so it's better, you comply with the law," Rusche said. "It is the law. We will participate."

Nonini said he expects opponents and proponents to come together to make sure the changes are beneficial to students and teachers — and have their intended effects.

"We have no option but to go forward, and if they feel like it's lemons, we'll all work to turn it into lemonade," Nonini said. "The kids deserve it."

From: [Foundation for Excellence in Education Press Shop](#)
To: [Paul Pastorek](#)
Subject: [SUSPECTED SPAM] ICYMI: Jeb Bush: Florida Law Brings Teaching into the 21st Century
Date: Monday, April 11, 2011 10:49:58 AM




**In Case You Missed It:
Jeb Bush: Florida Law Brings Teaching
into the 21st Century**

Opinion: Florida Law Brings Teaching into the 21st Century

L.A. Times

By: Jeb Bush

April 6, 2011

Jeb Bush, governor of Florida from 1999 to 2007 and chairman of the Foundation for Florida's Future and the Foundation for Excellence in Education, responds to The Times' March 31 editorial on the state's new education law, "[An Average Grade on Tenure Reform](#)."

What is a great teacher?

Today, many people across the country -- lawmakers, educators, editorial boards, business leaders, moms and dads -- are asking that question.

Here are a couple of characteristics that all great teachers share. A great educator believes all students can learn. A great educator does whatever it takes to motivate students to learn, and what is learned by their students is quantifiable and measurable. A great educator doesn't accept excuses, and doesn't make excuses, for lack of learning.

If you accept this fundamental premise, then evaluating, rewarding and retaining teachers based on student learning is just plain common sense. This year in Florida, common sense ruled the day -- and the debate -- on modernizing the teaching profession. The result is

landmark legislation that recognizes that great teachers make great students.

The Times' editorial board panned Florida's landmark legislation to modernize the teaching profession as "average." It also stated there is no silver bullet for improving public schools or increasing student achievement.

Florida has proven the latter point to be true. Over the last decade, the state has introduced and implemented sweeping reforms to transform education from being at the bottom in the nation to a national model for quality schools. Now, it is forging the path for modernizing the teaching profession by identifying and rewarding great teachers.

Under the new law, teacher evaluations are no longer purely subjective peer reviews treating those who go the extra mile the same as those who only meet the bare minimum. For the first time, an objective measure of teacher effectiveness -- standardized tests that measure student learning -- will be part of annual evaluations.

Fifty percent of teacher evaluations will be based on what matters most: students' knowledge and skills. Essentially, do students know more at the end of the school year than they knew at the beginning? This common-sense evaluation system provides a healthy balance of empirical evidence and valuable peer feedback. Principals are evaluated based on the same student data.

The bill also establishes a fairer salary system, improving Florida's ability to attract and retain excellent teachers. The current salary structure is blind to effectiveness; pay increases are largely based on years of service. Under the new system, teachers who are effective and highly effective will earn raises -- not one-time bonuses, but annual increases that build their base salary.

Those who take the toughest jobs, including positions in inner-city schools, will earn a bonus, as will teachers of high-demand subjects such as math and science. Higher salaries for these positions will attract talent and energy to our greatest challenges -- preparing all students for college and careers in the 21st century economy.

The law also effectively ends tenure and the policy of "last in, first out." Merit is the new basis of retention. New teachers will no longer automatically receive pink slips when layoffs are necessary. School leaders are now empowered to keep their top teachers in the classroom.

The new law creates a system where everyone's interests are aligned toward a common goal -- ensuring every student learns a year's worth of knowledge in a year's time. For the first time, there is a clear and unequivocal connection between the success of principals and teachers and the success of students.

Under this system, everyone wins. Great teachers will finally earn the financial recognition they deserve. Principals, who have a vested interest in retaining great teachers, will support great teachers. In fact, incorporating data in the evaluation of teacher effectiveness is likely to

make it more difficult for administrators to make capricious decisions about retention, which The Times says could result from abolishing the current tenure system. In fact, teachers are now “protected” by their own effectiveness.

Most importantly, students win. When the education is organized around the singular purpose of learning, kids will achieve and even excel beyond our expectations. That’s a whole lot better than average, if you ask me.

-- Jeb Bush

###



The **Foundation for Excellence in Education** is igniting a movement of reform, state by state, to transform education for the 21st century economy. Excellence in Action, the organization’s flagship initiative, is working with lawmakers and policymakers to advance education reform across America.

Contact Us

P.O. Box 10691,
Tallahassee, Florida 32302-2691

T: 850-391-4090
E: info@excelined.org

Follow Us

[Facebook](#)
[Twitter](#)



Foundation For Excellence in Education
Copyright © 2010

This message was sent to Paul.pastorek@la.gov from:

Foundation for Excellence in Education | P.O. Box 10691 | Tallahassee, FL 32302

Email Marketing by



[Manage Your Subscription](#) | [Forward To a Friend](#)

From: [Vicky Thomas](#)
To: "[Angie Recker](#)"
Cc: [Vicky Thomas](#); [Paul Pastorek](#); [Chris Meyer](#)
Subject: RE: Chiefs: Carpe Diem school visit
Date: Monday, April 11, 2011 1:10:42 PM

Chris Meyer, Policy Advisor for the DOE will also be attending. Chris' contact information is:

Let me know if you need any other information.

Thanks.
Vicky

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

From: Angie Recker
Sent: Friday, April 08, 2011 5:07 PM
To: Vicky Thomas
Cc: Erin Price
Subject: FW: Chiefs: Carpe Diem school visit

Dear Vicky, Joseph and Amy,

Just a friendly reminder to please let me know if your Chief would like to invite an additional staff member to join us for the Carpe Diem school visit in May.

Please send us their name, title and contact information by Monday afternoon so we can finalize our attendee list.

On Tuesday, we will send you more trip details, including the travel reimbursement form and instructions for submitting receipts.

Thanks very much and have a great weekend!
Angie

From: Angie Recker
Sent: Thursday, April 07, 2011 10:23 AM
To: Paul Pastorek; Tony Bennett; Deborah Gist; Gerard Robinson; Eric Smith; Janet Barresi; Hanna Skandera
Cc: Patricia Levesque (); Erin Price (); Dardre Finn; Jaryn Emhot; Fonda Anderson; Kobus; Vicky Thomas; Helene Leona; Angela Teixeira; Amy Miller; Allison; Kristy; Campbell; Jennifer Carter;
Subject: Chiefs: Carpe Diem school visit

Dear Chiefs,

We have additional space and funding for each chief to bring along one staff member when you visit Carpe Diem in May.

Please let us know if you have a staff member you would like to invite.

Thanks.

Angie

Sent from my iPhone

From: [Angie Recker](#) (
To: [Vicky Thomas](#)
Cc: [Paul Pastorek](#); [Chris Meyer](#); [Erin Price](#)
Subject: RE: Chiefs: Carpe Diem school visit
Date: Monday, April 11, 2011 1:20:34 PM

Thanks Vicky. I will add Chris to the attendee list.

From: Vicky Thomas [Vicky.Thomas@LA.GOV]
Sent: Monday, April 11, 2011 2:10 PM
To: Angie Recker (
Cc: Vicky Thomas; Paul Pastorek; Chris Meyer
Subject: RE: Chiefs: Carpe Diem school visit

Chris Meyer, Policy Advisor for the DOE will also be attending. Chris' contact information is:

Let me know if you need any other information.

Thanks.
Vicky

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

From: Angie Recker
Sent: Friday, April 08, 2011 5:07 PM
To: Vicky Thomas
Cc: Erin Price
Subject: FW: Chiefs: Carpe Diem school visit

Dear Vicky, Joseph and Amy,

Just a friendly reminder to please let me know if your Chief would like to invite an additional staff member to join us for the Carpe Diem school visit in May.

Please send us their name, title and contact information by Monday afternoon so we can finalize our attendee list.

On Tuesday, we will send you more trip details, including the travel reimbursement form and instructions for submitting receipts.

Thanks very much and have a great weekend!
Angie

From: Angie Recker (
Sent: Thursday, April 07, 2011 10:23 AM
To: Paul Pastorek; Tony Bennett; Deborah Gist; Gerard Robinson; Eric Smith; Janet Barresi; Hanna Skandera
Cc: Patricia Levesque (; Erin Price (; Deirdre Finn (; Fonda Anderson (; Jaryn Emhof (; Allison (; Kristy (; Helene Leona; Angeia Teixeira; Amy Miller; Campbell; Jennifer Carter;
Subject: Chiefs: Carpe Diem school visit

Dear Chiefs,

We have additional space and funding for each chief to bring along one staff member when you visit Carpe Diem in May.

Please let us know if you have a staff member you would like to invite.

Thanks.
Angie

Sent from my iPhone

From: [Patricia Levesque](#)
To: [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#)
Cc: [Angie Recker](#) (mailto:angierecker@excelsin.org); [Deirdre Finn](#) (mailto:deirdrefinn@excelsin.org); [Dani Su Bicklev](#) (mailto:dani@excelsin.org); [Mandy Clark](#) (mailto:mandy@excelsin.org); [Jaryn Emhof](#) (mailto:jaryn@excelsin.org); [Christy Hovanetz](#) (mailto:christy@excelsin.org); [Matthew Ladner](#); [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Steven](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Paul Pastorek](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#)
Subject: FW: Chiefs: Proposed April Meeting in Washington, DC
Date: Wednesday, April 13, 2011 8:03:33 AM
Attachments: [4.x.11 - C4C Washington DC Meeting Agenda.docx](#)

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

[Patricia Levesque](#)
Foundation for Excellence in Education

www.ExcelinEd.org

**Chiefs for Change
Washington, DC Meeting
April 2011**

Date: TBD

Location: TBD

Morning Session:

- I. State Review – opportunity for chiefs to share what they are pursuing/what is going on in their respective states
- II. PARCC Discussion – David Coleman to join
 - a. PARCC States
 - b. Policy and Strategy

Afternoon Session (Working Lunch):

- III. ESEA Reauthorization – Federal Waiver Strategy
 - a. States interested in pursuing waivers
 - b. Waiver principles
 - c. ESEA provisions to be waived
- IV. National Summit on Education Reform: October 13-14, 2011 in San Francisco, CA
- V. Funding Projects

Afternoon Media:

- VI. Washington Post interviews with Chiefs

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

www.ExcelinEd.org

From: [Angie Recker](#)
To: [Vicky Thomas](#); [Chris Meyer](#)
Cc: [Paul Pastorek](#)
Subject: Thank you
Date: Wednesday, April 13, 2011 8:30:23 AM

Dear Vicky and Chris,

Just wanted to let you know that I will be moving on from the Foundation next month to pursue other opportunities.

It has been a pleasure to work with both of you over the past few months - thanks so much for all of your help with the Chiefs.

Best,
Angie

From: [Patricia Levesque](#)
To: [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#)
Cc: [Annie Recker](#); [Deirdre Finn](#); [Su Bickley](#); [Christy Hovanetz](#); [Mandy Clark](#); [Jarvis Emhof](#); [Matthew Ladner](#); [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Paul Pastorek](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#); [Janice Mann](#)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC -- new dates
Date: Wednesday, April 13, 2011 9:17:05 AM

Chiefs,

I need to check with you on a few other dates for the DC meeting :

Wednesday May 11

Wednesday May 25

Thursday May 26

Thank you again.

Patricia

From: Patricia Levesque
Sent: Wednesday, April 13, 2011 9:04 AM
To: 'Barresi, Janet'; 'Bennett, Tony'; 'Bowen, Stephen'; 'Cerf, Chris'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Pastorek, Paul'; 'Robinson, Gerard'; 'Skandera, Hanna'; 'Smith, Eric'
Cc: Annie Recker; Deirdre Finn; Dani Su Bickley; Christy Hovanetz; Mandy Clark; Jarvis Emhof; Matthew Ladner; 'Barresi, Janet'; 'Bennett, Tony'; 'Bowen, Stephen'; 'Cerf, Chris'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Pastorek, Paul'; 'Robinson, Gerard'; 'Skandera, Hanna'; 'Smith, Eric'
Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

www.ExcelinEd.org

From: [Redacted]
To: [Patricia W. Levesque](#); [Barresi, Janet](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Hanna Skandera](#); [Eric Smith](#)
Cc: [Angie Recker](#) (mailto:angierecker@chefsforchange.org); [Deirdre Finn](#) (mailto:deirdrefinn@chefsforchange.org); [Dani Su](#) (mailto:danis@chefsforchange.org); [Mandy Clark](#) (mailto:mandy@chefsforchange.org); [Jarvin Emhoff](#) (mailto:jarvin@chefsforchange.org); [Christy Bickley](#) (mailto:cbickley@chefsforchange.org); [MatthewLadner](#); [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Paul Pastorek](#); [Gerard Robinson](#); [Skandera, Hanna](#); [Eric Smith](#)
Subject: Re: Chiefs: Proposed April Meeting in Washington, DC
Date: Wednesday, April 13, 2011 8:14:25 AM

I would prefer the 26th, but I will make either work.
Sent from my Verizon Wireless BlackBerry

From: "Patricia Levesque" (mailto:levesque@chefsforchange.org)
Date: Wed, 13 Apr 2011 13:04:15 +0000
To: Barresi, Janet <janet@chefsforchange.org>; Bennett, Tony <tonybennett@chefsforchange.org>; Bowen, Stephen <stephen@chefsforchange.org>; Cerf, Chris <cerf@chefsforchange.org>; Gist, Deborah <deborah@chefsforchange.org>; Huffman, Kevin <kevin@chefsforchange.org>; Pastorek, Paul <pastorek@chefsforchange.org>; Skandera, Hanna <hanna@chefsforchange.org>; Smith, Eric <eric@chefsforchange.org>
Cc: Angie Recker <angierecker@chefsforchange.org>; Deirdre Finn <deirdrefinn@chefsforchange.org>; Dani Su <danis@chefsforchange.org>; Mandy Clark <mandy@chefsforchange.org>; Jarvin Emhoff <jarvin@chefsforchange.org>; Christy Bickley <cbickley@chefsforchange.org>; MatthewLadner <matthew@chefsforchange.org>; Barresi, Janet <janet@chefsforchange.org>; Bennett, Tony <tonybennett@chefsforchange.org>; Bowen, Stephen <stephen@chefsforchange.org>; Cerf, Chris <cerf@chefsforchange.org>; Gist, Deborah <deborah@chefsforchange.org>; Huffman, Kevin <kevin@chefsforchange.org>; Robinson, Gerard <gerard@chefsforchange.org>; Skandera, Hanna <hanna@chefsforchange.org>; Smith, Eric <eric@chefsforchange.org>
Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

From: [Robinson, Gerard \(GOV\)](#)
To: [Patricia W. Levesque](#); [Barresi, Janet](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Hanna Skandera](#); [Eric Smith](#)
Cc: [Angie Recker](#); [Christy Hovanetz](#); [MatthewLadner](#); [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Paul Pastorek](#); [Skandera, Hanna](#); [Eric Smith](#)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC
Date: Wednesday, April 13, 2011 9:45:18 AM

Hello all. I cannot make either date as I'm on vacation that week.

From: [redacted]
Sent: Wednesday, April 13, 2011 9:14 AM
To: Patricia W. Levesque; Barresi, Janet; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Hanna Skandera; Eric Smith
Cc: Angie Recker; Deirdre Finn; Dani Su; Bickley; Mandv Clark; Jaryn Emhof; Christy Hovanetz; MatthewLadner; Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Paul Pastorek; Robinson, Gerard (GOV); Skandera, Hanna; Eric Smith
Subject: Re: Chiefs: Proposed April Meeting in Washington, DC

I would prefer the 26th, but I will make either work.
Sent from my Verizon Wireless BlackBerry

From: "Patricia Levesque"
Date: Wed, 13 Apr 2011 13:04:15 +0000
To: Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Cc: Angie Recker; Deirdre Finn; Dani Su; Bickley; Mandy; Clark; Jaryn; Emhof; Christy; Hovanetz; MatthewLadner; Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

www.ExcelinEd.org

From: Tony Bennett
To: Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Cc: Angie Recker; Christy Hovanetz; Matthew Ladner; Barresi, Janet; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Paul Pastorek; Robinson, Gerard; Skandera, Hanna; Smith, Eric; Janice Mann
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC -- new dates
Date: Wednesday, April 13, 2011 10:03:24 AM

The only one of those that will work for me is May 26th.

From: Patricia Levesque
Sent: Wednesday, April 13, 2011 10:18 AM
To: Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Cc: Angie Recker; Deirdre Finn; Dani Su Bickley; Mandy Clark; Jaryn Emhof; Christy Hovanetz; Matthew Ladner; Barresi, Janet; Tony Bennett; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric; Janice Mann
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC -- new dates

Chiefs,

I need to check with you on a few other dates for the DC meeting :

Wednesday May 11

Wednesday May 25

Thursday May 26

Thank you again.

Patricia

From: Patricia Levesque
Sent: Wednesday, April 13, 2011 9:04 AM
To: 'Barresi, Janet'; 'Bennett, Tony'; 'Bowen, Stephen'; 'Cerf, Chris'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Pastorek, Paul'; 'Robinson, Gerard'; 'Skandera, Hanna'; 'Smith, Eric'
Cc: Angie Recker; Deirdre Finn; Dani Su Bickley; Mandy Clark; Jaryn Emhof; Christy Hovanetz; Matthew Ladner; Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

From: [Robinson, Gerard \(GOV\)](#)
To: [Paul Pastorek](#)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC
Date: Wednesday, April 13, 2011 10:19:26 AM

If I don't take one soon, I'll fall over. (smile).

From: Paul Pastorek
Sent: Wednesday, April 13, 2011 10:52 AM
To: Robinson, Gerard (GOV)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC

Who gets vacation in this job? ;-)

From: Robinson, Gerard (GOV)
Sent: Wednesday, April 13, 2011 9:45 AM
To: ; Patricia W. Levesque; Barresi, Janet; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Hanna Skandera; Eric Smith
Cc: Angie Recker); Christy Hovanetz); MatthewLadner; Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Paul Pastorek; Skandera, Hanna; Eric Smith
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC

Hello all. I cannot make either date as I'm on vacation that week.

From:
Sent: Wednesday, April 13, 2011 9:14 AM
To: Patricia W. Levesque; Barresi, Janet; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Hanna Skandera; Eric Smith
Cc: Angie Recker); Deirdre Finn Dani Su Bickley(); Mandy Clark Jaryn Emhof Christy Hovanetz MatthewLadner; Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Paul Pastorek; Robinson, Gerard (GOV); Skandera, Hanna; Eric Smith
Subject: Re: Chiefs: Proposed April Meeting in Washington, DC

I would prefer the 26th, but I will make either work.
Sent from my Verizon Wireless BlackBerry

From: "Patricia Levesque"
Date: Wed, 13 Apr 2011 13:04:15 +0000
To: Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric; Tom; Deirdre Finn
Cc: Angie Recker; Dani Su; Bickley; Clark; Emhof; Hovanetz

Matthew T. Adner; Barresi, Janet; Bennett,
Tony; Bowen, Stephen
Chris; Gist, Deborah; Huffman,
Kevin; Pastorek, Paul; Robinson,
Gerard; Skandera,
Hanna; Smith, Eric

Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26
Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

www.ExcelinEd.org

From: [Teixeira, Angela](#)
To: [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#)
Cc: [Annie Recker](#) (mailto:anrecker@ride.ri.gov); [Christy Hovanetz](#) (mailto:chovanetz@ride.ri.gov); [Matthew Ladner](#); [Barresi, Janet](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Paul Pastorek](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#); [Janice Mann](#)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC -- new dates
Date: Thursday, April 14, 2011 9:23:09 AM
Attachments: [image001.png](#)

The only date that works for Commissioner Gist is Thursday, May 26th.

Angela

Angela M. Teixeira
Special Assistant to the Commissioner
and Liaison to the Board of Regents
RI Department of Education
255 Westminster Street
Providence, RI 02903

www.ride.ri.gov



From: Patricia Levesque
Sent: Wednesday, April 13, 2011 10:18 AM
To: Barresi, Janet; Bennett, Tony; Bowen, Stephen; Cerf, Chris; Gist, Deborah; Huffman, Kevin; Pastorek, Paul; Robinson, Gerard; Skandera, Hanna; Smith, Eric
Cc: [Annie Recker](#) (mailto:anrecker@ride.ri.gov); [Deirdre Finn](#) (mailto:dfinn@ride.ri.gov); [Dani Su Bicklev](#) (mailto:dsbicklev@ride.ri.gov); [Mandy Clark](#) (mailto:mclark@ride.ri.gov); [Jaryn Emnor](#) (mailto:jemnor@ride.ri.gov); [Christy Hovanetz](#) (mailto:chovanetz@ride.ri.gov); [Matthew Ladner](#); [Barresi, Janet](#); [Bennett, Tony](#); [Bowen, Stephen](#); [Cerf, Chris](#); [Gist, Deborah](#); [Huffman, Kevin](#); [Pastorek, Paul](#); [Robinson, Gerard](#); [Skandera, Hanna](#); [Smith, Eric](#); [Janice Mann](#)
Subject: RE: Chiefs: Proposed April Meeting in Washington, DC -- new dates

Chiefs,

I need to check with you on a few other dates for the DC meeting :

Wednesday May 11

Wednesday May 25

Thursday May 26

Thank you again.

Patricia

From: Patricia Levesque

Sent: Wednesday, April 13, 2011 9:04 AM

To: 'Barresi, Janet'; 'Bennett, Tony'; 'Bowen, Stephen'; 'Cerf, Chris'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Pastorek, Paul'; 'Robinson, Gerard'; 'Skandera, Hanna'; 'Smith, Eric'

Cc: Anaië Recker ; Deirdre Finn); Dani Su Bickley

(: Mandy Clark d.org); Jaryn ; Christy Hovanetz ; 'Matthew Ladner'; 'Barresi, Janet'; 'Bennett, Tony'; 'Bowen, Stephen'; 'Cerf, Chris'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Pastorek, Paul'; 'Robinson, Gerard'; 'Skandera, Hanna'; 'Smith, Eric'

Subject: FW: Chiefs: Proposed April Meeting in Washington, DC

Dear Chiefs,

First a big welcome to Kevin Huffman and Steve Bowen who recently joined Chiefs for Change. We are glad to have you on board.

Second, following up on the conversation from the last Chiefs call. It appears that we need to get the chiefs together for an in person meeting sooner rather than later.

Specifically, we would like to schedule a meeting of the Chiefs in Washington, DC on either April 26 or April 27 to discuss:

- PARCC Issues
- ESEA waiver strategy
- Funding Projects
- Chief Interviews with Washington Post and/or Ed Week

Please let me know which date is best for you:

Tuesday, April 26

Wednesday, April 27

This meeting would replace any formal Chiefs meeting in New Orleans.

Thanks,

Patricia

Patricia Levesque
Foundation for Excellence in Education

1

www.ExcelinEd.org

From: [Angie Recker](#)
To: [Paul Pastorek](#)
Cc: [Patricia Levesque](#); [/icky Thomas](#); [Christy Hovanetz](#)
Subject: Chiefs call: Good Friday (4/22)
Date: Friday, April 15, 2011 9:50:21 AM

Dear Paul,

Since the next Chiefs call is scheduled for Good Friday (4/22), we are going to cancel the call.

Thanks.
Angie

From: [Clare Crowson](#)
Subject: Foundation for Florida's Future, Key Reads: 4/15/11
Date: Friday, April 15, 2011 12:49:56 PM

Foundation for Florida's Future, Key Reads: 4/15/11

For more education news, visit *The Ed Fly* at www.TheEdFly.com.

NATIONAL NEWS

- 1) [Budget Deal Fuels Revival of School Vouchers](#); Gabriel – New York Times
- 2) [The New Unionism, Legislative Version](#); Hanushek – Education Next

FLORIDA NEWS

- 3) [Expanded school voucher plan advances in Florida Senate](#); Postal – Orlando Sentinel
- 4) [It's been an important week for struggling schools](#); Alexander – Gainesville Sun

STATE NEWS

- 5) [Graduating to fourth grade likely to get harder in Oklahoma](#); Olafson – Reuters
- 6) [Major Changes to Teacher Tenure, Hiring and Firing Coming in Illinois?](#); Cavanagh – Education Week
- 7) [NC Senate wants new look at charter school revamp](#); Staff – Associated Press

NATIONAL NEWS

Budget Deal Fuels Revival of School Vouchers

New York Times

By: Trip Gabriel

April 14, 2011

http://www.nytimes.com/2011/04/15/us/politics/15voucher.html?_r=3&ref=education

In the [11th-hour compromise](#) to avoid a government shutdown last week, one concession that [President Obama](#) made to Republicans drew scant attention: he agreed to finance vouchers for Washington students to attend private schools.

The voucher program, whose main beneficiaries are church-affiliated schools, is close to the heart of the House speaker, [John A. Boehner](#), a product of parochial schools, who had repeatedly choked up defending it on the House floor last month.

The White House at first opposed the Opportunity Scholarship Program, saying it did not raise student achievement. But in the end it was an easy place to compromise, administration aides said, in order to save bigger, more prominent education initiatives favored by Democrats from the \$38 billion in cuts.

Mr. Boehner's beloved program is the latest example of how conservative Republicans across the country are advancing school vouchers — including offering them for the first time to middle-class families — and reviving a cause that until recently seemed moribund.

"Life has been breathed into the voucher movement," said [Grover J. Whitehurst](#), director of education policy at the [Brookings Institution](#). "I think they are part of what will be a more powerful and focused drive toward choice."

Voucher advocates have long argued that if a student can use public money to attend any school, even a private one, schools will compete and improve. Some black leaders see vouchers as a way for poor students to escape failing urban schools.

"When I walk into a Safeway and talk to a mother who had a child who was already part of the voucher program and had another one she wanted to sign up, how could I deny her the opportunity?" said [Kwame R. Brown](#), the Democratic chairman of the Council of the District of Columbia, who supports the city's voucher program.

But vouchers were never widely adopted. Voters in four states defeated voucher referendums through 2007,

and state courts narrowed or ended some programs.

Much of the enthusiasm for school choice has been absorbed by [charter schools](#), which are secular and accountable under state standards like other public schools. Today, when 1.6 million students attend charter schools, the pro-voucher [Foundation for Educational Choice](#) says that only about 185,000 are in voucher or voucherlike programs.

The same gale-force winds battering teacher tenure and collective-bargaining rights, however, have led to a voucher revival.

“Where Republicans have taken over both the governor’s office and state legislatures, they’re pushing very hard on ideas that are grounded much more in ideology than on evidence they’ll have positive outcomes,” said [Greg Anrig](#), vice president for policy at the liberal Century Foundation.

Gov. [John Kasich](#) of Ohio wants to quadruple a state voucher program capped at 14,000 students in failing schools. In Indiana, a bill that is likely to pass the legislature soon would offer vouchers to families with incomes up to \$61,000. “I think it’s going to strengthen public schools through competition,” said Dennis Kruse, the Republican chairman of the State Senate education panel. “The schools will have to shape up if they want to keep the kids they have.”

Vi Simpson, the Democratic minority leader in the Senate in Indiana, said the vouchers would divert \$92 million from public schools when they are already facing steep declines in state and federal aid. “Either this hasn’t been very well thought out,” she said, “or it’s been very well thought out and it is intended to help public schools fail.”

Gov. [Scott Walker](#) of Wisconsin, who overcame a siege of the State Capitol to enact a law narrowing collective bargaining for public employees, mainly teachers, wants to expand Milwaukee’s voucher program, the nation’s oldest with 20,000 students. His plan would let any student, not just the poor, receive a voucher. Supporters say universal vouchers will make the city more attractive to the middle class.

But critics say that even after 21 years of vouchers, students receiving them perform no better than those in public schools on state tests of math and reading. Mr. Walker’s proposal “takes a program that’s supposed to be for low-income and working-class people and turns it into a subsidy for rich people,” said Howard L. Fuller, who was superintendent in the program’s early years.

“I will become an opponent of a program that I’ve fought 20 years of my life for,” he added. “I’ve been called every name under the sun for being a black person who would support, quote, the right-wing agenda.”

Dr. Fuller recalled debating an Illinois state senator opposed to vouchers in 1998, [Barack Obama](#).

Democrats in Congress in 2009 closed Washington’s voucher program to new students, and as recently as last month the White House opposed reopening it on the ground that it did not lift student achievement. That was the finding of the [United States Department of Education](#) last year. But the report showed that Washington voucher students had a 12 percent higher graduation rate.

Mr. Boehner introduced legislation last month to reopen the program, providing \$8,000 to \$12,000 per year for low-income students, a total of \$20 million annually for five years. After impassioned debate, the House bill passed March 29 on nearly a party-line vote. Its prospects in the Senate were considered poor.

Then came the budget negotiations between the White House and Congressional Republicans. For the administration, accepting Mr. Boehner’s voucher program was a small compromise compared with education priorities like maintaining financing for Head Start and [Race to the Top](#).

One person excited by that decision was Lydell Mann, a single father with two children in the voucher program. He chose the [Nannie Helen Burroughs School](#), owned by a Baptist denomination, for his children because the classes are smaller and the students more respectful, compared with what he observed when his daughter attended public school.

“Taking Ariona to school every day, noticing the language being used by the youth, noticing the trouble that would be started before and after school, I felt that environment wasn’t the greatest,” Mr. Mann said.

He was “ecstatic” that more families would have a chance to receive vouchers.

[\(Back to top\)](#)

The New Unionism, Legislative Version

Education Next

By: Eric A. Hanushek

April 15, 2011

<http://educationnext.org/the-new-unionism-legislative-version/>

An expanding list of states has joined in legislative battles over the future character of collective bargaining, a territory that was completely uncharted six months ago. A combination of state fiscal crises plus newly elected Republican legislatures and governors, has emboldened the legislatures in the traditionally union-friendly states of Wisconsin, Indiana, Michigan, and Ohio. They are joined by states as diverse as Idaho, Alabama, Tennessee, and Oklahoma. But, what is it all about? Or, more interestingly, what should it be about?

The headline story has been fiscal issues – salaries, retirement and health benefits, and the bargains agreed to by legislatures past. But these issues have morphed into issues more fundamentally threatening to the unions – the right to strike, the ability to bargain about nonsalary issues, and the like. In response, the teachers unions have mounted a concerted counter-attack aimed at restoring their prior position.

The fiscal issues are important, but I do not think they are the most important ones. In a recent article in *Education Next*, “[Valuing Teachers](#),” I presented evidence about the huge economic impacts of highly effective teachers. A parallel calculation also reveals the huge costs to highly ineffective teachers. To me, this is what we should be talking about. The quality of our teaching force determines the level of student achievement, and [student achievement directly determines](#) how our economy will develop in the long run.

I argue [elsewhere](#) that the teacher unions would be better off getting in front of the teacher quality issue. The low public regard for teacher unions is, I would argue, a result of public perceptions that concern for student outcomes ranks very low relative to the income, convenience, and preferences of the teachers themselves. The public – generally very supportive of teachers – does not understand union positions that over-protect the small number of teachers who are harming kids. The unions can try to rebuild their image (while doing good for America) by actively participating in efforts to figure out how to evaluate teachers and how schools can make personnel decisions based on those evaluations.

But, it should also be recognized that others in the schools are not innocent. First, the current fiscal problems of school systems, with excessive retirement and health packages, were the result of prior agreements by legislatures, administrators, and school boards. They were not unilaterally imposed by the unions.

Second, even in states without collective bargaining, there are precious few decisions made on the basis of teacher effectiveness. There is scant evidence that performance in states without collective bargaining is better than in states with strong collective bargaining.

Returning to the opening question: what should the current discussions be about? They should, in my mind, focus on how the incentives, rules, and actions can be arranged to ensure that there is indeed an effective teacher in every classroom. This in turn really means focusing on student learning.

The unions have to quit defending the worst of the worst. The majority of very good teachers need to quit tolerating the few bad teachers in their midst. The administrators have to quit hiding behind the “it’s all the unions’ fault” slogan and figure out how to evaluate teachers and to use that information in pay and retention decisions. The districts must hold administrators responsible for their decisions and set incentives for them that parallel those for teachers. The legislatures must reward districts for getting it right, not for getting it wrong.

The switch to a focus on student outcomes would be a dramatic change for all parties. And, returning to my underlying motivation, whether or not we can do this will have a lot to say about the future economic well-being of America. The contrasting futures of America with and without improvement of our schools are dramatically different.

[\(Back to top\)](#)

FLORIDA NEWS

Expanded school voucher plan advances in Florida Senate

Orlando Sentinel

By: Leslie Postal

April 14, 2011

<http://www.orlandosentinel.com/features/education/os-vouchers-school-savings-accounts-20110414.0.631235.story>

Education savings account proposal gets favorable vote

A plan to expand school choice by creating education savings accounts — dubbed by some as “vouchers for all” — won a favorable vote from the Florida Senate’s education committee this morning.

The education savings account would be a pot of public-school money that parents could use to pay for private school, homeschooling services or pre-paid college plans. It would be available to current public school students who left the system and to some who were not enrolled in public schools.

“It recognizes that parents should have choices,” said Sen. Joe Negron, R-Stuart, sponsor of the savings-account measure, which he called a “GI bill for kids.”

Gov. Rick Scott and his advisers touted the controversial education savings-account idea earlier this year as an ultimate school-choice plan. But Scott later said he would not ask the Florida Legislature to approve it this session.

Negron filed his bill, he said, so parents could choose the best educational options for their kids. He said he is a “strong supporter of public education” who sends his three children to public schools in Martin County.

“I get to make decisions with my wife for our children. But I don’t get to make decisions for the state of Florida’s children,” he said.

The bill, SB 1550, would let parents use state taxpayer money to pay for their children to attend private schools, including religious ones. The savings account money could also pay for homeschooling or tutoring services or college-savings plans. An identical House measure has not come up for a vote yet.

If the savings accounts were in effect this year, they would be worth about \$3,100 each, the Senate estimated.

The concept for the new, and expansive, choice plan was devised by the Goldwater Institute in Arizona as a way to offer parents options outside public schools but meet the constitutional problems of earlier school-voucher programs.

Florida’s first private-school voucher program was struck down by the state supreme court in 2006. The court said the program violated state requirements for a “uniform” public school system and diverted “public dollars into separate private systems.”

Senate staff in their analysis of the bill wrote that the new plan could face court challenges. The Florida Education Association, the statewide teachers union, has said it likely would sue, if such a plan passed because it violates the earlier court ruling. The union led the successful court battle against the now defunct voucher program.

Sen. Lizbeth Benacquisto, R-Wellington, questioned how the state could be sure parents who used the savings account spent the money on legitimate educational services.

What would stop a family from deciding, “I’m going to keep my child home and just keep the money?” she asked. “How will we be accountable there?”

Negron said parents would never have direct access to the money but would be allowed to divert it only to approved providers.

The amount deposited into the savings account would be equal to 40 percent of what the state spends to educate each student.

For each student who left the public school system, some of the remaining per-student state money would be made available to students not currently in public school. Those private or homes-schooled students could then enter a lottery to be eligible for an education savings accounts, too.

According to the staff analysis, the bill could save the state's school finance program money but also would create additional work and expenses for the agencies overseeing it.

The bill passed unanimously, but Sen. Bill Montford, D-Tallahassee, the lone Democrat on the panel, said he wasn't convinced the concept was ready to become law.

"I'm going to vote for this bill," he said, "but I want to tell you up front I have some serious questions and I look forward to some intense discussions."

[\(Back to top\)](#)

It's been an important week for struggling schools

Gainesville Sun

By: Jackie Alexander

April 14, 2011

<http://www.gainesville.com/article/20110414/ARTICLES/110419684/1002/news01?p=all&tc=pgall>

Both Duval and Rawlings utilize a federal School Improvement Grant.

For Beth LeClear, principal of Marjorie Kinnan Rawlings Elementary School, the week of FCAT testing stays busy. At the end of the school day on Thursday, she was preparing to send test packets to the county for scoring.

Those scores will determine if the school is meeting federal progress standards after the school posted a failing state school grade in 2008.

"I'm not afraid of accountability," she said, but her school has work to do in order to improve its score.

School grades, which were enacted in 1999 by then-Gov. Jeb Bush, are based on the percentage of students meeting standards on the Florida Comprehensive Assessment Test as well as learning gains made by the lowest quartile of students.

Bush cites school grading as the start of a renaissance in state schools and increasing transparency.

Both Duval Elementary and Rawlings Elementary received a grade of F during the 2008-09 school year. Principals at both schools were replaced and the school day extended for more instruction. LeClear joined the Rawlings staff in 2009.

"When I got here, what I found were really nice children and parents who care," she said.

During the 2008-09 school year, both Eastside High and Gainesville High received a D. Shell Elementary as well as Rawlings and Duval each earned a D in 2010.

Last school year, less than 20 percent of students at Rawlings met high standards in science, and less than 40 percent of students made gains in math. At Duval, 22 percent of students met science standards, and 41 percent met reading standards. Both Rawlings and Duval had minority and free/reduced lunch rates over 90 percent, according to state Board of Education statistics.

Both schools utilize a federal School Improvement Grant in an effort to turn the schools around. The grant covers additional pay for teachers for extended school days, coaches in core courses and professional development for teachers.

Karla Hutchinson, a specialist at Rawlings, said the school analyzes weekly reading and math assessments to determine what kind of teaching decisions should be made.

"We do a lot of progress monitoring so there's no big surprises at FCAT time," LeClear said.

But that doesn't mean the school teaches solely to the test.

"We don't focus on the FCAT," she said. "We focus on good, old-fashioned teaching."

The failing grade at Rawlings in 2008-09 still depressed some teachers, said first-grade teacher Elizabeth Johnson.

"I think the kids work hard every single day from the time they come in until they leave," she said. "They want to learn, they want to do well, and they do learn."

There are still challenges to be had, LeClear said. Some students still read years below their grade level.

"You're not going to get them reading on the fifth-grade level in a year," she said. "I think that we probably have a long way to go."

Rawlings struggles partly because of its small size, LeClear said. It has fewer than 50 fifth-graders.

"One or two fifth-graders can make or break us," she said.

LeClear said she welcomes any chance to prove her teachers are doing well.

"We really need to have a good measure that is reliable and valid," she said. "Let's make sure it's an honest and true account."

Rawlings teachers spend many hours after school and on weekends planning lessons to prepare students, LeClear said.

"We come to work every day, and we do what's best for our kids," she said.

[\(Back to top\)](#)

STATE NEWS

Graduating to fourth grade likely to get harder in Oklahoma

Reuters

By: Steve Olafson

April 14, 2011

http://www.fox4kc.com/news/nationworld/sns-rt-usreport-us-readingtre73d8tf-20110414.0.7476837_story

Oklahoma City (Reuters) - The Oklahoma House on Thursday approved a measure that would end the long-held practice of promoting third-graders who can't read to the fourth grade.

The change, approved Thursday by a 59-34 vote in the House, has already been approved by the state Senate. The measure now heads to Governor Mary Fallin, who supports it.

Ending the so-called social promotion of students to the fourth grade is based on the belief that retaining struggling students will benefit them in the long run and that third-graders are at a critical junction.

"That's when students transition from learning to read to reading to learn," said Jaryn Emhof, a spokeswoman for the Florida-based Foundation for Excellence in Education.

Florida enacted a similar reform under former Governor Jeb Bush, who now heads the foundation. He visited Oklahoma City recently to encourage support for education reforms Republicans are seeking.

The Oklahoma bill faced opposition from Democrats, who said they were concerned holding third-graders back

for reading deficiencies will stigmatize them and harm their self-esteem.

Under the bill, third-graders would have to show on an annual state assessment that they can read at grade level. The students already take the exam, but the legislation would make it a higher-stakes test.

Third-graders who fail to read at grade level could still be promoted to the fourth grade if they have a disability or limited English proficiency, the bill says. They may also be promoted if they perform at a certain level on alternative assessments or if they have received intensive remediation in reading and were previously retained for two years.

Deficient readers would be identified as early as kindergarten so they could receive special attention before third grade.

Indiana and Arizona enacted a similar measure last year, and legislators in Minnesota, Kansas, Missouri, Nevada, New Mexico and Oregon are considering doing so this year, Emhof said.

Oklahoma Republicans say the change is necessary because third-graders who can't read are four times more likely not to graduate on time and more likely to end up in prison.

"Our children need it," said Representative Sally Kern, a Republican from Oklahoma City who carried the bill in the House. "The best time to teach them to read is from kindergarten through third grade."

(Editing by Corrie MacLaggan and Jerry Norton)

[\(Back to top\)](#)

Major Changes to Teacher Tenure, Hiring and Firing Coming in Illinois?

Education Week

By: Sean Cavanagh

April 14, 2011

http://blogs.edweek.org/edweek/state_edwatch/2011/04/major_changes_in_teacher_rights_coming_in_illinois.html

Numerous Illinois lawmakers say they have struck a deal with unions and education advocates on a proposal that would make sweeping changes to the job protections and rights of teachers across the state.

The contours of the agreement are still emerging, and the legislation could very well change, going forward.

But supporters of the [proposal](#) are touting it as the antithesis of recently enacted laws on collective bargaining in [Wisconsin and Ohio](#), which have roiled the political waters and provoked union outrage in those states.

According to a [summary](#) provided by one of the measure's authors, the Illinois proposal would make major changes to teachers' seniority and tenure protections—while also carving out separate rules in some areas for the 409,000-student Chicago school district.

The current version of the proposal would:

- Require districts to consider performance and job qualifications, rather than just seniority in teacher layoff and recall decisions. (This section would not affect Chicago, where litigation is ongoing on this subject, lawmakers say.)
- Establish a streamlined process for districts to dismiss tenured teachers, in Chicago and other districts around the state.
- Allow Chicago public schools to increase the length of the school day and school year. The district would be required to bargain over the impact of those changes on teachers, such as whether they should be paid more for that work. But the school system would be authorized to make those changes while bargaining is ongoing.

- Make teachers' certifications, qualifications, ability, and "relevant experience" the determining factors for districts filling new and vacant positions. Seniority would only be tie-breaking factor in those decisions.
- Set new requirements on teachers receiving positive performance evaluations before they're granted tenure. Accelerated tenure could be given to teachers with sterling performance evaluations.

Union officials, and their critics, are sure to debate the relative toughness of those provisions—and how they stack up with other states' proposals. Once you've looked over the Illinois measure, give me your take.

Backers of the Illinois proposal are hoping that Illinois' full Senate approves it as soon as this week. But how quickly it would move after that point remains unclear.

A spokesman for Illinois House Speaker Michael Madigan, a Democrat from Chicago, pointedly told me that "Illinois has two chambers in its legislature," and said House lawmakers would need time to consider the broad proposal.

"We're going to take a good, hard look at it over the next few weeks," said Steve Brown, a spokesman for Madigan.

Sen. Kimberly Lightford, a Democrat who worked on the agreement, described it as a melding of the views of groups—unions, legislators, groups that have called for changes in teacher job protections and that haven't cooperated in the past. Illinois' unions are saying [much the same thing](#).

"This is the result of all sides—reformers, unions and administrators—coming together," Lightford said in a statement, "to find workable solutions to long-disputed issues."

[\(Back to top\)](#)

NC Senate wants new look at charter school revamp

Associated Press

By: Staff

April 14, 2011

<http://www.wral.com/news/state/nccapitol/story/9441787/>

RALEIGH, N.C. – Disagreement among Republicans about how far to go to get bipartisan support means North Carolina lawmakers are taking a new look at legislation that would expand charter schools.

The state Senate voted 47-0 on Thursday to reject House changes. Republican Sen. Richard Stevens of Wake County says House lawmakers made about 30 changes and those need dialogue.

House Republicans spent weeks discussing changes with Democrats, who ultimately decided they wouldn't agree with the rules expanding the number of charter schools.

The House voted mostly along party lines to allow 50 additional charter schools to open each year. Charter schools are public schools free of many of the rules governing traditional schools.

Eliminating the 100-school limit was a Republican campaign promise last year.

[\(Back to top\)](#)

From: [Vicky Thomas](#)
To: [Paul Pastorek](#)
Subject: RE: Broad Foundation event
Date: Sunday, April 24, 2011 7:03:30 PM

Angie said it was decided not to reserve a block of rooms & to let each chief make their own reservations.

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

From: Paul Pastorek
Sent: Saturday, April 23, 2011 5:49 AM
To: Vicky Thomas
Subject: FW: Broad Foundation event

What's happening on this.?

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

From: Angie Recker ()
Sent: Monday, April 11, 2011 1:26 PM
To: Vicky Thomas
Cc: Paul Pastorek
Subject: RE: Broad Foundation event

Vicky,

We are working to reserve a block of hotel rooms for the May 5 event. Do you have an updated itinerary for the event?

Some of the Chiefs may want to attend some of the RSD meetings. We are also working to identify available time(s) to schedule a Chiefs for Change meeting.

Thanks very much.
angie

From: Vicky Thomas
Sent: Friday, April 08, 2011 10:10 AM
To: Angie Recker
Cc: Paul Pastorek; vicky Thomas; Chris Meyer
Subject: RE: Broad Foundation event

I wanted to let you know that the new date for this is May 5 & 6, with a dinner the evening of May 5th. If you are going to include any of the Chiefs, I wanted to let you know that this is Jazz Fest & hotels may be hard to come by so the sooner you make reservations, the better chance they will have. You might event want to reserve a block of rooms at a hotel.

I'll send you details as they firm up.

Thanks.
Vicky

Vicky Thomas
Confidential Assistant to
Paul G. Pastorek
State Superintendent of Education

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

From: Angie Recker

Sent: Thursday, April 07, 2011 7:03 AM

To: Vicky Thomas

Cc: Paul Pastorek

Subject: Broad Foundation event

Hi Vicky,

Broad Foundation has invited the Chiefs to attend the April 28 dinner during their upcoming event with Paul and the New Jersey Department of Education.

Would you happen to have an itinerary for the event (even if it's preliminary) that I could share with the chiefs?

Thanks.
Angie

Sent from my iPhone

From: [Patricia Levesque](#) (
To: [Paul Pastorek](#)
Cc: [Vicky Thomas](#); [Eric Smith](#) | [John Bailey](#); [Deirdre Finn](#)
Subject: agenda for Friday's chiefs call
Date: Tuesday, April 26, 2011 11:56:14 AM
Attachments: [4-29-11 C4C Call Agenda.doc](#)

Paul,

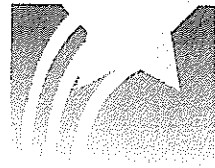
Attached is a draft agenda for Friday's chief's call.

John Bailey, whom you met over the phone, will be on the call to provide an update on reauthorization discussions on the Hill. He is going to be on contract with the Foundation to assist with the Chiefs' DC activities in light of Angie's departure.

Deirdre is working on a shorter, crisper summary of the Chiefs reauthorization principles for the Chiefs to consider as part of the full release of your reauthorization recs.

Please let me know if there is anything you would like to add or delete.

Patricia



Foundation for
Excellence
in Education

**Chiefs for Change Conference Call
Friday, April 29, 2011
11:00am-12:00pm EST
Agenda**

Call-In Info: Number: 850-391-3071/Passcode: 77084

- I. Update on the Hill – reauthorization in the House**
- II. Release of Reauthorization Principles**
- III. Draft of two-page reauthorization summary**
- IV. Review of upcoming meetings**
 - New Orleans – May 5-6, 2011**
 - Washington, DC – May 19, 2011**
 - Carpe Diem trips – May 4, 2011 and May 12, 2011**
 - Next Chiefs Call – May 13, 2011**

www.ExcelinEd.org

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

From: [Patricia Levesque](#)
To: [Paul Pastorek](#)
Subject: RE: agenda for Friday's chiefs call
Date: Friday, April 29, 2011 11:21:11 AM

So sorry, Paul. I wasn't checking my emails on the call.

From: Paul Pastorek
Sent: Friday, April 29, 2011 11:09 AM
To: Patricia Levesque
Subject: Re: agenda for Friday's chiefs call

Can you resend call in #. I get kicked off and can't get back.

From: Patricia Levesque
Sent: Tuesday, April 26, 2011 11:55 AM
To: Paul Pastorek
Cc: Vickv Thomas; Eric Smith (>); Deirdre Finn (>); John Bailey
Subject: agenda for Friday's chiefs call

Paul,

Attached is a draft agenda for Friday's chief's call.

John Bailey, whom you met over the phone, will be on the call to provide an update on reauthorization discussions on the Hill. He is going to be on contract with the Foundation to assist with the Chiefs' DC activities in light of Angie's departure.

Deirdre is working on a shorter, crisper summary of the Chiefs reauthorization principles for the Chiefs to consider as part of the full release of your reauthorization recs.

Please let me know if there is anything you would like to add or delete.

Patricia

From: [Robinson, Gerard \(GOV\)](#)
To: [Bennett, Tony](#); [Paul Pastorek](#); [Eric Smith](#); [Gist, Deborah](#)
Cc: [\[redacted\]](#); [\[redacted\]](#)
Subject: FW: Indiana Gov. Mitch Daniels Signs Historic Voucher Bill into Law
Date: Thursday, May 05, 2011 11:37:04 AM

Tony, congratulations from Virginia! I am meeting with my Governor today and I'll share the news.

Gerard

From: Shepherd Pittman
Sent: Thursday, May 05, 2011 12:33 PM
To: Robinson, Gerard (GOV)
Subject: Indiana Gov. Mitch Daniels Signs Historic Voucher Bill into Law

To view this email as a web page, click [here](#).

For release May 5, 2011



Contact

Shepherd Pittman
State Marketing and Public Relations Director
Shepherd@EdChoice.org
850-728-6868

Indiana Gov. Mitch Daniels Signs Historic Voucher Bill into Law

Milton and Rose Friedman's vision of school choice for all takes one step closer to reality

INDIANAPOLIS, IN — The Foundation for Educational Choice today praised Indiana Gov. Mitch Daniels for signing the nation's largest voucher program into law. The School Scholarship Act (House Bill 1003) creates a school voucher program that has the broadest eligibility of any voucher program in the nation.

"This is truly a historic day for Indiana's children," said Robert Enlow, President and CEO of the Foundation for Educational Choice. "Gov. Daniels' signature today puts Indiana at the top of the class for educational choice. Moreover, this sends an important message to families across the country: meaningful education reform is possible. We should never give up fighting for access to high-quality educational options for every child, regardless of family income or where they live."

Gov. Daniels has been an outspoken supporter of school choice. He highlighted the need for increasing parental options in his 2011 State of the State address:

"We must begin to honor the parents of Indiana. We must trust them, and respect them enough, to decide when, where, and how their children can receive the best education, and therefore the best chance in life...For families who cannot find the right traditional public school, or the right charter public school for their child, and are not wealthy enough to move near one, justice requires that we help. We should let these families apply dollars that the state spends on their child to the non-government school of their choice."

House Bill 1003 became a cornerstone of Gov. Daniels' education reform agenda. With strong support from Superintendent of Public Instruction Tony Bennett, Senate President Pro Tempore David Long, and Speaker of the House Brian Bosma, the passage of the School Scholarship Act dramatically expands educational options in Indiana.

In addition to creating a school voucher program for low- and middle-income families, the bill also doubles the preexisting cap on the scholarship tax-credit program and creates a tax deduction for any family that pays out of pocket for educational expenses relating to private or home schools.

Enlow said the legislation was a significant step toward the vision of Nobel Laureate and co-founder of the Foundation for Educational Choice, Dr. Milton Friedman. In 1998, Dr. Friedman wrote, "We have so far only seen the early fruits from the introduction of vouchers, from giving parents a choice. The best is yet to come as competition and the market work their wonders."

"Today, Milton Friedman's vision for school choice is becoming a reality across the country," said Enlow. "With the passage of the School Scholarship Act in Indiana, we are closer to realizing Friedman's vision of liberty in education for every child."

The Foundation applauded the following individuals for their leadership: Gov. Mitch Daniels, Superintendent of Public Instruction Tony Bennett, House Speaker Brian Bosma, Senate President Pro Tempore David Long, Senators Dennis Kruse and Carlin Yoder, and long-time choice advocate and House Education Chair Robert Behning.

The Foundation also expressed gratitude to School Choice Indiana, School Choice Indiana Network, Indiana Catholic Conference, Indiana Non-Public Education Association, Indiana Public Charter Schools Association, Indiana Chamber of Commerce, Indiana BAEO, Schools That Can Indianapolis and national allies at the Foundation for Excellence in Education, American Federation for Children, Institute for Justice, and Agudath Israel.

Please visit EdChoice.org/IndianaVouchers for an expanded analysis of the legislation.

About the Foundation for Educational Choice

The Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice and competition in K-12 education.

-30-

This email was sent by:
The Foundation for Educational Choice
One American Square, Suite 2420
Indianapolis, IN, 46282-0014, USA

[Update Profile](#)



[Unsubscribe](#)

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg /](#) [iris Meyer](#)
Subject: RE: Today's C4C call
Date: Friday, September 02, 2011 10:44:00 AM

I was there. Thanks.

From: Mary Laura Bragg /
Sent: Friday, September 02, 2011 10:34 AM
To: Jessica Tucker; Chris Meyer
Subject: Today's C4C call

In the hopes that I didn't royally mess up, were either of you on today's call? I didn't hear you, but maybe you were just being silent.

If you weren't (because I forgot to include you on the email even though I talked a big game about it) let me know, and I'll send the minutes from the call.

Mary Laura Bragg
Director of State Policy Implementation
Foundation for Excellence in Education

www.excelined.org

From: [Jessica Tucker](#)
To: "Mary Laura Bragg"
Subject: RE: congrats!
Date: Tuesday, September 13, 2011 11:02:00 AM

Thanks ☺ Very exciting.

From: Mary Laura Bragg ([org](#)]
Sent: Tuesday, September 13, 2011 8:45 AM
To: Chris Meyer; Jessica Tucker
Cc: Mandy Clark
Subject: congrats!

<http://theadvocate.com/news/education/827820-64/federal-grant-to-aid-reading.html>
great news!

Mary Laura Bragg
Director of State Policy Implementation
Foundation for Excellence in Education

www.excelined.org

From: [Jessica Tucker](#)
To: [Rayne Martin](#)
Subject: FW: ESEA Waiver Announcement planned for Friday
Date: Monday, September 19, 2011 1:15:00 PM

From: Mary Laura Bragg
Sent: Monday, September 19, 2011 1:14 PM
To: Chris Meyer; Jessica Tucker
Subject: FW: ESEA Waiver Announcement planned for Friday

Just got this – wanted to make sure you did, too.

From: John Bailey]
Sent: Monday, September 19, 2011 2:12 PM
To: Patricia Levesque); Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard scheduler Joseph Morgan; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skanders, Hanna Scheduler Bernadette Tennvson: Smith, Eric
Cc: Christv Hovanetz); Deirdre Finn); Erin Price
; Fonda Anderson Jaryn Emho
Joanna Hassell); Mary Clark); Mary Laura Bragg
); Matthew Ladner Paula
Noor Marcie Brown
Subject: ESEA Waiver Announcement planned for Friday

The White House is planning on making the ESEA waiver announcement this Friday. We'll pass along any details we receive ahead of the announcement, but you might receive some information ahead of the announcement too as they seem to be reaching out to states this week.

--John

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE
September 19, 2011

President Obama to Deliver Remarks at the White House on NCLB Reform

WASHINGTON – On Friday, September 23, the President will deliver remarks at the White House on the need to provide states with relief from key provisions of No Child Left Behind.

More details, including media credentialing information, will be released as they become available.

###

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg"](#)
Subject: RE: ESEA Waiver Announcement planned for Friday
Date: Monday, September 19, 2011 1:15:00 PM

Thanks for sharing.

From: Mary Laura Bragg
Sent: Monday, September 19, 2011 1:14 PM
To: Chris Meyer; Jessica Tucker
Subject: FW: ESEA Waiver Announcement planned for Friday

Just got this – wanted to make sure you did, too.

From: John Bailey
Sent: Monday, September 19, 2011 2:12 PM
To: Patricia Levesque; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard scheduler Joseph Morgan; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skanders, Hanna Scheduler Bernadette Tannerson; Smith, Eric
CC: Christy Hovanetz; eirdre Finn; Erin Price; Fonda Anderson (fr); Jarvin Emhot; Joanna Hassell; Mandy Clark; Mary Laura Bragg; Matthew Ladner; Noor; Marcie Brown; Paula
Subject: ESEA Waiver Announcement planned for Friday

The White House is planning on making the ESEA waiver announcement this Friday. We'll pass along any details we receive ahead of the announcement, but you might receive some information ahead of the announcement too as they seem to be reaching out to states this week.

--John

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE
September 19, 2011

President Obama to Deliver Remarks at the White House on NCLB Reform

WASHINGTON – On Friday, September 23, the President will deliver remarks at the White House on the need to provide states with relief from key provisions of No Child Left Behind.

More details, including media credentialing information, will be released as they become available.

###

From: [Jessica Tucker](#)
To: [John Bailey](#)
Subject: RE: ESEA Waiver Docs
Date: Friday, September 30, 2011 8:47:45 AM

Thanks!

From: John Bailey
Sent: Friday, September 30, 2011 8:38 AM
To: Jessica Tucker
Subject: FW: ESEA Waiver Docs

[Just in case you didn't receive this](#)

From: John Bailey
Sent: Friday, September 23, 2011 11:42 AM
To: 'Patricia Levesque'; Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard scheduler Joseph Morgan; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Cathie Carothers; Skandera, Hanna Policy Leighann Lenti; Skanders, Hanna Scheduler Bernadette Tennyson; Smith, Eric
Cc: Christy Hovanetz; Deirdre Finn; Erin Price; Joanna Hassell; Fonda Anderson; Maryn Emhof; Mandv Clark; Mary Laura Bragg; Matt Ladner; Matthew Ladner; Paula Noor; Marcie Brown'
Subject: ESEA Waiver Docs

Chiefs – please find attached:

- (1) A “waiver primer” prepared by David Deschryer which outlines ED’s waiver authority. Useful for your policy and legal staff.
- (2) Fact sheets released by the Administration on the waiver package and process.
- (3) Waiver FAQs released by the Administration
- (4) Guidance on ESEA waivers
- (5) The template for submitting waivers

We’ll work on a summary but wanted to get this to you and your staff as soon as possible.

--John

From: [Jessica Tucker](#)
To: [Chris Meyer](#)
Subject: FW: Agenda and materials for tomorrow's Chiefs call
Date: Friday, September 30, 2011 8:50:15 AM
Attachments: [9-30-11 C4C Call Agenda.doc](#)
[PISA-Based Test for Schools Presentation 0930.pptx](#)
[9.30 CHIEFS FOR CHANGE 2011 summit agenda draft.docx](#)
[Chiefs for Change General Session Questions.docx](#)
[overview-webinar.ppt](#)
[review-guidance.doc](#)

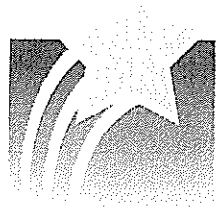
From: John Bailey
Sent: Friday, September 30, 2011 8:38 AM
To: Jessica Tucker
Subject: FW: Agenda and materials for tomorrow's Chiefs call

[Here you go!](#)

From: Paula Noor
Sent: Thursday, September 29, 2011 1:04 PM
To: 'Barresi, Janet'; 'Barresi, Janet Asst Becky Woodie'; 'Barresi, Janet Comm Dir Damon Gardenhire'; 'Barresi, Janet COS Jennifer Carter'; 'Bennett, Tony'; 'Bennett, Tony Asst Debbie Downing'; 'Bennett, Tony Asst Jennifer Outlaw'; 'Bennett, Tony COS Heather Neal'; 'Bowen, Stephen'; 'Bowen, Stephen'; 'Bowen, Stephen Scheduler Sandra Moreau'; 'Cerf, Chris'; 'Cerf, Chris Asst Helene Leona'; 'Cerf, Chris Dep Comm Sp Asst Mamie Doyle'; 'Cerf, Chris Special Asst Andrew Smarick'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Huffman, Kevin COS Emily Barton'; 'Pastorek, Paul'; 'Pastorek, Paul Asst Christina Rose'; 'Robinson, Gerard'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera, Hanna'; 'Skandera, Hanna COS Cathie Carothers'; 'Skandera, Hanna Policy Leighann Lenti'; 'Skandera, Hanna Scheduler Bernadette Tennyson'; 'Smith, Eric'
Cc: 'Barresi asst Becky Woodie'; 'Bennett asst Debbie Downing'; Bennett Scheduler Jennifer Outlaw; 'Bowen asst Georgette Valliere'; 'Bowen Scheduler Sandra Moreau'; 'Cerf asst Helene Leona'; 'Gist asst Angela Teixeira'; 'Gist, Deborah Scheduler Hayley Jamroz'; 'Huffman asst Janice Mann'; 'Pastorek asst Christine Rose'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera Scheduler Bernadette Tennyson'; 'Smith, Eric': Cari Miller (Christy Hovanetz Deirdre Finn (Erin Price : Fonda Anderson)); Jaryn Emnor Joanna Hassell (John Bailey; Mandy Clark); Mary Laura Bragg (Matt Ladner); Matthew Ladner ; Paula Noor); Patricia Levesque ()
Subject: Agenda and materials for tomorrow's Chiefs call

Attached please find the agenda and materials for tomorrow's Chiefs call. Have a GREAT day! ☺

Paula Noor



Foundation for
Excellence
in Education

Chiefs for Change Conference Call
Friday, September 30, 2011
9:30am-10:30am EST
Agenda

Call-In Info: Number: 850-391-0329/Passcode: 84940

- I. PISA for Schools – Fonda Anderson, Peter Kannam**
- II. ESEA Waiver update – John Bailey**
- III. Digital Learning Now Report Card – Deirdre Finn**
- IV. Summit update – Deirdre Finn, Brandi Brown**
 - General panel discussion**
 - Draft agenda questions**

www.ExcelinEd.org

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

PISA-Based Test for Schools

PISA-Based Test for Schools

- A newly developed assessment designed to compare a school's performance with international benchmarks and other participating schools.
- In spring 2012, *PISA for Schools* will be piloted in 100 schools in the United States and 15-30 schools in both Canada and the United Kingdom.

The *PISA-Based Test for Schools*...

... is:

- An assessment tool to support international benchmarking efforts of schools and school networks.
- A tool to assess competencies, skills, and application of knowledge of 15-year-old students comparable to international PISA results.
- Completely voluntary. Schools choose to participate.
- An opportunity to link schools and practitioners to comparative and international policy discussions.
- Based on the same assessment frameworks as the main PISA assessment.

... is not:

- A mandated standardized assessment.
- Meant as a substitute or alternative to the main PISA assessment.
- Meant to inform day-to-day instruction.
- Meant to align 100% with common core standards in the U.S., although considerable alignment is expected (results from technical review).
- Meant as a formative evaluation tool.

Key Supporters

***PISA-Based Test for Schools* Developer**

Organisation for Economic Co-operation and Development (OECD)

U.S. Pilot Implementation Partner

Proof Points for Educational Success

Funding provided by

Kern Family Foundation
National Public Education Support Fund
William and Flora Hewlett Foundation

U.S. Advisory Group

Alliance for Excellent Education
Carnegie Corporation of New York
EdLeader21
EducationCounsel
New Leaders for New Schools
The Stupski Foundation

Results schools will receive

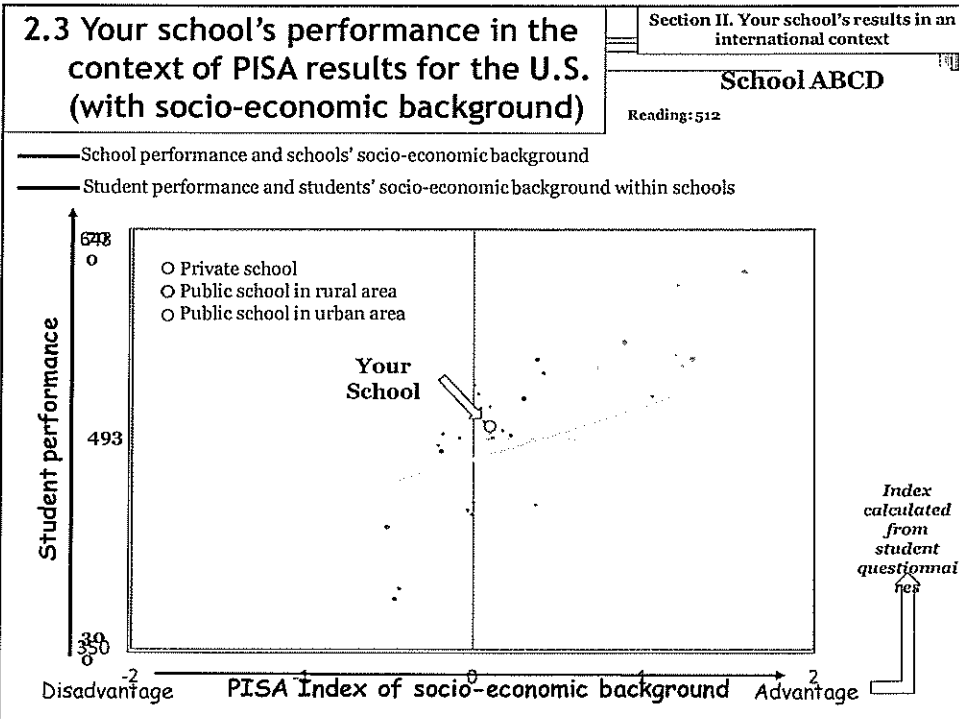
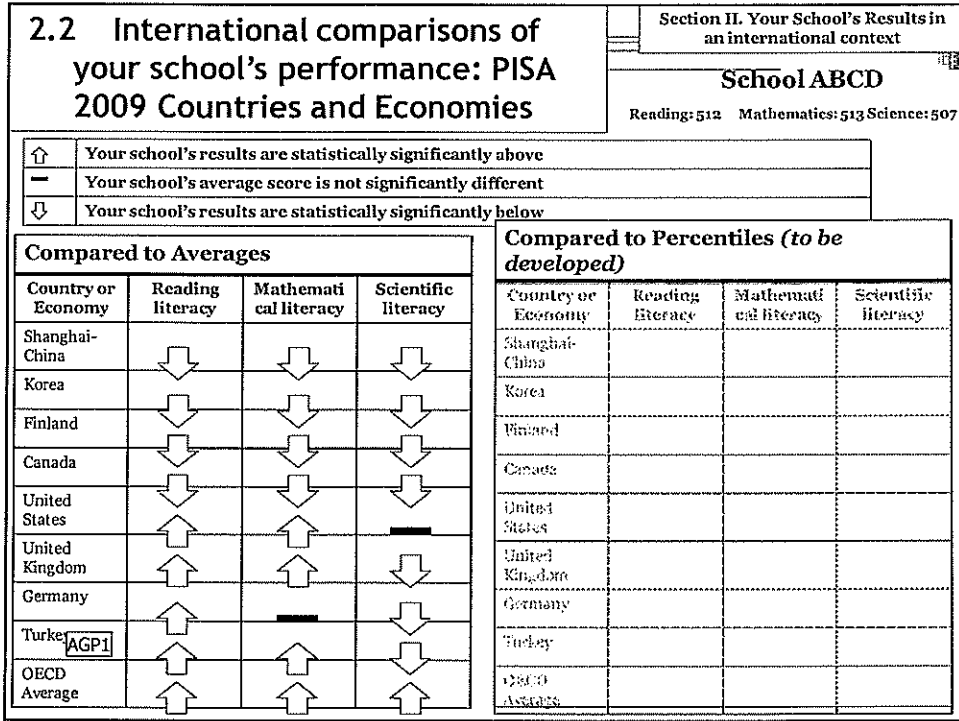
School level summary of performance in reading, math, and science literacy, including:

- Proficiency levels on the PISA scales
- Percentages of students who scored below basic proficiency or at high levels of proficiency
- Significant differences in performance among genders and subgroup (if school sample size allows)
- Comparative tables placing school results in context of PISA results for countries and economies and school standards
- Contextual indicators of performance (socio-economic and school climate issues, comparisons, information about school-level practice), when available and appropriate

Example of school-level reporting

***PISA-Based Test for Schools* reports will include three main categories:**

- **Information to help understand your school's results**
(descriptions of PISA scales, guidelines, and technical notes to help interpret results, including some basic statistical references)
- **School results in an international context**
(school performance on PISA scales, international and U.S. comparisons, and comparing individual results to similar schools in other countries)
- **Additional insights from international PISA results**
(international examples from strong performers, comparative examples of school resources, policies, and practices)



Slide 7

- AGP1** The list of selected countries can be modified for increased relevance. Here, the top three countries or economies are included, as well as the pilot countries and one of the three lowest performing OECD countries (Turkey).
Alejandro Gómez Palma, 9/20/2011

What's in it for districts and schools

The *PISA-Based Test for Schools* will enable schools and the central office to:

- **Benchmark how well our students compare to peers beyond state and national borders**
- **Assess higher-order skills and competencies**
 - Ability to extrapolate from prior knowledge
 - Skills in creatively applying content knowledge in math, reading, and science to solve problems in unfamiliar settings
- **Establish higher expectations that speak to global competitiveness, not just proficiency and content-area knowledge**
- **Catalyst for reflection and discussion** of school-level practices and policies
- **Analyze performance data** to help inform improvement efforts
- **Link school results with practices and policies** from systems and schools around the world

What it will take to implement

- Accredited U.S. secondary school with a minimum of 75 15-year-old enrolled students (mainly 10th grade, some in 11th and 12th grades)
- Open to district, magnet, charter, and private/parochial high schools
- Being nominated by district or networks and then being invited to apply with specific school information that includes some of the key characteristics of the school
- Assign a staff member to be the school coordinator to work with the test administrator
- Coordinate a two-hour paper-and-pencil test and a half-hour student and principal survey

Relationship between main PISA and the *PISA-Based Test for Schools* pilot

- Although based on the same assessment frameworks (reading literacy, mathematical literacy, and scientific literacy), and results will be comparable on the same scales, the results are different and it is important that educators are not confused.
- The main PISA 2012 study is happening in the U.S. in the following months and it is important for schools that are selected as part of the national sample to participate.
- The pilot of the *PISA-Based Test for Schools* is also happening in 2012 and is separate from the national PISA process.

Nomination and application process

Schools will be selected to participate in the pilot through a two-step process:

Nomination Window:

- States, foundations, and other stakeholders nominate districts and networks to participate

Application Window:

- Nominated districts and networks apply on behalf of one or more schools in their jurisdiction

Selection based on:

- Fit within a diverse range of school types and locations
- Enthusiasm and commitment to the pilot's learning goals
- Ability to accommodate the logistics of test administration

Timetable:

- Nomination Window opens: September 2011
- Application Window opens: October 2011
- Application deadline: November 2011
- Schools selected: December 2011
- Assessment administered: April-May 2012
- Results available to schools: 8 to 10 weeks following the assessment date.

What is required to apply

In order to apply, nominated districts/networks must provide:

1. An online application with information about its school(s)
2. Letter from the district superintendent or charter/private school equivalent.
3. Letter from the school board or charter/private school equivalent
4. Letter of support from other local stakeholders.
5. For each school, the names of the principal and school coordinator, as well as written acknowledgement of a willingness to participate and an understanding of the responsibilities.
6. Answers to questions to gauge each school's ability to accommodate testing logistics, commitment to providing feedback on the process, and a sense of how results will be used.

What We Need From You - Next Steps

If you are interested, by Friday, October 6:

- Email Peter Kannam (peterkannam@gmail.com) to indicate who in your office should be our point of contact
- We will work with that person to get names and contact information of districts/networks you would like to nominate

Feedback? Questions?

For further information, please
contact:

- Peter Kannam
peterkannam@gmail.com

ESEA FLEXIBILITY: AN OVERVIEW

September 26, 2011



ESEA Flexibility

U.S. Department of Education

INTRODUCTION

STATES LEADING REFORM

- States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students.
- NCLB requirements have unintentionally become barriers to State and local implementation of forward-looking reforms.

INTRODUCTION

DEPARTMENT OFFERS FLEXIBILITY

- ESEA flexibility offers the opportunity to request flexibility on behalf of your State, your LEAs, and your schools in order to better focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction.
- This flexibility will build on and support the significant State and local reform efforts already underway.

ESEA FLEXIBILITY

“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

– President Obama

September 23, 2011

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)

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

2. Implementation of School Improvement Requirements

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

3. Implementation of LEA Improvement Requirements

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

5

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

4. Rural LEAs

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

5. Schoolwide Programs

- Flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold if the SEA has identified the school as a **priority school** or a **focus school**, and the LEA is implementing interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school

6

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

6. Support School Improvement

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

7. Reward Schools

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

8. Highly Qualified Teacher (HQT) Improvement Plans

- Flexibility from the requirements regarding HQT improvement plans

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

9. Transfer of Certain Funds

- Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A

10. Use of School Improvement Grant (SIG) Funds to Support Priority Schools

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

OPTIONAL FLEXIBILITY

AN SEA MAY WISH TO REQUEST AN ADDITIONAL FLEXIBILITY

Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds

- Flexibility of 21st CCLC program funds to support expanded learning time in addition to activities during non-school hours or periods when school is not in session

PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

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

To support States in continuing the work of transitioning students, teachers, and schools to higher standards

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics
- Transition to and implement CCR standards
- Develop and administer Statewide, aligned, **high-quality assessments** that measure student growth
- Adopt ELP standards corresponding to the State's new CCR standards and develop aligned assessments

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

To support states' efforts to move forward with next-generation accountability systems

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with the **turnaround principles**
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in schools with the greatest achievement gaps or low graduation rates
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning in all schools

Principle 3: Supporting Effective Instruction and Leadership

To support SEA and LEA development of evaluation systems that go beyond NCLB's minimum HQT standards

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines

Principle 4: Reducing Duplication and Unnecessary Burden

to provide an environment in which schools and districts have the flexibility to focus on what is best for students

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise SEA administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

IMPLEMENTATION TIMELINES

- The Secretary intends to grant waivers included in this flexibility through the end of the 2013–2014 school year.
- An SEA may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.
- The time at which an SEA may begin to take advantage of a particular waiver and the deadlines for implementation of a particular principle vary from principle to principle and from waiver to waiver. See the “Timeline for Implementation” in the document titled *ESEA Flexibility* for the deadlines for complying with each principle and implementing each waiver.

CONSULTATION

- An SEA must engage diverse stakeholders and communities in the development of its request
- Engage and solicit input from
 - teachers and their representatives
 - diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.
- Consult with the State’s Committee of Practitioners

EVALUATION

- An SEA that receives approval is encouraged to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3.
- The Department will work with the SEA to design and conduct the evaluation. The Department will fund the evaluation.

TIMELINE FOR SUBMISSION

IN ORDER TO PROVIDE FLEXIBILITY TO STATES BY THE END OF THE 2011-2012 SCHOOL YEAR, WE WILL PROVIDE TWO SUBMISSION WINDOWS

- Submit request by **November 14, 2011** for December peer review
- Submit request by **mid-February, 2012** for a Spring 2012 review

ADDITIONAL TIME

- If an SEA needs additional time to plan for implementation of the flexibility package, it may request approval to use the same AMOs for AYP determinations in the 2011-2012 school year that it used in the 2010-2011 school year.
- There will be an additional opportunity for these SEAs to submit a request for the full flexibility package following the 2011-2012 school year.
- Details to follow.

PEER REVIEW PROCESS

- SEA requests will be evaluated by expert peer reviewers
- An SEA will have multiple opportunities to clarify its plans for reviewers and to answer any questions reviewers may have.
- If necessary, the Department will provide feedback to an SEA about components of the SEA's request that need additional development
- Peer reviewer evaluations will inform the Secretary's decisions to grant flexibility to SEAs.

TECHNICAL SUPPORT

- Webinars
 - September 28: Developing the SEA Request
 - October 5: Responses to State Questions
- ESEA Flexibility Forum
 - September 29-30
- State Questions and Office Hours
 - To submit questions or schedule a time for SEA teams to speak with Department staff, contact ESEAFlexibility@ed.gov

Technical support

AVAILABLE DOCUMENTS

- ESEA Flexibility
 - Flexibilities
 - Principles
 - Consultation
 - Evaluation
 - Definitions of key terms
 - Timelines
- ESEA Flexibility Request
 - Details evidence States submit to meet the principles

FORTHCOMING SUPPORTING DOCUMENTS

- FAQs
- Peer Review Guidance

THANK YOU

- ESEA Flexibility Web Site
 - www.ed.gov/esea/flexibility
- Questions?
 - ESEAflexibility@ed.gov

ESEA Flexibility

Review Guidance



September 28, 2011

TABLE OF CONTENTS: ESEA FLEXIBILITY REVIEW GUIDANCE

Introduction	1
Review and Evaluation of Requests	1
Instructions for Reviewers on High-Quality Requests	2
Guidance for Reviewing an SEA’s Request	4
Table of Contents and List of Attachments	4
Cover Sheet	4
Waivers	4
Assurances	4
Consultation	5
Overview of SEA’s Request	5
Principle 1: College- and Career-Ready Expectations for All Students	6
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	10
Principle 3: Supporting Effective Instruction and Leadership	17
Overall Evaluation of Request	20

INTRODUCTION

The U.S. Department of Education (Department) has offered each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invited interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department will grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

To obtain this flexibility, an SEA must submit a comprehensive, high-quality request describing how it will meet a set of principles concerning the development and implementation of rigorous academic content standards to prepare all students for college and careers; high-quality assessments that are aligned with those standards; a differentiated recognition, accountability, and support system that appropriately targets interventions and supports and recognizes or rewards excellence; and activities that elevate the education profession by better evaluating and supporting teacher and principal effectiveness. The details of this flexibility and its principles are described in the document titled *ESEA Flexibility*.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

This document provides guidance for reviewers, including the specific information that a request must include and questions to guide reviewers as they evaluate each request. **Questions that have numbers or letters represent required elements.** The italicized questions reflect inquiries that reviewers will use to fully consider all aspects of an SEA’s plan for meeting each principle, but do not represent required elements.

In addition to this guidance, reviewers will also use the document titled *ESEA Flexibility*, including the definitions and timelines, when reviewing each SEA’s request. As used in the request form and this guidance, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

In addition to considering whether an SEA requesting this flexibility meets, or has a high-quality plan to meet, each of the principles described below, reviewers must evaluate the SEA’s request in its entirety. This flexibility includes a set of SEA- and LEA-level principles that hold the greatest promise of improving educational outcomes when implemented as part of a comprehensive and coherent statewide plan. Thus, the review must consider the extent to which an SEA submits a comprehensive and coherent high-quality request covering all aspects of the principles and waivers and, in each place where a specific plan is required to meet a particular principle, a high-quality plan.

INSTRUCTIONS FOR REVIEWERS ON HIGH-QUALITY REQUESTS

Peer reviewers should consider whether an SEA’s request meets the definition of a high-quality request and, in each place where a plan is required, whether that plan is of high-quality.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.

2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can comply with the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. Refer to the document titled *ESEA Flexibility Request* for specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Peer reviewers should consider whether an SEA's timelines and plans comply with the deadlines associated with each principle and allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, peer reviewers should look across all of an SEA's plans to make sure an SEA puts forward a comprehensive and coherent request for this flexibility.

GUIDANCE FOR REVIEWING AN SEA'S REQUEST**TABLE OF CONTENTS AND LIST OF ATTACHMENTS**

1. Is a Table of Contents included in the SEA's request?
2. Is a list of labeled attachments included in the SEA's request?
3. Are all listed attachments included? If not, what is missing?

COVER SHEET

1. Is the required information provided?
2. If not, what is missing?
3. Is the Cover Sheet signed and dated by the SEA's authorized representative (*e.g.*, Chief State School Officer, Chairperson of the State Board of Education, or State superintendent)?

WAIVERS

1. Has the SEA requested all waivers?
2. If not, which waivers were not selected?
3. Did the SEA request the optional waiver?

ASSURANCES

1. Has the SEA indicated that it will meet all assurances?
2. If not, which assurances did the SEA not indicate that it will meet?
3. If the SEA selected Option A or B in section 3.A of its request indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, did it indicate that it will meet Assurance 14?

CONSULTATION

1. Did the SEA meaningfully engage and solicit input on its request from teachers and their representatives?
 - *Is the engagement likely to lead to successful implementation of the SEA's request due to the input and commitment of teachers and their representatives at the outset of the planning and implementation process?*
 - *Did the SEA indicate that it modified any aspect of its request based on input from teachers and their representatives?*

2. Did the SEA meaningfully engage and solicit input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes?
 - *Is the engagement likely to lead to successful implementation of the SEA's request due to the input and commitment of relevant stakeholders at the outset of the planning and implementation process?*
 - *Did the SEA indicate that it modified any aspect of its request based on stakeholder input?*
 - *Does the input represent feedback from a diverse mix of stakeholders representing various perspectives and interests, including stakeholders from high-need communities?*

OVERVIEW OF THE SEA'S REQUEST FOR ESEA FLEXIBILITY

1. Did the SEA provide an overview of the SEA's vision to increase the quality of instruction and improve student achievement?
2. Does the SEA's overview sufficiently explain the SEA's comprehensive approach to implementing the waivers and principles and describe the SEA's strategy for ensuring that this approach is coherent within and across the principles?
3. Does the SEA's overview describe how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement?

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

- 1.A Has the SEA adopted college- and career-ready standards in at least reading/language arts and mathematics through one of the two options below?

Option A:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards, did it attach evidence that the State has adopted the standards consistent with the State’s standards adoption process? (Attachment 4)

Option B:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards, did it attach:

- i. Evidence that the State has adopted the standards consistent with the State’s standards adoption process (Attachment 4); and
- ii. A copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet the standards will not need remedial coursework at the postsecondary level (Attachment 5)?

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

- 1.B Is the SEA’s plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013–2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?

A high-quality plan will likely include activities related to the following questions or an explanation of why one or more of the activities is not included.

- *Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

- *Does the SEA intend to analyze the linguistic demands of the State’s college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*
- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*
- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA’s plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State’s college- and career-ready standards?*
- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?*
- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*
- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*
- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*
- *Does the SEA intend to work with the State’s IHEs and other teacher and principal preparation programs to better prepare—*
 - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
 - *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and

principals?

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State’s college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State’s academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State’s 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State’s college- and career-ready standards?*
 - *Implementing another strategy to increase the rigor of current assessments, such as using the “advanced” performance level on State assessments instead of the “proficient” performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State’s current assessments and their alignment with college- and career-ready standards?

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State’s college- and career-ready standards?*

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

- 1.C** Did the SEA develop, or does it have a plan to develop, annual, statewide, high-quality assessments, and corresponding academic achievement standards, that measure student growth and are aligned with the State’s college- and career-ready standards in reading/language arts and mathematics, in at least grades 3-8 and at least once in high school, that will be piloted no later than the 2013–2014 school year and planned for administration in all LEAs no later than the 2014–2015 school year, as demonstrated through one of the three options below? Does the plan include setting academic achievement standards?

Option A:

If the SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment (RTTA) competition, did the SEA attach the Memorandum of Understanding (MOU) submitted under that competition? (Attachment 6)

Option B:

If the SEA is neither participating in a State consortium under the RTTA competition nor has developed and administered high-quality assessments, did the SEA provide a realistic and high-quality plan describing activities that are likely to lead to the development of such assessments, their piloting no later than the 2013–2014 school year, and their annual administration in all LEAs beginning no later than the 2014–2015 school year? Does the plan include setting academic achievement standards?

Option C:

If the SEA has developed and begun annually administering high-quality assessments in all LEAs and has set academic achievement standards, did the SEA attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review (Attachment 7), or a timeline showing when the SEA will submit the assessments to the Department for peer review (Attachment 7)?

PRINCIPLE 1 OVERALL REVIEW

Is the SEA’s plan for transitioning to and implementing college-and career-ready standards, and developing and administering annual, statewide, aligned high-quality assessments that measure student growth, comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than the 2012–2013 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students?
- Does the SEA’s accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/language arts and mathematics, and other subjects at the State’s discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of all subgroups?
 - Does the SEA’s differentiated recognition, accountability, and support system create incentives and provide support to close achievement gaps for all subgroups of students?
 - Does the SEA’s differentiated recognition, accountability, and support system include interventions specifically focused on improving the performance of English Learners and students with disabilities?
 - Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2012–2013 school year?

If the SEA elects to include student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools by selecting Option B, review and respond to peer review questions in section 2.A.ii. If the SEA does not include other assessments, go to section 2.B.

- 2.A.ii Did the SEA include student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools?
- Did the SEA provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each additional assessment for all grades assessed?

- b. Does the SEA’s weighting of the included assessments result in holding schools accountable for ensuring all students achieve the State’s college- and career-ready standards?
- c. Has the SEA checked Assurance 6?

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

- 2.B** Did the SEA describe the method it will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics, for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts through one of the three options below?

Option A:

Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?
- ii. Did the SEA use current proficiency rates from the 2010–2011 school year as the base year?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

Option B:

Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of 100 percent proficiency no later than the end of the 2019–2020 school year?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?
- ii. Did the SEA use current proficiency rates from the 2010–2011 school year as the base year?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

Option C:

Did the SEA describe another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?

- ii. Did the SEA provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?
- iv. Did the SEA attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups? (Attachment 8)
 - *Are these AMOs similarly ambitious to the AMOs that would result from using Option A or B above?*
 - *Are these AMOs ambitious but achievable given the State’s existing proficiency rates and any other relevant circumstances in the State?*
 - *Will these AMOs result in a significant number of children being on track to be college- and career-ready?*

2.C REWARD SCHOOLS

- 2.C.i Did the SEA describe its methodology for identifying highest-performing and high-progress schools as reward schools?
- 2.C.ii Did the SEA’s request identify both highest-performing and high-progress schools as part of its first set of identified reward schools? (Table 2)
- 2.C.iii Did the SEA describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools?
 - *Has the SEA provided a reasonable explanation of why its proposed recognition and, where applicable, rewards are likely to be considered meaningful by schools? For example, has the SEA consulted with LEAs and schools in designing its recognition and, where applicable, rewards?*

2.D PRIORITY SCHOOLS

- 2.D.i Did the SEA describe its methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools?
- 2.D.ii Does the SEA’s request include a list of its priority schools? (Table 2)
 - a. Did the SEA identify a number of priority schools equal to at least five percent of its Title I schools?

- b. Did the SEA’s methodology result in the identification of priority schools that are —
- (i) among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and have demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
 - (ii) Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or
 - (iii) Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to fully implement a school intervention model?

2.D.iii Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

- a. Do the SEA’s interventions include all of the following?
- (i) providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 - (ii) ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 - (iii) redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - (iv) strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - (v) using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - (vi) establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
 - (vii) providing ongoing mechanisms for family and community engagement?

- b. Has the SEA identified practices to be implemented that meet the turnaround principles and are likely to —
 - (i) increase the quality of instruction in priority schools;
 - (ii) improve the effectiveness of the leadership and the teaching in these schools; and
 - (iii) improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?
- c. Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?

2.D.iv Is the SEA’s proposed timeline for ensuring that LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year reasonable and likely to result in implementation of the interventions in these schools?

- *Does the SEA’s proposed timeline distribute priority schools’ implementation of meaningful interventions aligned with the turnaround principles in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

2.D.v Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement exits priority status?

- a. Do the SEA’s criteria ensure that schools that exit priority status have made significant progress in improving student achievement?
 - *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

2.E FOCUS SCHOOLS

2.E.i Did the SEA describe its methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as focus schools?

2.E.ii Did the SEA include a list of its focus schools? (Table 2)

- a. Did the SEA identify a number of focus schools equal to at least 10 percent of the State’s Title I schools?
- b. In identifying focus schools, was the SEA’s methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide

assessments that are part of the SEA’s differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?

- c. Did the SEA’s methodology result in the identification of focus schools that have —
 - (i) the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or
 - (ii) a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate?
- d. Did the SEA identify as focus schools all Title I-participating high schools with a graduation rate less than 60 percent over a number of years that are not identified as priority schools?

2.E.iii Did the SEA describe the process and timeline it will use to ensure that each LEA identifies the needs of its focus schools and their students and provide examples of and justifications for the interventions the SEA will require its focus schools to implement to improve the performance of students who are furthest behind?

- *Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?*
- *Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?*

2.E.iv Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status?

- a. Do the SEA’s criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?
 - *Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?*

2.F PROVIDE INCENTIVES AND SUPPORT FOR OTHER TITLE I SCHOOLS

2.F Does the SEA’s differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps? Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for students?

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Is the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, likely to succeed in improving such capacity?

- a. Is the SEA’s process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?

➤ *Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?*

- b. Is the SEA’s process for ensuring sufficient support for implementation in priority schools of meaningful interventions aligned with the turnaround principles (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?
- c. Is the SEA’s process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?

PRINCIPLE 2 OVERALL REVIEW

Is the SEA’s plan for developing and implementing a system of differentiated recognition, accountability, and support likely to improve student achievement, close achievement gaps, and improve the quality of instruction for students? Do the components of the SEA’s plan fit together to create a coherent and comprehensive system that supports continuous improvement and is tailored to the needs of the State, its LEAs, its schools, and its students? If not, what aspects are not addressed or need to be improved upon?

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.A.i Has the SEA developed and adopted guidelines consistent with Principle 3 through one of the three options below?

Option A:

If the SEA has not already developed any guidelines consistent with Principle 3:

- i. Is the SEA's plan for developing and adopting guidelines for local teacher and principal evaluation and support systems likely to result in successful adoption of those guidelines by the end of the 2011–2012 school year?
- ii. Does the SEA's plan include sufficient involvement of teachers and principals in the development of these guidelines?
- iii. Has the SEA checked Assurance 14?

Option B:

If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3:

- i. Did the SEA attach a copy of the guidelines it has adopted? (Attachment 10)
- ii. Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement? (See question 3.A.ii to review the adopted guidelines for consistency with Principle 3.)
- iii. Did the SEA provide evidence of the adoption of one or more guidelines? (Attachment 11)
- iv. Is the SEA's plan for developing and adopting the remaining guidelines for teacher and principal evaluation and support systems likely to result in successful adoption of these guidelines by the end of the 2011–2012 school year?
- v. Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines? Does the SEA's plan include sufficient involvement of teachers and principals in the development of the remaining guidelines?

- vi. Has the SEA checked Assurance 14?

Option C:

If the SEA has developed and adopted all guidelines consistent with Principle 3:

- i. Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement? (See question 3.A.ii to review the adopted guidelines for consistency with Principle 3.)
- ii. Did the SEA provide evidence of the adoption of the guidelines? (Attachment 11)
- iii. Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?

If the SEA has adopted guidelines for local teacher and principal evaluation and support systems by selecting Option B or C in section 3.A, review and respond to peer review question 3.A.ii below.

3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that:

- a. Will be used for continual improvement of instruction?
 - *Are the SEA's guidelines likely to result in support for teachers that will enable them to improve their instructional practice?*
- b. Meaningfully differentiate performance using at least three performance levels?
 - *Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?*
- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?
 - (i) Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?
 - (ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?

- (iii) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?
- d. Evaluate teachers and principals on a regular basis?
- e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?
 - *Will the SEA's guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?*
 - *Are the SEA's guidelines likely to result in differentiated professional development that meets the needs of teachers?*
- f. Will be used to inform personnel decisions?

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B** Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?
- *Does the SEA have a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems?*
 - *Does the SEA have a process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals?*
 - *Did the SEA describe the process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?*
 - *Is the SEA's plan likely to be successful in ensuring that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2013–2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014–2015 school year; or (2) implementing these systems no later than the 2013–2014 school year?*
 - *Do timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing*

and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines?

- *Is the SEA plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?*
- *Is the pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems?*

PRINCIPLE 3 OVERALL REVIEW

Is the SEA's plan for the SEA's and LEAs' development and implementation of teacher and principal evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

OVERALL EVALUATION OF REQUEST

Did the SEA provide a comprehensive and coherent approach for implementing the waivers and principles in its request for the flexibility? Overall, is implementation of the SEA's approach likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

From: Jessica Tucker
To: Mary Laura Bragg
Subject: Re: PowerPoints and agenda for today's call
Date: Friday, September 30, 2011 1:37:10 PM

He sent the information along. Thanks so much.

Sent using BlackBerry

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

From: Mary Laura Bragg
Sent: Friday, September 30, 2011 01:27 PM
To: Jessica Tucker
Subject: RE: PowerPoints and agenda for today's call

Hi Jessica - sorry, I wasn't at today's call. Did John get back with you, or do you still need the info?

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

From: Jessica Tucker
Sent: Friday, September 30, 2011 9:37 AM
To: Mary Laura Bragg
Subject: PowerPoints and agenda for today's call

Mary Laura and John,

Would one of you mind sending me the agenda and presentations for today's call? I am on, but never received the attachments (I was cc'ed later, rather than being on this original distribution list).

Thanks,
Jessica

*John - It was a pleasure to meet you on Wednesday.

From: [Jessica Tucker](#)
To: [Chris Meyer](#)
Subject: Re: Agenda and materials for tomorrow's Chiefs call
Date: Friday, September 30, 2011 2:26:09 PM

Not sure yet. Need to talk to Ms. Tyler on Monday. You?

Sent using BlackBerry

From: Chris Meyer
Sent: Friday, September 30, 2011 02:20 PM
To: Jessica Tucker
Subject: RE: Agenda and materials for tomorrow's Chiefs call

You going?

From: Jessica Tucker
Sent: Friday, September 30, 2011 8:50 AM
To: Chris Meyer
Subject: FW: Agenda and materials for tomorrow's Chiefs call

From: John Bailey
Sent: Friday, September 30, 2011 8:38 AM
To: Jessica Tucker
Subject: FW: Agenda and materials for tomorrow's Chiefs call

Here you go!

From: Paula Noor
Sent: Thursday, September 29, 2011 1:04 PM
To: 'Barresi, Janet'; 'Barresi, Janet Asst Becky Woodie'; 'Barresi, Janet Comm Dir Damon Gardenhire'; 'Barresi, Janet COS Jennifer Carter'; 'Bennett, Tony'; 'Bennett, Tony Asst Debbie Downing'; 'Bennett, Tony Asst Jennifer Outlaw'; 'Bennett, Tony COS Heather Neal'; 'Bowen, Stephen'; 'Bowen, Stephen'; 'Bowen, Stephen Scheduler Sandra Moreau'; 'Cerf, Chris'; 'Cerf, Chris Asst Helene Leona'; 'Cerf, Chris Dep Comm Sp Asst Mamie Doyle'; 'Cerf, Chris Special Asst Andrew Smarick'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Huffman, Kevin COS Emily Barton'; 'Pastorek, Paul'; 'Pastorek, Paul Asst Christina Rose'; 'Robinson, Gerard'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera, Hanna'; 'Skandera, Hanna COS Cathie Carothers'; 'Skandera, Hanna Policy Leighann Lenti'; 'Skandera, Hanna Scheduler Bernadette Tennyson'; 'Smith, Eric'
Cc: 'Barresi asst Becky Woodie'; 'Bennett asst Debbie Downing'; Bennett Scheduler Jennifer Outlaw; 'Bowen asst Georgette Valliere'; 'Bowen Scheduler Sandra Moreau'; 'Cerf asst Helene Leona'; 'Gist asst Angela Teixeira'; 'Gist, Deborah Scheduler Hayley Jamroz'; 'Huffman asst Janice Mann'; 'Pastorek asst Christine Rose'; 'Robinson Gerard Scheduler Nyla Benjamin'; 'Skandera Scheduler Bernadette Tennyson'; 'Smith, Eric'; Cari Miller; Christy Hovanetz; Deirdre Finn; Erin Price; Fonda Anderson; Jaryn Emhof; Joanna Hassell; John Bailey; Manuy Clark; Mary Laura Bragg; Matt Ladner; Matthew Ladner; Paula Noor
Patricia Levesque
Subject: Agenda and materials for tomorrow's Chiefs call

Attached please find the agenda and materials for tomorrow's Chiefs call. Have a GREAT day! 😊

Paula Noor

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg"](#)
Subject: Tomorrow
Date: Wednesday, October 19, 2011 6:19:00 PM

Mary Laura,

Would you have time to chat very briefly tomorrow regarding ESEA? My number is (or my work phones are listed below). Please call at your convenience.

I hope all is well. Heard the conference was fantastic!

Best,

Jessica Tucker
Policy Advisor
Louisiana Department of Education - Policy Office

From: John Bailey
Sent: Friday, September 30, 2011 8:38 AM
To: Jessica Tucker
Subject: FW: Agenda and materials for tomorrow's Chiefs call

Here you go!

From: Paula Noor
Sent: Thursday, September 29, 2011 1:04 PM
To: 'Barresi, Janet'; 'Barresi, Janet Asst Becky Woodie'; 'Barresi, Janet Comm Dir Damon Gardenhire';

'Barresi, Janet COS Jennifer Carter'; 'Bennett, Tony'; 'Bennett, Tony Asst Debbie Downing'; 'Bennett, Tony Asst Jennifer Outlaw'; 'Bennett, Tony COS Heather Neal'; 'Bowen, Stephen'; 'Bowen, Stephen'; 'Bowen, Stephen Scheduler Sandra Moreau'; 'Cerf, Chris'; 'Cerf, Chris Asst Helene Leona'; 'Cerf, Chris Dep Comm Sp Asst Mamie Doyle'; 'Cerf, Chris Special Asst Andrew Smarick'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Huffman, Kevin COS Emily Barton'; 'Pastorek, Paul'; 'Pastorek, Paul Asst Christina Rose'; 'Robinson, Gerard'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera, Hanna'; 'Skandera, Hanna COS Cathie Carothers'; 'Skandera, Hanna Policy Leighann Lenti'; 'Skandera, Hanna Scheduler Bernadette Tennyson'; 'Smith, Eric'

Cc: 'Barresi asst Becky Woodie'; 'Bennett asst Debbie Downing'; Bennett Scheduler Jennifer Outlaw; 'Bowen asst Georgette Valliere'; 'Bowen Scheduler Sandra Moreau'; 'Cerf asst Helene Leona'; 'Gist asst Angela Teixeira'; 'Gist, Deborah Scheduler Hayley Jamroz'; 'Huffman asst Janice Mann'; 'Pastorek asst Christine Rose'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera Scheduler Bernadette Tennyson'; 'Smith, Eric'; Cari Miller (mailto:cmiller@excelsior.com); Christy Hovanetz (mailto:chovanetz@excelsior.com); Deirdre Finn (mailto:dfinn@excelsior.com); Erin Price (mailto:erprice@excelsior.com); Fonda Anderson (mailto:fonda@excelsior.com); Jaryn Emhof (mailto:jemhof@excelsior.com); Joanna Hasseli (mailto:joanna@excelsior.com); John Bailey; Mandy Clark (mailto:mandy@excelsior.com); Mary Laura Bragg (mailto:mlbragg@excelsior.com); Matt Ladner (mailto:mladner@excelsior.com); Matthew Ladner (mailto:mladner@excelsior.com); Paula Noor (Pnoor@excelsior.org); Patricia Levesque

Subject: Agenda and materials for tomorrow's Chiefs call

Attached please find the agenda and materials for tomorrow's Chiefs call. Have a GREAT day! 😊

Paula Noor

From: [Jessica Tucker](#)
To: [Chris Meyer](#)
Subject: FW: Agenda and materials for tomorrow's Chiefs call
Date: Monday, October 03, 2011 2:12:00 PM
Attachments: [9-30-11 C4C Call Agenda.doc](#)
[PISA-Based Test for Schools Presentation 0930.pptx](#)
[9.30 CHIEFS FOR CHANGE 2011 summit agenda draft.docx](#)
[Chiefs for Change General Session Questions.docx](#)
[overview-webinar.ppt](#)
[review-guidance.doc](#)

From: John Bailey
Sent: Monday, October 03, 2011 12:19 PM
To: Jessica Tucker
Subject: FW: Agenda and materials for tomorrow's Chiefs call

From: Paula Noor
Sent: Thursday, September 29, 2011 1:04 PM
To: 'Barresi, Janet'; 'Barresi, Janet Asst Becky Woodie'; 'Barresi, Janet Comm Dir Damon Gardenhire'; 'Barresi, Janet COS Jennifer Carter'; 'Bennett, Tony'; 'Bennett, Tony Asst Debbie Downing'; 'Bennett, Tony Asst Jennifer Outlaw'; 'Bennett, Tony COS Heather Neal'; 'Bowen, Stephen'; 'Bowen, Stephen'; 'Bowen, Stephen Scheduler Sandra Moreau'; 'Cerf, Chris'; 'Cerf, Chris Asst Helene Leona'; 'Cerf, Chris Dep Comm Sp Asst Mamie Doyle'; 'Cerf, Chris Special Asst Andrew Smarick'; 'Gist, Deborah'; 'Huffman, Kevin'; 'Huffman, Kevin COS Emily Barton'; 'Pastorek, Paul'; 'Pastorek, Paul Asst Christina Rose'; 'Robinson, Gerard'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera, Hanna'; 'Skandera, Hanna COS Cathie Carothers'; 'Skandera, Hanna Policy Leighann Lenti'; 'Skandera, Hanna Scheduler Bernadette Tennyson'; 'Smith, Eric'
Cc: 'Barresi asst Becky Woodie'; 'Bennett asst Debbie Downing'; Bennett Scheduler Jennifer Outlaw; 'Bowen asst Georgette Valliere'; 'Bowen Scheduler Sandra Moreau'; 'Cerf asst Helene Leona'; 'Gist asst Angela Teixeira'; 'Gist, Deborah Scheduler Hayley Jamroz'; 'Huffman asst Janice Mann'; 'Pastorek asst Christine Rose'; 'Robinson, Gerard Scheduler Nyla Benjamin'; 'Skandera Scheduler Bernadette Tennyson'; 'Smith, Eric'; Cari Miller; Christy Hovanetz; Deirdre Finn; Erin Price; Fonda Anderson; Jaryn Emhof; Joanna Hassell; John Bailey; Mandy Clark; Mary Laura Bragg; Matt Ladner; Matthew Ladner; Paula Noor; Patricia Levesque
Subject: Agenda and materials for tomorrow's Chiefs call

Attached please find the agenda and materials for tomorrow's Chiefs call. Have a GREAT day! ☺

Paula Noor

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg"](#)
Subject: ESEA Waiver Question
Date: Wednesday, October 12, 2011 7:41:00 AM

Mary Laura,

If you have a minute today, could we touch base on the ESEA waiver?

Thanks,

Jessica Tucker
Policy Advisor
Louisiana Department of Education - Policy Office

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg"](#)
Subject: RE: Tomorrow
Date: Wednesday, October 19, 2011 6:42:00 PM

Perfect! Please call at your convenience.

From: Mary Laura Bragg
Sent: Wednesday, October 19, 2011 6:41 PM
To: Jessica Tucker
Subject: Re: Tomorrow

Absolutely! I've got meetings in the middle of the day, so how about late afternoon for me -- 4 or 4:30 eastern?

Sent from my Verizon Wireless BlackBerry

From: Jessica Tucker <Jessica.Tucker@LA.GOV>
Date: Wed, 19 Oct 2011 18:19:30 -0500
To: 'Mary Laura Bragg'
Subject: Tomorrow

Mary Laura,

Would you have time to chat very briefly tomorrow regarding ESEA? My number is (or my work phones are listed below). Please call at your convenience.

I hope all is well. Heard the conference was fantastic!

Best,

Jessica Tucker
Policy Advisor
Louisiana Department of Education - Policy Office

From: [Jessica Tucker](#)
To: ["Mary Laura Bragg"](#)
Subject: RE: Tomorrow
Date: Thursday, October 20, 2011 12:31:00 PM

Perfect. Thanks!

From: Mary Laura Bragg
Sent: Thursday, October 20, 2011 12:31 PM
To: Jessica Tucker
Subject: RE: Tomorrow

Hey – I've set up a conf call line for this so that John Bailey can call in as well –does that work?

4:00 eastern today....

From: Jessica Tucker [mailto:Jessica.Tucker@LA.GOV]
Sent: Wednesday, October 19, 2011 7:43 PM
To: Mary Laura Bragg
Subject: RE: Tomorrow

Perfect! Please call at your convenience.

From: Mary Laura Bragg
Sent: Wednesday, October 19, 2011 6:41 PM
To: Jessica Tucker
Subject: Re: Tomorrow

Absolutely! I've got meetings in the middle of the day, so how about late afternoon for me -- 4 or 4:30 eastern?

Sent from my Verizon Wireless BlackBerry

From: Jessica Tucker <Jessica.Tucker@LA.GOV>
Date: Wed, 19 Oct 2011 18:19:30 -0500
To: 'Mary Laura Bragg'
Subject: Tomorrow

Mary Laura,

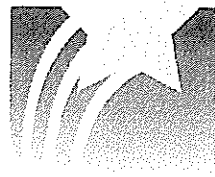
Would you have time to chat very briefly tomorrow regarding ESEA? My number is (or my work phones are listed below). Please call at your convenience.

I hope all is well. Heard the conference was fantastic!

Best,

Jessica Tucker

Policy Advisor
Louisiana Department of Education - Policy Office



Foundation for
Excellence
in Education

Chiefs for Change Conference Call
Friday, January 27, 2012
9:30am-10:30am EST
Agenda

Call-In Info: Number: 850-391-0329/Passcode: 84940

- I. Waivers – Eric Smith**
- II. Common Core Professional Development – Eric Smith**
- III. Cancel 2/3 Bi-weekly Call? – Eric Smith**

www.ExcelinEd.org

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



<p>1. Why did the Legislature create the Equity in School-Level Funding Act?</p>	<p>Prior to the creation of this legislation, the law did not require school boards to allocate funds to local schools in a specified manner. Therefore, the decision of how much money each school in the state received of the \$12 billion in public school funding was completely up to local school boards. Since elected officials have often seen that "schools are not funded equally," the 2000 Legislature created the Equity in School-Level Funding Act (Ch. 2000-181, L.O.F.) to ensure that schools within a district receive at least an equitable percentage of Florida Education Finance Program (FEFP) funds based upon their student population. (See the Florida Education Finance Program Fact Sheet.)</p>										
<p>2. What is the Equity in School-Level Funding Act?</p>	<p>Section 236.08103, F.S., requires each school district to allocate <u>FEFP, lottery and discretionary local revenue</u> to schools based on each school's share of the revenue earned. The effect of this change will be to cause school districts to treat all schools equitably in the allocation of FEFP funds.</p>										
<p>3. When and how is the program to be implemented?</p>	<p>The Equity in School-Level Funding Act is to be phased in over a four-year period beginning with the 2000-2001 school year. School boards must provide each school within the district <u>at least a certain percentage</u> of the funds generated by that school based upon the FEFP. These percentages are set as follows:</p> <table border="1" data-bbox="865 1255 1214 1413"> <thead> <tr> <th>School Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2000-2001</td> <td>50%</td> </tr> <tr> <td>2001-2002</td> <td>65%</td> </tr> <tr> <td>2002-2003</td> <td>80%</td> </tr> <tr> <td>2003-2004</td> <td>90%</td> </tr> </tbody> </table>	School Year	Percentage	2000-2001	50%	2001-2002	65%	2002-2003	80%	2003-2004	90%
School Year	Percentage										
2000-2001	50%										
2001-2002	65%										
2002-2003	80%										
2003-2004	90%										
<p>4. Is there an incentive in the Equity in School-Level Funding Act for principals to save funds at the school level?</p>	<p>Yes. Prior to the Equity in School-Level Funding Act, any funds that an innovative principal saved during a particular school year could be taken back at the end of the school year by the district. There was no financial incentive for principals to be extra efficient or creative. The Equity in School-Level Funding Act provides an incentive by specifying that all funds allocated to a school pursuant to the Act that are unused at the end of the fiscal year do not revert to the district. Instead these funds may be used for any purpose provided by law at the discretion of the school principal.</p>										

Equity in School-Level Funding Act

5. Does this law encompass ALL state and local funds for education?	No. Large amounts of money are left to be allocated to schools at the discretion of the local school boards, such as: technology funds, construction funds, two-mill money, Supplemental Academic Instruction (SAI) funds, instructional materials funds, and transportation categorical funds. (See the Education Facilities Resources Fact Sheet, the Two Mill Money Fact Sheet, the Supplemental Academic Instruction Fact Sheet, and the Student Transportation Fact Sheet.)
6. Are there any exceptions to who must participate in the Equity in School-Level Funding Act?	Yes. Districts that initially applied for charter district status pursuant to s. 228.058, F.S., and have been approved by the State Board of Education are exempt from the provisions of this act.
7. What are the applicable statutes and rules?	Section 236.08103, F.S. -- Equity in School-Level Funding Act
8. Where can I get additional information?	Florida Department of Education Office of Funding and Financial Reporting (850) 488-5142 www.firn.edu/doe The Florida House of Representatives Council for Lifelong Learning (850) 414-6694 The Florida House of Representatives Committee on Education Appropriations (850) 488-6204

Equity in School Level Funding Act

The 2001 Law was the original version of the policy and we took 4 years to phase-in the policy to require districts to pass through at least 90% of the funds they received to the school that generated those funds. We had to do the 4 year phase-in because so many schools were receiving far less or far more than the 90% ultimate goal.

The key provision in the law that motivates principals to be efficient at the school-level is highlighted in yellow. It ensures that funds saved that are part of the calculated required pass through cannot revert to the district, but principals have discretion over these funds.

2001 LAW 236.08103 Equity in School-Level Funding Act.--

(1) This section may be cited as the "Equity in School-Level Funding Act."

(2)(a) Beginning in the 2000-2001 fiscal year, district school boards shall allocate to each school within the district at least 50 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. [236.081](#) and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

(b) Beginning in the 2001-2002 fiscal year, district school boards shall allocate to each school within the district at least 65 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. [236.081](#) and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

(c) Beginning in the 2002-2003 fiscal year, district school boards shall allocate to each school within the district at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. [236.081](#) and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

(d) Beginning in the 2003-2004 fiscal year, district school boards shall allocate to each school within the district at least 90 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. [236.081](#) and the General Appropriations Act, including gross state and

local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

Total funding for each school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the school during the full-time equivalent student survey periods designated by the Commissioner of Education. If the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in the schools in the district shall be provided federal funds. Only those districts that initially applied for charter school district status, pursuant to s. [228.058](#), and have been approved by the State Board of Education are exempt from the provisions of this section.

(3) Funds allocated to a school pursuant to this section that are unused at the end of the fiscal year shall not revert to the district, but shall remain with the school. These carryforward funds may be used for any purpose provided by law at the discretion of the principal of the school.

(4) Recommendations made by the Governor's Equity in Educational Opportunity Task Force shall be reviewed to identify potential categorical funds to be included in the district allocation methodology required in subsection (2).

(5) Funds appropriated in the General Appropriations Act for supplemental academic instruction to be used for the purposes described in s. [236.08104](#) are excluded from the school-level allocation under this section.

History.--s. 7, ch. 2000-181.

In 2003, the year before the ultimate 90% pass through policy was implemented, districts were able to convince the legislature to change the policy to 80% to each school with a district average of 90%.

Law 1011.69 Equity in School-Level Funding Act.—

(1) This section may be cited as the "Equity in School-Level Funding Act."

(2) Beginning in the 2003-2004 fiscal year, district school boards shall allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. [1011.62](#) and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy. Total funding for each school shall be recalculated during the year to reflect

the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the school during the full-time equivalent student survey periods designated by the Commissioner of Education. If the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in the schools in the district shall be provided federal funds.

(3) Funds allocated to a school pursuant to this section that are unused at the end of the fiscal year shall not revert to the district, but shall remain with the school. These carryforward funds may be used for any purpose provided by law at the discretion of the principal of the school.

(4) The following funds are excluded from the school-level allocation under this section: Funds appropriated in the General Appropriations Act for supplemental academic instruction to be used for the purposes described in s. [1011.62\(1\)\(f\)](#).

From: [Jessica Tucker](#)
To: [Chris Meyer \(RSD\)](#)
Subject: FW: Equity in School Level Funding Act
Date: Wednesday, December 21, 2011 8:27:00 AM
Attachments: [Fact Sheet Equity in School level Fundino Act.odf](#)
[Equity in School Funding Act.docx](#)

From: Patricia Levesque
Sent: Wednesday, December 21, 2011 8:25 AM
To: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Jennifer Carter; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Bowen, Stephen Schedule Sandra Moreau; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp
Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Emily Barton; Pastorek, Paul; Pastorek, Paul Asst Christina Rose; Robinson, Gerard; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna; Skandera, Hanna COS Christine Stavern; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric; Jessica Tucker
Cc: Todd Huston; David.Abbott; Joanna Hassell; Christy Hovanetz Deirdre Finn; Erin Price; Fonda Anderson; Jaryn Emhof; Mandy Clark; Mary Laura Bragg; Matt Ladner; Matthew Ladner; Paula Noor
Subject: Equity in School Level Funding Act

Chiefs,

I apologize for how late I am in responding to you with a request that was made during the summit. When we were discussing what your legislative agenda would be in your respective states for 2012, a few chiefs mentioned that they were going to tackle some funding formula issues in their next legislative session.

I mentioned a policy that Florida put in place in several years ago called the Equity in School Level Funding Act. It basically was a policy (patterned after the United Kingdom) that requires districts to pass through at least 90% of the funds that an individual school generates to that school. Florida had noticed a great deal of inequity in how much school districts decided to pass through to each school.

In addition to this policy of requiring an "equitable" pass through, was a concept to help incentivize principal efficiency at the school level. We heard principals tell us that no matter how efficient he/she tried to be to save funds, the district would just sweep any unspent funds at the end of the year. This created an incentive to spend all the funds sent to the school. For example, principals that wanted to save money in one area in order to add technology to their school, could not do so.

As part of the Equity in School Level Funding Act, we created a provision that would not allow districts to sweep any unused funds that were part of the "required pass through."

Attached is a copy of the original law and a revision that was made in 2003. I hope it is helpful to any of you who are considering funding policies next session.

We are happy to answer any questions you may have.

Merry Christmas/Happy Holidays.

Patricia

From: [Jessica Tucker](#)
To: [Monica Candal](#)
Subject: FW: Agenda for TODAY's Chiefs call

Date: Friday, January 27, 2012 8:22:00 AM
Attachments: 1-27-12 C4C Call Aendadoc
Importance: High

From: Paula Noor

Sent: Friday, January 27, 2012 8:21 AM

To: Barresi, Janet; Barresi, Janet Asst Becky Woodie; Barresi, Janet Comm Dir Damon Gardenhire; Barresi, Janet COS Joel Robison; Bennett, Tony; Bennett, Tony Asst Debbie Downing; Bennett, Tony Asst Jennifer Outlaw; Bennett, Tony COS Heather Neal; Bowen, Stephen; Bowen, Stephen; Bowen, Stephen Scheduler Sandra Moreau; Cerf, Chris; Cerf, Chris Asst Helene Leona; Cerf, Chris Dep Comm Sp

Asst Mamie Doyle; Cerf, Chris Special Asst Andrew Smarick; Gist, Deborah; Huffman, Kevin; Huffman, Kevin COS Hanseul Kang; Pastorek, Paul; Pastorek, Paul Asst Joan Von Herbulis; Robinson, Gerard; Robinson, Gerard Leg. Dir. Tanya Cooper; Robinson, Gerard Scheduler Nyla Benjamin; Skandera, Hanna;

Skandera, Hanna COS Christine Stavem; Skandera, Hanna Policy Leighann Lenti; Skandera, Hanna Scheduler Bernadette Tennyson; Smith, Eric; Jessica Tucker; John White; Vicky Thomas; Kunjan Narechania

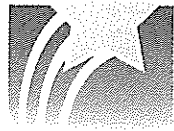
Cc: Can Miller; Christy Hovanetz ; Deirdre Finn; Erin Price; Fonda Anderson; Jaryn Emhof; Joanna Hassell; 'John Bailey; Mandy Clark; Mary Laura Bragg; 'Matt Ladner; Matthew Ladner; Paula Noor; Patricia Levesque; Bowen asst Georgette Valliere; Gist asst Angela Teixeira; Gist, Deborah Scheduler Hayley Jamroz; Huffman asst Janice Mann

Subject: Agenda for TODAY's Chiefs Call

Importance: High

Sorry for the lateness of this agenda email. Talk to everyone shortly. ©

Paula Noor



Foundation for
Excellence
in Education

December 20, 2010

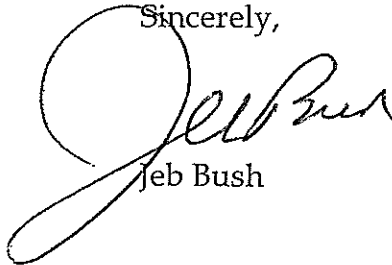
Superintendent Paul Pastorek
Louisiana Department of Education
1201 N. 3rd Street, 5th Floor
Baton Rouge, LA 70802

Dear Superintendent Pastorek,

PAUL:

Thank you for participating in *Excellence in Action National Summit on Education Reform 2010*. Your efforts to improve education are greatly admired and appreciated. I look forward to working with you to accelerate the reform movement across our great nation to win the global race for knowledge and prosperity.

Sincerely,



Jeb Bush

www.ExcelinEd.org • P.O. Box 10691 • Tallahassee, Florida 32302 • (850) 391-4090 • (786) 664-1794 fax

The Foundation for Excellence in Education is a not-for-profit, tax exempt public charity as described in section 501(c)(3) of the Internal Revenue Code. For Federal Income Tax purposes, contributions to the Foundation are 100% tax deductible, less the fair market value (FMV) of any goods and services received. The Foundation may use a portion of all contributions for administrative costs, direct costs and activities in support of education. The Foundation's official registration (number CH23393) and financial information may be obtained from the Division of Consumer Services by calling toll free 800-435-7352 within Florida or 850-488-2221 outside of Florida. Registration does not imply endorsement, approval or recommendation by the state.

FUNCTION:

DOCID: CR 678 678022380

11/29/10 03:03:51 PM

STATUS: PEND1

BATID: ORG:

H-

CASH RECEIPT INPUT FORM

TRANS DATE: 11 29 10

ACCTG PRD: 05 11

BUDGET FY: 11

CMIA SCHEDULE DATE:

ACTION: E

BANK ACCOUNT CODE: 03

COMMENTS: ROE-TRAVEL

DOCUMENT TOTAL: 401.10

CALCULATED DOCUMENT TOTAL: 401.10

H--*S401-READY FOR APPROVAL 1

*Accept
JM Garcia
11/29/10*

*Follow
11/29/10*

FUNCTION:

DOCID: CR 678 678022380

11/29/10 03:03:57 PM

STATUS: PEND1

BATID:

ORG:

001-001 OF 001

01-

LINE NUMBER: 01 REFERENCE DOC ID: REF LINE NO:
VEND/PROV/CUST: 72600074502 NAME: LA DEPT OF EDUCATION
BILLING CODE:
FUND: 678 AGENCY: 678 ORG/SUB-ORG: 1100
ACTIVITY: REV/SUB-REV: APPR UNIT: 100
FUNCTION: OBJ/SUB-OBJ: 2610 JOB NUMBER:
REPT CAT: 1100 BS ACCOUNT:
DESCRIPTION: ROE-TRAV-PASTORE
AMOUNT: 401.10 I/D: P/F:

01-HFL6W-FAIT ENTRY MISSING

STATE OF LOUISIANA

AGENCY 678

DEPOSIT
678022380

DATE 11/29/10

531040400 0111:18

EXPENSE BUDGET
ORGANIZATION:

APPLICANT CONTROL

DEPOSIT TYPES

CURRENCY
COIN
CHECK

401.10

OBJECT:

Rec 72600074502
678 1100-2610-1100

DATE	NAME OF BANK ON WHICH DRAWN	NAME OF DRAWER		#
11/17/10	CK#2351 SUNTRUST BANK	FOUNDATION OF EXCELENCE	401.10	1
				2
				3
				4
				5
				6
				7

PLEASE BE SURE THAT ALL ITEMS ARE PROPERLY
ENDORSED. LIST EACH CHECK SEPARATELY.
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL
UNLESS YOU HAVE SPECIALLY MARKED YOUR CHECK AS
DEPOSITED OR CHECK FOR LEASER INSTRUMENTS. THIS CHECK IS
YOUR ABILITY TO WITHDRAW SUCH FUNDS. THE DELAY IS NOT
NOT EXCEED THIS PERIOD OF TIME PERMITTED BY LAW.

CURRENCY	COIN	CHECKS LIST EACH SEPARATELY	DOLLARS	CENTS
		1	401	10
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		
		11		
		12		
		13		
		14		
		15		
		16		
		17		
		18		
		19		
		20		
		21		
		22		
		23		
		24		
		25		
		26		
		27		
		28		
		29		
		30		
		31		
		32		
		33		
		34		
TOTAL				401.10

CHASE

JPMORGAN CHASE BANK, N.A.
BATON ROUGE, LOUISIANA 70801

STATE OF LOUISIANA
DEPT. OF TREASURY
DOE-STATE ACTIVITIES

DATE 11/29/10

TOTAL ITEMS 1

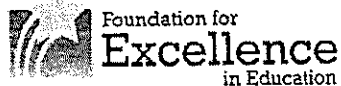
TOTAL DEPOSIT 401.10

⑈ 678022380 ⑈ ⑆ 555201024 ⑆

7900405426 ⑈

			28
			29
			30
			31
			32
PREPARED Glenda Giddens	SUB-TOTAL CHECK AMOUNT	\$ 401.10	
APPROVED BY:	Total Items	1	

M Garcia
11-29-10
Giddens
11/29/10



P.O. BOX 10691
TALLAHASSEE, FL 32302
910 17TH ST. NW, SUITE 1120
WASHINGTON, DC 20006



ACH RT 061000104
63-215-631

11/17/2010

PAY TO THE ORDER OF Louisiana Dept. of Education \$ **401.10

Four Hundred One and 10/100***** DOLLARS

Louisiana Dept. of Education
c/o Vicky Thomas
1201 N. Third St. 5th Floor
Baton Rouge, LA 70802


AUTHORIZED SIGNATURE

MEMO

Travel reimb. for Chiefs for Change Mtg. 10/29/10

⑈0000235⑈ ⑆063⑆02⑆52⑆⑆000062657787⑈

FOUNDATION FOR EXCELLENCE IN EDUCATION INC.

Louisiana Dept. of Education

Travel reimb. for Chiefs for Change Mtg. 11/29/10

11/17/2010

2351
401.10 1.10

*Reimbursement for
trip 10/28 to 10/29/10*

Suntrust, Checking

Travel reimb. for Chiefs for Change Mtg. 10/29/1

401.10 01.10

11/29/2010

TRAVEL EXPENSE STATEMENT

01

Name	PAUL PASTOREK	Reg/Print
Personnel	9043	LAGOV Reg/Leave2130
Trip #	7409	DOE State Activities Cost Center 678110

I T I N E R A R Y

Trip Destination	Reason/Location/Country	Trip Type Enterprise
10/28/2010 19:11 -	CHIEFS FOR CHANGE	ALL OTHER TRAVEL
10/31/2010 15:00	ORLANDO, FL	
	Orlando, Florida	

I T E M I Z A T I O N

Date	RNo	Receipt	Amount in USD
10/28/10	001	Dinner	24.00
10/28/10	002	Miscellaneous	3.00
10/28/10	003	Miscellaneous	3.00
10/28/10	004	Ground Transporta	40.00
10/28/10	011	Airfare (commercia	683.50
10/29/10	005	Breakfast	12.00
10/29/10	006	Lunch	16.00
10/29/10	007	Miscellaneous	3.00
10/29/10	008	Miscellaneous	3.00
10/29/10	009	Ground Transporta	40.00
10/29/10	010	Parking/Tolls/Val	16.00
Itemization for Reimburs. Amount in USD			843.50

T O T A L A M O U N T S

Reimbursement Amt in USD	843.50
--------------------------	--------

A D V A N C E

Advance	Amount in USD
10/25/2010	683.50
Total Advance In USD	683.50

S E T T L E M E N T

	Reimburs. amount in USD
Total amounts for trip in USD	843.50
Advance in USD	683.50-
Payment Amount in USD	160.00

11/29/2010

TRAVEL EXPENSE STATEMENT

02

Name PAUL PASTOREK Test Print
 Personnel 9043 LAGOV Reg/Leave 2130
 Trip # 7409 DOE State Activities Cost Center 678110

COST ASSIGNMENT

Trip Expenses to be Transferred (w/CO Receiver): in : USD 843.50

843.50 USD

to:

Company Code 0010
 Business Area 678
 Cost Center 6781100
 Funds Center //
 Fund 6781100
 Functional Area NOT RELEVANT
 Grant NOT RELEVANT

Additional Information for Itemization

DNo Doc.	Amount	Crcy	Number	Ctry	Region
001 Dinner Description No. Employees Location	24.00	USD	1	US	FL2
002 Miscellaneous Description No. Employees Location	3.00	USD		US	FL2
003 Miscellaneous Description No. Employees Location	3.00	USD		US	FL2
004 Ground Transport Description No. Employees Location	40.00	USD		US	FL2
011 Airfare (commerc Description No. Employees Location	683.50	USD		US	FL2
005 Breakfast Description No. Employees Location	12.00	USD	1	US	FL2
006 Lunch Description No. Employees Location	16.00	USD	1	US	FL2
007 Miscellaneous Description No. Employees Location	3.00	USD		US	FL2
008 Miscellaneous Description No. Employees	3.00	USD		US	FL2

FUNCTION:

DOCID: CR 678 678022513

12/23/10 01:21:09 PM

STATUS: PEND1

BATID: ORG:

H-

CASH RECEIPT INPUT FORM

TRANS DATE: 12 23 10

ACCTG PRD: 06 11

BUDGET FY: 11

CMIA SCHEDULE DATE:

ACTION: E

BANK ACCOUNT CODE: 03

COMMENTS: ROE

DOCUMENT TOTAL: 825.10

CALCULATED DOCUMENT TOTAL: 825.10

H--*S401-READY FOR APPROVAL 1

*Accept
Mr Garcia
12/23/2010*

*Garcia
12-23-10*

FUNCTION:
STATUS: REJCT
H-

DOCID: CR 678 678022513
BATID: ORG:
CASH RECEIPT INPUT FORM

12/23/10 09:30:40 AM

TRANS DATE: 12 23 10

ACCTG PRD: 06 11

BUDGET FY: 11

CMIA SCHEDULE DATE:

ACTION:

BANK ACCOUNT CODE:

COMMENTS: ROE

DOCUMENT TOTAL: 825.10

CALCULATED DOCUMENT TOTAL:

A--*HP03-DOCUMENT ERRORS DETECTED
H--C069E-DOC PROCESSING BYPASSED

H--226LE-NO ODI T ENTRY FOR DEPOSIT NUM

Office
12-23-10

FUNCTION: DOCID: CR 678 678022513 12/23/10 09:30:46 AM
STATUS: REJCT BATID: ORG: 001-001 OF 001
01-
LINE NUMBER: 01 REFERENCE DOC ID: REF LINE NO:
VEND/PROV/CUST: 72600074502 NAME:
BILLING CODE:
FUND: 678 AGENCY: 678 ORG/SUB-ORG: 1114
ACTIVITY: REV/SUB-REV: APPR UNIT: 100
FUNCTION: OBJ/SUB-OBJ: 2600 JOB NUMBER:
REPT CAT: 1103 BS ACCOUNT:
DESCRIPTION: ROE TRAVEL PASTO
AMOUNT: 825.10 I/D: P/F:

STATE OF LOUISIANA

AGENCY 678

DEPOSIT
678022513

DATE 12/23/10

2010 DEC 22 AM 11:47

APPROPRIATION CONTROL

DEPOSIT TYPES

EXPENSE BUDGET ORGANIZATION:

CURRENCY _____

COIN _____

CHECK _____

825.10

OBJECT:

Res 7260074502

678-1114-2610-1103

Pro Loup Travel

DATE	NAME OF BANK ON WHICH DRAWN	NAME OF DRAWER		#
12/13/10	CK#2427 SUNTRUST BANK	EXCELLENCE FOUNDATION	825.10	1
				2
				3
				4
				5
				6
				7

LSMU 1006451 DEPOSIT SLIP

PLEASE BE SURE THAT ALL ITEMS ARE PROPERLY ENDORSED. LIST EACH CHECK SEPARATELY. DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL. A HOLD FOR UNCOLLECTED FUNDS MAY BE PLACED ON FUNDS DEPOSITED BY CHECK OR SIMILAR INSTRUMENTS. THIS COULD DELAY YOUR ABILITY TO WITHDRAW SUCH FUNDS. THE DELAY IF ANY, WOULD NOT EXCEED THE PERIOD OF TIME PERMITTED BY LAW.

DATE 12-23-10

CURRENCY	DOLLARS	CENTS
COIN		
CHECKS LIST EACH SEPARATELY		
1	825	10
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
TOTAL		

PLEASE ENTER TOTAL HERE

Safeguard Business Systems, Inc.



JPMORGAN CHASE BANK, N.A.
BATON ROUGE, LOUISIANA 70801

STATE OF LOUISIANA
DEPT. OF TREASURY
006-STATE ACTIVITIES

TOTAL ITEMS 1

TOTAL DEPOSIT 825.10

⑈ 6 780 225 13 ⑈ ⑆ 555 20 10 24 ⑆

79004054 26 ⑈

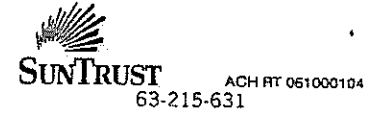
				27
				28
				29
				30
				31
				32
PREPARED BY: Glenda Giddens	SUB-TOTAL CHECK AMOUNT		\$ 825.10	
APPROVED BY:	Total Items		1	

Salai
12-22-10
Jm Saaca
12-23-10

2427



P.O. BOX 10691
TALLAHASSEE, FL 32302
910 17TH ST. NW, SUITE 1120
WASHINGTON, DC 20006



ACH RT 051000104
63-215-631

12/13/2010

PAY TO THE ORDER OF Louisiana Dept. of Education

\$ **825.10

Eight Hundred Twenty-Five and 10/100***** DOLLARS

Louisiana Dept. of Education
c/o Vicky Thomas
1201 N. Third St. 5th Floor
Baton Rouge, LA 70802

Patricia Levesque
AUTHORIZED SIGNATURE

MEMO Travel Reimbursement for Nat'l Summit Speaker

⑈00002427⑈ ⑆063102152⑆ ⑈000062657787⑈

*Supt's trip
11-29/12/10*

Security features. Details on back.

12/22/2010

TRAVEL EXPENSE STATEMENT

01

Name PAUL PASTOREK Test Print
 Personnel 9043 LAGOV Reg/Leave 2130
 Trip # 7976 DOE State Activities Cost Center 678110

ITINERARY

Trip Destination	Reason/Location/Country	Trip Type	Enterprise
11/29/2010 10:55 - 12/01/2010 16:00	Attend Chiefs For Change Washington, DC District of Columbia	ALL OTHER TRAVEL	

ITEMIZATION

Date	RNo	Receipt	Amount in USD
11/29/10	001	Airfare (commercia	705.10
11/29/10	002	Miscellaneous	3.00
11/29/10	003	Ground Transporta	8.25
11/29/10	005	Miscellaneous	3.00
11/29/10	006	Lunch	18.00
11/30/10	007	Breakfast	13.00
12/01/10	004	Ground Transporta	47.75
12/01/10	008	Breakfast	13.00
12/01/10	009	Miscellaneous	3.00
12/01/10	010	Miscellaneous	3.00
12/01/10	011	Parking/Tolls/Val	24.00
Itemization for Reimburs. Amount in USD			841.10

TOTAL AMOUNTS

Reimbursement Amt in USD	841.10
--------------------------	--------

COST ASSIGNMENT

Trip Expenses to be Transferred (w/CO Receiver): in USD	841.10
---	--------

841.10 USD to:

Company Code	0010
Business Area	678
Cost Center	6781114
Funds Center	//
Fund	6781103
Functional Area	NOT RELEVANT
Grant	NOT RELEVANT

Additional Information for Itemization

DNo Doc.	Amount	Crcy	Number	CtryRegion
001 Airfare (commerc	705.10	USD		US DC
Description	Roundtrip Airfare to Washington, DC			
Location	Washington, DC			
002 Miscellaneous	3.00	USD		US DC
Description	Baggage handling at N.O. Airport			
No. Employees	1			
Location	New Orleans			

12/22/2010

TRAVEL EXPENSE STATEMENT

02

Name PAUL PASTOREK Test Print
 Personnel 9043 LAGOV Reg/Leave 2130
 Trip # 7976 DOE State Activities Cost Center 678110

003 Ground Transpor Description No. Employees Location	8.25 USD Taxi from airport to hotel 1 Washington, DC	US	DC
005 Miscellaneous Description No. Employees Location	3.00 USD Baggage handling at hotel 1 Washington, DC	US	DC
006 Lunch Description No. Employees Location	18.00 USD Lunch 1 Washington, DC	1 US	DC
007 Breakfast Description No. Employees Location	13.00 USD Breakfast 1 Washington, DC	1 US	DC
004 Ground Transpor Description No. Employees Location	47.75 USD Taxi from hotel to airport 1 Washington, DC	US	DC
008 Breakfast Description No. Employees Location	13.00 USD Breakfast 1 Washington, DC	1 US	DC
009 Miscellaneous Description No. Employees Location	3.00 USD Baggage handling at hotel 1 Washington, DC	US	DC
010 Miscellaneous Description No. Employees Location	3.00 USD Baggage handling airport 1 Washington, DC	US	DC
011 Parking/Tolls/V Description Location	24.00 USD Parking at N.O. Int'l Airport New Orleans, LA	US	DC

12/22/2010

TRAVEL EXPENSE STATEMENT

03

Name	PAUL PASTOREK		Test Print
Personnel	9043	LAGOV	Reg/Leave2130
Trip #	7976	DOE State Activities	Cost Center 678110

SIGNATURES

I certify that this expense account is just and true in all respects; that the distances shown were actually and necessarily traveled on the dates specified on official business only; that the expenses charged were incurred on official business of the State and none of the expenses have been paid by the State; and that the full amount is justly due.

Date: _____ Traveler: _____

I certify that the charges set forth on this expense account have been examined by me; that the services for which the charges are made were necessary and proper; and that, in my opinion, the amounts claimed are just and reasonable.

Date: _____ Approver: _____

Printed Name of Approver: _____

Title of Approver: _____

FUNCTION:
STATUS: PEND1
H-

DOCID: CR 678 678025006
BATID: ORG:
CASH RECEIPT INPUT FORM

04/19/12 01:50:06 PM

TRANS DATE: 04 19 12 ACCTG PRD: 10 12 BUDGET FY: 12

ACTION: E CMIA SCHEDULE DATE:
BANK ACCOUNT CODE: 03

COMMENTS: ROE TRAVEL

DOCUMENT TOTAL: 602.50
CALCULATED DOCUMENT TOTAL: 602.50

H--*S401-READY FOR APPROVAL 1

*Accept
Jm Stucia
4/19/2012*

*below
4-19-12*

FUNCTION:
STATUS: PEND1
01-

DOCID: CR 678 678025006 04/19/12 01:50:09 PM
BATID: ORG: 001-001 OF 001

LINE NUMBER: 01 REFERENCE DOC ID: REF LINE NO:
VEND/PROV/CUST: 72600074502 NAME: LA DEPT OF EDUCATION
BILLING CODE:
FUND: 678 AGENCY: 678 ORG/SUB-ORG: 1100
ACTIVITY: REV/SUB-REV: APPR UNIT: 100
FUNCTION: OBJ/SUB-OBJ: 2600 JOB NUMBER:
REPT CAT: 2100 BS ACCOUNT:
DESCRIPTION: ROE TRAVEL WHITE
AMOUNT: 602.50 I/D: P/F:

01-HFL6W-FAIT ENTRY MISSING

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

AGENCY: 678025006

DATE: 4/19/2012

DEPOSIT _____

DEPOSIT TYPES _____

CURRENCY _____
COIN _____
CHECK _____

TOTAL 602.50

Rec'd Journal

Rec'd 72600074502

1100-2600-2100

DATE	NAME OF BANK	NAME OF DRAWER	AMOUNT	LINE NO.
4/11/2012	CK#3292 SUNTRUST BANK	FOUDATION FOR	602.50	1
		EXCELLENCE		2
				3

199DT006031 DEPOSIT TICKET

PLEASE BE SURE THAT ALL ITEMS ARE PROPERLY
ENDORSED. LIST EACH CHECK SEPARATELY.
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL
A HOLD FOR UNCOLLECTED FUNDS CAN BE PLACED ON DEPOSITS
DEPOSITED BY CHECK OR SAVINGS INSTITUTIONS. FUNDS CANNOT BE
NOT ENDORSED THE DEPOSIT OF THE DEPOSITED BY BANK

CURRENCY	COIN	CHECKS LIST SEPARATELY	DOLLARS	CENTS
		1	602	50
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		
		11		
		12		
		13		
		14		
		15		
		16		
		17		
		18		
		19		
		20		
		21		
		22		
		23		
		24		
		25		
		26		
		27		
		28		
		29		
		30		
		31		
		32		
		33		
		34		
		TOTAL	602	50

DATE 4-19-12



JPMORGAN CHASE BANK, N.A.
BATON ROUGE, LOUISIANA 70801

STATE OF LOUISIANA
DEPT. OF TREASURY
DOE-STATE ACTIVITIES

TOTAL ITEMS 1

TOTAL DEPOSIT 602.50

⑆ 6 780 25006 ⑆ ⑆ 555 20 10 24 ⑆

7900405426⑆

			19
			20
			21

PREPARED BY: _____

SUB-TOTAL CHECK AMOUNT

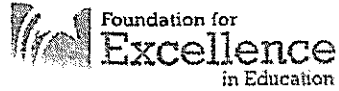
APPROVED BY: _____

TOTAL ITEMS

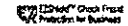
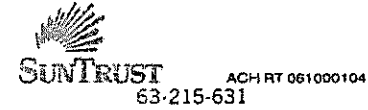
0

Salas Jim Salas
4-18-12
4-19-12

PLEASE ENTER TOTAL HERE



P.O. BOX 10691
TALLAHASSEE, FL 32302



4/11/2012

PAY TO THE ORDER OF Louisiana Dept. of Education

\$**602.50

Six Hundred Two and 50/100***** DOLLARS

Louisiana Dept. of Education
c/o Vicky Thomas
1201 N. Third St. 5th Floor
Baton Rouge, LA 70802

[Handwritten Signature]
AUTHORIZED SIGNATURE

MEMO

⑈00003292⑈ ⑆063102152⑆ ⑆000062657787⑈

FOUNDATION FOR EXCELLENCE IN EDUCATION INC.

3292

Louisiana Dept. of Education					4/11/2012		
Date	Type	Reference	Original Amt.	Balance Due	Discount	Payment	
4/10/2012	Bill	John White C4C DC	602.50	602.50		602.50	
						Check Amount	602.50

FOUNDATION FOR EXCELLENCE IN EDUCATION INC.

3292

Louisiana Dept. of Education					4/11/2012		
Date	Type	Reference	Original Amt.	Balance Due	Discount	Payment	
4/10/2012	Bill	John White C4C DC	602.50	602.50		602.50	
						Check Amount	602.50

*TRIP
3/24/12
#16598*

02.50

Suntrust, Checking

602.50

STATE OF LOUISIANA ISIS TRAVEL

Report ID: ZTV09A Travel Expenditure Balancing Report
 Run Date & Time: 04/18/2012 at 14:03:47

Cost Ctr	GL	Funds Ctr	Fund	Per No	Trp	Postng Da	Trp End D	Year	Dr/ Cr	Amnt	LC
6781100	2500	//	6782100	257169	16950	04/13/2012	04/09/2012	2012	WHITE JOHN	756.86	
6781100	2500	//	6782100	257169	16949	04/13/2012	03/29/2012	2012	WHITE JOHN	182.34	
6781100	2600	//	6782100	257169	16598	03/28/2012	03/25/2012	2012	WHITE JOHN	881.35	
6781100	2520	//	6782100	257169	15743	02/15/2012	02/01/2012	2012	WHITE JOHN	71.40	
6781100	2520	//	6782100	257169	15742	02/15/2012	01/31/2012	2012	WHITE JOHN	98.94	
6781100	2520	//	6782100	257169	15745	02/15/2012	02/02/2012	2012	WHITE JOHN	83.64	
6781100	2500	//	6782100	257169	15741	02/15/2012	01/28/2012	2012	WHITE JOHN	82.62	
6781100	2500	//	6782100	257169	16450	03/21/2012	03/17/2012	2012	WHITE JOHN	270.77	
6781100	2500	//	6782100	257169	15491	02/08/2012	01/12/2012	2012	WHITE JOHN	160.44	
6781100	2500	//	6782100	257169	16346	03/16/2012	03/13/2012	2012	WHITE JOHN	206.45	
6781100	2500	//	6782100	257169	16333	03/16/2012	02/29/2012	2012	WHITE JOHN	403.53	
6781100	2500	//	6782100	257169	16334	03/16/2012	03/07/2012	2012	WHITE JOHN	362.66	
6781100	2500	//	6782100	257169	16345	03/16/2012	03/10/2012	2012	WHITE JOHN	215.15	
6781100	2500	//	6782100	257169	16332	03/16/2012	02/16/2012	2012	WHITE JOHN	454.23	
6781100	2500	//	6782100	257169	16664	03/30/2012	03/28/2012	2012	WHITE JOHN	205.15	
6781100	2500	//	6782100	257169	16663	03/30/2012	03/24/2012	2012	WHITE JOHN	310.37	
6781100	2500	//	6782100	257169	15393	02/03/2012	01/22/2012	2012	WHITE JOHN	909.74	
6781100	2500	//	6782100	257169	15394	02/03/2012	01/27/2012	2012	WHITE JOHN	198.64	
*										5,854.28	

End of Page 1

End of List for ZTV09A Travel Expenditure Balancing Report