

*A LOT TO DO BUT NOT MUCH IS
BEING DONE*

GSSA

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Bruce Hunter



FY12 APPROPRIATIONS

- Budget Control Act/Joint Deficit Commission
- identifying \$1.5 trillion in cuts over the next 10 years
- Includes required vote on Balanced Budget Amendment
 - ▣ Senate and House failed to pass BBA
- Sequestration triggered 1/1/12
- Cuts go in to effect 1/1/13 – **Make Plans Now!**
- CBO estimates sequestration will be a 7.8% across-the-board cut; more likely to be a 9.1% cut
- Estimated Education Impact at 7.8% level:
 - ▣ Title I: \$1.1 billion
 - ▣ IDEA: 978 million
 - ▣ Perkins: \$136 million
 - ▣ Head Start: \$590 million



FY13 BUDGET PROPOSAL

- USED only non-defense funding increase -about \$1.7 billion
- \$30 billion to retain, hire teachers and first responders
- \$30 billion to modernize at least 35,000 schools



FY13 BUDGET PROPOSAL

- Level funds Title I and IDEA
- Consolidates 38 programs down to 11
- \$850 million for RTT
- \$150 million for i3
- \$2.5 billion for teacher quality formula grants
- \$400 million for Teachers/Leaders Innovation Fund
- NEW \$5 billion grant program to reform the teaching profession



HOUSE FY13 BUDGET RESOLUTION

- Chairman Ryan proposed FY13 budget, passed committee 19-18
- Places FY13 discretionary cap at \$1.028 trillion (\$19 billion below Budget Control Act level of \$1.047 trillion).
- Funds defense at \$554 billion, leaving only \$474 billion for non-defense. This is a cut of \$27 billion (5.4 percent) from Budget Control Act levels.
- It seems to address the discretionary sequestration in FY13, but leaves the remaining \$1 trillion in cuts between FY14 and FY21 untouched.
- Reduces funding for Function 500 (education programs) by \$9.5 billion from baseline.
- What next?



FEDERAL POLICY

- Federal role in general
 - Equity
 - R & D
 - National statistics



FEDERAL POLICY APPROACHES

- Transformation
- Reform
- Improvement



FEDERAL POLICY TOPICS

- Growing chorus thinks the standards based education cannot deliver because:
 - Too focused on lock step progress –grade level
 - Too focused on tests
 - Not focused enough on content
 - Not individualized enough to deliver for all
 - Marginal improvements are too costly



CONGRESSIONAL FEDERAL POLICY TOPICS

- Should control over accountability, assessment and consequences be returned to states?
- Should NCLB carry forward but new acronyms?
- No one on the hill is questioning the current standards based approach?



ESEA: REGULATORY RELIEF

- Flexibility being offered in 11 specific areas
- States have to adopt all three policy priorities:
 - Higher standards
 - Differentiated accountability system
 - Teacher/principal evaluation system based on growth
- Conditional, quid-pro-quo deal, with states having to adopt specific policy priorities in exchange for relief
- AASA position: we agree with the areas in which flexibility is being provided but are opposed to the conditional nature of the process.



ESEA: REGULATORY RELIEF

- 11 states applied for and received waivers in the first round: CO, FL, **GA**, IN, KY, MA, MN, NJ, NM, OK, and TN
- 26 more states applied in the second round
- Who hasn't applied? AL, AK, CA, HI, ME, MT, NV, NH, ND, PA, TX, WV, and WY
- One more round, applications due Sept. 6
- Direct to District Waivers – in the works
 - Only for states who don't apply?
 - What conditions would be attached?



ESEA SLOOOOWLY MOVES

House Committee

- Chairman John Kline, MN
- Introduction Feb. 9
- HR 3989 & HR 3990
- Hearing – Feb. 15
- Marked up Feb. 28
Party line 23-16 every vote

Senate Committee

- Chairman Tom Harkin, IA
- Ranking Member Mike Enzi, WY
- Marked up Oct 18-20, 16-7, 12 D's & 4R's



ASSESSMENT AND ACCOUNTABILITY

House Committee

- States must establish an accountability system
- Eliminates the impossible goal of 100%
- Eliminates Adequate Yearly Progress, AYP,
- Eliminates Annual Measurable Objectives, AMOs,

Senate Committee

- States must establish an accountability system
- Eliminates the impossible goal of 100%
- Eliminates Adequate Yearly Progress, AYP,
- Eliminates Annual Measurable Objectives, AMOs,
- Eliminates all or nothing scorekeeping



ASSESSMENT AND ACCOUNTABILITY

House Committee

- Disaggregation required - same sub groups
- Reporting results by sub group required
- School improvement grants for low performers

Senate Committee

- Disaggregation required - same sub groups
- Reporting results by sub group required
- School improvement grants for low performers



ASSESSMENT AND ACCOUNTABILITY

House Committee

- No Progress measures
- Ranking not required

Senate Committee

- Continuous improvement on track
- Ranking schools required –identify the bottom 5%
 - Achievement
 - Achievement gap



ASSESSMENT AND ACCOUNTABILITY

House Committee

- Permits multiple measures
- Requires tests that measure individual proficiency and growth
- Includes computer based adaptive assessment

Senate Committee

- Permits multiple measures.
- Requires adoption of new more accurate assessments
- Includes computer based adaptive assessment



ASSESSMENT AND ACCOUNTABILITY

House Committee

- Eliminates caps on special education testing -IEP team decision
- Maintains current 1 year ELL testing requirement
- Permits shifting to measuring growth, but keeps status testing too

Senate Committee

- Eliminates the 2% testing cap
- Changes testing requirement for ELL from one year to two years
- Permits shifting to measuring growth, but keeps status testing too



FLEXIBILITY

- **House Committee**
 - Permits shifting funds within Title I programs
 - Except
 - No funds out of Title I grants to LEAs, only in
 - No state approval,
 - but must be reported and included in local application
- **Senate Committee**
 - No funding flexibility



GRADUATION RATE

House Committee

- 4 year cohort graduation rate in accountability
- State can elect to use adjusted rate for years 5 & 6

Senate Committee

- 4 year cohort graduation rate in accountability
- State can elect to use adjusted rate for years 5 & 6



TEACHER QUALIFICATIONS

- **House Committee**
- Section 1119 of Title I deleted – HQT gone
- Silent on teacher qualifications
- **Senate Committee**
- Maintains HQT language
- Unchanged from current law



SCHOOL IMPROVEMENT STRATEGIES

House Committee

- State selects school improvement strategies

Senate Committee

- Transformation
- Strategic Staffing Strategy
- Turnaround Strategy
- Whole School Reform Strategy
- Restart Strategy
- School Closure Strategy
- State Flexibility
- Rural Option



TEACHER RELATED PROVISIONS

House Committee

- Requires evaluation systems either state or local
- Requires five components
 - Significantly based on student achievement,
 - multiple measures,
 - more than two categories,
 - make personnel decisions based on evaluations,
 - seek input from stakeholders

Senate Committee

- No mandatory teacher statewide evaluation system - But
- State grant discretionary program that mandates a statewide system that requires use of test scores to evaluate teachers and principals



AASA CONCERNS

- **House Committee**
 - Maintenance of Effort
 - Funding Cap
 - Charter Schools
 - Equitable Participation
- **Senate Committee**
 - Comparability
 - Charter Schools
 - Foster Children



COMPARE & CONTRAST SUMMARY

- House bill has greater flexibility
- House bill goes further in returning authority over accountability and assessment to the states
- Senate bill does not require use of test scores to evaluate teachers and principals
- Administration and civil rights groups oppose both bills
- Unions oppose House bill



WHY SUPPORT BOTH BILLS?

- Maintain student disaggregation by subgroup
- Eliminate AYP/AMO
- Eliminate 100% proficiency
- Eliminate SES/Choice
- Return ownership of the accountability system to the state/local level



WHY SUPPORT? BOTH BILLS:

- Return assessments to the states
- Promote growth models and multiple measures
- Maintain supplement/supplant language
- Reduce overreach in school improvement strategies
- Put states in charge of designing a teacher evaluation system



FURTHER, THE HOUSE BILL:

- Provides flexibility between certain programs (REAP, Neglected/Delinquent, Indian, ELL, and Migrant programs)
- Eliminates Highly Qualified Teacher provisions
- Removes caps on alternate assessments
- Maintains current law for comparability
- Provides 21st Century funds to school districts for expanded learning time



FURTHER, THE SENATE BILL:

- Provides an extra year for newly arrived English Language Learners
- Requires states to develop a definition of English Language Learners
- Provides increased autonomy for high-achieving schools
- Provides flexibility in school turnaround models, a rural waiver and a state-developed model
- Maintains current law related to equitable services for private schools



POLICY MAKES A DIFFERENCE

- Prior to NCLB only 17 states tested every child every year in reading and math
- Now every state tests every child every year in reading and math and in a few states other subjects



POLICY MAKES A DIFFERENCE

- Prior to NCLB only Texas disaggregated data by race & ethnicity, disability, income and language proficiency
- Now every state disaggregates and that is almost universally thought of as a good thing



POLICY MAKES A DIFFERENCE

- Before 94-142 Education for All Handicapped Act – few students with disabilities were served in public schools
- Now all 50 states have special education statutes and 80% of students with disabilities are included for significant portions of the day.



QUESTIONS?

- Bruce Hunter, bhunter@aasa.org
Associate Executive Director, Policy Advocacy &
Communications

