Hey Juan,
We would really like for you to serve as an expert for the A-F grading workshop, too, if you can. With the one-two punch of you and Christy, I think we could help one state in particular (Indiana) rethink using the Colorado model.
Mary Laura

From: Mary Laura Bragg (MaryLaura@excelined.org)
Sent: Monday, September 26, 2011 11:22 AM
To: Kathy.Hebda@fldoe.org; 'juan.copa@fldoe.org'; Pam Stewart (stewarp@mobile.stjohns.k12.fl.us); 'kris.ellington@doe.org'; Anna Shults (ashults@doe.in.gov); jwolf@doe.in.gov
Cc: Christy Hovanetz (christyh@excelined.org); Cari Miller (Cari@excelined.org); Mandy Clark (mandy@excelined.org)
Subject: Implementation Workshops, Oct 12, San Francisco

Good morning,

Thanks for agreeing to help us out with the workshops on A-F grading, Teacher Effectiveness, and K-3 reading.

I wanted to give you a brief overview of what the day will look like. (warning – this is a long email)

Schedule is as follows:
8:00 – 10:00: A-F grading – since this is so heavily Florida based, we will rely on foundation staff to serve as experts.
10:00 – noon: Teacher Effectiveness – experts: Juan, Kris, Kathy, Pam
Lunch: on your own, but keep your receipts so that we can reimburse you.
2:00 – 3:30: K-3 reading – experts: Anna, John, Cari
Christy Hovanetz, Cari Miller, and I will be at all three workshops, and each of you is welcome to attend any session – to learn or to participate.

Most importantly → I am not asking you to create any kind of presentation – you are there to ask the tough questions of the states (based on your experiences) so that they can implement the strongest policy possible.

Each workshop will open with a really brief overview of why the policy is crucial to reforming education. Then we will spend the majority of the time having each state present what they are proposing, and the experts (you) will ask questions as we go. We will be capturing each state's info on a smart board, and working through the main issues. The objective is to hear each state (there are about four states attending each workshop as of now–Oklahoma, Indiana, New Mexico, Rhode Island) offer their plans (about 40 minutes – 10 each) and then spend an hour or so in discussion. After that, since each state is in a different phase of implementation, the states will break out into groups based on what they need help with – data scenarios, legislation, technical assistance, monitoring plans, roll out, etc.

I've attached the "focus" questions that I will be sending to each participating state so that their teams can be thinking through their plans and come prepared to have a meaningful discussion. This may change a bit, but for now, this is our desired approach. Please ask questions or suggest alternative ways that would make it more productive.

And since you will have flown across the country to serve as an expert at a two-hour workshop, I hope you will take advantage of the extra time you will have in San Francisco.

Thanks again, and let me know if you need more info for now.
Mary Laura

Mary Laura Bragg
Director of State Policy Implementation
Foundation for Excellence in Education
850.391.3077 phone
786-664-1794 fax
www.excelined.org

<u>Chiefs for Change Implementation Workshops: Focus Questions</u>

<u>A-F School Grading</u>
1. What components will you include in your school accountability calculation?
    a. Performance, progress, graduation rates, other factors?
    b. How will you weigh growth and performance? (50/50, or more weight on either growth or performance?)
    c. Have you chosen a specific growth model?
    d. Will you require that all students be tested?
        i. Will there be a penalty (i.e., school cannot receive an A) if participation threshold is not met?
2. Will you include measures that focus on closing the achievement gap (i.e., gains of lowest 25% for growth, extra weight for reading?)
3. How will you set the bar/determining a cut score for each letter grade –
    a. based on a standard (standard setting committee or policy decision)
    b. normatively
4. Will you use impact data scenarios to determine school ratings? If so, what role do they play?
5. What grades and what subjects do you test?
    a. If you only test in one grade in high school, how will you measure growth?
    b. How will those tests factor into your accountability system?
6. Will charter, alternative and private schools that accept state funding be included in the grading formula?
7. Will you include incentives for success? (A or B schools)
8. Will you include consequences/assistance for failure? (D and F schools)
9. Are school districts rated based on the performance of their schools? If so, how? If not, have Are charter, alternative and private schools that accept state funding included in the grading formula?
10. To what extent have you addressed the possibility of schools and districts gaming the system?
11. What are or have been your greatest challenges to school accountability? How have you addressed them? What help would you like in designing strategies for promoting reform? (e. g. communication strategies, rationales for reform, research on effective policies, personal stories)
12. What is your process (legislation, rules, and technical assistance) and timeline for implementation?

<u>Teacher Effectiveness</u>
1. What will be the standard for a teacher to be rated effective?
2. What will be the minimum level growth a teacher must achieve to not be rated unsatisfactory (or the lowest classification)?
3. How will your state measure performance for teachers in non-state tested grades and subjects?
4. How will your state incorporate instructional personnel who do not have primary responsibility for student learning?

5. How much latitude will school districts have in measuring teacher effectiveness?

6. How will you ensure consistency in evaluation and performance levels state-wide?
7. How are you measuring value-added at the state level?
8. Will teacher effectiveness standards and measures be transparent and easily understood
    a. For teachers?
    b. For Principals?
    c. For parents?
    d. In the reported formula?
9. Is teacher evaluation driving salary, tenure, placement, bonus payment decisions?
10. What types of assistance would be most helpful in implementing a student learning based teacher effectiveness system?
11. What is your process (legislation, rules, and technical assistance) and timeline for implementation?

K-3 Reading
1. What are the most effective ways your state uses in measuring reading performance? Are norm referenced tests or NAEP results considered? If so, how?
2. What role will reading proficiency play in determining promotion to the next grade? What role will the state have in designing, monitoring and assisting in these policies?
3. What role will early literacy (0-4 years) playing in your policies?
    a. What will your plan for K-3 early literacy screening look like?
4. What screener will you use? If your state received federal Reading First funds, what pieces of that program are still in place at the state or district level? (data system, reading coaches, curriculum)
5. For non-RF states, what infrastructure currently exists to implement a strong K-3 reading initiative or third grade literacy-based promotion policy? (pd, assessments, curriculum)
6. What decisions need to be made about K-2 instruction?
7. What are all the objective ways a student can demonstrate reading skills in order to be promoted to fourth grade?
    a. Exemptions based on status?
    b. Portfolios
    c. Alternative assessments?
    d. How will you determine those? How will these be implemented?
8. What are the most effective ways your state uses in measuring reading performance? Are norm referenced tests or NAEP results considered? If so, how?
9. Does your state promote a distinct philosophy regarding the teaching of reading? If so, what is that? If not, are you evaluating different reading models used by school districts?
10. What types of assistance would be most helpful in implementing a student learning based teacher effectiveness system?

11. What is your process (legislation, rules, and technical assistance) and timeline for implementation?