

UPDATE

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Week of July 1, 2013

THE REAL IMPACT OF EDUCATION REFORM ON THREE URBAN DISTRICTS

The Broader, Bolder Approach to Education (BBA), a national campaign launched by the Economic Policy Institute to focus on how socioeconomic status impacts schools, recently released a study entitled *Market-Oriented Education Reforms' Rhetoric Trumps Reality* (www.boldapproach.org). The authors were **Dr. Elaine Weiss**, the national coordinator of BBA, and **Don Long**, an independent education research consultant.

The study looked at the impact of test-based teacher evaluations, school closures and increased school choice (charter) access on student outcomes in Chicago, New York City and Washington, D.C. These districts were led, at the time, by noted reformers, **Arne Duncan**, **Joel Klein**, **Michael Bloomberg** and **Michelle Rhee**. (Need we say more?) These same reformers often tout the aforementioned actions as ways to improve student achievement and decrease race and income-based achievement gaps. The three districts were selected because they were under mayoral control and had reliable data from the National Assessment of Education Progress (NAEP). The districts were compared to ten districts that were in the NAEP's Trial Urban District Assessment program (TUDA) in 2003—Atlanta, Boston, Charlotte, Chicago, Cleveland, Washington, D.C., Houston, Los Angeles, New York City and San Diego. The study found that the reforms in Washington, D.C., Chicago and New York actually delivered, "... few benefits and in some cases harm the students they purport to help, while drawing attention and resources away from policies with real promise to address poverty-related barriers to school success." Key findings cited were:

- *Test scores increased less, and achievement gaps grew more in "reform" cities than in other urban districts.* While test scores increased and the race-based achievement gap decreased in the TUDA districts, the scores for low-income and minority students remained stagnant in the reform districts. New York ranked second to last among the ten TUDA districts in test score gains from 2003 to 2011. In Chicago, Hispanic students gained little and black students gained nothing, while in D.C., the Hispanic students' scores fell 15 points and black students' scores fell 2 points.
- *Reported successes for targeted students evaporated upon closer examination.* Reformers in D.C., New York and Chicago reported "success" in large test score gains and shrinking achievement gaps. When the data were recalibrated to make standards consistent, broken down by race and income and compared with NAEP scores, the gains vanished and gaps grew. For example, Mayor Bloomberg claimed that his district cut the race-based achievement gap by 50% from 2003-2011, when in reality, it just closed by 1%.
- *Test-based accountability prompted churn that thinned the ranks of experienced teachers, but not necessarily bad teachers.* In Washington, D.C., 52% of the teachers left after four years of reform and few ever reached experienced status. Even reformers have to know the effect that teacher turnover has on achievement. New York City spent \$50 million on bonuses to teachers who substantially raised test scores only to have a RAND study say that the bonuses weren't having much effect, failing to improve student achievement at any grade level. Chicago used test scores to close schools, forcing out many experienced teachers. In 2010, 749 of those teachers won a discrimination suit and the district was ordered to recall them.

ED REFORM (Cont.)

- *School closures did not send students to better schools or save school districts money.* The study found that when a school was closed, the students usually moved to schools with lower test scores or went to schools that became academically overwhelmed due to the large increase in population which resulted in attendance and graduation rates declining. In Chicago, only 6% of the students from closed schools moved to schools that had greater resources or better scores.
- *Charter schools further disrupted the districts while providing mixed benefits, particularly for the highest-needs students.* We often hear how charter schools offer better options for students in “failing” schools, yet the study found that when the public schools were turned over to charter management in the nation’s capital, none improved. New York charter schools spend more per student and have fewer special needs, very low-income or English learners, so comparing achievement data is not valid.
- *Emphasis on the widely touted market-oriented reforms drew attention and resources from initiatives with greater promise.* Some promising small pilot programs in all three districts showed success, but could not be expanded due to the focus on the market reforms. These programs had smaller class sizes, coaching, internships, college counselors and expanded opportunities for 3- and 4-year-olds. They all lost funding when the focus turned to reform via privatization.
- *The reforms missed a critical factor driving achievement gaps: the influence of poverty on academic performance.* Much has been written about the need to address the increasing childhood poverty in this country. Lack of consistent physical and mental health care is a major driver of the opportunity gaps associated with growing up in poverty. Low-income children miss many more days of school due to preventable illnesses, relative to their wealthier peers—a reality largely dismissed in reform agendas. The report states that, “Failing to provide supports that alleviate impediments to learning posed by poverty ensures continued low student test scores and graduation rates, and large gaps between average scores of white and affluent students and scores of minority and low-income students.”

In all three cities, the focus on the market-driven reforms diverted attention from the need to address the socioeconomic factors that, as research continues to validate, impede learning. School reform has become an industry with billions of dollars to be made and urban districts have become the breeding ground. The public has been convinced that high-stakes testing and tying those scores to evaluations is the way to improve achievement, and the effect of poverty and poor health care has all but been cut out of the conversation. However, we know that achievement gaps have their root in opportunity gaps. Only by closing the latter can we begin to shrink the former. Market-based solutions are not the answer. The authors of this study conclude that *reform must be more realistic, patient and multipronged if it is to achieve real, sustained change.*

Update will not be published next week; the next issue will be dated Week of July 15, 2013. AALA staff members wish you all a joyous Fourth of July!!



We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...

HEALTH BENEFITS FAQ

TOPIC: WHEN CAN YOU MAKE MIDYEAR CHANGES TO YOUR HEALTH BENEFITS?

Are there any rules for making changes to my health plans at any time during the year?

Yes. The IRS rules that once plan choices are made during Open Enrollment, you cannot change your election *unless* you have a qualifying event. The Health Insurance Portability and Accountability Act (HIPAA) acknowledges that individuals may experience major life events that affect their health benefits and thus, allows for special enrollment in health plans outside of the open enrollment period.

What IRS “life events” qualify for making a change in my District health plans?

Qualifying life events under HIPAA include:

- Retirement
- Beginning or ending full-time employment
- Moving in or out of a plan’s service area
- Marriage, divorce or death of a spouse
- Changes in dependent status
- Birth of a child or legal adoption
- Adding or losing Medicare eligibility
- Other qualifying events include death of a covered child, spousal loss of employment, spousal gain or loss of employer health plan coverage.

Are there time limits for making midyear changes?

Yes, you must submit your changes within 30 days of your life event by completing the required documentation.

What happens when an employee or spouse and/or dependents lose their health coverage?

When employees and/or their dependents lose medical, dental and vision coverage due to job loss, divorce, dependent child age limits or other life events, they may apply for continued coverage under COBRA and pay premiums for the coverage. COBRA benefits are especially helpful to provide coverage to individuals with preexisting conditions. Note: As of January 1, 2014, the Affordable Care Act will not permit insurers to exclude individuals with preexisting conditions. Federal COBRA coverage may continue for 18 months. While COBRA benefits do not extend to domestic partners, they may be eligible for Cal-COBRA. In California, Cal-COBRA extends coverage for an additional 18 months. More detailed information is available on the Benefits Administration website at <http://benefits.lausd.net>.

Where do I find the forms to make changes?

You may download most of the forms you need from the District website at <http://benefits.lausd.net>. Look at the upper top of the web page under *Publications/Forms*, then, click on the link under “Active Employees” or “Retirees.” If you don’t see what you need, contact your Benefits Administration representative at 213.241.4262.

ISIS WORKING GROUP

AALA thanks Alan Warhaftig for providing this summary of the meeting.

On May 20, 2013, **Dr. Judith Perez**, AALA President, convened the fifth three-hour “Working Committee” meeting with **Ron Chandler**, LAUSD Chief Information Officer, to discuss the status of the Integrated Student Information System (ISIS). The meeting was a follow-up to the meetings in December, January, February and April. Also attending the meeting were **Dan Isaacs**, AALA; **Walter Flores**, School Operations; **Dan Blank**, **Yvett Landeros** and **Harold Starr**, school-site administrators; **Kevin Kilpatrick**, Office of Data Accountability; **Marvin Cruz**, **Dr. Bria Jones** and **Jen Kessler**, ITD; **Robert Storaker** and **Jay Gehringer**, school-site coordinators; **Dr. Brian Muller**, UTLA; and **Alan Warhaftig**, AALA.

On May 13, Chief Strategy Officer **Matt Hill** sent AALA a copy of the 58-page “My Integrated Student Information System (MiSIS) Project Plan,” dated March 22, 2013. One of the emphases of the plan is that ITD will utilize the agile approach to develop the MiSIS software. This approach has a language of its own, with “sprints” and “scrums,” “pigs” and “chickens,” and will require significant changes in ITD’s culture after years of traditional, sequential development (the waterfall approach) on ISIS, BTS and other systems. Mr. Chandler characterized the agile approach as a “tried and true” methodology. (For more information, consult Wikipedia.) Several participants expressed concern about whether the MiSIS project would have enough resources to both complete the full scope of the project and fix bugs – a frustrating problem with ISIS.

The plan identifies “scope creep” as a risk with medium probability but high impact. Scope creep is the expansion of a project to include features or functions beyond those originally planned, leading to delays and cost overruns. It can occur when new needs emerge (for example, organizational changes, such as SLCs, or new state reporting requirements). It can also occur when inadequate project requirements are issued during procurement and it becomes clear that the resulting software will not meet the needs of end users. The MiSIS Project Plan includes a long list of project specifications, but it is difficult, in advance, to anticipate whether the final product will provide efficient access to the integrated information schools need.

Dr. Brian Muller offered a distinction between “policy-driven data collection” and “data-driven policy,” warning that the purposes of the software should not be defined so inflexibly that it cannot be adapted to midcourse policy corrections. Hopefully, MiSIS will be a tool that encourages LAUSD to find ways to improve teaching and learning, not just a mechanism to validate current policies.

The plan defines an important role for “organizational change management,” which involves equal parts process revision, management of expectations and internal public relations. Participants expressed concern that the success of MiSIS will ultimately depend far more on the quality of the software than on marketing and change management efforts. Mr. Chandler stated that the MiSIS project has a higher level of aspiration than in the past, when, for example, the attitude toward the Gradebook module was that it did not need to be “best in class” – equivalent in function and ease of use to the best commercially available software. The plan is to pilot the MiSIS Gradebook module beginning next month.

ISIS (cont.)

A number of budget concerns remain, including lack of compensation for personnel to print final fall semester report cards, low compensation rates for training on new MiSIS modules as they become available and astronomical compensation for consultants who will be doing much of the MiSIS project development. At the June 18 meeting of the Board of Education, three MiSIS funding items were addressed. Board Member **Dr. Richard Vladovic** was concerned about the value of the contract (\$280,800 per year) of Dr. Bria Jones, the ISIS Project Director, though it was approved. Two contracts for MiSIS Gradebook work (\$235,200 to Microsoft and \$207,900 to Streamline Solutions) were initially rejected (4-1); the Board subsequently reconsidered and approved the contracts (6-0). Contracts totaling \$13,000,000 to complete MiSIS Project milestones over the next five years were approved without discussion, though this was far less than the \$25.3 million in MiSIS development costs over the next two years disclosed by ITD at the April 8 meeting of the ISIS Working Committee and reported in *AALA Update*. It is not clear whether ITD found a less expensive way to develop MiSIS or if there will be another large appropriation request in the next 12-18 months.

Everyone agreed that the five meetings of the Working Committee had been valuable, and Dr. Perez indicated that AALA was prepared to reconvene the Working Committee in the fall.

CONGRATULATIONS!!

Congratulations to **Dr. Edward Trimis**, Verdugo Hills HS Principal, and an ensemble of the school's music students who performed for Board Members and guests at a reception for outgoing Member **Nury Martinez**. The school's Jazz Choir and A Cappella group are also performing for the annual meeting of the Board of Education on July 2, 2013. This year, Dr. Trimis directed the school glee club, jazz choir, a cappella vocal groups and taught AP Music Theory on top of his regular commitments!

IN THE NEWS

- U.S. Secretary of Education **Arne Duncan** has indicated that he may be supportive of the NCLB waiver that was submitted on behalf of nine districts by the California Office to Reform Education (*Update*, June 24, 2013) by saying, "There are a lot of children, a lot of children of color, a lot of children who don't come with a silver spoon in their mouth, and I think we have some really courageous superintendents who are trying to do the right thing, so we'll continue to work through the details and go back and forth."
- Mission: Readiness, an organization of retired admirals and generals, released a report citing that only 25% of young adults 18 – 24 qualify for enlistment in the military because they are too obese, have criminal records, did not complete high school or cannot pass the entrance exam. The organization suggests that the best long-term solution is public investment in the expansion of access to quality early education programs.
- LAUSD will receive more than \$120 million to implement the Common Core State Standards this fall, receiving about \$200 per student as part of the state budget agreed upon last week. Districts have the latitude to spend the money on teacher training, textbooks, materials and technology, but first they must submit a plan. Two hearings must be held: One to present the proposal to the public, the second to vote on it. After submitting the plan, which the state will not evaluate, districts will receive the money in September and November and have two years to spend it.

QUALITY COUNTS, PART II CALIFORNIA EARNS AN OVERALL C IN NATIONAL STUDY

This is the second in a series of three articles on California’s scores on *Education Week’s* annual study, Quality Counts, which tracks key education indicators and grades the states on their policy efforts and outcomes. In the overall survey, California earned a C when compared to other states in the union. Last week, we reported on the state’s scores in the Chance for Success category and this week, we are showing the scores earned in the Transitions and Alignment category. California earned B- in this category by having polices or regulations in 82.1% of the designated areas; the United States as a whole had a B- with 81.1%; Georgia has 100% of the policies and Montana, with only 60.7%, earning a D-, had the fewest.

CATEGORY		DOES CALIFORNIA HAVE A POLICY OR REGULATION?	NUMBER OF STATES WITH A POLICY OR REGULATION
EARLY CHILDHOOD EDUCATION	Early learning standards aligned with K-5 standards	Yes	47 states
	Formal state definition of school readiness	Yes	26 states
	State requires districts to conduct school readiness assessment	No	22 states
	State has intervention programs for those not ready for school	No	28 states
	Kindergarten standards aligned with 1-12	Yes	51 states
COLLEGE READINESS	State has formal definition of college readiness	Yes	38 states
	College prep coursework required for all students to earn diploma	No	16 states
	Course credits aligned with postsecondary system	No	8 states
	High school assessments aligned with postsecondary system	No	21 states
	High school assessment results used for admission, placement or scholarship decisions in state postsecondary system	Yes	15 states
ECONOMY AND WORKFORCE	K-12 has definition of work-readiness	Yes	38 states
	State offers high school diploma with career specialization	Yes	44 states
	K-12 offers pathway to industry- recognized license or certificate	Yes	42 states
	K-12 offers credits to transfer to post-secondary education	Yes	48 states

Associated Administrators of Los Angeles

CALENDAR

EVENT	DATE	CONTACT
Retirement Luncheon for Joanne (Jody) Doram at 1321 Downtown Taproom Bistro, Torrance	June 29, 2013 1:00 – 4:00 p.m.	Triana Doram , 310.936.2505 Jody Doram , 310.428.1124 Maria Plascencia , 323.753.2133
Annual Board of Education Meeting and Installation of Mónica García, Mónica Ratliff and Steve Zimmer	July 2, 2013 10:00 a.m.	
Independence Day	July 4, 2013	
AAALA OFFICE CLOSED	July 4 – 5, 2013	
Retirement Luncheon for Irene Belden at Maggiano’s Little Italy in Woodland Hills	July 7, 2013 12:00 p.m.	Claudia Ruiz , 818.793.6347 Ibia Gomez , 805.907.4092
Beyond the Bell at Dodger Stadium (Discounted tickets for Rockies game)	July 12, 2013 7:10 p.m.	Jose Di Raimondo , 213.241.3547 or jose.diraimondo@lausd.net
First Day for E Basis Employees on Single Track Calendar	July 18, 2013	
AAALA Executive Board Meeting at AAALA Offices	July 22, 2013 4:30 p.m.	Gema Pivaral , gpivaral@aala.us or 213.484.2226
First Day for D Basis Employees on Single Track Calendar	July 22, 2013	
First Day for B Basis Employees on Single Track Calendar	July 29, 2013	
Superintendent’s Annual Administrators Meeting at Hollywood HS	August 8, 2013 7:30 a.m.	213.241.7000
Beyond the Bell at Dodger Stadium (Discounted tickets for Devil Rays game)	August 9, 2013 7:10 p.m.	Jose Di Raimondo , 213.241.3547 or jose.diraimondo@lausd.net
Retirement Celebration for Lupe Paramo at Almansor Court	August 10, 2013 6:00 p.m. – Midnight	Maria Luz Marquez , 213.241.3121 or maria.marquez@lausd.net
Pupil Free Day	August 12, 2013	
First Day of Instruction	August 13, 2013	
Retirement Celebration for Dr. Rosa Maria Hernandez at Almansor Court	August 24, 2013 6:00 p.m. – Midnight	Michael Katzman , katzthedataguy@gmail.com or 818.512.2783
Admissions Day Observed	August 30, 2013	
Labor Day	September 2, 2013	
Unassigned Day/School Holiday B, C, D, E Basis Single Track	September 5, 2013	

**USC SCHOOL OF EDUCATION SEEKS SITE ADMINISTRATOR INPUT TO
PLAN PROFESSIONAL DEVELOPMENT OFFERINGS**

The USC Rossier School of Education is in the process of developing learning opportunities for K-12 school-site administrators. These opportunities will range from webinars, to workshops to full degree programs. It is USC's desire to support the unique and demanding needs of urban schools, especially LAUSD. The program staff members at Rossier are seeking the input of school-based AALA members as they develop the program offerings which will align with the skills and abilities defined in the LAUSD Leadership Framework. Please take a moment to complete the survey and provide your feedback to better meet professional development needs of school administrators. To participate in this survey, please click on this link: <https://www.surveymonkey.com/s/siteadminPD>.

POSITIONS AVAILABLE

***Minimum Qualifications:** Candidates are responsible for making sure all the District requirements have been met. Please do not contact AALA for information regarding positions; use the contact phone number provided in the announcement or visit http://teachinla.com/admin_vacancies/ (certificated) and <http://www.lausdjobs.org> (classified) for detailed requirements for positions and employment updates.*

CERTIFICATED

PRINCIPAL, SECONDARY

Ramon C. Cortines School of Visual and Performing Arts, ISIC, MST 46G, E Basis. For information and application procedures please contact **Rosie Martinez**, Instructional Director, at 213.241.0100. Application deadline is Friday, July 12, 2013.

PRINCIPAL, ELEMENTARY

Eagle Rock Elementary School, ESC East, MST 43G, E Basis. For information and application procedures please contact **Roberto A. Martinez**, Instructional Area Superintendent, at 323.224.3100. Application deadline is Friday, July 12, 2013.

PRINCIPAL, ELEMENTARY

Hillery T. Broadous Elementary School, ESC North, MST 43G, E Basis. For information and application procedures please contact **Mary Campbell**, Instructional Director, at 818.654.3600. Application deadline is Monday, July 15, 2013.

PRINCIPAL, SECONDARY SMALL SCHOOL

Incubator School, ISIC, MST 40G, E Basis. For information and application procedures please contact **Dr. Shawn Bird**, Instructional Director, at 213.241.1919. Application deadline is 5:00 p.m., Tuesday, July 9, 2013.

INSTRUCTIONAL SPECIALIST

Fremont High School, ISIC, MST 41G, Temporary Adviser, B Basis. For information and application procedures please contact **Dr. Gail Garrett**, Instructional Director, at 213.241.0100. Application deadline is Friday, July 12, 2013.

SPECIALIST, INTERVENTION SUPPORT

Student Integration Services, ESCs North and West, MST 38G, Temporary Adviser, E Basis. For information and application procedures please contact **Deborah D. Brandy**, Coordinator, at 213.241.6532. Application deadline is 5:00 p.m., Tuesday, July 9, 2013.

SPECIALIST, NO CHILD LEFT BEHIND – PUBLIC SCHOOL CHOICE

Student Integration Services, MST 36G, Temporary Adviser, B Basis. For information and application procedures please visit http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Thursday, July 11, 2013.

RECRUITMENT SPECIALIST

Human Resources Division, MST 37G, Temporary Adviser, A Basis. For information and application procedures please contact **Derek Ramage**, Instructional Director, at 213.241.4669. Application deadline is 5:00 p.m., Thursday, July 11, 2013.

CLASSIFIED

CHARTER SCHOOLS OPERATIONS COORDINATOR (BUSINESS ADMINISTRATION)

Charter School Division, \$88,950 – \$110,100, A Basis. For information about the position, please click [here](#). Application deadline is 5:00 p.m., Friday, July 19, 2013.

UPCOMING CLASSIFIED POSITIONS

Be on the lookout for the following positions which will be open for applications shortly: Assistant Budget Director; Director of Information Technology, Network Operations; IT Warehouse Manager; SAP Enterprise Portal Specialist; SAP/ERP Manager; Senior Technology Project Manager.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>DIRECTOR, SECONDARY OPTIONS PROGRAMS</i> MST 45G, E Basis 2 Positions	Office of Curriculum, Instruction and School Support	Please see http://teachinla.com/admin_vacancies	<u>EXTENDED</u> Friday June 28, 2013
<i>PRINCIPAL, SECONDARY</i> MST 46G, E Basis	Belmont HS, ISIC	Mark Sims , Instructional Director, 213.241.0124 or mark.sims@lausd.net	<u>EXTENDED</u> Friday June 28, 2013
<i>PRINCIPAL, SECONDARY</i> MST 44G, E Basis	Orville Wright Magnet MS, ESC West	LaVerne H. Brunt , Instructional Director, 310.914.2100 or lhb2304@lausd.net	Friday June 28, 2013
<i>PRINCIPAL, ELEMENTARY</i> MST 41G, E Basis	Gardner ES, ESC West	Autri Streeck , Instructional Director, 310.914.2100	Friday June 28, 2013
<i>PRINCIPAL, ELEMENTARY</i> MST 40G, E Basis	Coliseum ES, ISIS	Ileana Dávalos , Instructional Director, 213.241.0129 or idavalos@lausd.net	Friday June 28, 2013

Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>INSTRUCTIONAL SPECIALIST, COMMON CORE MST 41G, B Basis</i>	San Fernando HS, ISIC	Kenneth Lee , Principal, 818.898.7600	Friday June 28, 2013
<i>INSTRUCTIONAL SPECIALIST MST 39G, B Basis</i>	Westchester Enriched Science Magnet HS, ESC West	LaVerne H. Brunt , Instructional Director, 310.914.2100 or lhb2304@lausd.net	Friday June 28, 2013
<i>SPECIALIST, INTERSCHOLASTIC ATHLETICS MST 36G, B Basis</i>	Interscholastic Athletics Office, Instructional Support Services, Secondary	Barbara Fiege , Director, 213.241.5847	Friday June 28, 2013
<i>SPECIALIST, PROGRAM/FISCAL ACCOUNTABILITY UNIT MST 38G, B Basis</i>	Division of Special Education	Dr. Sharon Jarrett , Director, 213.241.6701 or sharon.jarrett@lausd.net	5:00 p.m. Tuesday July 2, 2013
<i>SPECIALIST, PSYCHOLOGICAL SERVICES, EDUCATIONALLY- RELATED MENTAL HEALTH MST 37G, B Basis (5 positions)</i>	Division of Special Education	Beth Kauffman , Director, 213.241.8303	5:00 p.m. Tuesday July 2, 2013
<i>COORDINATOR, BLENDED LEARNING MST 41G, E Basis</i>	Office of Curriculum, Instruction and School Support (OCISS)	Please see http://teachinla.com/admin_vacancies	5:00 p.m. Friday July 5, 2013
<i>PRINCIPAL, SECONDARY MST 47G, E Basis</i>	Arleta HS, ESC North	Janet Kiddoo , Instructional Director, 818.383.4562 or janet.kiddoo@lausd.net	Monday July 8, 2013
<i>COORDINATOR, CERTIFICATED PERFORMANCE EVALUATION SUPPORT MST 43G, A Basis</i>	Human Resources Division	Dr. Donna Gilliland , Director, 213.241.5484 or dgilliland@lausd.net	5:00 p.m. Monday July 8, 2013
<i>SPECIALIST, ADAPTED PHYSICAL EDUCATION MST 37G, E Basis</i>	Division of Special Education	Cyndi Martinich , Coordinator, 213.241.6200	12:00 p.m. Friday July 12, 2013