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| **State Title I Committee of Practitioners Agenda**Thursday, May 18, 20174–6:30 p.m.4th Floor – Room 4022 |
| **Time** | **Topic of Discussion** | **Facilitator** |
| **4:00 - 4:05pm** | **Opening*** Call to order
* Review of agenda

**Minutes:**Adjoa called the meeting to order at 4:04. Alexa Bernard will be taking minutes for the meeting, with Justin listening in by phone and assuming responsibility for minutes for the second half.In attendance: Adjoa Asamoah, Alexa Bernard, Brian Radziwill, Emma McGann, Irene Holtzman, Yiesha Thompson, Ina Slaughter, Karen Dresden, Linda Garoute, Robin Chait, Shakira Hemphill, Winston Cox. (Justin Good called in.)The team reviewed the agenda, and a motion was entered by Karen Dresden and seconded by Yiesha Thompson to approve the agenda. The team unanimously adopted the agenda. | **Adjoa Asamoah Title I Committee Chair** |
| **4:05 -****4:10pm** | **Principal standards for ESSA plan****Minutes:**Members of OSSE introduced themselves to the committee. Etai Mizrav discussed the gap in teacher retention and identified causes of teacher retention rates in high needs schools. The goal is to develop optional leadership standards for LEAs. The Center for Great Teachers and Leaders is to facilitate the work on the standards with the goal of assisting LEAs. Planned work includes:* Develop definition of effective teacher in D.C.
* Develop set of professional standards
* Develop proficiency indicators for each standard.

Standards can be used for hiring and goal setting process.A roundtable of teacher and leaders met and looked at rates of effective teachers and saw gaps in teacher retention. The work group will consist of teachers, principals, assistant principals, parents, instructional coaches, and others. Moving forward, the group is working on optional standards for principals. The standards are not required, but can assist in recruiting leadership. | **Etai Mizrav****OSSE Policy Manager** |
| **4:10 – 4:45pm** | **Committee Business:*** Approval of minutes from February 9, 2017
* Overview of bylaws (term dates, attendance, conflict of interest)
* Conference registration

**Minutes:***Approval of Feb 2017 Minutes:*Changing quality for satisfaction \* Karen page 5. Karen shared that “stars” carries a notion of quality, and it will be important clarify what each measure means.\* It has been moved by Winston to make the updates to the minutes to clarify Karen’s statement, seconded by Ina Slaughter. It has been accepted.The committee discussed whether minutes should include names of commenters, or keep comments anonymous. The committee voted: * 6 in favor of keeping template
* 3 in favor of omitting names

The vote results in the committee keeping the template as is (i.e. keeping names in comments). *Amendments to Bylaws** Terms will end June 30th of the second or third year (2018 or 2019, depending on term length) versus September to align with the school year calendar.
* A change has been made for elected committee leaders to attend meetings to retain leadership role.
* Conflict of interest has been changed to clarify that committee members must recuse themselves from decisions where they or family member have a personal financial interest or gain.

There are no discussions or issues with the updated bylawsMotion was made by Brian RadziwillSecond Emma McGannThe motion carries by 11 votes to amend the bylaws as proposed.Committee members are asked to sign a statement of agreeing with the bylaws and disclosing any potential conflicts of interest.*Conference Registration*Three elected committee leaders can attend no more than one Title I-related conference per year within the OSSE budget. If one elected officer cannot attend, another committee member may attend in their place. Conference attendees are expected to present key takeaways to the committee. The Title I Association national conference in February 2018 is one option | **Adjoa Asamoah****Chair** |
| **4:45 – 5:00pm** | * **Next Steps for ESSA**

**Minutes:**ESSA State Plan Submission: Jonathan ElkinOSSE participated in over 70 meetings with over 100 LEAs, agencies and stakeholders.Updates have been made to the state plan, and the State Board of Ed voted to support the updated plan on March 22, 2017.The plan will be reviewed by U.S. Department of Education staff and peer reviewers using a checklist based on meeting statutory requirements. DC’s plan creates the STAR System, which includes a variety of metrics discussed in depth at the February 9 meeting and in the ESSA plan, including:* PARCC Achievement (3+ and 4+) and growth
* ACT/SAT College Ready Benchmark and DC Percentile
* AP and IB Participation and Performance
* Graduation Rate (4-year ACGR and Alternate Graduation Rate)
* English Language Proficiency Growth
* Attendance (90%+ attendance, Growth in 90%+ attendance, Average In-Seat Attendance)
* Re-enrollment
* CLASS for early learning
* Access and Opportunities Measure to promote well-rounded education

Based on these metrics, each school will receive an overall STAR score, and a framework score for subgroups with at least 10 students.Updates in the final DC ESSA plan include adding more points for student growth, so that in each grade span, more than 50% of a school’s weight is from growth measures (growth in attendance, English Language Proficiency, PARCC, etc.). Schools will receive more credit for how much their schools have improved. DC will pilot a measure of well-rounded educational opportunities in school year 2018-19, and will use the measure for formal accountability in school year 2019-20. Because LEAs use many different school climate instruments, DC will allow LEAs to opt-in to a pilot of a citywide school climate metric for potential use in an updated accountability system at a later date. The 2017 – 2018 school year kicks off the 5-level STAR accountability system. At the end of the school year, there will be DC, LEA and school report cards detailing outcomes on that 5-level system, based on the new accountability system. During the summer/fall, feedback will be given on the details of what data elements will be included in DC, LEA, and school report cards. Report cards must have required data elements in statute and in DC’s STAR accountability plan, and could also include a wide variety of additional information for reporting purposes, such as the percentage of students accessing Career and Technical Education courses. OSSE will host meetings for determining the report card data elements and presentation. Schools may be identified for intervention based on statutory requirements and results on the school report cards. The 2017-18 school year STAR results will determine classifications, and interventions will begin in school year 2018-19.Categories requiring intervention: * Comprehensive Support and Intervention (CSI) – Lowest-performing 5% of schools on STAR system, high schools with four-year ACGR less than 67%, and schools that fail to exit TSI after three years (see below).
* Targeted Support and Intervention (TSI) **–** Schools where any individual subgroup performs lower than the overall score to identify the lowest 5% of schools for CSI, for one or more years.

Emma asked if OSSE will share the list of schools who would be identified as CSI/ TSI early based on 2016-17 results, even though formal identification won’t take effect until 2017-18 results. Jonathan answered that OSSE will try to do so. OSSE is still finalizing its plan for existing Priority/Focus schools under the ESEA waiver.Question: Will the U.S. Department of Education require feedback from our committee on any updates needed to the ESSA plan?Answer: Feedback will not be required from the Title I Committee. ESEA Consolidated Application: LEA’s need to submit to OSSE to get federal funding. Title I Part ATitle II Part ATitle III Part ATitle IV Part A– (New in ESSA) Can use grant money for a broad list of uses in three categories: Well-Rounded Education, Safe and Healthy Students, and Technology. Examples include Physical Ed., AP test fees, etc. Title IV is new funding. Nationally, $400 million was approved by Congress for FY17. The final appropriations bill also made a cut to Title II. There is a transferability option among ESSA programs, so LEAs could take the new Title IV money and transfer it for the allowable uses of Title II. (Optional)OSSE will be providing guidance on many topics needed for the Con App, and Jonathan asked for feedback on additional topics.Irene asked for guidance on monitoring in advance, so LEAs know what will be expected before monitoring begins. She also asked for less burdensome monitoring on the new Title IV program, as well as guidance on Title I schoolwide programs.OSSE will try to provide more clear information on monitoring in advance.Yiesha requested guidance on transferability options, including which ESEA programs can transfer funds into and out of which other programs. Jonathan said he’s working on this guidance now.Karen requested earlier allocation timelines, and asked for a quarterly overview/ training for new LEA staff (e.g. grant managers, special ed PoCs, etc.) because staff change over frequently.Brian requested more formula transparency, which will assist LEAs.  | **Jonathan Elkin****Special Assistant** |
| **5:00-5:15pm** | **Break and Dinner Buffet** |  |
| **5:15 – 6:25pm** | **Presentation: ESSE Title I Risk Based Monitoring Tool** * Overview of monitoring tool
* Questions and answers
* Committee discussion
* Feedback

**Minutes:**Dr. Good joined the meeting via phone at 5:30 and assumed responsibility for taking minutes. The presentation began at 5:38.Sharon explained her role and responsibilities with OSSE (oversight of Title I, state monitoring). The work has become more focused on streamlining work with LEAs. Work has been done to consolidate monitoring activities across different domains (Title I, grants, etc…). Sharon reviewed the grants being monitored by OSSE. The focus will specifically be on Title I monitoring. This year and next year are still monitored under NCLB. Next year is a transition year.LEAs are notified in writing of the monitoring date, sent a report with requested documentation ahead of time that is required, reviewed, and feedback is provided on what is produced.Time was given for questions around the monitoring documents. Sharon requested feedback on 2 items. Is there anything not captured in the monitoring tool? What training do LEAs need?Separated into small groups to review the documents and provide feedback around the two questions. Sharon shared that OSSE should be proactive in thinking about what might be required of monitoring and starting to develop tools around this before receiving explicit guidance—less “catch up” work on the back end this way. Breakout groups began at 5:51.The team reconvened from working groups at 6:04. The following feedback/questions were noted:1. Helpful to have an evidence column—what’s being looked for? What exactly are the requirements? Helpful if things OSSE already has it is indicated that the requirement has been met. Make sure what is/isn’t applicable for certain schools. What interviews are required? What will the ESSA version of this look like? Maybe skip this year and work on the ESSA tool, and start 17-18 with a ESSA tool vs. NCLB tool.
2. What is acceptable evidence? Make that clearer. Make a column to indicate who is responsible for particular parts of the monitoring process (i.e. school vs. LEA)
3. Increase understanding of ESSA and what will be required in monitoring.
4. A document that addresses what is already completed and available vs. what is still needed ahead of the monitoring process.
5. Include components for specific areas (e.g. schoolwide plans).
6. Provide training for new grant managers.

OSSE will provide new training on the ESSA monitoring requirements and changes over NCLB. | **Sharon Gaskins Deputy Superintendent** |
| **6:25-6:30 pm** | **Closing**Housekeeping: Food preference questionnaire, update on parking reimbursement. Reach out to Adjoa if there are items that any committee members would like to revisit, or add agenda items for next meeting. Jonathan will send out additional documents after the meeting. Meeting was adjourned at 6:17 | **Adjoa Asamoah** |

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