**Committee of Practitioners Meeting Minutes**

**Thursday, September 15, 2016**

**Call to order**

Nora Gordon (Vice Chair) called to order the regular meeting of the Committee of Practitioners at 4:07 p.m.

**Roll Call**

Nora Gordon conducted the roll call.

The following persons were present: Nora Gordon, Breanna Higgins, Joan Massey, Brian Radziwill, Giana Hutton, Yiesha Thompson, Emily Wiklund, Irene Holtzman, Kamina Newsome, Christi Batamula,

The following persons were absent: Adjoa Asamaoh

The minutes from April 21st were approved.

**New Business**

**Every Student Succeeds Act (ESSA) Overview**

* **Committee Discussion**
  + Ranking schools was formerly guided by test score proficiency and graduation rate. Now it will be guided by test scores, graduation rates, an ELA proficiency measure, student/school success measures (attendance, student/teacher surveys, climate surveys, etc.)
  + Can this committee give feedback on student/success measures?
    - Answer: Yes. Plan will need to be finalized by March to be applied for next school year.
    - Discussions about school success measures will begin in October (6th – Student Success Measures, ELLs, 14th – Special Populations, 18th – Teacher/Leader Quality, Academic performance, 22nd – city-wide parent meeting). An overview meeting is scheduled for September 28th.
    - Written feedback will be accepted based on meeting minutes.
    - Explore possibility of reconvening committee at a more strategic time – late November/December?
  + ESSA requires OSSE to classify and focus on the bottom 5% of schools (not the whole group of schools that are below a certain rating, which was formerly about 17%).
  + Are ELL students still generating funding for the district after they move past English proficiency?
    - No
  + Plan will be submitted in March to allow for district/LEA planning time.
  + Irene Holtzman:
    - comments from meetings should be made public and OSSE should be open and honest about decisions made even in opposition to what stakeholders believe
    - Title I committee deserves input but should be aware that there are many LEAs/school leaders/teachers/students not present
    - OSSE should think about bringing charters/DCPS school leaders together to look at models and school data
  + OSSE will need to be proactive about who is at the table for these discussions
  + Are the agendas set? They do not seem to capture all of the elements of the new law (e.g. Head Start, private schools, etc.)
    - There will be more opportunities for engagement outside of these meetings.
  + Is this timeline for meetings realistic?
    - Some meetings will be divided by area (i.e. Success measures and ELLs will be on the same night but in separate spaces)
    - OSSE can bring options to the table to hopefully make the meetings more efficient
  + Who is underrepresented at these meetings?
    - The COP members discussed representation from additional groups such as the following: representatives of underperforming schools (leaders, educator, and parents)
  + Will there be more opportunities for parent engagement?
    - Yes, the plan is to have ward-specific meetings later in the process (after there are draft plans to reference)
  + How will OSSE regulate funding that goes to PCSB vs. charter schools themselves?
    - There is a formula for federal funds, and a per-student weight for local funding using DC’s statewide Uniform Per Student Formula Funding (UPSFF).
  + Are these meeting topics expanded on anywhere online?
    - [**http://osse.dc.gov/essa**](http://osse.dc.gov/essa)
  + How are we running the sessions to maximize their impact?
    - SPED leaders/practitioners to lead SPED session?
    - Parent leaders for the parent session?
    - Answer: Yes, we have targeted outreach to key expert stakeholders to attend each session and provide additional feedback.
  + Department of Education is running sessions to help educate parents about ESSA and receive feedback
    - Parent Camp – October 14th: <http://www.ed.gov/family-and-community-engagement/bulletin-board/parentcamp-improving-literacy-outcomes>
  + OSSE needs to do a better job of informing school leaders, teachers, and parents about survey, meetings, etc. in a way that is digestible/motivating to those groups
    - Consider gathering feedback from PTO meetings, etc. rather than only from central meetings

**Outstanding Questions about ESSA from Previous Meetings**

Answers to Questions from April 21st Meeting:

* + What is the relationship between OSSE and CFSA? How do you help ensure requirements for students in foster care are being met?
    - Answer: OSSE and CFSA have in place inter-agency agreements related to programmatic oversight and data-sharing. OSSE and CFSA representatives meet regularly to support coordination.
    - OSSE also specifically has an MOA in place to support students with disabilities in the custody of CFSA: <http://osse.dc.gov/publication/education-services-children-and-youth-committed-child-and-family-services-agency>
  + What challenges have you experienced in regard to credits following students?
    - Answers: OSSE has done some work with DCPS, DYRS and non-public programs, but there is more work to do. OSSE has prioritized improving coordination across systems for highly mobile students in its work with Raise DC: <http://www.raisedc.org/> as well as its State Systemic Improvement Plan: <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20State%20Systemic%20Improvement%20Plan%20Part%20B_2013.pdf>
    - The ESSA Special Populations Focus Group on October 14 recommended that OSSE work with LEAs in DC and nearby counties to develop procedures for smoother and faster credit transfer.
  + How do we manage the practicalities related to transportation of students in the foster care system outside of DC? Can OSSE manage this process?
    - Answer: OSSE is looking at the new requirements for ESSA and we are working with CFSA to ensure compliance. This has become a focus area already for homeless students because of DC’s “right to shelter” policy, when DC runs out of capacity. We are working to address transportation needs for homeless students.
  + What is the requirement for military families as far as impact aid and transportation support?
    - Answer: This area is continuing to be explored. ESSA updated Impact Aid formulas and added a state requirement for a military student identifier and state reporting (not accountability) on academic achievement of military-connected students.
  + If siblings within the foster care system are placed in different schools, how can we help manage the extra transportation, etc. burdens?
    - Irene Holtzman: Had experience managing a large LEA and working with HYSC - LEAs often communicate to place siblings together within “schools of right”; managing this issue in schools of choice is more complicated but is being addressed.
  + How will the ombudsman be appointed or elected?
    - Answers: OSSE is exploring where this function will sit and whether it will sit within or externally to OSSE.
    - Appeal process exists that could help address concerns about conflict of interest.
    - Under ESSA, the state may be in the position to provide direct services.
  + How do we interpret formula changes for Titles I, II, and III equitable services?
    - Answers: A higher portion of funding will be going to private school stakeholders.
    - OSSE is in the process of setting up a system for becoming more transparent about allocation of funds.
  + How do we address double-dipping in relation to equitable services?
    - Answer: OSSE is currently reviewing this concern, but at this time do not believe that LEAs would be obligated to set-aside funding twice within one grant stream.
  + Will more professional development and preparation be offered?
    - Answers: OSSE made an effort to offer training to schools and teachers related to the PARCC transition; given the scale of the change, ongoing support is needed.
    - LEAs offered training and continued to need to provide support to their schools during the transition.
  + Will the format of the test be addressed (computer-based vs. paper-based)? How will LEAs be able to compare the two years of PARCC when the test has been administered in completely different ways? Practitioners call for an extended timeline with an additional transition year so that computer-based test results are not being directly compared to paper-based test results.
    - Answer: Amy Maisterra will bring the considerations and concerns regarding this issue to the Superintendent.
  + What is being done to address the platform on which the test is administered (Pearson/TestNav)?
    - Answers: Amy Maisterra will raise these concerns related to testing as well.
  + Superintendent will be meeting with LEAs starting Monday, April 25, 2016 to talk about ESSA and gather concerns and questions.

Additional Answers to Outstanding Questions

* + What is being done to manage equitable services related to Head Start?
    - Answer: It is our understanding that non-DCPS (private) Head Start programs do not benefit from ES proportional share because they do not meet the definition of an elementary school. We are checking with the Division of Early Learning and will update if we hear otherwise.
  + What are the college and career-ready standards? Especially will the standards be around preparation for career?
    - Answers: In July 2010, DC adopted the Common Core State Standards in Math and English/Language Arts, along with dozens of other states. These state-developed standards were created with teachers, administrators, and experts, and include rigorous higher-order thinking necessary for today’s workforce and international competition for today’s jobs. More information is available at [www.corestandards.org](http://www.corestandards.org) or <http://osse.dc.gov/service/common-core-state-standards>.
    - In addition to the ELA/ Math standards, DC also has standards for Arts, Early Learning, Health and Physical Ed, Science, Social Studies, Technology, and Career and Technical Education (CTE).
  + How can we focus on statewide assessments and accountability? How do we triangulate with MAP and CAS?
    - Answers: Stakeholders have been sharing views on accountability in OSSE’s Measures survey and at accountability Focus Groups. Survey information and recap webinars are available at [www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)
  + Can we include more language about other assessment components (school climate, etc.) beyond PARCC?
    - Answer: There are many options for the “School Quality and Student Success” (SQSS) Indicators, including student retention, teacher attendance, etc. School Climate surveys are promising, but cannot be easily disaggregated to show differences between student subgroups, and need extra safeguards to they aren’t manipulated. Evidence shows that attendance measures (e.g. reducing chronic absenteeism) are among the strongest predictors of long-term student success, which is why OSSE is considering using attendance measures and attendance by subgroup within SQSS Indicators.
  + What other assessments besides PARCC could be used for high school?
* Answer: SAT, ACT, or SAT II are often-discussed “locally selected, nationally-recognized” tests LEAs could use under ESSA. However, there will be a rigorous federal and state review process to ensure students are being assessed equitably. In addition, having many assessments across LEAs could pose challenges for high school students who transfer across DC high schools, and for parents trying to compare high schools who use different tests.
  + English Language Learners: How can Title I-IV funds be transferred to pay for English Language Learner support?
    - Answer: ESSA allows States and LEAs to transfer formula funds from Title II (teacher and leader formula funding) or Title IV (Safe and Healthy Students) into their allotment for Title I-A (Education for the Disadvantaged), Title I-B (Assessment Grants), Title I-C (Migratory Children), Title I-D (Neglected, Delinquent, or At-Risk), or Title III-A (English Learners).
    - No funding may be transferred out of Title I or Title III for other purposes.
    - LEAs (or states) choosing this option have must notify the state (or ED) and update their funding plan within 30 days after the funding transfer. States or LEAs must use all transferred funding according with the rules of the receiving funding stream, including consultation with private schools.
  + How can OSSE provide clarification around monitoring documents and the monitoring process? Are there pieces of the monitoring process that are no longer federally required? Federal law requires that states notify LEAs of those aspects of monitoring that are not federally required (ESSA Sec. 1603). OSSE currently does not do this and practitioners would like to see this.
  + Can there be a neutral (non-OSSE) body to facilitate communication between LEAs about how they use Title I funds and compliance concerns? Is FOCUS an acceptable convener? Or CityBridge/ New Schools?
* Answer: OSSE held an LEA focus group to get additional input on the monitoring process and ideas for improvement over the summer.
  + Can we get an overview of how different schools use Title I funds in the District?
    - * Answer: ESSA requires new fiscal expenditure reporting that should provide stakeholders with this information We are working to clarify the requirements and ensure LEAs and the SEA are ready to meet this requirement. We will update the group as this work progresses.

**Adjournment**

Nora Gordon adjourned the meeting at 5:53pm

Minutes submitted by: Emily Wiklund