



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	ESSA Hub Committee				
Date:	September 12, 2016	Time:	12:00pm-4:00pm	Location:	201 East Colfax Avenue, Denver, CO 80203 - Board Room
Meeting Lead:	Patrick Chapman, Alyssa Pearson, Lynn Bamberry				
Meeting Participants: <i>(Who most needs to attend?)</i>	<p>CDE Representatives: Nina Lopez (HUB facilitator), Patrick Chapman, Alyssa Pearson, Nazanin Mohajeri-Nelson, Brad Bylsma, Jessica Hollingshead, Barbara Hickman, Rachael Lovendahl, Lynn Bamberry</p> <p>Members of HUB Committee: Steve Durham, Angelika Schroeder, Rep. Brittany Pettersen, Rep. Jim Wilson, Evy Valencia, Jim Earley, Ross Izard, Luke Ragland, Kirk Banghart, Dan Schaller, Ken DeLay, Lisa Escarcega, Don Anderson, Linda Barker, Diane Duffy, Jesus Escarcega, Sean Bradley, Linda Barker, Jeani Frickey Saito, Ernest House, Jr., Carolyn Gery</p>				
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	<p>ESSA – 2nd Hub Committee Meeting</p> <p>Updates on ESSA progress, Closer Look at Accountability and School Improvement in ESSA state plan development</p>				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
12:00pm	Lunch	
12:30pm	Welcome and Introductions Follow-Up Items:	<p>CDE opens with welcome, expectations, and procedures for today.</p> <p>Public participants may submit comments via the ESSA Hub Committee Public Comment Form (see handout/attachment)</p> <p>ESSA reports and updates from Hub Committee Members:</p> <ul style="list-style-type: none"> • Attended ESSA convening – productive and informative • At ESSA convening - English Learners – heavy focus and lots of discussion • Attended Interim Committee meeting • Providing guidance and outreach to committee of practitioners • Attending national trainings • Reaching out to parents

	<ul style="list-style-type: none"> • Hub member updates • Review and approval of minutes from August • Update on Spoke Committee progress and timeline for presentations 	<ul style="list-style-type: none"> • Involved in Spoke committees • Outreach to members, working with CEA and CASB, legislative changes • Need more information and feel for ESSA at the presidential level. Believes that the level of enthusiasm is an issue – wants to focus on ownership at state level. Colorado’s opportunity to take ownership - practitioners are concerned not going to happen • Not seeing level of optimism that should be - where is the flexibility that we were promised? • Representing the business community – group is focusing on key decision points and where high level principals can be applied - thinking about the future - wants local flavor added to plan development • Looking for meaningful change, not just sticking with status quo <p>CDE ESSA Updates: USDE announced proposed regulations for Title I Supplement, Not Supplant and Data Reporting revisions for ESSA – CDE submitted comments last Friday for the Proposed Assessment Regulations Response to USDE Rule-Making Two sets of rules currently in open comment period are: 1) Data collection Package Timeline – due late October (October 24) 2) Title I Supplement, not Supplant Timeline – due early November (November 7)</p> <p>Question from Hub Member: regarding the data collection rule. Will this increase data collection for Colorado and add to the data reporting burden? Response from CDE: Some data collections will go away, but new rules apply to new data that needs to be collected. We are still digging into the rule to assess how the balance of what is going away vs what is newly being collected.</p> <p>The seven Spoke committees are all up and running. CDE will show Hub committee how to access website at end of meeting today.</p> <p>ESSA Hub Committee Support: CDE introduces Facilitator – Nina Lopez to Co-Facilitate with Katy Anthes to help committees with process and planning and to provide additional thinking to get work done by January.</p> <p>Decision from Hub regarding Minutes (1:01pm)</p> <ul style="list-style-type: none"> • Minutes will be time stamped by note taker • Note taker will capture themes and focus on subjects of discussion
	ESSA State Plan Development Requirements and Decision Points: Accountability	<p>Accountability Spoke Presentation Goal for today: To receive feedback from Hub members for Spoke Committee – also to make sure that communication between committees is accurate.</p> <p>PowerPoint Slide 5 Charge for Spoke Committees</p> <ul style="list-style-type: none"> • Present recommendations and considerations for each option • Identify areas of state flexibility • Respond to feedback and present back <p>PowerPoint Slide 6 – not in packet handout (need to add)</p>

		<p>Purpose and end goal of Accountability Work Group Question regarding second sentence in slide <i>The work is focused on school and district accountability, which is tied closely to and dependent upon state assessments. However, assessment options will not be the focus of this work.</i></p> <p>CDE’s response: not focusing on assessment – just accountability because both areas do blend together – do not want to blur lines</p> <p>PowerPoint Slide 7 Grounding Activity for Hub Committee (1:08pm) Hub Committee Members considered the following questions:</p> <ul style="list-style-type: none"> • Why do we have an accountability system? • What do we want it to accomplish? • What can it accomplish? <p>Hub members discussed above questions in small groups. Share-outs and discussion resumed at 1:18pm</p> <p>Thoughts from Hub Committee Members:</p> <ul style="list-style-type: none"> • Local level should be held accountable - important for schools to be held accountable to their communities If schools are not being accountable to community - how can we make that happen? State and local connectivity – been a problem for a while • Accountability should establish high level principles Being accountable means being able to provide right information to parents and students Accountability focuses on successes Determines what is working and not working Return on investment Identifies what is urgent and should be of priority • Being held accountable is to make sure results are produced and monetary resources allocated properly Real reason why we have accountability – outcomes We want what is best for students To scale successes – need measures Often what is left behind is the information transmission – get bogged down by policy – real value is informing folks what is working and not working and figuring out solutions. • Equitable outcomes – we should not be seeing huge disparities Make sure that dollars are well spent • Accountability and outcomes turn out or look different due to accessibility, information, and communication <p>CDE: Will these visions fit into ESSA?</p> <p>PowerPoint Slide 9 – Components of ESSA Accountability Group (1:29pm) Background to a few Decision Points:</p> <ul style="list-style-type: none"> • ESSA requirements • Indicators • Colorado components
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- Robust conversation concerning other school quality and student success – needs to be the same statewide
- 95% participation requirement – waiting on federal government response from comment
- Students are not taking the tests. Today that is a radical change. Many support that decision. People need to know what is return on investment personally and for whole system
- If more by in – then more say they would take the tests – parents need to see reason for test
- Parents and students opting out – districts shouldn't be held accountable
- Heavy issue right now
- Big difference between student and parent by in

PowerPoint Slide 11

- Long terms goals – other indicators
- Decision Point: Other measures/indicators not specified by ESSA – committee needs to decide what this is going to be.
- Need creativity and be open-minded
- This can be an area where there are opportunities for the local level - District accountability
- Can we add other measures that are not in ESSA?

PowerPoint Slide 12

Concerns with Proposed Regulations

- Concerned with “a single statewide accountability system” – feel will not work for CO

Question from Hub Member: Where do AECs fit in to a single accountability system?

Question from Hub Member: Is there a push back from CDE to the Feds concerning privacy?

PowerPoint Slide 13 (1:40pm)

Misalignment with current state policy

Each bullet point was of concern to Accountability Spoke and the Hub Committee

- Reporting for “each” major racial and ethnic group
- Must use 4-year grad rate (and then can also use extended)
- Parent excuses counted as non-proficient and non-participants
- 95% participation (including parent excusals) included as an impact in accountability ratings
- Requirements on weighting of indicators
- Alternative Education Campus Frameworks

PowerPoint Slide 15 (1:43pm)

Comparison on policy

Question/Comment from Hub Member: would like to know the current status and funding implications of each item or policy – how extensive is it – where are we at today with it? Needed to determine impact. For example – English learner policy

WORK IN SMALL GROUPS – Work Session:

Hub Input for Accountability Spoke Committee - worksheet

Worksheet columns:

- Decision Points (different rows)
- Considerations Recommended for the Spoke Committee
- Data or Information that would Help Decision Making
- Questions

Groups are focusing on **PowerPoint Slides 14 – 18**

Groups break out and work until 2:15pm

Come back together at 2:18pm

Questions from Hub Members:

- Do requirements impact all schools? Implications concerning funding?
- Why was 95% requirement created?
 - People not participating are not representing the state
- What is the timeline to hear back from the feds?
 - End of November
- Any conversation at state level to change assessments?
 - Yes, assessments always come up in legislative session

CDE: Need to focus on areas of priority

How do we encourage assessment taking?

- 9th grade is improving
- Example: Salida School District met with parents who wanted to opt out – made an impact - changed parents mind – now have high completion rate

PowerPoint Slide 21

- *§1111(c)(4)E(ii):*
Non-participants (below 95%) are counted as non-proficient
Students will be considered non-proficient if fall below 95%

Questions from Hub Member: Like the NCLB waiver, ESSA has a waiver – could we waive this law or requirement? What will be possible? What do we need to push?

Comment from Hub Member: Cultural change? Need a proactive approach

To Feds – need to share stories and testimonials of how these laws impact Colorado personally for students and in the communities.

PowerPoint Slide 22 – Example of Non-Participants/Achievement Calculation (2:33pm)

- Can there be a difference on how CO reports to Federal Government versus what CDE reports? Have two different reports?

Question from Hub Member: Concerning the minimum N size – 20 for growth 16 for achievement

Would there be a consequence of going to N size of 20 for achievement?

CDE is looking into the history of where N size of 16 came from.

WORK IN SMALL GROUPS – Work Session:

Groups break back out to work more at 2:33pm

Focus on **PowerPoint slides 19-26**

3:05pm	ESSA State Plan Development Requirements and Decision Points: School Improvement	<p>Deep Dive School Improvement in ESSA</p> <p>PowerPoint Slide 27 Hub Committee comes back together after working at 3:04pm</p> <ul style="list-style-type: none"> • CDE provides context and background of School Improvement and Support Spoke Committee – PowerPoint Slide 30 – Decision Points Still working on what decision points need to be. <p>PowerPoint Slide 31 Question from Hub Members: Can schools be both comprehensive and targeted? Response from CDE: Yes Question from Hub Member: Regarding charter schools graduation rate, How will CDE be calculating 4 year graduate rate for these schools?</p> <p>PowerPoint Slides 33-36 Decision Points</p> <ul style="list-style-type: none"> • Award funds by formula? • Award funds competitively (as under NCLB)? • Hybrid (formula and competitive)? • Should SEA retain funds to provide direct services? <p>Funds are determined through the consolidated application process Focus on 3% Direct Services (green piece of pie chart) and 7% SI Funds (yellow piece of pie chart) – need recommendations</p> <p>Question from Hub Member: Where are we at today with those funds? Response: \$10.5 million – SI Funds \$4.5 million – Direct Services ESSA will contribute similar amount of funds</p> <p>Decision Point: How should funds be awarded? Competitive grants? Formula based?</p> <ul style="list-style-type: none"> • Comment from Hub Member: We really need to act on and respond to the help requested from districts – how do we respond to Listening Tour comments? • We have the opportunity to look at how CDE awards money and reach out to districts who would not normally apply. • Comment from Hub Member: Why don't districts take use of grant writers? (3:18pm) • Disproportion between districts due to districts not applying - locality – number of schools • Comment from Hub Member: He would like to see efforts that minimize barriers to funds • Question from Hub Member: Who does the approving of those funds? CDE Response: CDE <p>PowerPoint Slide 35 (3:30pm) Title I School Improvement Set-Aside Decision Point</p> <ul style="list-style-type: none"> • Should CDE retain an additional 3% of Title I funds to LEAs to provide direct services to students in low performing schools?
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		<p>Question from Hub Member: If Colorado doesn't chose to use set aside 3% – where will money go? Question from Hub Member: Can we change or amend the 3%?</p> <p>PowerPoint Slide 41 Question from Hub Member: Regarding the completion timeline, why was March chosen v. July for the deadline? (3:35pm) Response from CDE: The State Board decided on March Implementation would be difficult if went with July timeline</p> <p>PowerPoint Slide 45 WORK IN SMALL GROUPS – Work Session: Hub committee members work as a group to answer discussion questions – 3:40pm In designing systems of support, what are the features that need to be in place?</p> <ul style="list-style-type: none"> • From CDE to districts with identified schools? • From districts to identified schools? • From other stakeholders? <p>Worked until 3:50pm – got recommendations on paper to give back to Spoke committee</p> <p>Hub Committee Members are welcome to submit additional thoughts, ideas, comments, and questions to Spoke committees after meeting.</p>
3:55pm	Concluding Remarks	<p>HUB Input: CDE collected handouts to give to Spoke Committee to review and work on as all move forward with ESSA planning.</p> <p>End of Meeting – Meeting Evaluation What worked and what didn't work for this meeting?</p> <ul style="list-style-type: none"> • Would love to see guiding questions at beginning of meeting to keep things moving and focus conversation throughout the entire meeting • Appreciated the expertise of CDE in the room – helpful to address questions • Appreciated small group work – liked hearing difference perspectives • Still seems to be CDE's plan – how will this work or not work at local level? How is it going to impact districts? Example – title funds • Thank you to CDE for sending out info ahead of time, but did not know what to do with it it. If given more direction - would have felt more prepared. Can they send info to committees after meeting? • Want Spoke committees to look at the listening tour feedback and give response and solutions Focus on addressing issued raised at listening tour – because issues brought up here will keep coming up • Focus on local level – rural districts – one size does not fit all – make sure to get rural perspective • We need to take into consideration the thought process v. what's possible Philosophy v. reality Philosophy on decisions/guardrails – guidance • Can we have a HUB Meeting outside of Denver? How to get out of Denver to receive diverse feedback?

		<p>Specific To Dos Outside Committee Work:</p> <ul style="list-style-type: none"> • Spokes need to provide more context for Hub members on certain policies or laws: <ul style="list-style-type: none"> • Current status • Impacts • How extensive is it or will it be? • Where is CO at today? • Research where the number 16 came from for N size N = 20 for growth N = 16 for achievement <p>Themes:</p> <ul style="list-style-type: none"> • Colorado’s chance to take ownership • Flexibility • “Local Flavor” / Local Impact / Opportunities at Local Level • Accountability <ul style="list-style-type: none"> • To provide reliable, current, and correct information • Determine what is working and not working • Outcomes – equitable outcomes • Return on investment • Need to share more stories and testimonials of how laws and requirements impact Colorado personally for students and in the communities • Need to respond and act on the help requested from districts during listening tour • Minimize barriers to funds • Rural voices <p>Topics Heavily Focused On:</p> <ul style="list-style-type: none"> • Data Collection Requirement • 4-year Graduation Rate • 95% Participation Requirement • Assessments • “Other Indicators” • Listening Tour Feedback • Title I Funds and Allocation <p>Next Hub meeting: October 10, 2016 – 12pm to 4pm – 201 Colfax</p>
4:00pm	Meeting Ended	Thank you - Meeting adjourned at 4:00pm