Meeting Logistics & Desired Outcomes

Meeting: ESSA Committee of Practitioners

Date & Time: April 25, 2019; 10:00 am– 3:00 pm.

Location: Colorado Children’s Campaign [April 25, 2019 Webinar Link](https://www.eventbrite.com/e/essa-committee-of-practitioners-meeting-april-25-2019-tickets-59726031167?aff=erelexpmlt)

Meeting Leads: Clint Allison, Laura Gorman, Brad Bylsma

Objectives: To allow the Colorado Department of Education the opportunity to provide updates to and elicit recommendations from the Colorado Committee of Practitioners regarding relevant and timely issues related to CDE’s responsibilities under the Elementary and Secondary Education Act.

**Attendees:** Lori Cooper, Amy Beruan, Joshua Shoemaker, Holly Goodwin, Michelle Barkemeyer, Heathre Palige, Jesus Escarcega, Mary Ellen Good, Laura Gorman, Clint Allison, Paul Freeman, Arlene Salyards, and Clare Vickland.

**Virtual:** Mitzi Swiatkowski, Chaille Hymes, and John McKay

Agenda Items and Next Steps

|  **Headline** **Time****Presenters** | **Expected Outcome** | **Summary/Notes** |
| --- | --- | --- |
| **10:00-10:15** **Committee Business** *Clint, Laura, Brad* **Prep:** Review notes from Feb. 21 meeting. | Approved notes from Feb. 21 meeting. | Correction: Page 8 (Migrant Education presentation agenda item) “Migrant students leave the district.” Motion to approve the minutes with one correction. Membership Terms: Clint and Brad will conduct a blanket approval of members who wish to continue their CoP membership.  |
| **10:15 – 10:45****1% Cap on Alt Assessment and Alt Diploma**Paul Foster, Executive Director of ESSU**Prep**: None | CoP will be updated and provide input regarding issues related to 1% Cap on Alt. Assessments and Alt. Dipoloma |  **1% Cap:** The 1% cap involves alternate assessments that states can administer to students which significant cognitive disabilities. The CO- Alt is our state’s assessment for students with cognitive disabilities. Districts with more than 1% of their students taking co-alt will be notified each year. District IEP teams will review this data point and will be asked to provide an explanation of co-alt assessments that exceed the 1% cap. Districts who exceed this cap will be asked to make justifications every year. **CoP Feedback:** 1. What happens when the data is 1.1% and it is correctly reported?
2. The formula should be revised to increase equity and fairness.

**Alt Diploma:** In CO, we do not have a state-defined alternate diploma. Overall, there is not a strong interest in the state to adopt a state-defined alternate diploma. Graduates who used EEO standards will not be counted under federal accountability. 1066: If a student with a disability meets the district’s graduation requirements and finishes in 4 years, he/she is counted as a graduate. This student would be considered a graduate when they meet the graduation requirements, but the services would continue. Only 1% of the points are derived from the 4-year graduation rates. If the state were to adopt the alt diploma, then that student would count in the numerator for federal accountability. This is an advantage of the alt diploma. The consortium of special education, CASE, and CASB have asked ESSU to look at the alt diploma as something to pursue. **CoP Feedback:**The grad rate is reduced when they are not in the denominator. This could complicate federal accountability reporting.  |
| **10:45 – 11:15****EASI Update and Input** **Budget Revisions Process; Expectations for the next round of EASI** Laura Meushaw, Kim Burnham | CoP will be updated on the EASI Revisions process as well as the next round of EASI and will have the opportunity to provide input on both.  | 1. The EASI application has opened a conversation about the supports that each individual district/schools have needed.
2. A fall window for the EASI application is timely and conducive to beginning those supports. An additional window in the spring would be good for diagnostic reviews and for hiring personnel.
3. The spring window gives schools more time to decide if they want to apply for the next year.
 |
| **11:15 – 11:45****4 Domains introduction and discussion**Pat Chapman, Brad Bylsma | CoP will be introduced to the 4 Domains for Rapid School Improvement and discuss the possible benefits of CDE adopting these as an organizing framework. | The 4 Domains were developed by the center for school turnaround (WestEd). They would like to streamline our processes/systems to turn around student performance. The wording is action oriented throughout the 4 Domains (Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift). CDE as a department is analyzing how to use the 4 Domains to remain consistent across the offices and work. Common language is one of the goals for support work. **CoP Feedback:** 1. Utilizing a common language is appealing.
2. The 4 Domains are simple and can be easily incorporated.
3. The 4 Domains is a high-level organizing structure and is the parameters for this work. The UIP is an example of how a system does not align with the day-to-day work.
4. The work aligned to this must be concrete and actionable.
5. The Consolidated Application would be a great way to incorporate the 4 Domains.

CDE welcomes any feedback regarding the utility of the 4 Domains.  |
| **11:45 – 12:30 Lunch and BOCES Consapp Work Session**DeLilah Collins  | BOCES representatives will receive hands-on support with the Consolidated Application.  | **Prep:** Those involved should bring their laptops so CDE can provide hands-on support. Others can use the time for networking. |
| **12:30 – 1:15****Monitoring results: stakeholder engagement and input on 1st cycle**Joey Willett, Nazie Mohjeri-Nelson | CDE presenters will provide context prior to open discussion and brainstorming session. CoP will have an opportunity to provide input regarding ESEA monitoring.  | The purpose of monitoring is the improve student outcomes and to share effective practices. LEAs are encouraged to document their time and effort dedicated to the monitoring process. Notable Trends: * Most LEAs had practices in place that either met or exceeded stakeholder engagement and fiscal indicators.
* Title 1, Part A Annual Meeting, Parent/Family Engagement Policy, and Stakeholder Engagement in the Consolidated Application process were challenge areas.

The policy of parent engagement have a district component and a school component that are merged together. The responsibilities need to be separated out and clarified. **CoP Feedback:** 1. If there’s not documentation of back-to-school-nights, how can parent/family engagement be proven? (Answer: exit tickets are useful because schools can collect documentation while allowing families to remain anonymous). CDE is looking for creative ways to document parent/family engagement.
2. The parent/family engagement policy is outdated.
3. Parent advisory council (COMPACT). Parents look at the compact and can provide input. (Show an example of what the compact looked before and after the meetings to document changes provided by the parents).

CDE will be seeking advisement from CoP on documenting parent/family engagement in the future.  |
| **1:15 – 1:30****Persistently Dangerous School (PDS) Data**Tina Negley, Nazie Mohajeri-Nelson | CoP will be briefed on the Persistently Dangerous School Data. A small working group will be identified for a May 23rd meeting. | This is an overview of persistently of dangerous school data, in particular to revise the current definition. *(Refer to the ESSA Requirements Sec. 8532 and Sec. 4106).* The current definition of persistently dangerous was written in May 2003. It calculates three different categories (Alcohol violations, Expulsions for firearms, and the number of employees engaging in unlawful behavior). CDE will notify school districts if they have the potential of being persistently dangerous. No school has been identified as “persistently dangerous” under this current definition. **CoP Feedback:** 1. Since schools self-report this information, how do we ensure that these incidents are being reported?
2. This is geared toward secondary schools. Is the assumption that secondary schools are unsafe? What is the goal of the persistently dangerous schools? (Answer: This was previously a requirement under NCLB and the requirement still exists. If a school is identified as PD, parents must be given a safe school choice).

A CoP Subcommittee will convene on May 23rd to work on the definition of “Persistently Dangerous.” **Chronic Absenteeism:** There are concerns over data quality. For instance, many schools were reporting zero absenteeism cases or claiming chronic absenteeism counts that exceeded their attendance counts for the whole year. Other districts thought that this would mitigate the burden of collecting data sources. **ESEA Report Cards:** Available at the district and state level.  |
| **1:30 – 2:15****Comparability: Ideas regarding how can LEAs do their own analysis?**Tina Negley, Nazie Mohajeri-Nelson | CoP will provide input regarding LEA Comparability analysis.CDE presenters will provide context prior to open discussion and brainstorming session. | Note: CDE is reaching out to BRUMAN regarding implementation timelines and data timing challenges. The Comparability requirements did not change from NCLB to ESSA. Guidance from 2015 is still in effect. Districts sign assurances each year in the Cons App that they meet comparability. ESSA requires that any comparability issues be addressed early in the school year. That timeline does not allow for CDE to conduct the analyses in late spring and notify LEAs if they are not comparable. **CoP Feedback:** 1. For 2021 cons app, there should be a checkbox for comparability.
2. Can any portion of administrative costs for charter schools be considered for instruction?

**Next steps:** The ESEA office will develop communications to go out to the LEAs on comparability and available trainings.  |
| **2:15 – 2:30** **EDT – Guidance Documents update for follow up conversation in August**Jeremy Meredith, Nazie Mohajeri-Nelson | CoP will be updated on EDT Guidance in preparation for a follow up conversation in August. | This is an update on the EDT Guidance from CoP at last meeting. **CoP Feedback:** 1. Is there any progress on effectiveness? (CDE will explore other data points to use as a comparison).
2. How do charter schools factor into this? (Charter schools are not factored in).
3. Is there a way to streamline this and have the same team review just the EDT question in the consolidated application?
 |
| **2:30 – 3:00****Open discussion: What do you need as the CoP to do your job effectively?** Pat Chapman, Brad Bylsma | CoP will provide input regarding their needs in order to be effective CoP members. | **CoP Feedback:** 1. Every other month is a possibility.
2. Hearing from other units is valuable. Please provide more opportunities to hear from other units when it pertains to the work.
3. How does a five-meeting span match the needs of the department?

The 2019-2020 meeting dates will be decided during the May 23rd virtual meeting.  |