

## **Title I Committee of Practitioners Meeting**

December 12 & 13, 2013

**Call to Order-** Karl Koenig

### **Election of Officers-**

Theresa Kucsma, Chair for the meeting on December 12-13, 2013

Jill Adams, Secretary

ESEA Waiver Review for New Members from Karl Koenig

### **School Improvement Grant (SIG) Update-** Diane Longstreth, Consultant, Office of School Turn-Around (Handout Provided)

Overview of SIG- Federal Grant funded to SEA's such as ODE. SEA's have the responsibility to award the dollars to LEA's through a competitive process. Cohort 1 schools have finished the three years of funding, Cohort 2 schools will finish with their funding this year. New funds will be available in February 2014.

There are 15 Transformation Specialists that are out in the field in the buildings that are supporting the building principal. There are two supported intervention models, Transformation and Turnaround.

Schools will need to include a needs assessment, discreet strategies, and the amount of money needed in the strategies. Schools that have received SIG funding before, are still categorized as Priority Schools, and are not actively receiving SIG funding can reapply.

There will be 9 weeks of time from the release of the application until the time it is due.

154 active priority buildings at this time. They will continue to receive support even if they are not currently receiving funding.

Districts who have a letter of support from their district's teachers union and board of education will earn extra points on their application.

If districts don't think they have the capacity to implement the grant they need to know they can be de-funded. If you are de-funded you will have a hearing that may lead to the determination that you will not only stop receiving funding, but also need to return funds already drawn down.

### **Questions from the Committee:**

Q:Community Engagement is mentioned in the Transformation Model- this can be difficult to do at the building level because of Title I, SIG and other grant requirements. Can Family/Community Events "count" for multiple grants when we have them? A: yes- we encourage cross funding of events to build capacity.

Q: Does replace 50% of staff mean teaching staff, or building staff as a whole? A: That is a local decision, but most districts replace certified teaching staff.

Q: How many schools have been funded already? A: 40 were awarded in year one.

Q: Is replacing the principal a non-negotiable for receiving the grant? A: Yes. The guidance does allow for a principal replaced during the last two years as an effort to improve the building, to stay.

**ESEA Flexibility Waiver Update-** Tina Thomas-Manning, Associate Superintendent, Division of Accountability and Quality Schools (Power Point Handout Provided)

Timeline for Adequate Yearly Progress

School Improvement Requirements- flexibility from improvement actions for schools

District Improvement Requirements- flexibility for districts identified for improvement or corrective action

Use of Federal Funds- flexibility to use Rural and low-income school program funds

Use of Federal Funds- flexibility to operate a Title I school that does not meet 40% poverty threshold- Priority or Focus

Use of Federal Funds- Priority or Focus Schools, Reward Schools

Teacher improvement Plans- flexibility from HQT improvement plans

Transfer of Certain Funds- flexibility to transfer up to 100 percent of the funds. (Title I Part A)

School Improvement Funds- Flexibility to award available SIG funds

The waiver is good through 2014

Principles of the Waiver

Principle 1- College and Career-Ready Expectations for All Students- Includes the adoption of Ohio's New Learning Standards, developing and administering high quality assessments.

Principle 2- State-Developed Differentiated Recognition, Accountability and Support- Included setting ambitious but achievable AMO's, providing incentives and recognition, and implementing interventions for low performers.

Principle 3- Supporting Effective Instruction and Leadership- Guidelines for teacher and principal evaluation, support systems are consistent with state guidelines.

Ohio's ESEA Waiver- Ohio was granted the ability to request to extend the current waiver through the 14-15 school year.

To request the waiver ODE will:

Letter requesting extension

Form requesting to amend ESEA flexibility

Evidence of resolution of outstanding issues

Ohio will also ask for flexibility to use ESEA 20% set-asides to support 3<sup>rd</sup> grade reading guarantee in the February request

Consultation- Engaging with Stakeholders

Updates shared with many groups including this group as outlined in the current waiver

### **Questions from the Committee:**

Q: Will there be any restrictions on the use of the 20% set aside? A: The intention would be to not include restrictions if that portion of the waiver is approved.

### **21<sup>st</sup> Century Grant Update-Jeremy Marks, Director of Federal Programs, Shannon Teague, Associate Director, Office of Federal Programs (Handout Provided)**

What is a 21<sup>st</sup> Century Community Learning Center- Funded under Title IV part B. 37 states are provided 21<sup>st</sup> Century dollars. These dollars support before and afterschool programming and during the summer. These programs provide supplemental activities that compliment work presented by the teacher during the day. Parent and Family engagement, Reading, Math and Youth Development are the four components. Many times these programs are located in the school, but are funded through grants that have been awarded to community organizations.

The grant targets low performing, high poverty schools. All programs have a nutrition component.

Ohio gets about 42 million dollars per year for 21<sup>st</sup> Century Grants and it is awarded competitively. Application opens in February and is due in April.

Three Pathways for Funding:

Expanded learning time (ELT) in addition to out of school programming focused primarily on Pre-K-4 (\$500,00)

B/C- Outside the school schedule only. (\$200,000) Path B is focused on PreK-4 and path C is focused on literacy, college and career readiness and/or drop-out prevention strategies for middle and high school

Grantees will be subject to a State evaluation to determine future funding.

There will be a more rigorous scoring process than in the past, similar to the Straight A Fund grant funding. It will be weighted for sustainability and creativity, literacy improvement, etc.

Next week a new website will be unveiled to give stakeholders details and the opportunity to offer comments.

### **Questions from the Committee:**

Q: Are Focus schools going to receive more points for their applications than other schools? Some schools have been written into grants by outside providers without their consent. A: No. There will need to be sign offs by treasurers and superintendents so schools will not be included without their knowledge.

Q: What percentage of the 42 million dollars will be awarded to Option A schools? A: There isn't a set percentage. They don't to limit the possibilities. Each grantee is limited to 3 proposals.

Q: When you say high poverty schools, what do you mean? A: It isn't necessarily high poverty schools, but the students who come to the program. High poverty students can be identified and targeted to participate in the program services. This can be articulated in the application.

Q: What test will be used to determine growth in reading and math? A: The focus will be mostly literacy. Evaluators who go out to evaluate the program will look at OAA's.

Q: When you use the term literacy, are you referring to reading literacy? A: Yes

Sharing of changes committee members have seen since NCLB was introduced 10+ years ago:

Positive things about NCLB	Challenges from NCLB	
It forced districts to spend Federal dollars on interventions for students.	SES- Did not see the gains from the dollars spent. There were many non-educators on the list that made many promises to parents. Schools didn't have any control over the program. Students not identified as economically disadvantaged were not eligible to participate even though they were academically needy.	
Report cards made buildings more accountable		
Forced schools to look closely at why students were not performing and what to do to help them improve.		
We had to really look at curriculum and what to teach at each grade.		
It made schools look at sub-groups.		
Could not hire para-professionals if teachers were not HQT.		

Break for the Day- Assignment for Committee Members- Provide feedback on the provided document regarding the ESEA Flexibility Waiver.

December 13, 2013

Report of the Chair- We will stick to the agenda this morning.

**ESEA Flexibility Waiver Report Out-** Jeremy Marks, Director, Office of Federal Programs, Karl Koenig, Consultant, Office of Federal Programs

<p>1. What benefits from the ESEA Flexibility Waiver have you seen in your district? Do you believe those benefits will help your district increase academic achievement and why?</p>	<ul style="list-style-type: none"><li>• Priority and Focus schools can qualify for school wide without meeting the threshold to benefit from school-wide services.</li><li>• Extended Care providers being brought into school have more of a STEM or learning focus.</li><li>• Improvement Schools- work is streamlined. There aren't multiple plans for the building for different things. The focus is more narrow and buildings are doing more of the same things.</li><li>• Districts are able to have more control over after school program activities and who is able to attend them. There is more of a focus on data and student performance. The BLT has input in the program.</li></ul>
<p>2. What challenges still exist in the use of your federal dollars (Title I, Title II-A, etc.)?</p>	<ul style="list-style-type: none"><li>• Teachers don't feel they have enough input into how the dollars are spent.</li><li>• Only being able to use the funds for identified buildings sometimes makes the dollars hard to spend.</li></ul>
<p>3. What is your district doing with the ESEA set-aside?</p>	<ul style="list-style-type: none"><li>• One district shared they added 30 minutes the school day. (8:50-3:40) The extra time is used for intervention.</li></ul>

**Update on Gap Closure Component of the Local Report Card-** Marianne Mottley, Assistant Director, Office of Accountability (Power Point Handout Provided)

6 Components to the new Report Card- Graduation Rate, Achievement, Gap Closing, Progress, K-3 Literacy, Prepared for Success. These will be combined to determine the overall letter grade for each building and district.

To submit comments- email [newreportcard@education.ohio.org](mailto:newreportcard@education.ohio.org)

**Graduation Rate-** a 4 year and 5 year rate are included. Adjustments are made to cohorts as students join or leave schools during the four-year period. Students will not be reassigned to a new cohort.

**Achievement-** Performance Index and Performance Indicators. The percentages used to combine these two components have not yet been determined. Attendance and Graduation are not included in this component of the report card. 80% passages is required for the 2013-2014 school year. Districts receive points for moving students up in performance even if they don't pass the test using the Performance Index. There is a new weight. Students on formal "Acceleration" plans earn higher weights.

**Gap Closing (Annual Measurable Objectives)-** same sub groups are evaluated, same attendance rate goals (93%) and same participation goal (95%).

Differences from AYP include a single AMO for read and math versus different AYP goals and graduation AMO for 4-year rate only. If AMO is not met, points are awarded based on the amount of improvement between prior year and current year. There is no longer a Safe Harbor provision or Growth provision. Attendance Rate and Participation Rate are used as a demotion tool.

Gap Closing points calculation- includes 4 rules.

Points are not taken away if the Gap grows.

Note- Reading, Math and Graduation are weighted EQUALLY in the final calculation.

Districts and buildings cannot earn an "A" if a subgroup scores <70% proficiency or if a subgroup has a graduation %<70

**Progress-** Value-Added Overall, Gifted Students, Progress with Lowest 20%, Students with Disabilities

K-3 Literacy- This component was just finished up this week at the State Board level.

**Prepared for Success-** work is just beginning at the State Board level.

High School Value Added calculations are expected in 2016.

### **Questions from the Committee:**

Q: Students with multiple disabilities stay for 8 years. This affects our graduation rate. A: Yes, the Federal Government said 4 years means 4 years. It is a four year rate. They aren't arguing the appropriateness of the placement, but they want to true 4 year rate.

Q: What happens if a junior comes in from another country and is classified as ELL? A: You can start them in the 9<sup>th</sup> grade if you think you can keep them that long. Grade placement is a local decision for districts.

**Next Generation Assessment Update-** Jim Wright, Director, Center for Curriculum & Assessment (Power Point Handout Provided)

**2013-2014 Testing-** OAA Fall test have been given, OAA and OGT will be given, PARCC Field testing for Mathematics and English Language Arts will be conducted, State field testing for Science and Social Studies are being conducted

Dually aligned assessments- If something has moved down a grade and is expected to have been learned, it would be included. Items that have moved up a grade will not be included because students may not have had the opportunity to be exposed.

Everything in the OAA and OGT (Old system) is paper pencil. The hope is for all New Assessments to be on-line.

PARCC field testing will include paper pencil and on-line versions.

The PARCC ELA model has two components that will be field tested- PBA or end of year.

Pearson is the contractor for PARCC assessments. There will be a practice test available to all schools during the time of the field test.

The science test will be for grades 5, 8, and Biology and Physical Science.

Social Studies will have a grade 4 and 6 tests and American History and American Government. These will have an on-line only field testing. It will be open to any school that wants to participate.

A training test will be posted next week at <http://oh.portal.airast.org>

The conversation needs to change from “Technology for Assessment” to “Technology for Education”

**2014-2015 Testing-** OGT (Aligned to Ohio’s new learning standards), PARCC assessments for mathematics and ELA (grades 3-8 & High School EOC/EOY), State assessments for Science and Social Studies, PSAT

Test Design- OAA and OGT paper/pencil administration, PARCC and new assessments- computer based, two parts summative- (PBA and EOY), optional non-summative components. 3<sup>rd</sup> Grade OAA **might** still be administered to support the 3<sup>rd</sup> Grade Reading Guarantee

PBA- Performance Based Assessments

EOY- End of Year

Standards will be set in June and July of 2015 after testing has occurred so scores will be late getting back to districts.

Ohio has a contract with College Board to create a PSAT for all sophomore students in the Fall. More information will come out by early Spring.

**Technology Readiness-** A Technology Readiness Tool has been made available. The message has been out there for the last 3-4 years that this will be an on-line test so people need to move in that direction. ODE will work with districts to determine testing procedures if

they do not have the band-width or device count to support full on-line testing. Choosing to use paper pencil over computer based testing is not going to be an option.

Contact [kirk.ross@education.ohio.gov](mailto:kirk.ross@education.ohio.gov) for technology readiness questions.

More information will be available at the eTech conference in January.

**Graduation Requirements-** There are 10 end of course tests for high school. The plan for these tests could be that they are worth 5 points each and students will need to accumulate 25 points to graduate. Other ODE approved tests may be able to be used to meet the same requirements. This is being discussed by the legislature currently. A determination will also need to be made for Federal accountability.

OTELA will be in it's current form for a few more years but there is discussion with other states to develop a new assessment.

#### **Questions from the Committee:**

Q: Did the Ohio Board meeting last week include discussion about ELL? A: Yes. I 15-20 minute presentation was given.

Q: Is it possible that 3<sup>rd</sup> grade students in the 14-15 school year will take the PARCC assessment and two OAA assessments next year? A: Yes. There are a couple of proposals. All students would take OAA in the Fall, PARCC in the Spring and those who did not pass the OAA would take the Spring OAA as well. A second option: Fall OAA, those who are proficient take PARCC, others take Spring OAA. A Summer OAA may also be developed.

Q: Will the on-line assessments be available only during the school day? What if a student is absent and needs to take it after school? A: There will likely be a 4 week testing window so testing all students shouldn't be an issue.

Q: Have districts already identified themselves as on-line only districts? A: No, changes and updates are still being made.

Q: Is there still a concern about using computers connected by WiFi rather than a cable connection? A: No

Q: Will there be a specification about what dictionaries students can use? A: We are faced with what technology companies can do right now. The specifications for accommodations are out there for them to follow.

If we can't replace some of the current testing schools are doing, it will not be a viable system. Be aware this won't happen the first year or two.

Karl Koenig will email this power point to all committee members. It is encouraged for the Technology Readiness Resources slide with district technology departments.

**Legislative Update-** Kelly Weir, Executive Director, Legislative Services and Budgetary Planning

#### **Legislation recently passed:**



**HB 153-** Requirement to do expenditure standards. This means the spending of districts is aligned to USDOE standards to ensure dollars are spent in the instructional area. There will be a lot of new information out on district spending on the website. You will be able to look at specific districts and compare to other districts. There are total expenditures per students, and also a weighted measure for students with special needs who have special costs. This includes Title I, Title II-A and IDEA dollars.

**HB 316-** 3<sup>rd</sup> Grade Reading Guarantee

**HB 555-** New Report Card

**New Budget Bill-** There is an overall guarantee for FY13 funding. There is also a cap in each year for funding. 6.5% for one year and 10% the next. There is new money for Early Childhood Education and the Straight A Fund.

#### **Pending Legislation-**

**HB 342-** Will make small changes to Straight A fund language. Will allow ESC's to be the lead on a grant instead of only partners.

**HB 193-** The graduation bill. It was passed out of committee but it hasn't been passed by the full House yet. This legislation would change EOC exams from 10 to 5. If there are funds available the State Superintendent could go to 7. In lieu of EOC exams there could be a list of compatible tests. There is a concern about how these would be pulled into the State Report Card. The State Board of Education would be required to create a score equivalency table for these assessments. Districts could change their exams by August 1<sup>st</sup> of each year. Graduation requirements would be that you have to pass one of 4 pathways.

**HB 113-** Current law says there is a requirement for ½ quarter of Phys. Ed. – this adds sponsored athletic clubs to the list that include athletic teams.

**HB 181-** Student Privacy- would tighten the law regarding submitted student's personally identifiable information. Schools could not submit data to the Federal government unless they have board acted upon policy to do so and information posted on their website. Would also prohibit ODE from submitting this information as well except in specified circumstances. Schools would have to post on their website where they released directory information to each year. Has been passed out of the house.

**HB 215-** Allows schools to enter into agreements with current or retired law officers to provide volunteer service. Would require each county Sheriff to keep a list of registered volunteers who would have to be background checked.

**Senate Bill 229-** OTES- This bill would change the 50% SGM requirement will to 35%. The other 15% could be comprised by student surveys, peer review, observations or other district determined measures. Accomplished and Skilled teachers will not need to be evaluated every year, but every 2 years. Was passed by the Senate and is waiting on the House.

**Questions from the Committee:**

Q: Is there an effort to determine a funding formula using ELL and Special Ed students to make it more equitable? A: The current formula still provides extra funds. It has a PPA of \$5574 for typical students. There is a state share index applied to each district. There are 6 different weights for Special Education. Students identified as Special Education in any of the 6 areas will generate additional funding. LEP students will generate an additional \$1500/student for their first year in the country. Economically Disadvantaged students also generate additional funding per student that is multiplied by an index based on the state average. There are also additional funds available for students identified as gifted.

Q: Is there a formula that is used to determine the expenditures that will be reported on the website? A: The codes required by the State Auditor will be used to put the spending in categories. Those will then roll into classroom and non-classroom categories.

Q: 237 for Common Core? A: There have been two hearings but it wasn't passed out of the House yet. Some revisions were made at the second hearing.

Send any ideas for the next meeting agenda to Karl Koenig.

Meeting Adjourned

Next Meeting- February 27 & 28, 2014

Respectfully Submitted by Jill Adams, December 13, 2013