Title I Spring Directors Meeting

Radisson Hotel (215 West South Temple, SLC, UT)
April 19, 2013

7:45 – 8:15 AM Continental Breakfast & Networking

8:15 – 8:20 AM Welcome & Overview of the Day

8:20 – 9:00 AM [Strand: Assessment & Accountability]

What LEA Title I Directors need to know about Utah's new Assessment &

Accountability Systems (John Jesse)

Information may have changed since participant last saw this presentation, depending on when they participated. Review of UCAS system. New law expects the growth score (SB271sb3) to establish a goal. For example 50th percentile would be the filter into the goal – any student with SGP above 50 would count toward the school, and any student who didn't meet that goal wouldn't count toward school growth. May sound a little like AYP, and it seems that not counting all kids may have unintended consequences. Bill passed, and it's now law. Representatives came to board meeting and they will be attending Lt. Governor and Senator will come to PAC meeting in May along with LEA representatives, teacher representatives regarding what the original UCAS system and the adjustment needing to be made to meet this law. The decision will affect accountability for SY13. This may push the release of accountability back. They could decide they need a special session and rewrite this law. The benefit is that the representatives don't necessarily want two accountability systems either. Grading school discussion is being driven toward – If we have to label schools, let's not use grades, let's use something that can be interpreted, such as 4 stars. That will encourage conversations.

New assessment system coming out this fall, with summative and formative assessments.

However, the <u>interim</u> assessments that may become available <u>will always take away time from instruction</u>. So the persuasion is to make sure you have a thoughtful, powerful plan how you use the interim assessment is worth the time. Don't expect to just give the interim test and have it instantly change the situation for the student. But this is the first time that the assessment system has been built from the ground up taking into account all students' needs, for example, the read aloud feature, which a lot of students could benefit from. Becomes an accessibility feature instead of an accommodation, and accurately reflect what they really know without rose colored lenses. Open source libraries that incorporate UTIPS are also part of the formative system. Arrives next fall, but to get the most powerful system, people need to use it so that the development is steered in the right direction. Fall 2014 interim assessments available. System wholly web-based, not locked down browser, and is able to be applied to any situation schools may be facing with individual students, for example, 4 students move in within the first week of school whom you have no data on, the interim assessment will fit. How to align next years' accountability with this year's, with new accountability system, and new curriculum, USOE is still working on those discussions and decisions.

In schools identified as focus or priority, some schools have built into their plan to give interim assessments. Should they purchase tests to fulfill that need now? John responds that anything they buy will not be part of this system. If there is a specific tool schools/LEAs are looking at, John will be available to talk to about those systems. The formative system will not be available until February 2014. Can we build into the new assessment system K-2 assessments? Not part of the original contract, but PAC discussed it last week, and AIR will be presenting some options in May. On the growth percentile that is determined from spring to spring. Why not available on interim? The accountability system does not take that into account, because a scaling is based on statewide assessments, and the USOE will not dictate twice a year statewide testing. But can a school use interim, the state will provide fall to spring growth reporting for a school.

AIR general assessment site may become available for review to schools, students, and parents soon. From a parents perspective, they think that the Feds are telling us what to teach, who to teach and how can we deflate these ideals. Utah are writing items for Utah. There are still writing workshops, reviews and piloting. What is the scope of the formative assessment? that should be a tool used at the classroom level, that replaces UTIPS. The formative can be used outside the classroom, not a diagnostic tool, but this is what changes learning, encourages practice and student confidence.

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9:10 – 12:10 PM Sharing of Promising Practices

	Wasatch Ballroom 3-4 [Strand: Parent & Community Involvement]	Parleys Rooms 1-2 [Strand: Designing Effective Instruction]
	Follow the Yellow Brick Road to Community Partnerships	Creating a Culture of PLCs in Title I Math: It's Messy!
	 Wilson Elementary Presenters: Lynda Hart, Principal Lindsey Edwards, Community Center Coordinator Ashley Hillman, United Way Community Collaborations Director 	Orem Jr. High School Presenters: • Joe Jensen, Principal • Vern Hart, Teacher • Mary Conrad, Teacher
9:10 – 9:50	Rotation #1 - Group A (Red Dots)	Rotation #1 - Group B (Green Dots)
9:55 – 10:35	Rotation #2 - Group B (Green Dots)	Rotation #2 - Group A (Red Dots)
10:35 – 10:50	Break	
Presentations from Utah's 2013 National Title I	Wasatch Ballroom 3-4 [Strand: Parent & Community Involvement] Sharing Success	Parleys Rooms 1-2 [Strand: Designing Effective Instruction] A School's Journey: From Failing to Distinguished
Distinguished Schools Award Recipients	Bruin Point Elementary Presenter: • Leslie Jewkes, Principal	Coral Canyon Elementary Presenter: • Jennifer LeBaron, Principal
10:50 – 11:30	Rotation #3 - Group A (Red Dots)	Rotation #3 - Group B (Green Dots)
11:35 – 12:15	Rotation #4 - Group B (Green Dots)	Rotation #4 - Group A (Red Dots)

12:15 - 1:00 PM Working Lunch - Wasatch Ballroom

1:00 - 1:30 PM [Strand: Fiscal and Compliance Issues]

> Web-Conversation: Impact of Federal Sequester & Other Title I Program Updates (Rich Long, Executive Director of the National Title I Association)

Official October count that is used for funding – the Official October counts are now on our web site. Link to recorded Connect8 room with Rich Long: http://connect.schools.utah.gov/p5e8zqca1mt/

1:30 - 2:15 PM [Strand: Quality Supports to Low-Performing Schools]

LEA Input: Updating Utah's Title I System of Support Resources (Ann White &

Becky Donaldson)

What are you doing/ heard about that increases comfort in school climate. Canyons uses Playworks provides structures, activities, complementing school in structure and communication. Leader in Me - Covey program being used in Washington, and in Jordan, Leader in me also provides for Positive character support and leader in me change trainings in Jordan and also supports parent information centers and support general compliance as well. Targeted students are the ones who will benefit from Title I programs in Title I schools.

2:15 - 2:45 PM [Strand: Fiscal and Compliance Issues]

ESEA Flexibility, Title I Compliance, and Reports (Karl Wilson & Sandi Grant)

Parent Involvement review. If you receive Title I funds, you MUST enact activities that encourage parental involvement. Just having an open door policy where parents are 'invited' to drop by anytime, you are not eligible

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for Title I funds. The request to LEAs to disclose how much money was spent on Parental Involvement went out and

Our parent involvement is in-kind stuff. That isn't what we are looking for.

Our Title I Teachers spend time in "parent involvement" activities, that can be counted toward spending Title I funds for salaries/benefits or for materials and is applicable.

If LEA has set aside more than 1%, and now with sequester, will that be a MOE issue?

Title I priority or focus school and you receive an additional grant, will that be included in the UCA? If we do, it will be a separate sub-grant within the UCA.

Must have an LEA/Parent Involvement Policy

Specific pieces included – School Parent Involvement Policy, unless you are a charter school with one site. You only need one policy.

Reservation of funds – by Law, you must set aside 1% or more, if 500,000 or less, you are not required to set aside, but are still required to provide the services. You are required to identify what you need to provide to parents that will help build their students success.

Accessibility – Information must be available to parents in a format and mode in a way they understand.

Low income counts in the Future – Dept. of Agriculture passed Healthy hungry kids by 2015 school year, LEAs will have the option of going with something different than income identifications, they can choose to use community eligibility. We would think it only impacts just a handful of schools

15% carryover limit – discussed with Rich Long – would the state still request a form to LEAs to fill out and send in? Yes, if that is what Utah decides to do (submit a waiver request to US Dept. of Ed)

Comparability report – Why do we do this? Really is about ensuring that your Superintendent and B.A. give to the school their share of local and state funds before Title I is funded. If this is not done, Supplanting issues arise, and LEAs may have to pay back federal funds. Charter schools that have more than one site, they are required to complete the DISTRICT form. Long form must include all schools, whether they are Title I or not.

Para-Educator funding to Priority schools – applies to a few LEAs that provides additional state funding to hire Para-Professionals.

Loan Forgiveness – State office does not process any Loan Forgiveness Applications. All those go between the Lender, the Supplier (bank, federal aid), and the Dept. of Ed. Our role is specifically to identify which schools qualify for this program. The thought that only Title I schools qualify. Any school that has a poverty level above 30% is eligible. We compared between what was previously used from Child Nutrition and what is reported for October 1, we found we identified more eligible schools with October 1 counts, so that is what we will now use. Future Priority school determinations – at the end of this year the first cohort of SIG schools will be finishing the 3 year grant period. If their accountability scores are sufficient, they will come out of 'monitoring'. By the ESEA Flexibility waiver, we must have 14 schools identified as Priority schools. They will not be eligible for \$2M, but maybe \$750,000 to \$1M and apply through a competitive process. They must choose one of the 4 transformation models previously identified.

Consult with Private school in preparation for next school year (SY14)

Title I Monitoring Schedule – Copy provided – new charters being monitored in second year of program. Ensure Parents, staff and teachers are involved in LEA Planning and building the UCA, Parent Compact and Title I plan should be dated with last review/updates to ensure we are making efficient changes every year so it is meaningful. If you are an LEA who only serves one school, you must still have a separate LEA Compact and School Compacts. TAG your inventory, and keep track of it! One artfully created inventory list had room numbers on the list, but no room numbers on the doors.

Reimbursement request – if indirect cost is budgeted, it must be a portion of each reimbursement request, because it is charged only on allowable expenditures. Perhaps the UCA could put that in as a validation warning. Some of you have received copies of the 2013 Legislative session from your other roles, we will also link you to that on our web site.