

## ESEA Committee of Practitioners

February 28, 2019 10:00 AM – 12:00 PM

Utah State Board of Education

Conference Room 241

YouTube: <https://www.youtube.com/watch?v=R5nvBLkfnZo>

Mediated by Dr. Rebecca Donaldson, ESEA Federal Programs and Related State Initiatives Coordinator

Committee Members Present: Becky Donaldson, Max Lang, Barbara Smith, Val Murdock, Leslie Evans, Robert Palmer, Murray Meszaros, Sondra Jolovich-Motes, Christelle Estrada, Chuck Foster, Heidi Greene, Tami Long, Jeannie Rowland, Kamille Sheikh, Deborah Swensen, Deirdre Straight, Trina Valdez, LeAnn Wood, Kim Dohrer, Danell Mieure, Marianne Rozsahegyi, and Becky Peters.

Item	Discussion	Follow-up/Motions
1. Welcome Review of Minutes Review of Agenda	Rebecca Donaldson	Barbara smith moved to approve minutes; Sondra Jolovich-Motes seconded.
2. School Improvement Updates	Dr. Max Lang and Leslie Evans <ul style="list-style-type: none"> <li>• Identified Schools               <ul style="list-style-type: none"> <li>○ State Turnaround</li> <li>○ CSI – 5% Title I Schools</li> <li>○ CSI – Graduation Rate</li> <li>○ TSI</li> </ul> </li> <li>• Process</li> <li>• Providers</li> <li>• Funding</li> </ul>	<p>Max Lang presented updates on School Turnaround. In Cohort 1, identified in 2015/2016, 19 of the 26 schools exited School Turnaround, and three qualified for an extension. In Cohort 2 School Turnaround, five schools were identified in 2017/2018. ObserverTab conducted comprehensive needs assessments and root cause analyses. These schools are in their second year of identification and first year of plan implementation. Cohort 3, identified 2018/2019, identified 8 schools. Tetra Analytix will conduct comprehensive needs assessments and root cause analyses for these 8 schools. Catapult Learning-West and Utah Education Policy Center (UEPC) are the approved turnaround providers.</p> <p>Leslie Evans discussed the Comprehensive Support and Improvement (CSI) schools that were identified in January and how they were identified. 18 schools were identified as the lowest 5% of Title I schools on average for 3 years, and 15 schools were identified for having a graduation rate below 67% for three years on</p>

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		<p>average. Schools are not double identified; those that were identified as Turnaround Schools are excluded from CSI identification.</p> <p>Leslie Evans discussed the Targeted Support and Improvement schools that were also identified in January. There were 330 schools identified due to having one or more student groups achieving below the lowest 5% for two consecutive years. Student groups that are identified are Students with Disabilities, English Learners, Economically Disadvantaged and each racial/ethnic student group. LEAs are to take the lead and provide a needs assessment and root cause analysis, and then create and implement a plan to provide growth for these student groups.</p> <p>Sondra Jolovich-Motes (JM) provided input on ways Ogden is addressing the potential reasons that cause schools to be identified, such as braiding funding from different sources to extend the impact of the funds schools are receiving. Ogden is also providing professional learning on PLCs and ensuring Tier I instruction is high quality.</p> <p>Kim Dohrer asked about the accuracy of data that led to schools being identified. What is entered is accurate, but what comes back is not always accurate. Max Lang advised that he is working with Aaron Brough from Data and Statistics to document any inaccuracies that come up in order to prevent them from happening again in the future. In the meantime, if schools feel they have been misidentified based on the data that has come out, they will need to work with Aaron Brough. Ultimately, the Superintendency</p>

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		<p>may have to be involved, but communicating with Aaron while also keeping us involved is important.</p> <p>Max Lang discussed funding for Turnaround and CSI. Turnaround schools are funded through the State; CSI schools are funded through Federal Title I 1003(a) school improvement funding. Because Federal funds are limited, TSI schools will not receive an allocation. Turnaround Schools will get an initial allocation based on a formula that will be used to conduct an RFP and contract with a USBE provider to develop a plan. Then the remaining funds must be used to address the items that will help them improve. CSI schools will have a needs assessment and root cause analysis conducted to be paid by USBE with Title I 1003(a) funds. Additional funds will be awarded to LEAs based on the identified schools' needs once the plans have been developed.</p>
<p>3. Feedback from Title III Onsite Reviews</p>	<p>Dr. Christelle Estrada</p>	<p>Dr. Estrada provided feedback on the redesign of monitoring visits and the patterns that were seen regarding the role of visitation in classroom observation. The intention of the new design for monitoring visits for Title III English Learners came about when reviewers of the plan asked how the State Agency was going to ensure that classroom instruction was made comprehensible, as well as how English Learners were going to have access to grade level content.</p> <p>Sondra Jolovich-Motes provided additional input on the formatting of these reviews based on the implementation of the new tools in Ogden District.</p> <p>Board rule is being revised to mitigate who has access to classes</p>

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		to prevent/eliminate barriers to learning. It is a huge mindset change, but it can work if everyone comes together to make it work.
4. Title I Monitoring Processes	Rebecca Donaldson Val Murdock Tami Long	<p>Dr. Donaldson reviewed the pilot process conducted this year where Child Nutrition, Title I, and Special Ed combined monitoring visits. Two districts have been visited, and feedback is being gathered about what was or was not helpful about the combined visits. Informal feedback that has been received so far is that this is too much all at one time. Title I visits individual schools to verify how the Title I funds are being used. Child nutrition has to observe breakfast, lunch, and snack time to see what is going on in the kitchens, and whether the food is nutritious. Special Education has to go into individual classrooms to look at their individual classroom plans for specific students to verify the IEP is being implemented. Each group performs an intense review, so having them there at the same time may be somewhat overwhelming for the LEAs/schools. Once we get more feedback from the LEAs, Becky will report out in our next meeting whether this type of combined monitoring will continue or not.</p> <p>Becky advised that the type of monitoring Title I performs will be upgraded. So far, it has been very focused on compliance issues – whether the schools are following certain guidelines, whether they have certain inventory, and so forth. Going forward, we are going to start focusing on quality outcomes, and whether the funds are being budgeted based on needs and root causes. There are schools that are high poverty schools that are achieving much higher scores than other Title I schools, so Title I staff will be looking at what schools are</p>

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		doing to achieve this in order to share the information with others.
5. Title IV-B: 21 <sup>st</sup> Century Community Learning Centers 2019-2020 grant competition	Kamille Sheikh	Kamille presented information on 21 <sup>st</sup> CCLC applications. This year, budget information for the grants has been transferred to the new Utah Grants system. This is very targeted funding – all schools that apply must have at least 40% poverty or higher. If they have other funding sources, such as School Improvement, Title I, Title III and so on, the goals need to be combined with this one so the funds can help support and enhance what is going on in the school. There is a grant competition coming up. Details were provided about how they will be awarded. Kamille also described how programs are monitored to ensure that they provide access for all students. Kamille acknowledged that fees are a large factor in the sustainability of these programs, but she encouraged grant recipients to provide a sliding scale and ensure that students from economically disadvantaged families are not prevented from participating if they are unable to pay the fee.

Rebecca Donaldson stated that the next Committee of Practitioners meeting would be held in June. She listed several dates on the agenda. The option that most members selected was June 19, 1:00-3:30 PM, USBE, Room 241. Topics will include:

- Jeff Ojeda will be addressing issues related to homeless students. He was not able to be here today to address these issues, so will be discussing them at the next meeting.
- LEA Title I applications in the Utah Grants management system.
- Title I monitoring and technical assistance
- Summer ESEA Conference, Thursday, August 1, 2019: Utah Valley Convention Center
- Other topics will be identified as needed