



MINUTES
 MISSOURI ESSA COMMITTEE OF PRACTITIONERS
 February 25, 2019

Meeting 4

Venue:

Jefferson State Office Building, 205 Jefferson Street, 13th Floor, Jefferson City, MO
 9:00 a.m. to 3:00 p.m.

TOPIC	NOTES
Members Present	Beth Andrews, Lora Boessen, Andy Bonderer, Josh Chastain, Belinda Cundiff, Pamela Davenport, Nicolette Gibson, Alla Gonzalez Del Castillo, Tina Hinds-Booth, Brian Hubbard, Ann Jarrett, Gerry Kettenbach, Diana Lawson, Dawn Lichtenberg, Sharon Andrea Mixon, Kathy Mueller, Patty Robertson, Angela Rolofson, Gayle Trachsel, Norma Anderson, Julia Cowell, Shawn Cockrum, Kevin Freeman, Pat Kaiser, Paul Katnik, Kim Oligschlaeger, Craig Rector, Jocelyn Strand, Theresa Villmer, and Renee Hasty
Members Absent	Anne Billington, Craig Blair, Tony Kline, Jocelyn Kreuger, Rebecca Soriano, Karla Spear, Patricia Stark, Tina Turner, Cheryl VanNoy, and Amanda Wogan
Welcome – Craig Rector	
	Meeting began at 9:00 a.m. with Mr. Rector welcoming everyone.
Equitable Services for Nonpublic Under Title II, State Activities – Paul Katnik and Craig Rector	
	<p>Paul Katnik, Assistant Commissioner with the Office of Educator Quality, explained the work that the Office of Educator Quality performs. The Beginning Teacher Assistance Program (BTAP) provides ongoing job-embedded, research-based support for new teachers throughout their first year of teaching. It is required that teachers be mentored the first year of teaching.</p> <p>The Teacher Academy is a collection of about 150 teachers that learn new teaching strategies that help kids learn and collaborate with teachers in their region and the state.</p> <p>The Teacher Academy Graduate Program has about 80 teachers involved right now and it builds on the Teacher Academy.</p> <p>The primary purpose of the Missouri Leadership Development System (MLDS) is the development and support of school leaders and there are about 1,000 principals in this program.</p> <p>Equity Lab Trainings look at data in your school and signs that students may not have equal access to education. These programs are administered regionally.</p> <p>Will DESE provide subsequent Equity Lab Trainings for continued support? Dr. Paul Katnik said yes. DESE will continue to support it but we do not know what it will look like yet.</p>

Mr. Craig Rector said we would like to see more nonpublic participation in these five areas Dr. Katnik outlined above. We have about \$2.3 million in Title II.A that support the work Dr. Katnik discussed. DESE looked at the public school enrollment and the nonpublic school participation which was reported and it came to about 7%. Our intent is to get the word out and have nonpublics request these services. We want to start with these five areas but want to see what the needs of nonpublics are as well. They try to provide scholarships to districts. If you are a nonpublic school in Cape Girardeau for example, you would contact the center at Southeast Missouri State University (SEMO).

Is there any graduate credit? It depends on the university and what they offer. Contact the university in your area to check on graduate credit. Dr. Katnik said training and support is their goal with these programs.

English Learner (EL) Data Overview and EL Staffing – Shawn Cockrum

Mr. Shawn Cockrum discussed some of the recent data collected through the ACCESS English Language Proficiency Assessment and MAP (Missouri Assessment Program). The state rule is if you have 20 or more English Learner (EL) students, the district must have an English for Speakers of Other Languages (ESOL) endorsed teacher. The younger the EL learner, the faster they learn. The Boxplots' handout came from the most current ACCESS test results. DESE will use this information to establish a state level of proficiency. If a student scored a 4.7 on the ACCESS test, then we should be able to compare them to native speakers who are not EL. Once proper instruction is delivered, EL students will outscore native speakers. Unfortunately, only about 5% of our EL students get to 4.7 on the ACCESS test.

The U.S. Department of Justice and U.S. Department of Education sent a letter to DESE about staffing and support for EL programs. The DESE rule has been that a district must have an ESOL endorsed teacher if a district has over 19 EL students. This was not actually a rule but was on the DESE checklist. The state requires that teachers have to be certified. The state has many paraprofessionals that are teaching EL classes. It is DESE's job to make sure the districts have qualified teachers. Mr. Ryan Rumpf is a director of English Language Development (ELD) curriculum and he is working to make sure that schools have EL instruction in all curriculum.

How will Missouri satisfy the requirement that all ELs must receive adequate instruction from an ESL-certified teacher?

How will Missouri verify that all administrators supervising EL programs are qualified to teach those programs?

What changes, if any, need to be made in pre-service programs?

Generally, 21 college credit hours is what it would take to receive an ESOL certification. It was suggested that EL training should be added at the university level for EL teacher certification or ESOL endorsement. Then hold schools accountable on the ACCESS test to make sure kids are growing.

How would the requirement be set for a district that may only have three EL students?

	<p>What is required to get EL certification? Must be a certified teacher first and then 21 additional hours of credit.</p> <p>Do other states require 21 additional hours for ESOL endorsement? Yes, other states are similar. There is no “testing out” at least not at the present time.</p> <p>EL students who receive services and EL students that are not receiving services have to both be reported. Some parents may not want their students to receive services and can opt out.</p> <p>Can a district contract services with a neighboring school to have someone come help? What type of certification would this person need? We must have a certified teacher and the expectation would be the same. If the teacher is qualified, it is not a problem to contract with a teacher to come for X-number of hours a week. Another district said they use retired teachers that can focus on that specific area of need and visit multiple buildings. The teacher can focus on the needs of those EL students.</p> <p>Title III and Title II money can be used to help a teacher receive the ESOL endorsement.</p> <p>Is there diversity training at the pre-service level?</p>
<p>Nonpublic Consultation Forms – Julia Cowell and Theresa Villmer</p>	
	<p>Ms. Theresa Villmer is working on a packet to describe exactly what Title I, Title II, etc. is and what the eligibility requirements are so nonpublic schools will know what it entails and what the consultation process would look like.</p> <p>Title I nonpublic must stay ear-marked for nonpublics and must be carried-over.</p> <p>Schools should continue the ongoing conversation with nonpublics and let them know what is available for them. Ms. Pat Kaiser said there will be an added piece on the final expenditure report in ePeGS soon explaining what you can do with the carryover money.</p> <p>It was suggested that DESE have a list of the uses of Title I money for nonpublic schools.</p>
<p>State Delivered Services and Funding – Jocelyn Strand and Craig Rector</p>	
	<p>Ms. Jocelyn Strand discussed the Every Student Succeeds Act (ESSA) and how the state will serve targeted and comprehensive schools. DESE has identified 64 comprehensive and 331 targeted schools. Comprehensive schools are the lowest 5% of Title I schools based on the index score. There were 63 schools based in the lowest 5% and one school identified because their graduation rate was less than 67%. What happens after a school is identified as comprehensive? These schools will work with a Regional School Improvement Team (RSIT) that includes the area supervisors and other DESE staff. The improvement plan that they will utilize is similar to the plans used by schools previously identified under the ESEA Flexibility Waiver. Districts and charter schools only have to address three out of the five components of the plan. The identified schools are no longer in just Kansas City, St. Louis and the boot heel. The Missouri Leadership Development System (MLDS) will have a special track for these identified schools. Equity Labs will be required for identified comprehensive schools.</p> <p>Ms. Strand said DESE does not want to overwhelm the schools with too many visits</p>

between MLDS and school improvement management team visits.

DESE has 23 million dollars to get out over the 2019-2020 school year and we could have leftover School Improvement Grant (SIG) money. DESE will reserve 6 million dollars for state level activities. DESE will reserve 1.5 million dollars for state activities for targeted schools and about 16 million dollars for flow-through for comprehensive schools. DESE will work with these schools on their plans. This amount will not be available next year and could reduce by 25%. If a school uses the money for personnel, they must be committed to continue even if the money goes down the next year.

The minimum amount for comprehensive schools next year will be \$65,000. Funding will be available July 1, 2019. This will be a one-year plan.

The data will be given to the districts in the next couple of weeks. It will show where schools are now and how to get out of the low level.

Exit criteria is different from the identification criteria. The exit criteria is based on the average step size for English Language Arts and math included in Appendix A. The building must meet the average step size in two of three years in order to exit.

What happens after a school has been identified as targeted? The identified schools must have a plan developed by their school leadership. There will not be a 1003(a) allocation. If the targeted school fails to meet the exit criteria in two out of three years, then they become a comprehensive school. If comprehensive schools fail to exit, they will stay comprehensive.

In three years, DESE will re-run the numbers on the identified comprehensive and targeted schools.

The allocation for comprehensive schools will be sent out next week.

Districts only have to address three out of the five components for improvement.

Lunch and Expense Accounts – Renee Hasty

Ms. Renee Hasty discussed what the allowable reimbursements would be and collected the signed expense reports and invoices.

Potential Changes to the ESSA State Consolidated Plan – Jocelyn Strand and Kevin Freeman

DESE has to have all of our proposed changes in by March 1st for them to apply for the next school year. One of the potential changes would be to identification methods. Attendance rates will not be changed. Academic achievement will not look at content areas other than mathematics and English language arts.

Should modifications be made to the graduation component?

From a committee member - If it is only an IEP decision, can you include just that group in graduation?

The USED has provided guidance to states that they not allow students to graduate based on their IEP goals. The current approved State Plan has Missouri including only

	<p>the four-year graduation rate. The state does not have an approved alternate diploma.</p> <p>Ms. Ann Jarrett suggested that DESE make the targeted goals for Special Education students or IEP students a part of DESE’s change to the plan.</p> <p>Progress and growth will look similar to the APR. DESE may use the difference in the growth (similar to the APR) and not just an average of the scores.</p> <p>Reset of goals and measures of interim progress – DESE will review the spring assessment data and make sure that the established targets are appropriate. The United States Department of Education (USDE) does not want the state to make changes during the middle of the assessment window.</p> <p>Some assessment groups are so small they would never be picked up. Many states have an “n” size of 10-15 students. Missouri has continued to use 30 students but USDE did ask questions about the continued use of this number . Dr. Gerry Kettenbach said if we collectively look at all the small subgroups, it would be substantial and it is unconscionable to overlook these kids. It would help the district if these kids were identified.</p> <p>Title IV and state activities – More access to higher courses. Technology and advanced content was addressed in the state plan. DESE added some money for school counselor training in the state plan. We are open to suggestions on how to use these funds.</p> <p>Suicide prevention would be a help if it could be added.</p>
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Title I Reallocation Process – Pat Kaiser

	<p>Title I reallocation criteria – The last few years the reallocation has been given to focus and priority schools and School Improvement Grant (SIG) districts not already funded with cadre IV money. With the transition to ESSA, we no longer have the focus and priority schools but newly identified comprehensive and targeted schools.</p> <p>Going forward, should Title I reallocation funds be awarded to all eligible local educational agencies (LEAs) or comprehensive/targeted schools? Mr. Brian Hubbard said it would be nice for schools that had not received any funding before to receive some funds. Mr. Josh Chastain would prefer for it to go to targeted/comprehensive schools. Ms. Ann Jarrett agreed with it going to targeted/comprehensive schools. Dr. Gerry Kettenbach suggested giving the funds to the identified schools that just went off the list, to give them a small amount of money to ease the pain of withdrawal from no funding. The funds go to the district and it may not go to the targeted building.</p>
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Supplement not Supplant Compliance Demonstration – Pat Kaiser

	<p>Title I supplement not supplant – LEA should have a methodology for allocating state and local funds. There are 54 LEAs required to have the written methodology. Ms. Ann Jarrett said it should be publicly available in a way that is understandable and local patrons could view it. Ms. Julia Cowell said DESE could possibly put the methodology into play and show the building budget. Mr. Josh Chastain said he would prefer that the LEAs should check all the methodologies first with help from DESE.</p>
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Other Items – Craig Rector	
	<p>Mr. Josh Chastain said he would like to continue the conversation regarding what can be done with Title III funds. Mr. Craig Rector said we could bring Mr. Ryan Rumpf (Director of ELD Curriculum) into the discussion.</p> <p>The use of Title IV money might be discussed by teleconference. The actual change would take place in 2020-2021. Most likely next year DESE will enhance the counseling part.</p>
Future Meeting – Craig Rector	
	<p>The next Committee of Practitioners’ meeting will be in late summer to early fall of 2019. We will discuss changes to our plan so we will probably need to meet face-to-face to discuss it. If we need to get together before then, it will be by teleconference.</p>
Adjournment	
	<p>The meeting adjourned at 1:37 p.m. Committee members will be notified once the new meeting date is set.</p>