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Title I Committee of Practitioners (COP) Meeting

Location: Maryland State Department of Education, 8th Floor (Conference Room #4)

Date: July 27, 2017 (1-3 p.m.)

TIME	AGENDA TOPICS	Persons Responsible
1:00 p.m.	Welcome/Greetings Introduction of members Review new COP membership and responsibilities under ESSA	Tracey Adesegun, Title I Coordinating Supervisor, Prince George’s County COP Chair
1:20 p.m.	Purpose of the meeting	Christy Thompson Executive Director Division of Student, Family, and School Support Maryland State Department of Education
1:25 p.m.	Maryland’s Every Student Succeed Act (ESSA) Consolidated Plan Draft #2 <ul style="list-style-type: none"> • Discussion • Input & Feedback 	Mary Gable Assistant State Superintendent for the Division of Academic Policy and Innovation All
2:20 p.m.	Overview of Titled Programs: Title I, Part A Application and Guidance <ul style="list-style-type: none"> • Sharing Title I, Part A Program Monitoring Tool	Veronica Simmons, Section Chief Student, Family & Accountability
2:45 p.m.	Wrap-up and Next steps	Young-chan Han, Title I/Family Involvement Specialist

2017-2018 COP meeting dates: TBD

Committee of Practitioners (COP): The duties of such committee shall include a review, before publications, of any proposed or final State rule or regulation, pursuant to this title. (Section 1603 (b)(1)) This committee is comprised of teachers, administrators, parents, and members of local school boards, Title I Coordinators, and Student Service representatives. (Sec. 1603(b)(1)) These individuals bring a unique perspective and expertise to offer in the areas of Title I and serving children in high poverty.

DRAFT
Sign-in sheet

NAME	TITLE	ORG/DISTRICT	REPRESENTATION	INITIAL
Angela Mahone	Teacher	Prince George's County Public Schools	Public School Teacher	AM
Barbara Baker	Superintendent	Garrett County Public Schools	Local Educational Agency	
Barbara Scherr	Title I/Family Involvement Specialist	Maryland State Dept. of Education	Ombudsman	
Beth Sheller	Family Engagement	Wicomico Public Schools	Local Educational Agency	BS
Carol Beck	Director, Office of School Innovations	Maryland State Dept. of Education	Charter School - Administrator	CB
Caroline Walker	Director of Curricular Programs, Elementary and Pre-K	Howard County Public Schools	Local Educational Agency	CW
Cyndi La Marca Lessne	Branch Chief	Maryland State Dept. of Education	Div. of Early Childhood Dev.	
Cheryl Franklin	Principal	Prince George's County Public Schools	Principals	
David Kreller	Coordinator, School to Career Transition Program	Baltimore County - Pikesville HS	Career and Technical Educator	DK
Deann Collins	Director, Title I	Montgomery County Public Schools	Local Educational Agency	DC
Duane Arbogast	Chief Investment Officer	Children's Guild	Charter School Leader	ADA
Elizabeth Leight	President	Maryland PTA	Parent	
John Maxwell	Principal	St. Paul Lutheran School	Private School Children	JM
John McGinnis	Personnel and School Social Worker	Maryland State Dept. of Education	Foster Care Point of Contact	JM
Jose Acevedo		Al-Rahmah School	Private School Children	
Katrina Kickbush	Teacher	Baltimore City	Charter School Teacher	
Michele Hampton	Migrant Coordinator	Maryland State Dept. of Education	Title I, Part C	
Michele Stansbury	Title I Coordinator	Baltimore County Public Schools	Local Educational Agency	MS
Nicole Harris-Crest	Executive Director	Maryland Alliance of Public Charter Schools	Charter School Leader	NC
Quanya Williams	Teacher	Baltimore City	Teacher	
Robert Wells	Board Member	Wicomico Public Schools	Local School Board Member	
Ron Scherch	Principal	St. Paul Lutheran School	Private-School Children	
Scott Nichols	Technology Education Supervisor	Maryland State Dept. of Education	Career and Technology	SN
Susan Shaffer	President	Mid-Atlantic Equity Consortium, Inc.	Community Partners	SS
Susan Walbert	Supervisor	Queen Anne's County Public Schools	Title I, Part C - Migrant	
Tawnya McKeen	Parent	Montgomery County Public Schools	Parent	
Tracey Adesegun	Title I Coordinating Supervisor	Prince George's County Public Schools	Local Educational Agency	TA
Valerie Ashton-Thomson	Coordinator	Maryland State Dept. of Education	Title I, Part D & Homeless Education	VA
Veronica Simmons	Section Chief	Maryland State Dept. of Education	Title I/Migrant	VS
Youngchan Han	Title I/Family Involvement Specialist	Maryland State Dept. of Education	COP Point of Contact	YH

DMF
Title III Coordinator
MSOE
Title III
DY

Maryland's Title I Committee of Practitioners (COP)

From SEC. 1603. [20 U.S.C. 6573] STATE ADMINISTRATION of Programs authorized under the Elementary and Secondary Education Act of 1965 as reauthorized under the Every Student Succeeds Act.

COMMITTEE OF PRACTITIONERS

1. IN GENERAL

Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

2. MEMBERSHIP

Each such committee shall include —

- A. as a majority of its members, representatives from local educational agencies;
- B. administrators, including the administrators of programs described in other parts of this title;
- C. teachers from traditional public schools and charter schools (if there are charter schools in the State) and career and technical educators;
- D. principals and other school leaders;
- E. parents;
- F. members of local school boards;
- G. representatives of private school children;
- H. specialized instructional support personnel and paraprofessionals;
- I. representatives of authorized public chartering agencies (if there are charter schools in the State); and
- J. charter school leaders (if there are charter schools in the State).

3. DUTIES

The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

Title I, Part A Committee of Practitioner's Meeting Notes

July 27, 2017

Meeting started at 1:03 p.m.

Attendees:

Angela Mahone, Carol Beck, Caroline Walker, Christy Thompson, David Kreller, Deann Collins, Duane Arbogast, Ilhye Yoon, John Maxwell, John McGinnis, Mary Gable, Michele Stansbury, Nicole Harris-Crest, Scott Nichols, Susan Shaffer, Tracey Adesegun (COP Chair), Valerie Ashton-Thomas, Veronica Simons, Young-chan Han

Greetings and Introductions

Decision was made to allow the presentation on the Every Student Succeeds Act Consolidated plan to be presented first.

Greetings

Dr. Thompson provided greetings and gave an update on where the Maryland State Department of Education (MSDE) is with the draft of the consolidated plan.

Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan Draft #2:

Mary provided greetings and overview of where the MSDE is with the plan. The Plan is posted on the MSDE website and will be available for public comment until August 10, 2017.

What's in the plan?

The Plan includes Maryland's Accountability framework that is part of Title I, support to English Learners, Title IV new program (Part A) and other sections.

Review of the plan (PowerPoint is on the website)

Accountability and Support

- Timeline was reviewed – goal to submit the plan to United States Department of Education (USDE) by September 18, 2017.
- Board will hear input and have two meetings prior to the submission date.
- Incorporate stakeholders' feedback into the plan. Student growth was added to the plan (25%); attention to low performing schools; preparation and support for teacher quality.
- Reviewed accountability measures
- To fulfill ESSA: proficiency - 4 or 5 on PARCC; overall goal - reduce by half the number of students who are not proficient by 2030; 2.7% growth annual towards the overall goal.
- Reviewed accountability measures at the elementary, middle, and high school levels.
- For pending assessments that percentage of the criteria will be eliminated out of the calculation; recommending that the n size be increased to 10.
- The accountability system will have an equity gap component that will have impact on the final category scoring.
- Ranking will be based on academic achievement and progress for identifying low performance schools. Funding will be earmarked for Title I school.

Title IV – Supporting Students (Well-Rounded Curriculum)

- Title I formula will be used
- Multiple ways to spend the funds
- Every Local Education Agency (LEA) will get some part of the funding recommended that the funds be used for support of students taking the AP or IB assessments

- 21st Century Grant is still part of the law (Part B)

Members had an opportunity to ask questions and provide comments on the ESSA Consolidated State Plan. Questions and comments will be shared with the State Superintendent and the State Board.

Questions:

- If the state does not currently have data for a category, how will the missing data affect the calculation?
- Exactly how is the equity gap calculated?
- Will the state conduct two rankings (one of all schools and one of Title I schools only)?
- Can the state add an asterisk next to stars to designate equity gap?

Comments:

- The accountability system will have an equity gap component that will have impact on the final category scoring. Member Recommendation - have an asterisk next to the star to note that equity gap was not met. This will help parents to better understand the rating. Equity gap counted as one star is too much weight on the final rating.
- Communication (messaging) about school ratings will have to be very well thought out.
- It will be good when parents, educators and the community see how a school compares to previous years in their report card evaluation. When a school demonstrates improvement each year or consistently high achievement for several years it will strengthen the view from parents, etc. that the school is on the right or good track.

(Duane Arbogast recapped his questions and sent it via email after the meeting.)

- The student growth measure has some issues, particularly around students who are already proficient. The issues seem most pronounced in middle school math. My suggestion would be to use the growth measure with caution for students already proficient or better.
- Student growth targets show a lot of promise. I suggest looking at the DC model.
- Non-academic measures are cited in both the comprehensive school support and in the Protect Our Schools legislation, but I think chronic absenteeism is a weak proxy for the non-academic measures. I have spent a fair amount of time looking at this and a quality survey may be the best option. There is some work being done on student efficacy which may prove promising, but chronic absenteeism is not the best way to go.
I like the support for low performing schools language better than NCLB. I think the previous law was too restrictive and punitive. This is better.

Review of Title I Application

Veronica

- Application was provided to the team
- Was shared so team members were aware of what it looked like; collaboration was done with representation from various LEAs.
- Changes
 - Staff credentials and certification changed from highly qualified; 5a and 5b were added on questions; live links were provided;
 - Schoolwide Programs question on evidence based strategies and how they are being implemented by the schools; Resources have been provided that LEAs can use for

addressing the identification of evidence based strategies; it was shared that Innovation Grant (I3) requirements also include evidence-based strategies;

- Parent and Family Engagement was changed from Parent Involvement; suggested that LEAs collaborate with representatives from Title III to ensure they are not duplicating efforts, because Title III is supplemental to what Title I is providing in this area;
 - Equitable services added on the State Ombudsman (Interim Ombudsman); one new question is for the LEA to describe how disputes are resolved prior to the concern escalating to MSDE; transmitting the results of such agreement to the State Ombudsman;
 - Education for homeless children and youth has the mandatory set aside in Title I for all homeless children in the LEA
 - Foster Care new section on addressing foster care; documentation for the meetings and how decisions are being made;
 - Tables and worksheets 7-8 is where all of the reservations will be addressed and;
 - Biggest change is the calculation for Equitable services
- Most helpful part was the collaboration done with LEA representatives
 - Many tools are available within the guidance document that LEAs can use for implementing the Title I program; 17 links are available to ESSA non-regulatory guidance documents
 - Title I Application Submission rolling date August 15th – September 15th

Title I Monitoring Tool

- Pending and in the final phase that will be shared with the team later.

Next week a survey will be sent to COP members for topics that can be included as agenda items. Young-chan will follow-up with persons that provided comments regarding the consolidated plan. Meeting adjourned 2:45 p.m.