 **Alabama ESSA Implementation Committee **

**Standards, Assessments, and ELL Work Group Meeting #3**

**Thursday, September 15, 2016, 1:30 – 4:30 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **1:30 pm** | **Welcome** | Dr. Sandy Ledwell |  |
| **1:30 – 2:00 pm** | **Guest Speaker: Matt Weyer, PhD, Policy Specialist with NCSL** |  |  |
| **2:00 – 4:15 pm** | **Key Decisions: English Language Learners (ELLs)**  **1**. States will need to develop and implement uniform statewide criteria and procedures for entrance into and exit out of EL status. The procedures must include assessing all potential ELs for their English proficiency within 30 days of enrollment.  **2**. State may need to review its English language proficiency (ELP) standards to ensure that they are in alignment with the new requirement under ESSA that ELP standards address different proficiency levels, which was not a requirement under NCLB. States must determine if their ELP standards meet this requirement and revise them if they do not.    **Standards & Assessments**  **2.** States must demonstrate that the SEA, in consultations with LEAs, has implemented a set of high-quality academic assessments in mathematics, reading, or language arts, and science.   * States will need to determine if their ELP assessments align with their ELP standards, and revise those assessments if they do not. |  |  |
|  | * States will have to determine whether they will adopt alternative assessments for students with significant cognitive disabilities or modify such assessments if a State already has them in place. States are also required to determine how they will do additional oversight over local educational agencies which administer these assessments should they be assessing more than 1% of their total student population via these assessments. |  |  |
| **4:15 pm** | **Next Steps** |  |  |
| **4:30 pm** | **Adjourn** | Dr. Sandy Ledwell |  |

 **Alabama ESSA Implementation Committee **

**Schools and District Improvement Work Group Meeting #3**

**Wednesday, September 14, 2016, 1:30-4:30 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **1:30 pm** | **Welcome** | Dr. Catherliene Williamson |  |
| **1:30 – 2:00 pm** | **Guest Speaker: Virtual Presentation, Education Commission of States** |  |  |
| **2:00 – 4:15 pm** | **Key Decisions: District & School Improvement**   * **1a.** States must decide how many years schools will have to be underperforming in order to meet the criteria for continued support, and decide which “more rigorous” actions must be taken by such schools (which may include addressing school level operations). * **1b**. For targeted schools, states must determine the number of years after which such schools will instead be identified for comprehensive support and improvement. * **1c**. States must develop a process to periodically review resource allocation for supporting school improvement in each district that serves a significant number of schools identified for comprehensive support and improvement and schools identified for targeted support. The state must also determine how it will provide technical assistance to each such district. * **1d**. States must decide if they will take actions to initiate additional improvement in districts where a significant number of schools are consistently identified by the state for comprehensive school improvement and are not meeting the state’s exit criteria or have a significant number of schools implementing targeted support and improvement plans. |  |  |
| **4:15 pm** | **Next Steps** |  |  |
| **4:30 pm** | **Adjourn** | Dr. Catherliene Williamson |  |

 **Alabama ESSA Implementation Committee **

**Educator Effectiveness Work Group Meeting #3**

**Thursday, September 15, 2016, 1:30 -4:30 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **1:30 pm** | **Welcome** | **Dr. Mark Kirkemier** |  |
| **1:30 – 2:00 pm** | **Guest Speaker: SREB Resources, to be facilitated by Dr. Kirkemier** |  |  |
| **2:00 – 4:15 pm** | **Key Decisions: Educator Effectiveness**   * States must decide if they will reserve up to 3% of their state-held funds under Title II in order to carry out state-level activities for principals or other school leaders and, if so, how to use those funds. States must also decide if they wish to use other state reservations for other activities, including teacher/leader evaluations and not more of 2% of their state allotment for   teacher/leader preparation academies.   * States must also determine the measures the SEA will use to evaluate and publicly report the progress of the State educational agency with respect to such description, although a teacher/leader evaluation system is not required. \***refer to indicator #3 below:** * States must decide how to determine whether, and ensure that, low-income and minority children enrolled in schools assisted under Title I are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. |  |  |
| **4:15 pm** | **Next Steps** |  |  |
| **4:30 pm** | **Adjourn** | Dr. Mark Kirkemier |  |

 **Alabama ESSA Implementation Committee **

**Title Programs Work Group Meeting #3**

**Wednesday, September 14, 2016, 10:00 am – 1:00 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **10:00 am** | **Welcome** | Mrs. Karen Winn |  |
| **10:00 –10:30 am** | **Guest Speaker: Virtual Presentation, Education Commission of the States** |  |  |
| **10:30 – 12:45 pm** | **Key Decisions: Title Programs**   * States will need to decide if they want to set aside up to 3% of their Title I funds to establish a program of direct student services, and, if so, how much (beginning with the FY2017 funding). If the answer is yes, states will need to:   + Begin the process of designing such a program * States will decide on a system of performance management for implementation of State and LEA plans regarding supporting all students. The SEA’s system of performance management must include: * Review/Approval of LEA plans * Collection and use of data * Monitoring * Continuous Improvement * Differentiated Technical Assistance |  | Presentation by Edmund Moore- Pros/cons of set aside funds |
| **LUNCH WILL BE BROUGHT IN FOR THOSE WHO RSVP-ORDERED LUNCH** | | |  |
| **12:45 pm** | **Next Steps:**  Schedule additional September Meeting |  |  |
| **1:00 pm** | **Adjourn** | Mrs. Karen Winn |  |

** Alabama ESSA Implementation Committee **

**Early Learning Work Group Meeting #3**

**Thursday, September 15, 2016, 10:00 am – 1:00 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **10:00 am** | **Welcome** | Mrs. Karen Porter |  |
| **10:00 – 10:30 am** | **Guest** **Speaker, Virtual presentation/phone call, Jim Squires with CEELO** |  |  |
| **10:30 – 12:45 pm** | **Key Decisions: Early Learning**   * States must identify a strategy for promoting PreK-3rd grade alignment and supporting district and elementary school capacity building focused on the following early learning areas including: * **Family engagement (2e.)** (prioritizing it, promoting two-way communication, and cultivating shared decision making); * States must identify a strategy or strategies for helping districts and elementary schools satisfy the Head Start program’s performance standards, including providing technical assistance for district/school leaders, teachers, and other learning professionals. * States must identify a strategy for helping districts and elementary schools implement curricula aligned to the state’s early learning standards. * States must identify a strategy for helping districts and elementary schools understand and meet the state’s quality indicators for early learning, if any. |  | 2e. Identify specific programs to incorporate. Provide a summary of these programs.  Do we have state quality indicators for early learning? |
|  | **LUNCH WILL BE BROUGHT IN FOR THOSE WHO RSVP-ORDERED LUNCH** |  |  |
| **12:45 pm** | **Next Steps:**  Schedule additional September meeting |  |  |
| **1:00 pm** | **Adjourn** | Mrs. Karen Porter |  |

** Alabama ESSA Implementation Committee **

**Accountability Work Group Meeting #3**

**Thursday, September 15, 2016, 10:00 am – 1:00 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **10:00 am** | **Welcome** | Mrs. Angela Martin  (Mr. Paul Bonner) |  |
| **10:00 – 10:30 am** | **Guest Speaker: David Griffith, Fordham Institute** |  |  |
| **10:30 – 12:45 pm** | **Key Decisions: Accountability**  **Revisit- 1.** The minimum number of students (n-size) that the State determines are necessary with respect to the disaggregation of information, including:   * + **1a.** How that number is statistically sound   + **1b**. How such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents and other stakeholders when determining such minimum number; and   + **1c.**  How the State ensures that such minimum number is sufficient to not reveal any personally identifiable information” |  | Committee will revisit this recommendation based on questions received from the Engagement Tour |
|  | **2**. States will have to annually measure for all students and separately for each subgroup of students the following indicators:   * **2a.** For all schools and based on the long-term goals, academic achievement as measured by proficiency on annual state assessments and at the discretion of the state, student growth on such assessments for each public high school in the state; * **2b**. For non-high schools, any other measure of growth as determined by the state (not necessarily based on the state assessments), or another valid and reliable indicator that allows for meaningful differentiation in school performance; * **2c.** For high schools, graduation rates in which states must decide if they want to use the extended-year rate in addition to the required 4-year cohort graduation rate * **2d**. For all schools, **one additional school** **quality or student success indicator** – states must decide what additional indicator or indicators they will use that allow for meaningful differentiation in school performance;   **3.** States must develop a system to meaningfully differentiate all public schools in the state.   * **3a.** States will have to decide how much weight to assign to each indicator, while ensuring that each such indicator has substantial weight. * **3b.** State must also ensure that in the aggregate, the indicators which do not include the additional school quality or student success indicators are assigned a much greater weight. States will need to decide what constitutes “substantial” and “much greater”.   **4.** States must decide how the requirement that 95% of all students and students in each subgroup participate in assessments will factor into their state accountability systems. |  | The committee will decide which of the A-F Report Card Indicators will be indicators? |
|  | **LUNCH WILL BE BROUGHT IN FOR THOSE WHO RSVP-ORDERED LUNCH** |  |  |
| **12:45 pm** | **Next Steps**:  Schedule additional September Meeting |  |  |
| **1:00 pm** | **Adjourn** | Mrs. Angela Martin (Mr. Paul Bonner) |  |

 **Alabama ESSA Implementation Committee **

**Data Collection and Reporting Work Group Meeting #3**

**Wednesday, September 14, 2016, 1:30-4:30 pm**

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| **Time** | **Agenda Item** | **Facilitator** | **Notes** |
| **1:30 pm** | **Welcome** | Jerome Browning |  |
| **1:30** – **2:00 pm** | **Guest Speaker: Brennan Parton, Data Quality Campaign** |  |  |
| **2:00 – 4:15 pm** | **Key Decisions: Data Collecting**   1. States will have to determine what additional information they must collect to meet ESSA requirements (new subgroups, **school quality and climate data,** **preschool data**, school-level expenditure data, etc.) 2. States will have to report on professional qualifications of teachers. As a part of this reporting, states will have to determine what constitutes “inexperienced” teachers. 3. States will need to meet the requirement that they publicly provide a cross- tabulated (by racial and ethnic group, gender, English proficiency status, and disability status) data on student achievement, high school graduation, the “other academic indicator”, and assessment/non-assessment rates. |  | Additional data collection has been determined for all data points except preschool and school quality/climate |
| **4:15 pm** | **Next Steps** |  |  |
| **4:30 pm** | **Adjourn** | Jerome Browning |  |