

MINUTES

GE-SAC Meeting

Date: September 28, 2017

Lowry Conference Center

1061 Akron Way, Building 697, Denver, CO 80230

Minutes Taken By: Lindsey Reinert

Topic	Notes
Members Present	Jane Goff, Mary Smith, Michelle Barkemeyer, Joel Newton, Jacklyn Noden, Susan Miller, Amy Masching, Roger Dowd, Nikki Myers, Nicole Jensen, Colleen Anthony, Kim Servia, Mury Sutherlin, Michael King, Caitlin Sahimi, Connolly Sherwood, Blanche Kapushion, Jennifer Gottschalk, MaryEllen Beltracchi, Paula McGuire, Brian Weaver, Michelle Stout, Ruthi Manning-Freeman, Heather Carson, Sarah Holdeman, Kaye Wergedal, Lindsey Reinert, Jacquelin Medina
Members Absent	Kittie Hook, Kathy Yates,
Introductions and Welcome Michelle Barkemeyer, Mary Smith	Introductions of new members: Kathy Yates, Kaye Wergedal, Mury Sutherlin, Michael King, Heather Carson, Connolly Sherwood, Amy Masching, & Sarah Holdeman What pathway brought you here to the work of gifted education? Community- Educator- Parent- Theme of social emotional growth & situations of individual children.
Approval of Minutes	Minutes from 5.4.2017 Motion- Ruthi Manning-Freeman Second- Kaye Wergedal
Remarks Jacquelin Medina, CDE Gifted Director	Vision & Performance Plan- DRAFT Theory of Action Need to link document Need to link PPT- Mantra of Priorities: <ul style="list-style-type: none">● #1: Student & educator learning● Family engagement, systems thinking, and infrastructure● Accountability Universal Screening & Qualified- 60% funding from the state finance <ul style="list-style-type: none">● 4 years data of implementation of this Grant● Number of AU's have increased-● 56% of request- 2016-2017, 52% of request- 2017-2018 Participation rates for Assessment <ul style="list-style-type: none">● High school is the lowest non-participation Promising Partnership Practices <ul style="list-style-type: none">● Diverse Advanced Learners publication from Brian Weaver, DPS

<p>Remarks Jane Goff, State Board of Education</p>	<p>Updates from State School Board Meeting- Sept. 13th & 14th, 2017</p> <ul style="list-style-type: none"> ● Board meeting throughout the state of Colorado ● World council shared information <ul style="list-style-type: none"> ○ Teacher shortage ○ Unique challenges around funding across the state ● Review & Feedback from US Education Department on ESSA plan <ul style="list-style-type: none"> ○ ESSA- submitted plan in May 2017 ○ Areas of concern: <ul style="list-style-type: none"> ■ Currently Colorado is not in compliance for ESSA Assessment participation (Achievement in accountability) ■ law requires 95% of participants on assessment ■ Colorado state law allows students to opt out of assessment ■ Federal law says otherwise ■ More than 5% of student not participating have to be counted in the overall numbers. ■ Score will indicate 0. ■ Conversation for 2 different accountability system <ul style="list-style-type: none"> ● Federal & Colorado state ● Consequence of not being noncompliance could be withdrawal of Title I funds (few hundred million dollars could be lost) ● Question: If we add students that are opted out and numbers fall below the federal requirement, will funds still be withdrawn? ● Question: Culture opt out in a rural school district, alternative assessment could be utilized to show growth & monitoring system? <ul style="list-style-type: none"> ○ Federal requires it to be a state standardized assessment. (Universal) ● Question: Overall student aggregated data of participation? <ul style="list-style-type: none"> ○ 85% statewide participated ○ Increase in participation in PSAT, ACT, SAT for 2016 <p>Action Item: J. Medina will do additional research on this topic and report out.</p> <p>Future legislation for:</p> <ul style="list-style-type: none"> ■ Teacher shortage (task force including higher education) ■ Finance (task force) ■ Accountability system ■ Graduation Guidelines <p>Next State School Board Meeting: October 11th & 12th, 2017</p>
<p>3 sub groups- Action Plans Template for Action Plan</p> <p>Standing</p>	<p>Professional Development</p> <ul style="list-style-type: none"> ● Action Plan ● Rubric <p>Communication: Ruthi Freeman,</p> <ul style="list-style-type: none"> ● Action Plan <p>Policy/Legislation</p> <ul style="list-style-type: none"> ● Action Plan <p>Membership</p>

<p>Committees –</p>	<ul style="list-style-type: none"> ● Process of membership for GE-SAC ● Human resource team as the purpose <ul style="list-style-type: none"> ○ respond to applications ○ promoter of GE-SAC <p>Communication</p> <ul style="list-style-type: none"> ● Ruthi Manning-Freeman will send thank you notes to guest speakers to: <ul style="list-style-type: none"> ○ Nazanin Mohajeri-Nelson, Ph.D. <p>Data, Program Evaluation and Reporting (DPER) representatives: Tina Negley Donna Morganstern Alexandra Tolentino Barbara Vassis</p> <ul style="list-style-type: none"> ● CDE parent corner webpage <p>Policy/Legislation</p> <ul style="list-style-type: none"> ● Align with CAGT & legislature work ● Contacts with CAGT ● Identify with state legislatures ● Advocacy roadmap
<p>Guest Presenter: Nazanin Mohajeri-Nelson, Ph.D.</p> <p>Data, Program Evaluation and Reporting (DPER) representatives: Tina Negley Donna Morganstern Alexandra Tolentino Barbara Vassis</p>	<p>ESSA Colorado Plan Summary- April 2017</p> <p>ESSA Public Reporting: How can we make it more meaningful for students, families, and communities? presentation Need link</p> <p>Purpose of Public Reporting- Transparency of data -- Visibility of gifted students in/at the beginning lists of student groups in the ESSA state plan - How can they (gifted education representatives) help in providing input about the guidance for Consolidated Applications</p> <p>Changes to Federal Reporting Under ESSA Primary differences in the reporting include: Elimination of any reporting on:</p> <ul style="list-style-type: none"> ● Title I accountability pertaining to Adequate Yearly Progress (AYP, under NCLB), Annual Measurable Objectives (AMOs), or priority and focus school identification (under the ESEA Flexibility Waiver). ● Title II Highly Qualified (HQ) teachers. ● Title III accountability pertaining to the Annual Measurable Achievement Objectives (AMAOs). <p>Continuation, additions or changes of reporting on:</p> <ul style="list-style-type: none"> ● The state’s assessment system, including students tested or not tested on each state assessment and NAEP. ● The state’s accountability systems under ESSA, including the indicators, goals, and measures used to meaningfully differentiate schools, based on the performance of all students and four students groups (i.e., English learners, students with disabilities, students experiencing poverty and

students from each major race/ethnicity).

- Academic achievement and growth of all students and various student groups, such as students with disabilities, English learners, students experiencing poverty, students from each major race/ethnicity, homeless students, gifted and talented students, students with parent in active duty military or foster children.
- Linguistic proficiency of English learners, types of programs offered to English learners, number that attained English proficiency within 5 years, dually identified students, and number in EL program who were designated FEP within 5 years.
- Graduation rates and postsecondary enrollment for all students and various student groups.
- Methodology used to identify schools for comprehensive or targeted support and improvement, as well as the names and numbers of schools identified.
- Professional qualifications and experience of educators and principals, as well as identification of districts/schools where minority or low-income students are being taught disproportionately by inexperienced, out-of-field, emergency or provisionally licensed, or ineffective teachers.
- Per-pupil expenditures of federal, state, and local funds. [Due date extended by USDE to 12/31/18 for this item]

Change in timeline

- All state and LEA Report Cards must be published by December 31st based on data from the previous school year, beginning with 2017-18 data, with exception of per-pupil expenditures, which will be not be reported until 12/31/18.

ESSA requires that State and Local Educational Agency (SEA) and (LEA) Report Cards are developed in consultation with parents, presented in an understandable and uniform format and to the extent practicable in a language that parents can understand. All report cards must be published on a single web page.

- State Report Cards
- LEA Report Cards

Accountability-

The state's accountability systems under ESSA, including the indicators, goals, and measures used to meaningfully differentiate schools, based on the performance of all students and four students groups (i.e., English learners, students with disabilities, students experiencing poverty and students from each major race/ethnicity).

Other Public Reporting-

Academic achievement and growth of all students and various student groups, such as students with disabilities, English learners, students experiencing poverty, students from each major race/ethnicity, homeless students, gifted and talented students, students with parent in active duty military or foster children.

	<p>Points shared with Nazanin Mohajeri-Nelson, Ph.D. after input and remarks were collected by GE-SAC members or representatives from gifted education.</p> <ul style="list-style-type: none"> ● What is the State Report Card? What is its purpose? Who sees it? ● How can gifted student data be described on the Report Card? Will this be at the district and school level? ● How do the State Report Card and Consolidate Application process relate? ● In what ways is the considerations for gifted students articulated in the Consolidated Plan guidance? How can GE-SAC help with this? ● When will gifted students be listed in the forefront of the state ESSA plan as an important student group in Colorado? The taxpayers group is concerned about transparency of the data. ● What do you see as next steps for implementing the state ESSA plan with gifted students and families in mind? <p>Recommendation:</p> <ul style="list-style-type: none"> ● Change from 8 regions to 12 regions for geographic distribution ● Use of percentage for total number of GT students in P-12 Colorado ● 2E= students with a 504 designation or IEP designation ● Compare GT with other special population groups (ELL, SPED, Title 1) ● Highly qualified for gifted education (Endorsement) ● Colorado Schools Performance as a name for locating state report for GT ● Alternative public schools data ● Branding- Identified gifted students/learners <p>Note: Thursday's agenda will not include depth in Consolidated Application as this would be another topic to cover on another day if interested. The purpose on Thursday is to stay focused on the Federal Programs presentation about the State Report Card and ESSA requirements.</p>
BOCES	
CAEGTC	<p>CAGT Soiree on Oct. 16th @ 4:30-6:00pm Educator Scholarship deadline Oct. 27, 2017</p> <p>CAEGTC mentors- if interest contact Ruth Rogers or Cindy Gifford</p>
CAGT	<p>CAGT conference on Oct. 16th & 17th, 2017- Loveland, CO</p> <p>Registered 685, Parent event 27, Leadership Forum 57 New executive team- Nanette Jones, Barb Cousins, Elizabeth Morarie</p> <p>Untapped Potential Project- work focused on underrepresented</p>

Gifted Education Coalition	Coalition and CAGT are aligning their focus for future legislation work.
Upcoming Meetings	December 7, 2017 February 1, 2018 May 3, 2018
Adjournment	Motion- Kaye Wergedal Second- Michelle Stout