

MINUTES

CTA CBLT

CTA Office

January 10, 2019

In Attendance

David Azzarito	District	Farrah Hawkins	CTA	Maribel Rigsby	CTA
LeighAnn Blackmore	District	Matthew Hazel	CTA	Irine Roth	District
Doreen Concolino	District	Myrlene Jackson-Kimble	District	Elizabeth Silva	District
Albert Davies	CTA	Clinton McCracken	CTA	Mary-Grace Surrena	CTA
Wendy Doromal	CTA	Kelly Paduano	District	Tom Winters	CTA
Gloria Fernandez	District	Heidi Parker	CTA	Stephanie Wyka	District
Theresa Harter-Miles	District	James Preusser	District		

Introductions, Announcements & Appointment of Gatekeeper/Timekeeper

CBLT

Mary-Grace Surrena served as Gatekeeper/Timekeeper.

Every Student Succeeds Act (ESSA) State Plan

District

Guest Speaker, Associate Superintendent for Research, Accountability and Grants

The District invited Associate Superintendent for Research, Accountability and Grants Dr. Jennifer Sasser and Director for Accountability and Improvement Dr. Illatawie Showalter to present background regarding the Every Student Succeeds Act (ESSA). (See Appendix A) The presentation included information on the current accountability model, the new ESSA requirements, and the new school report cards.

CTA raised several clarifying questions throughout the presentation.

- Which District personnel make the final decision about which option is selected and will this decision be bargained?
- CTA requested a copy of the timeline when it is received.
- CTA mentioned that mentoring for teachers and students at low performing schools needs to be in place.
- CTA requested to be included in the development process. Also, if the District is drafting projections, CTA would like this information as well.
- CTA asked if there was a leadership change in Tallahassee, could this ESSA plan be amended?
- Also, is the District or any other district considering challenging this in court.

The District shared that it continues to wait for technical assistance guidelines for data sources and criteria used in the calculations and reporting elements with ESSA. When this happens, the District will need to develop progress monitoring systems that align with these requirements, as well as educate all stakeholders. The District stated that District Report Cards will be published in January 2019 based on 2017-18 data and they have no projections at this time. The District indicated they were not aware of any districts challenging this requirement.

The District received information that we may only grant recruitment and retention bonuses to those teachers with either a “Highly Effective” or “Effective” on their state VAM. The Florida Department of Education (FDOE) indicated we could use our local student learning growth score only for teachers without a state VAM. The District would like for the small group referenced at our last bargaining session to meet to explore several options to provide either a bonus or paid professional development to the teachers at the identified schools.

The parties agreed to meet.

Review Minutes from May 18, 2018, June 14, 2018, June 21, 2018, and August 2, 2018

CBLT

The parties held a short sidebar discussion to review the recommended changes. The parties agreed to proceed with approval of the minutes for May 18, 2018, June 21, 2018, and August 2, 2018. The parties tabled the June 14, 2018, minutes until after the lunch break.

CTA requested that future draft copies of the minutes include appendices for review.

The District agreed and shared that due to size the draft minutes it may require multiple email messages.

After the lunch break, the parties agreed to proceed with the June 14, 2018, minutes.

Topics of Concern

CTA

- Student Discipline
 - CTA has concerns regarding student discipline and wants more information regarding Restorative Justice.
 - The District requested a list of questions prior to scheduling a guest speaker to ensure the speaker addresses CTAs concerns.
- School Psychologists
 - CTA shared the previous proposals regarding the work year for school psychologists do not appear to result in an agreement.
 - The District shared we received four (4) different proposals since January 30, 2018, and needs clarification of the proposal. The District indicated the HR Committee needs to address this proposal and that the District needs a very clear and precise recommendation so we can address the cost of the proposal.
 - CTA indicated that proposals were taken to the HR subcommittee but they cannot stay in the committee and needs to come to the CBLT.
 - The District agreed and shared that this may need review by the Finance and Compensation Committee as well.
 - CTA stated the proposal is buried in the committee forever and it is ridiculous.
 - The District indicated it is addressing the time this matter has been pending.
 - CTA raised a concern regarding the annual leave accrual being less than that afforded administrative personnel.
 - The District clarified the District’s modified shutdown process. The District agreed for the HR Committee to address this proposal before the next bargaining session.
 - CTA requested and the District agreed to bring a response to the next bargaining session.
- Internet Connectivity and Lesson Plans
 - CTA recognizes the District has some internet connectivity issues and realizes it is not the fault of the District. CTA also understands the need for alternative lesson plans in the event of a lack

of connectivity; however, CTA wants to make sure the connectivity issues do not negatively impact a teacher's score. Further, CTA stated teachers should not have to have alternative plans for every lesson. The primary issue rests in the impact on evaluation scores and pay.

- The District will work with CTA on the one specific issue identified.

Health Insurance Update, Guest Speaker Beth Curran

District

The District invited Senior Director of Risk Management Beth Curran to present an update on health insurance. Ms. Curran shared the status of the Request for Proposal (RFP) for both medical and prescription administrative costs. The District released the RFP in September. All responsive bidders submitted proposals in October. The committee, which includes CTA members, met November 27, 2018, to review the prescription proposals and November 28, 2018, to review the medical proposals. The Committee recommended and the School Board approved the award of the contract for the prescription plan to CVS Caremark and for the administration of the medical plan to CIGNA. The award to CIGNA resulted in the expansion of mental health coverage beyond the current Orlando Behavioral Health group that will provide employees with more options.

Ms. Curran also shared that the Fringe Benefits Committee will explore additional changes regarding the combination of the mental health and medical out-of-pocket maximums.

CTA asked for Staff Attorney Heidi Parker to attend the Employee Benefits Trust meeting scheduled for January 19, 2019.

Ms. Curran agreed to include Staff Attorney Parker.

Committee Reports

CBLT

- Appeals Committee
 - The Appeals Committee meets January 17, 2019, to review approximately 28 student learning growth appeals.
- Human Resources Committee
 - The HR Committee next meets January 30, 2019.
- Supplement Committee
 - The Supplement Committee met November 27, 2018. The Committee continues work on definitions for the fine arts supplements. In addition, Co-Chair Clinton McCracken will work with Senior Director for Fine Arts Scott Evans on FAQs addressing fine arts supplements.
 - The District will gather information to determine what teachers may not be receiving the visual arts sponsor supplement and confirmed that the dollar amount for the Arts Supplement is \$906.

The District shared the creation of Employee Digital Hotlines including both voicemail and email options for employees. The hotline is limited to Florida Statute(s) requirements, District policy clarification, Management Directive(s) explanation, general workplace questions, and contract questions. The hotline advises employees to seek information first from supervisors and/or the FAC before seeking assistance from the hotline. The District committed to respond to all inquiries within one (1) business day. The District expects to launch the hotline by Friday, January 11, 2019.

CTA asked and the District acknowledged that all inquiries are a public record.

CTA stated teachers will be encouraged to first address questions to CTA reps at their school and other proper channels. The District will be answering questions about the contract to the best of their ability and defer questions to CTA. CTA pointed out that the District's answers to contract questions will be based on their interpretation. CTA requested copies of emails so they know what the concerns are.

The District indicated it would agree to develop a MOU (Memorandum of Understanding) to outline the criteria, timeline, etc.

Review Action Items

CBLT

The CBLT identified the following action items and parties responsible.

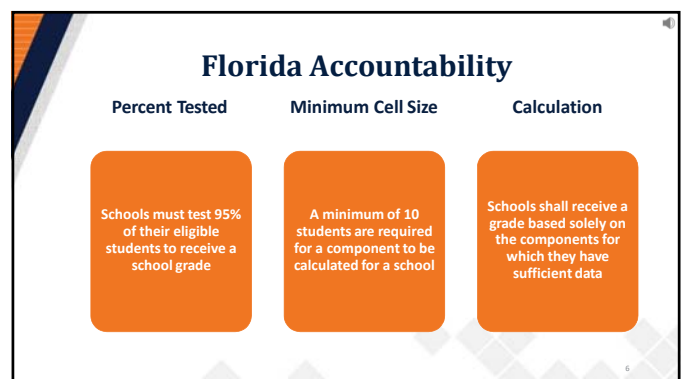
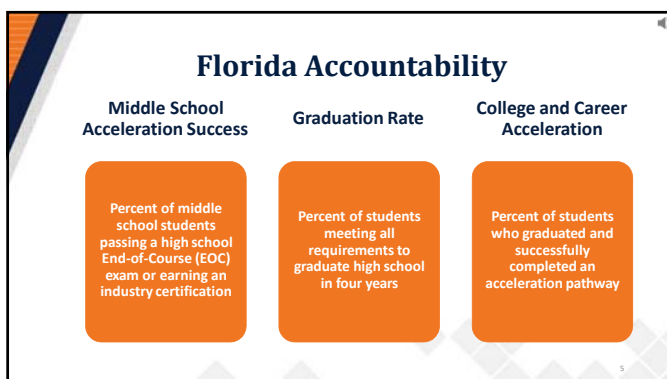
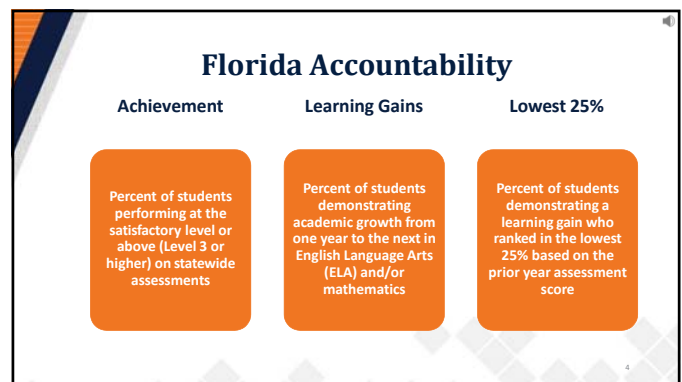
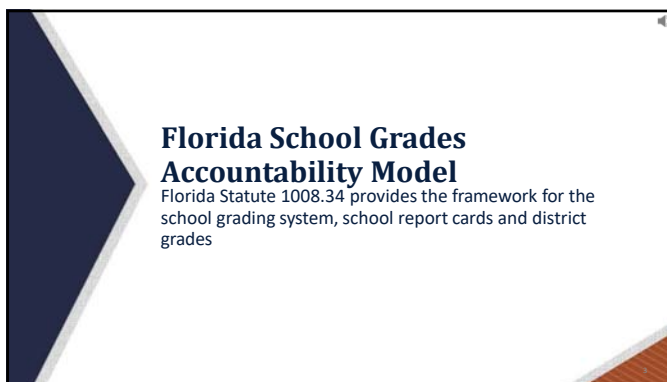
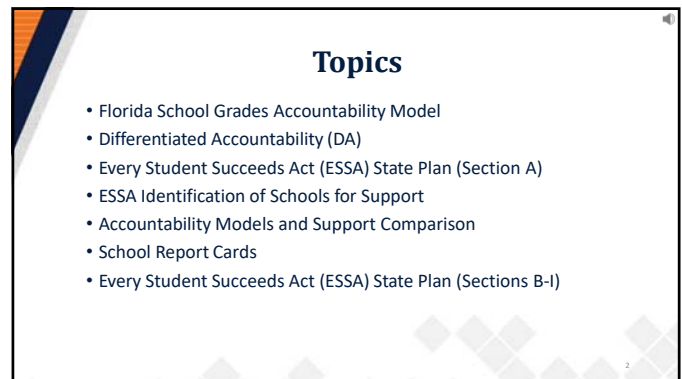
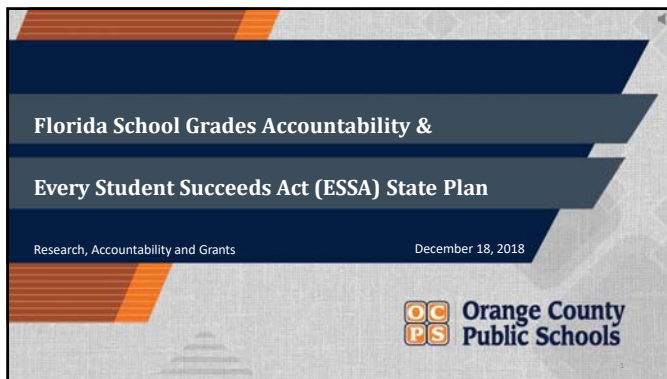
Action Item	Party(ies) Responsible
HR and Supplement Committees	CBLT
Update on Principal Autonomy Pilot Program	District
Restorative Justice CTA to provide questions before scheduling	CTA/District
UniSIG Grants	CTA/District

Next Meeting

CBLT

CBLT confirmed the next meeting date as February 21, 2019, at the CTA Office

Appendix A



Florida Accountability

Letter Grade	Percentage of Points
A	62 – 100
B	54 – 61
C	41 – 53
D	32 – 40
F	31 or less

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Florida Accountability

OCPS Traditional School Letter Grades

School Grade	2015-16	2016-17	2017-18
A	40	58	55
B	38	49	45
C	75	65	74
D	23	12	11
F	6	0	3
Total	182	184	188

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Florida Accountability

Charter School Letter Grades

School Grade	2015-16	2016-17	2017-18
A	6	8	8
B	6	4	5
C	7	8	7
D	1	3	3
F	3	4	0
Total	23	27	23

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Florida Accountability

OCPS Overall School Letter Grades

School Grade	2015-16	2016-17	2017-18
A	46	66	63
B	44	53	50
C	82	73	81
D	24	15	14
F	9	4	3
Total	205	211	211

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Elementary School Grades Model

English Language Arts (FSA, FSAA, ACCESS for ELLs)	Mathematics (FSA, FSAA, EOC)	Science (NGSSS, FSAA, EOC)
Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)
Learning Gains (0-100%)	Learning Gains (0-100%)	
Learning Gains of Lowest 25% (0-100%)	Learning Gains of Lowest 25% (0-100%)	

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Middle School Grades Model

English Language Arts (FSA, FSAA, ACCESS for ELLs)	Mathematics (FSA, FSAA, EOC)	Science (NGSSS, FSAA, EOC)	Social Studies (EOC)	Middle School Acceleration
Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	Middle School Acceleration (0-100%)
Learning Gains (0-100%)	Learning Gains (0-100%)			
Learning Gains of Lowest 25% (0-100%)	Learning Gains of Lowest 25% (0-100%)			

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High School Grades Model

English Language Arts (FSA, FSAA, ACCESS for ELLs)	Mathematics (FSAA, EOC)	Science (FSAA, EOC)	Social Studies (EOC)	Graduation Rate	College and Career Acceleration
Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	4-Year Graduation Rate (0-100%)	College and Career Acceleration (0-100%)
Learning Gains (0-100%)	Learning Gains (0-100%)				
Learning Gains of Lowest 25% (0-100%)	Learning Gains of Lowest 25% (0-100%)				

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District Grades Model

English Language Arts (FSA, FSAA, ACCESS for ELLs)	Mathematics (FSA, FSAA, EOC)	Science (NGSSS, FSAA, EOC)	Social Studies (EOC)	Graduation Rate	Acceleration Success
Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	Achievement (0-100%)	4-Year Graduation Rate (0-100%)	Middle School Acceleration (0-100%)
Learning Gains (0-100%)	Learning Gains (0-100%)				College and Career Acceleration (0-100%)
Learning Gains of Lowest 25% (0-100%)	Learning Gains of Lowest 25% (0-100%)				

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District Grade OCPS Traditional Schools

School Year	Total Points	Percent of Points Possible	District Grade (Traditional)
2016	627	57	B
2017	642	58	B
2018	657	60	B

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District Grade Charter Schools

School Year	Total Points	Percent of Points Possible	District Grade (Charter)
2016	505	46	C
2017	538	49	C
2018	585	53	C

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District Grade Overall

School Year	Total Points	Percent of Points Possible	District Grade (All Schools)
2016	618	56	B
2017	634	58	B
2018	650	59	B

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Differentiated Accountability (DA)

Florida Statute 1008.33 provides the framework for the identification of schools classified as Targeted Support and Improvement or Comprehensive Support and Improvement

Differentiated Accountability

Targeted Support and Improvement	Comprehensive Support and Improvement Cycle 1 (2 years)	Comprehensive Support and Improvement Cycle 2 (2 years)
<ul style="list-style-type: none"> Single grade of 'D' 	<ul style="list-style-type: none"> Single grade of 'F' or two consecutive 'D' grades Graduation rate of 67% or less 	<ul style="list-style-type: none"> Completed Cycle 1 Options: <ul style="list-style-type: none"> Closure and reassignment Charter External operator or outside entity

Exit DA with a 'C' or higher

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Differentiated Accountability

DA Category	Number of Schools
Targeted Support and Improvement	9
Comprehensive Support and Improvement Cycle 1 (2 years)	3 - year 1 2 - year 2
Comprehensive Support and Improvement Cycle 2 (2 years)	0

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Differentiated Accountability

School Capacity - Leaders and Educators

- Select leaders that have proven turnaround success
- Ensure the school has priority in hiring and that effective teachers are staffed at the school
- Require that teachers state Value Added Model (VAM) percentages are in balance with the district and state averages
- Submit Memorandum of Understanding (MOU) and instructional rosters

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Charter School Corrective Action

A school grade of 'D' or 'F'

- School Improvement Plan

Three consecutive grades below a 'C'

- School Improvement Plan with corrective action
 - Educational services contract
 - Outside entity contract
 - New director or principal
 - Voluntarily close

Two consecutive grades of 'F'

- Termination
 - Option to request state waiver based on student learning gains (charter schools in operation for more than 5 years are not eligible)

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Every Student Succeeds Act (ESSA) State Plan

Every Student Succeeds Act (ESSA) State Plan

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

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ESSA State Plan

Federal Percent of Points Index (FPPI)

Score earned by the school under the ESSA Accountability Model which will be calculated overall and by subgroups

Indicators

- ♦ Academic Achievement including Student Growth
- ♦ Graduation Rate
- ♦ School Quality or Student Success
- ♦ Progress in Achieving English Language Proficiency (ELP)

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ESSA State Plan

Achievement Gap

Performance difference between subgroups

Subgroups

- ♦ Economically disadvantaged
- ♦ Major racial and ethnic groups
- ♦ Students with disabilities
- ♦ English Language Learners (ELL)

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ESSA State Plan

Major Racial and Ethnic Groups

White
Black
Hispanic
Asian
Native Hawaiian or other Pacific Islander
American Indian or Alaska Native
Two or More Races

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ESSA State Plan

Students with Disabilities

Students with a primary exceptionality other than gifted

English Language Learners (ELL)

Students whose native language is other than English

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OCPS Strategic Plan

Narrow Achievement Gap - ELA District Scorecard

Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in ELA by 10 percentage points between the following specific student subgroups:

- Black to White
- Hispanic to White
- Students participating in ESE programs to Non-ESE students
- Students participating in ELL programs to Non-ELL students
- Students participating in FRL programs to Non-FRL students

Achievement Gap in ELA by specific subgroups	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Black to White	38/71 (33)	38/71 (33)	40/71 (35)	40/71 (35)			23
Hispanic to White	49/71 (22)	48/71 (21)	46/71 (20)	50/72 (22)			12
ESE to Non-ESE	21/27 (36)	16/28 (35)	16/28 (35)	17/28 (36)			26
ELL (LY) to Non-ELL	19/57 (33)	19/57 (33)	22/58 (38)	18/58 (31)			28
FRL to Non-FRL	44/68 (24)	45/68 (26)	45/70 (29)	47/71 (32)			14

Data Source: FDOE INDE

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OCPS Strategic Plan

Narrow Achievement Gap - Mathematics District Scorecard

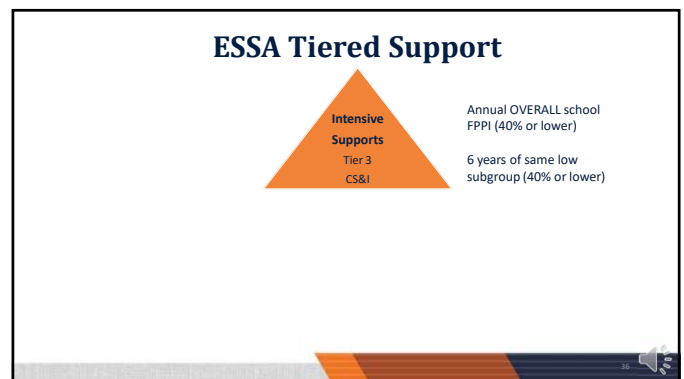
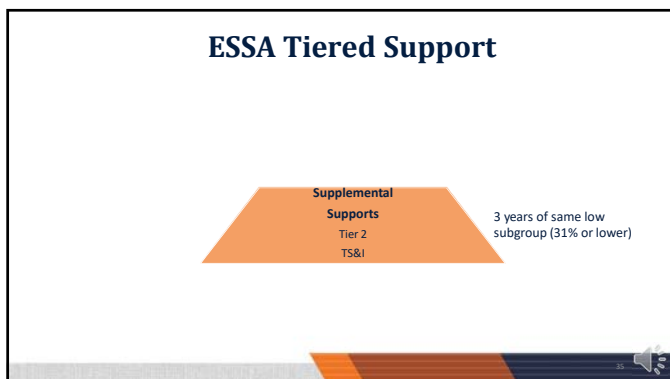
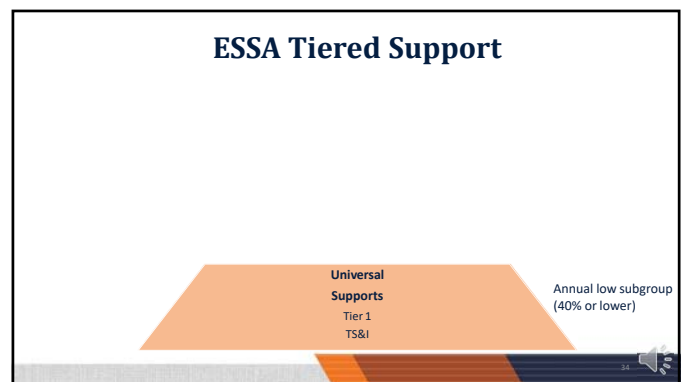
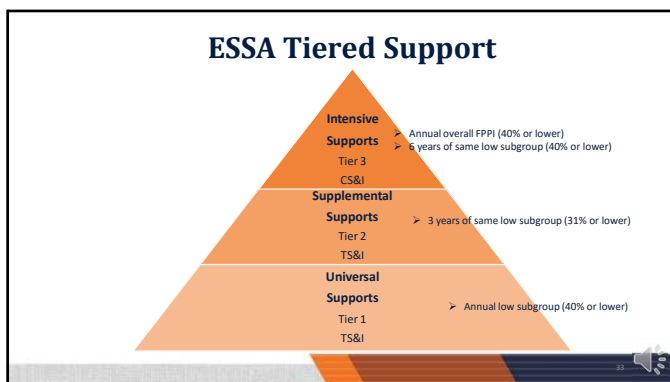
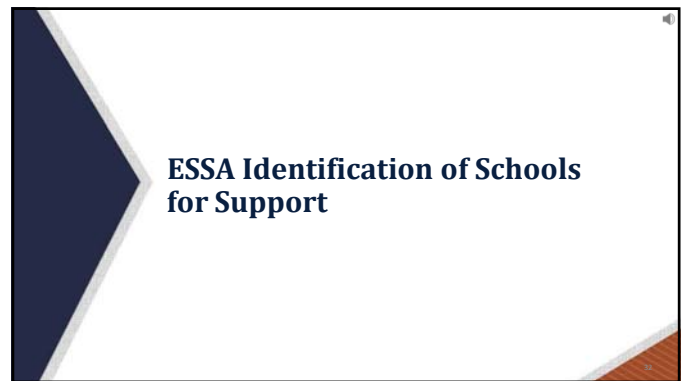
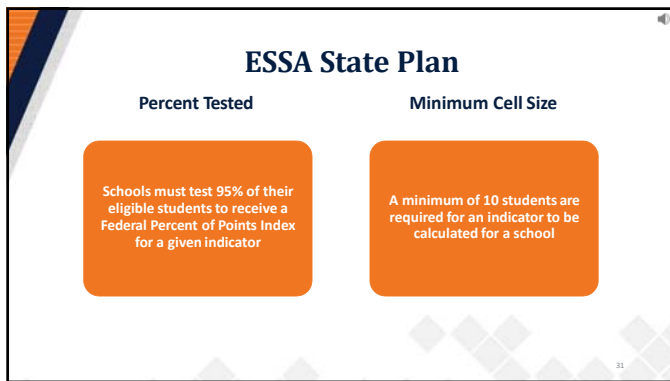
Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in mathematics by 10 percentage points between the following specific student subgroups:

- Black to White
- Hispanic to White
- Students participating in ESE programs to Non-ESE students
- Students participating in ELL programs to Non-ELL students
- Students participating in FRL programs to Non-FRL students

Achievement Gap in mathematics by specific subgroups	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Black to White	35/68 (31)	38/67 (36)	37/67 (31)	43/70 (39)			23
Hispanic to White	46/68 (22)	43/71 (21)	46/70 (22)	54/74 (38)			12
ESE to Non-ESE	23/50 (30)	19/49 (29)	19/51 (27)	25/52 (37)			20
ELL (LY) to Non-ELL	26/54 (28)	31/56 (36)	34/55 (38)	38/61 (31)			18
FRL to Non-FRL	42/64 (22)	43/61 (26)	44/71 (27)	49/75 (30)			12

Data Source: FDOE INDE

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ESSA Access to Educators

Key Term	Statewide Definition
Ineffective Teacher	A teacher who has received a summative performance evaluation rating of unsatisfactory per s. 1012.34, F.S.
Inexperienced Teacher	A teacher who has been teaching less than four years or a teacher who holds a temporary certificate
Out-of-Field Teacher	A teacher assigned as the primary instructor for a course in a subject for which the teacher is not appropriately qualified based on the requirements in the Course Code Directory

Accountability Models and Support Comparison

Overall Accountability Models

Florida School Grade Accountability		ESSA Federal Percent of Points Index	
Accountability Components	Student Success Measures	ESSA Indicators	Student Success Measures
Achievement	ELA Achievement	Academic Achievement	ELA Achievement
	Mathematics Achievement		Mathematics Achievement
Learning Gains	Learning Gains ELA	Student Growth Learning Gains	Learning Gains ELA
	Learning Gains Mathematics		Learning Gains Mathematics
Learning Gains of Lowest 25%	Learning Gains of Lowest 25% ELA		Learning Gains of Lowest 25% ELA
	Learning Gains of Lowest 25% Mathematics		Learning Gains of Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate	Graduation Rate	4-Year Graduation Rate

Overall Accountability Models

Florida School Grade Accountability		ESSA Federal Percent of Points Index	
Accountability Components	Student Success Measures	ESSA Indicators	Student Success Measures
Achievement	Science	Academic Achievement including Student Growth Learning Gains	Science
	Social Studies		Social Studies
Acceleration Success	Middle School - Acceleration	Progress in Achieving English Language Proficiency (ELP)	Middle School - Acceleration
	High School - College and Career Acceleration		High School - College and Career Acceleration
			English Language Proficiency

Subgroup Accountability Models

Florida School Grade Accountability		ESSA Federal Percent of Points Index	
Accountability Components	Student Success Measures	ESSA Indicators	Student Success Measures
		Academic Achievement	ELA Achievement
			Mathematics Achievement
		Student Growth Learning Gains	Learning Gains ELA
			Learning Gains Mathematics
			Learning Gains of Lowest 25% ELA
			Learning Gains of Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate	Graduation Rate	4-Year Graduation Rate

Subgroup Accountability Models

Florida School Grade Accountability		ESSA Federal Percent of Points Index	
Accountability Components	Student Success Measures	ESSA Indicators	Student Success Measures
		Academic Achievement including Student Growth Learning Gains	Science
			Social Studies
		Progress in Achieving English Language Proficiency (ELP)	Middle School - Acceleration
			High School - College and Career Acceleration
			English Language Proficiency

Elementary School

ESSA Indicator (Points possible)	Component or Indicator	Florida School Grades (Points possible)	ESSA (Points possible)
Academic Achievement (200)	ELA Achievement	100	100
	Mathematics Achievement	100	100
Academic Progress (400)	Learning Gains ELA	100	100
	Learning Gains Mathematics	100	100
	Learning Gains of Lowest 25% ELA	100	100
	Learning Gains of Lowest 25% Mathematics	100	100
	Science	100	100
School Quality or School Success (100)	Science	100	100
Progress in Achieving English Language Proficiency (ELP) (100)	English Language Proficiency	-	100
Total		700	800

Middle School

ESSA Indicator (Points possible)	Component or Indicator	Florida School Grades (Points possible)	ESSA (Points possible)
Academic Achievement (180)	ELA Achievement	100	100
	Mathematics Achievement	100	80
Academic Progress (400)	Learning Gains ELA	100	100
	Learning Gains Mathematics	100	100
	Learning Gains of Lowest 25% ELA	100	100
	Learning Gains of Lowest 25% Mathematics	100	100
	Science	100	100
School Quality or School Success (320)	Social Studies	100	100
	Middle School Acceleration - Mathematics Achievement	-	20
	Middle School Acceleration - Acceleration Success	100	100
Progress in Achieving English Language Proficiency (ELP) (100)	English Language Proficiency	-	100
Total		900	1000

High School

ESSA Indicator (Points possible)	Component or Indicator	Florida School Grades (Points possible)	ESSA (Points possible)
Academic Achievement including Student Growth (600)	ELA Achievement	100	100
	Mathematics Achievement	100	100
	Learning Gains ELA	100	100
	Learning Gains Mathematics	100	100
	Learning Gains of Lowest 25% ELA	100	100
	Learning Gains of Lowest 25% Mathematics	100	100
Graduation Rate (80)	Graduation Rate	100	80
	Science	100	100
School Quality or School Success (320)	Social Studies	100	100
	College and Career Acceleration - Graduation Rate	-	20
	College and Career Acceleration - Acceleration Success	100	100
Progress in Achieving English Language Proficiency (ELP) (100)	English Language Proficiency	-	100
Total		1000	1100

School Improvement Criteria

Florida Comprehensive Support and Improvement

- School grades or graduation rate
- Yearly

ESSA Federal Comprehensive Support and Improvement

- Overall federal index
 - Yearly
- Subgroup federal index over time
 - 1-3 years
 - 4-6 years
 - 6+ years

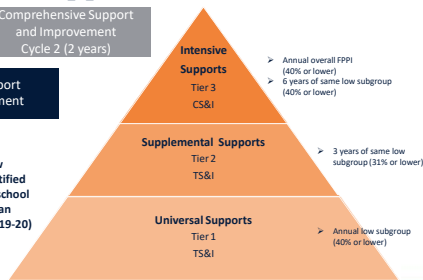
School Support Models

Comprehensive Support and Improvement
Cycle 1 (2 years)

Comprehensive Support and Improvement
Cycle 2 (2 years)

Targeted Support and Improvement

NEW Federal law requires all identified schools to do a school improvement plan (beginning in 2019-20)



School Report Cards

OCPS School Report Cards

- Developed 2016-17
- Incorporated stakeholder feedback
- Represented all students
- Included all academic programs and services
- Highlighted enrichment opportunities



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OCPS School Report Cards



School Report Cards (2017-18)

Orange County Public Schools, with the support and involvement of dedicated families and community partners, offers many opportunities for our students to be the most successful in the nation. These include participation in rigorous academic courses, award-winning fine arts programs, and competitive athletic teams.

The district constructed report cards that highlight each school's efforts to provide their students with a complete education in the 2017-18 school year. The detailed information included on these pages allows you to learn more about our district's and schools' commitment to the success of our students. For more information on the measures displayed in the tables and graphs, please read Understanding School Report Card Data.

Elementary Schools All	↓
Elementary Schools I/P	↓
Elementary Schools R/Z	↓
Middle Schools	↓
J.H. Schools	↓
High Schools	↓

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OCPS School Report Cards

Dr. Phillips High School 2017-18 Report Card



This school's report card reflects the work and efforts of the students, teachers, administrators and staff during the 2017-18 school year. Select the gray bars below to learn more about the coursework and programs offered by this school. For more information on the measures displayed in the tables and graphs, please read Understanding School Report Card Data.

Relevant Coursework	↓
Meant and/or Special Programs	↓
Visual and Performing Arts	↓
Athletics and Extracurricular Programs	↓

- School Facts
- Demographics
- School Climate
- College and Career Readiness
- Florida Statewide Assessments

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Florida School Report Cards

DRAFT

Florida Department of Education

2017-18 School Report Card

YOUR HIGH SCHOOL

State: FL | District: 12 | School: 123456789 | School Type: High School

School Performance

School Grade: **A** | 70% | Historical Index: 70% | Identified for Support: No

School Grade Score: 70% of points or greater | 60% to 69% of points | 50% to 59% of points | 40% to 49% of points | 30% to 39% of points | 20% to 29% of points | 10% to 19% of points | 0% to 9% of points

For more information on the School Grade Score and the School Climate Score, please read Understanding School Report Card Data.

Profile

Demographics | Academic Achievement | Growth | and Participation

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Florida School Report Cards

DRAFT

School Performance

School Grade: **A** | 70% | Historical Index: 70% | Identified for Support: No

Identified for Support Details

The school's school year identified for support due to one or more of the following reasons below. Data Missing (Data is missing after the school's response to the data).

Is at or below: ☐ Low Federal Index: ☐ Low Graduation Rate: ☐

Underperforming Subgroups:

White	<input type="checkbox"/>	Federal Index: 100%
Black/African American	<input type="checkbox"/>	Federal Index: 100%
Hispanic	<input type="checkbox"/>	Federal Index: 100%
Asian	<input type="checkbox"/>	Federal Index: 100%
American Indian/Alaska Native	<input type="checkbox"/>	Federal Index: 100%
Native Hawaiian/Other Pacific Islander	<input type="checkbox"/>	Federal Index: 100%
Multi-race	<input type="checkbox"/>	Federal Index: 100%
English Language Learners	<input type="checkbox"/>	Federal Index: 100%
Students with Disabilities	<input type="checkbox"/>	Federal Index: 100%
Economically Disadvantaged	<input type="checkbox"/>	Federal Index: 100%

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Sections of the ESSA State Plan

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act

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Next Steps

- Upon availability, review the state technical assistance guidelines
- Inform and educate stakeholders on ESSA requirements and state report cards
 - School administrators and instructional staff
 - Parents and the community

Superintendent's Comments

School Board Questions and Discussion