



## **ESSA Implementation Committee Meeting Minutes**

**March 6, 2020 9:00 am – 12:15 pm**

**Pioneer Room, State Capitol, Bismarck, ND**

### **Agenda Items:**

Welcome – Superintendent Baesler

Overview of Day/Process – Laurie Matzke

ESSA was enacted four- and one-half years ago and reauthorization discussions are taking place.

There will be many updates today however four will be highlighted:

- Financial transparency
- Climate subcommittee recommendations
- ACT
- Phase V of Dashboard

We are going to try a new process for these ESSA meetings that will provide more opportunity for feedback. After the presentation on the topic is complete, each table will have a five-minute group discussion which will be reported out for all.

Small adjustments are acceptable to be made to our state ESSA plan however significant changes would require an official amendment.

Secretary DeVos released the application for States to apply for the Educational Flexibility (Ed-Flex) program. The North Dakota Department of Public Instruction (NDDPI) completed the application and it is currently out for public comment on the website. It was also sent out to all educators via email and to the Committee of Practitioners for comment. The Ed-Flex waiver would waive certain requirements that apply to Title I Part A, Title I Part C, Title I Part D, Title II Part A, and Title IV Part A.

In December 2019, President Trump signed the funding bill for the 2020-2021 school year. The bill provides increases for many federal programs.

We need to continue to successfully implement ESSA to increase student outcomes in North Dakota.

### **Key Updates:**

Financial Transparency – Adam Tescher

The NDDPI sent notice in early February to all districts advising them to review and resubmit their School Financial Report.

- Validations were added if school spending didn't balance to district spending
- A printout was made available for districts to review their spending per student
- Totals were added to the report for more efficient reviews

Districts are required to have a resource allocation methodology that articulates the approach to allocating state/local resources to their schools. This methodology can be a staffing formula that designates how many staff are allocated to each school for a given number of students.

SEAs must identify schools in need of improvement and review their resource allocations for the local districts. The review applies to federal and state/local funding. This is to encourage discussion to best serve the students of the district and state. The State does not specify a plan for districts to allocate their resources.

Feedback, Concerns, Recommendations:

Data should be presented but leave it up to the school administrators to present and not sure it should be on the dashboard connected to ACT scores or outcomes. Federal government strongly encourages tying funding to student outcomes.

Feedback, Concerns, Recommendations:

Good idea to have on dashboard

Is there oversight and guidance from NDDPI? Will NDDPI review and give feedback (monitoring), process, consistency, dialogue with districts. Equity?

Appreciate that principals are more aware of overall district spending

Concerns:

Who is the audience? Statewide data may be good, but for school this may not matter as much  
Indicators may be desired to be different for different schools and grade levels  
District requirements vs. School requirements spending  
Ensure equity lens is used in school spending  
Tie spending to results – because of variables don't want report card – let patrons define  
Great step however must be cognizant of public perception  
Districts must explain spending  
Some schools will have fewer kids & higher spending  
Helpful information the public most likely was not aware of before  
Didn't see Title III allocations?  
Recommend:  
Metrics to tie to funding consider district initiatives, not just state  
District level staff reporting with local control, must be consistent & accurate  
Transparency of sharing information on funding with families & public . . . more than dashboard & ongoing feedback/input  
Share to show transparency but should not connect to outcome  
Statistically could be something anonymous  
Needs to be reliable (i.e. ACT)  
State level could show range of scores and show average cost per student  
Use Choice Ready framework

#### 2019 Student Engagement Survey Results – Joe Kolosky

The Student Engagement Survey (SES) was developed by Cognia measures student engagement in elementary, middle, and high school students through student responses to 20 items about their learning experience. The items are categorized into three domains engagement: behavioral, cognitive, and emotional. The survey measures three engagement types: committed, compliant and disengaged. It was administered October 15 – December 7.

Student Engagement is 30% of accountability pie points at the elementary level and 20% at the high school level. Only committed engagement is measured.

The NDDPI has gathered a lot of feedback from the field who felt the survey can be updated to be more user friendly, age appropriate, and measure engagement more efficiently. Cognia and NDDPI held several focus groups with administrators, teachers, counselors, and other educational staff and Cognia also created a feedback survey that was sent to the field. Approximately 939 individuals completed the survey. Most were classroom teachers followed by principals.

Survey results:

- 56% indicate that the survey accurately captures student attitudes and behaviors;
- 58% responded that the SES accurately reflects prior observations and personal interactions; and
- 59% think results generated represent general student engagement for their classroom.

Cognia is looking at revising test items based on the feedback.

Feedback, Concerns, Recommendations:

From a Parent Perspective this is valuable information to have. Results were on point with behaviors of children. Interesting data. No surprise High School students are less engaged.

Concerns:

Stands out how such a low number believe the survey is reliable

Trusting Cognia has done some validity studies

Would like to see these studies just to confirm validity (embracing transparency)

Stands out how engagement goes down as the students get older

20% for accountability on the Choice Ready pie is too much for one survey

Doesn't represent actual efforts

Too many points in SES

To be beneficial must be conducted multiple times a year – we know that won't be popular

Recommend:

Fall implementation is better than spring - Interesting to see the difference if did both

Use Cognia ELEOT. Data in two domains to show level of student engagement in addition to survey.

Cohort tracking as a tool

Prep kids before test/survey

School Climate Subcommittee – Jim Upgren

There are two new members to this subcommittee:

- CW4 Jammy Ryckman
- SMSgt Merri Jo Filloon

Currently Student Engagement accounts for the entire percentage on the accountability pie however our ESSA plan contains language stating that School Climate should account for half of this percentage.

The definition and elements of school climate to measure has been determined as well as the best method to explore this and will be shared for the full committee review. The survey needs to be created and a decision on how the survey results will be used in accountability are the next steps.

For Review:

School Climate Definition: The norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure of the school that affects the quality and character of school life based on students', parents' and school personnel's perceptions of their school experiences.

Elements of School Climate:

- Safety (including physical and social emotional well-being)
- Interpersonal Relationships (respect for diversity, social support for students and staff, open communication, family engagement)
- Institutional Environment (physical condition of school facilities, school pride, and staff morale)
- Teaching and Learning (support for learning, professional learning opportunities for staff, rigor appropriate for each individual student)

The decision was made to NOT pursue focus groups as a method to measure school climate. Using a survey is a good tool to determine methods for measuring school climate.

Cognia was invited to next subcommittee meeting and was asked if they were willing to share the template of standards they used to create the current SES survey so we can create a survey that will align to both school climate and SES elements. If surveys are used, schools want one that is useful in improving their own school climate in addition to being used for ESSA accountability.

There was discussion on how student, staff, and family surveys on school climate should be weighted for accountability purposes. Once a survey is developed and aligned to standards, we will need to determine the feasibility of administering the survey and use results to examine how accountability numbers would look by using different weights for student, staff, and parent results.

The subcommittee agrees that we should find a way for one survey to meet elements of both SES and school climate and each question should be aligned to either of the two indicators.

Cognia is NOT able to share the template and are not willing to create a separate survey that will combine SES and school climate. They will develop a school climate survey available in May. If we use this, we would have to give both surveys measure SES and school climate which would be 40 questions total. Cognia is willing to join our next subcommittee meeting to discuss further.

The subcommittee feels it is valuable to have staff and parent input but unsure how they should be weighted, how do parents complete, should parents with more than one child be allowed to complete the survey for multiple children.

A clear look at what the survey will look like is needed before deciding on percentages for weighting.

The committee would like one more meeting before the school year ends to continue the discussion with Cognia and what a potential survey could look like. We would like to know what the survey would look like by

the end of the year. From there, continuing the discussion on weighting of the survey for students, staff and parents.

The school climate subcommittee made the following recommendation to the full ESSA committee:

“We recommend that the ESSA Subcommittee on School Climate continue to meet for the purpose of exploring the viability of using some form of school climate survey and/or school climate focus groups that will take place at each school location. Full details will still need to be worked out, and this subcommittee would like the opportunity to be able to explore these options. We would like to be able to continue meeting, giving regular updates to the full ESSA committee on our discussions, and will present a recommendation for how to measure school climate to the full ESSA committee at a time that we have a plan determined.”

Feedback, Concerns, Recommendations:

Concerns:

Based upon what Jim just shared, it appears that it is way too early to include School Climate

Are we consistently measuring same thing?

Can we include other measures outside of surveys? Parent attendance at events, number of applicants for jobs?

Is this looking at climate

National norms or our own as North Dakota?

“sitting on the fence” to include this in accountability

Other surveys are already done (i.e. eProve)

Two surveys a no go.

Already do multiple surveys

Recommend:

Like the idea of being able to combine the surveys together

The discussion should move forward on how this can be done either with Cognia, or if not, do we have other options, as he mentioned

The weighting issue is a very important to keep considering and discussing

If this could be used instead, that would become a viable option

2 surveys (engagement and climate) can be done quickly back to back with students in one session

Would like well-rounded picture to include staff and parents

Continue work as group and with Cognia

No New Platform – too much invested in Cognia/Schools strategies, etc.

Recommend using – then would know if it works or need to be changed or adapted

No to spending funds on another survey. Already invested in this and other school level data tools (YRBS)

Yes, continue to get students perspective on climate. Continue conversation of % of pie to move climate @ Elementary level

Yes, move forward

If Cognia can't meet our needs, we should be open to other vendors (look at other tools being used) or consider creating our own

Yes, to continuing (one survey, not two separate)

Yes, to pilot (representative)

Language interpreters: be sure reaching special needs parents

**Choice Ready – Laurie Matzke**

The Choice Ready framework continues to be an element of our plan that we are most proud.

Choice Ready results were reported out for the first time in September 2019.

Two infographics were created to share and disseminate data. One highlights school-level growth, data, and results and the other student-level growth, data, and results.

A Choice Ready Certificate was also created for those high schools interested in providing recognition to students who will graduate Choice Ready.

Things that are currently being worked on are the 4cs (rubric as a tool for schools) and assistance to schools with negative growth.

All public high schools will complete the Choice Ready report for all graduating seniors by June 30, 2020.

Choice Ready results for the 2019-2020 school year will be included on the next school accountability report that will be disseminated in late August 2020.

Feedback, Concerns, Recommendations:

Chart is impressive

Concerns:

Unsure of utilization of Choice Ready Certificate – likely not at graduation

Where does the Seal of Bi-literacy fit? Should be a choice as an indicator

Are all students included – interested in breakouts of data: EL – Spec Ed, etc. More drilldown.

Recommend:

The way to move forward with elementary is the right decision – provide resources, don't make as accountability

Schools should be looking at creating Profile of a Graduate (embeds 4 Cs) as a result of Choice Ready

Could higher ed utilize choice ready for college admittance?

If so, could we build a sort of digital transcript for each student to be tracked and sent to the university?

Take a step further – collect & report – credit for jobs/internships/military.

“Choice Proven” – already proof of concept – give credit for on chart.

Elementary school cohort that graduates choice ready. Track data

Consider demographic data for choice ready.

N size – small school consideration; 3 year rolling average

Review Workforce – Career Ready Practices (5 for CTE/Perkins)

Early graduates – strategy

Want ASVAB & ACT because of testing

ASVAB should be 24 or military acceptance - Measures multiple factors, not just test scores

Growth is very positive

Work on implementation

Blue Box = Big Box

Start Early (4 C's) in elementary level

### Work-based Learning Guidance – Wayde Sick

Work-based learning experiences are a wide variety of opportunities intended to build a foundation of essential skills students need as they enter the workforce. These experiences focus on providing career exploration opportunities to include; industry presentations, industry tours, field trips, career fairs, career forums, work simulations, informal interviews, job shadows, etc.

High quality CTE programs will offer students an opportunity to engage in work-based learning experiences.

- Option A real workplace settings – the student is placed on a supervised worksite in business/industry. Work experiences may consist of Coop Work Experience, internships, or similar placements and must be a minimum of 40 hours in length.
- Option B Simulated work experiences in schools - The student's CTE Program offers in-class projects or laboratory experiences that are similar to those found on the job, that foster “in-depth, firsthand engagement with the tasks required in a given career field.” The in-class experiences must require no less than one week or five successive hours of class time to complete. The entire series of projects must total 40 hours or more to be considered a work-based experience. These must be hands-on so guest speakers, field trips, etc. do not count.

Should the ESSA committee consider developing more defined guidance for work-based learning?

What direction should we take to cut down on confusion between ESSA and Perkins V Work-based learning?

Feedback, Concerns, Recommendations:

Like the idea of changing term in essential skills from work-based learning to career exploration activities

Align the work-based learning experience in Work Force ready with CTE's definition  
Why couldn't Basic Training (between junior/senior year) be counted?  
40 hrs. vs. 75 hrs.

#### Phase V Dashboard – Ross Roemmich

##### Insights Dashboard Proposal – Phase V

In STARS under the LEA Directory you will add the following:

Superintendent's Picture – (3 X 5 High Resolution)

Superintendent's Message – Limited to 1000 Characters

In STARS under School Directory you will add the following:

High School Principal's Picture - (3 X 5 High Resolution)

High School Principal's Message – Limited to 1000 Characters

High School Mascot – (3 X 5 High Resolution)

High School Showcase Graphic – (3 X 5 High Resolution)

High School Showcase Information – Limited to 1000 Characters

If you have more than one Principal in the high school, you will need to check mark the Primary Contact in School Directory. If you have more than one Mascot, you will either choose one of them, or combine them both in a (3 X 5 High Resolution) picture.

Feedback, Concerns, Recommendations:

Concerns:

Timeline of the report: may be some issues with staff changes

Recommend:

Would like in the fall instead

Not a picture of principal as one-time information

Recommend Logo, Mission and Vision

#### **Break**

#### ACT for Accountability – Bonnie Weisz

Interest by districts to use ACT for accountability is increasing. 32 districts used this flexibility in the 2018-2019 school year. 43 school districts in 2019-2020.

In April 2019, this indicator underwent a peer review:

- DOE determined ACT substantially met the requirements for use as a locally selected accountability tool in ND
- Additional evidence was required
- An independent alignment study was conducted in November 2019 for ELA and math:
  - ELA - All items and scoring domains were aligned to the ND content standards for high school
  - ELA - Within the standards, items were identified as aligning to all the strands
  - Math – almost all items were aligned to the ND standards and most target the high school standards with the remaining items targeting knowledge and skills largely emphasized in middle school
  - Math – within the standards, items aligned to all the conceptual categories and sampling across the mathematical practices.
- Separate independent comparability study was conducted
- Additional evidence was resubmitted to DOE in December 2019
- Will be allowed to continue to use ACT until fully accepted

Looking at Assessment in a New Way – Kirsten Baesler

## TSI/CSI Update – Stefanie Two Crow

Targeted Support and Improvement (TSI) uses the NDMTSS framework:

- REAs provide professional learning to support schools
- Evaluations must occur frequently to help determine the effectiveness of the system, process, and multi-tiered instruction.

Comprehensive Support and Improvement uses Ed Direction instructional coaching, implementation and evaluation:

- Continue virtual and face-to-face collaborative coaching model
- Focus on priority practices and professional learning based on research
- Review monthly reports to determine impact on student learning and if school is on track for implementation
- Alignment to Strategy map
- Monitor and evaluate implementation of plan and interventions to determine effectiveness and future planning
- Effective use of school support funds or educational improvement

Professional learning opportunities include; data training, partnership with Dr. Constantino for family engagement, educational leadership excellence opportunity, partnership with Cognia for school support plan and strategy map.

ESSA improvement plan requirements for CSI and TSI reviewed.

Additional opportunities available to compliment or expand current improvement efforts:

- Breakfast after the Bell
- Title I Reallocated Funds to align with family engagement and leadership
- ND Comprehensive Literacy State Development grant

Feedback, Concerns, Recommendations:

Timing on identification is difficult for schools. Can this be moved up to assist schools in plans and implementation of supports?

## GED/Dropout Workgroup – Stan Schauer

In our current educational system, can we find ways to better serve the students that are typically not finding success? This workgroup has met twice so far which were spent discussing EdFacts wording and deciding if going forward was an option and discussed possible barriers, issues, paths to take for implementation and how this would be viewed.

The origin of this workgroup was the question of ho students who transfer to adult education are reported.

One of the biggest questions revolves around “remains responsible”.

The USDE states: A student, including any in a GED study program, is NOT counted as a dropout as long as the student remains in the elementary/secondary education system or is monitored by the public school system. Schools or districts “who *remain responsible* for students that are in pursuit of a GED ... and are not marking the student as a dropout” are reporting correctly.

If this were implemented today, it would affect a lot. There are other states currently modeling this to different degrees so we could borrow to write ND specific language.

Can we create a win-win-win for students, schools/district, NDDPI, and Adult Ed?

Research:

- We have reached out to CCSSO who have reached out the USDE contacts.
- Other states definitions of dropout
- If an effect on graduation rate could be had-positive effect on dropout rate and most likely completer rate.
- Exact definitions for dropout/grad rate
- The idea was presented to a small group of principals and had positive reaction
- Remain responsible meaning fiscal and attendance/progress tracking

- Collecting and analyzing dropout data from DOCR to see if can identify themes and if collecting more data on dropouts statewide would be beneficial.

Going forward:

- Work was paused briefly but need to pick back up ASAP.
- Continue with research
- New exit code (i.e. Continued-GED), tracking issues, fiscal impact, dashboard and accountability impact (ACR?), contract/mou with ALCS, communication channel between K12/Adult Ed.
- Graphic of hypotheticals - map of all scenarios for fiscal/tracking
- Communication with students who have dropped
- As an FYI: GED student testing average age in ND is 24 years old.

New idea to build upon definition change and replace efforts:

- GED Option #2 (GED option number 1 being the typical GED route we know today). WI currently using.
- Authorizes school districts to use the GED test battery to measure proficiency in lieu of high school credits if enrolled in an alternative education program and approved. Other requirements are included with the battery of GED tests, i.e. Civics test or could be other Choice Ready requirements.
- Schools must apply and meet criteria and each student has to meet certain criteria as well, i.e. behind by x amount of credits by x time.
- The GED tests and the Wisconsin health and civics tests align with the Wisconsin Academic Standards.
- The GED tests are a nationally normed, standards-based means of measuring high school competency. The tests are normed so that 40% of graduating seniors could not pass the tests. This program offers students with little hope of earning credits through the Carnegie unit method a means of demonstrating competency and earning a high school diploma.
- Special Education students can participate as well, would need to add information to their IEP and also apply for accommodations (if needed) via GED Testing Service.

Summary: Provides another route for students and another tool for schools to help students find success (beyond seat time or credit recovery).

## **Questions & Answers**

## **Next Steps/Adjourn**