

ESSA Planning Committee MINUTES

Tuesday, May 17, 2016 | 10:00 AM – 3:30 PM | State Capitol – Pioneer Room

Facilitator	Note Taker	Bucket Leader
Ann Ellefson	Jane Gratz	Ann Ellefson
Meeting Convened 1:10 PM	Meeting Adjourned 2:05 PM	Breakout Room Fort Totten

Attendance

Planning Committee Members

<input type="checkbox"/>	Nick Archuleta	<input type="checkbox"/>	Jennifer Fremstad	<input type="checkbox"/>	Mike Nathe
<input type="checkbox"/>	Amy Arness	<input type="checkbox"/>	Jody French	<input type="checkbox"/>	Amy Neal
<input checked="" type="checkbox"/>	Marc Bluestone	<input type="checkbox"/>	Tracy Friesen	<input type="checkbox"/>	Andrea Noonan
<input type="checkbox"/>	Sara Bohrer	<input type="checkbox"/>	David George	<input type="checkbox"/>	Larry Nybladh
<input type="checkbox"/>	Merle Botone	<input type="checkbox"/>	Jon Godfread	<input type="checkbox"/>	David Richter
<input type="checkbox"/>	Jeffrey Brandt	<input type="checkbox"/>	Robert Grosz	<input type="checkbox"/>	Russ Riehl
<input checked="" type="checkbox"/>	Tanja Brown	<input type="checkbox"/>	Nikkie Gullickson	<input type="checkbox"/>	Richard Rothaus
<input checked="" type="checkbox"/>	Amiee Copas	<input type="checkbox"/>	Cheryl Hagar	<input type="checkbox"/>	Wendy Sanderson
	Teresa Delrome		Rosemary Hardie	<input type="checkbox"/>	David Steckler
<input type="checkbox"/>	Teresa Desai	<input type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	Jim Stenehjem
<input checked="" type="checkbox"/>	Kirsten Dvorak	<input type="checkbox"/>	Melanie Kathrein	<input type="checkbox"/>	L Anita Thomas
<input type="checkbox"/>	Kayla Effertz-Kleven	<input type="checkbox"/>	Wayne Kutzer	<input type="checkbox"/>	Janet Welk
<input checked="" type="checkbox"/>	Mary Eldredge-Sandbo	<input type="checkbox"/>	Robert Lech	<input type="checkbox"/>	
<input type="checkbox"/>	Jeff Fastnacht	<input type="checkbox"/>	Marcus Lewton	<input type="checkbox"/>	
<input type="checkbox"/>	Tim Flakoll	<input type="checkbox"/>	Jill Louters	<input type="checkbox"/>	

NDDPI Ex Officio Members

<input type="checkbox"/>	Lodee Arnold	<input type="checkbox"/>	Lucy Fredericks	<input type="checkbox"/>	Kay Mayer
<input type="checkbox"/>	Kirsten Baesler	<input type="checkbox"/>	Greg Gallagher	<input type="checkbox"/>	Gail Schauer
<input checked="" type="checkbox"/>	Ann Ellefson	<input type="checkbox"/>	Robert Marthaller	<input type="checkbox"/>	Gerry Teevens
<input checked="" type="checkbox"/>	Valerie Fischer	<input type="checkbox"/>	Laurie Matzke	<input type="checkbox"/>	Stefanie Two Crow

Agenda Items

Topic: Q1. What is your vision of NDs 2030 graduates? When you heard that we could create our own vision and measures for the accountability system, what ideas or thoughts popped into your head?	Presenter: Ann Ellefson
<p>Less about what I see but more about what I hear is that school districts that have phenomenal, innovative ideas that have difficulty ever moving toward implementation because of the obstacles they have had to overcome just to maintain status quo of the NCLB that either the funding, the time, and the ability, to be able to implement teaching projects to gets students truly prepared for 21st century that they are walking into and for jobs that we don't know are necessarily there yet has been truly almost an impossibility. A really successfully statewide overwhelming implementation of the types of stuff out kids needs has been really overshadowed by reporting and by systematic requirements. Although it's difficult to predict what the future is or what that should look like by 2030, what we do have is collaborative momentum that will change things if we loosen the shackles and allow some of that innovation we talk about to actually come into application. None of us know in 2016 what things will look like in 2030, but we certainly need to open doors for us to have any idea what it could be.</p> <p>Acceptance. Knowing that our kids can do more. Just because a student has Down's Syndrome doesn't mean they can't do math. Don't assume. We want our kids to be productive citizens...not just folding laundry or swishing toilets. Our kids get pigeon-holed and can't grow and have equal access.</p> <p>By 2030, qualifications will be different. Kids may have the knowledge and skills, but they also need to believe they can change the world.</p> <p>Administration spends too much time on reporting and not enough time on strengthening instruction. There should be more choices for kids to meet graduation requirements. Possibly use GED as one of the measures; kids may drop out of high school, but by the age of 21 have obtained their GED. There are also the CTE and WorkKeys requirements so we have diverse ways to help students.</p> <p>Some schools across the country leave high school with a cosmetology certificate.</p> <p>North Dakota does not have enough career tech. All of the community colleges in ND offer career tech; however, there still should be more focus on career tech, recognizing that a two-year or tech degree may be the best academic approach than a four-year degree. Postsecondary training is something that the working world is ready to provide already, or they will facilitate its provision, shouldn't we be doing a better job than of preparing them to be competitive in that market immediately; the skills to be coachable and trainable so they can hit the ground running. How do we take this opportunity to turn this a little bit and start delivering something of value in giving our kids something that they need to be successful versus what politically, in D.C., they think they want to measure from our kids.</p> <p>Focus on college-, career-, and life-ready skills.</p> <p>There has been a societal shift – no parent at home afterschool anymore. We asked for a different subsection of our population to assist the parents in some of those basic skills that were never asked, whether it was a preschool setting or elementary setting to teach. There has been an understanding that we are not to teach morality to kids as that is a parent's job...but, yet, we are. Kids are sent to college with little to no social skills.</p> <p>With NCLB, we been measuring things that don't genuinely impact student growth and student movement., but a lot of things that do impact student growth and student movement are difficult if not impossible to measure but they are the most critical components. How do you write a plan that measures what's important that are not measureable. There are screening tools available, but it will take training and coaching to get those in place.</p> <p>How does all this translate into a state plan? How can we think about what graduation rates will be in 2030 as we think of a general accountability system?</p> <p>School Culture. It's through those culture pieces that a lot of those life skills are taught.</p>	

Topic: Q2. What should we keep doing?	Presenter: Ann Ellefson
<p>Curriculum.</p> <p>Optional diploma, alternative access diploma.</p> <p>Communication, transparency.</p> <p>Evaluate schools on test scores.</p>	

Topic: Q3. With that in mind, what should the state continue to do to make our vision possible?	Presenter: Ann Ellefson
<p>Ran out of time.</p>	

Topic: Q4. What value or options speak loudest to you at this time?	Presenter: Ann Ellefson
<p>Ran out of time.</p>	