

## ESSA Planning Committee MINUTES

**Monday, July 25, 2016 | 10:00 AM – 3:30 PM | State Capitol – Pioneer Room**

Facilitator	Note Taker
Shelby Hubach	Shauna Greff
Meeting Convened	Meeting Adjourned
10:05 am	3:00 pm

### Attendance of Planning Committee Members

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

### Attendance of NDDPI Ex Officio Members

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

## Agenda Items

### **Topic Update and Overview if Agenda: Shelby Hubach, Presenter**

Accountability system is main priority  
Shift in strategy  
All will be involved in accountability portion then split into buckets  
Interactive meeting

### **Topic Key Elements of a State Accountability System: Heather Kinsley, Presenter**

Who are those kids and how can we serve them  
This plan is not a NDDPI plan  
This is a huge opportunity to work together to create the accountability system-a continuous process of feedback  
Provide a framework where all pieces fit and work together  
All stakeholders provide feedback and own this plan  
Key questions that need to be answered to drive the accountability plan  
Need to agree and get buy-in on these answers  
What do we know about the past in education?  
Accountability is not new  
ESSA was intended to provide new resources and funding  
PowerPoint  
Table Discussion Notes #1

### **Topic School Dashboard and Rating System: Heather Kinsley, Presenter**

What does it look like to provide data transparency?  
Key questions again to decide what data do we show and how to represent it so it is meaningful?  
Thinking about a data davenport.  
A website available to the public  
Who is this dashboard for?  
What purpose does it serve?  
Accurate, honest but complete list of what is happening in our schools  
What does school quality data look like?  
How is it used to create an accurate picture of what is happening in our schools?  
How do we communicate that we are moving in the right direction?  
Achievement marries achievement and growth  
Needs to be sustainable  
Learning index  
Growth index – quadrants  
Formula  
State assessment is used for the formula  
Only one factor of accountability measurement  
Need to keep in mind schools' needs assessments

**Topic School Dashboard and Rating System: Heather Kinsley, Presenter**

Data is not just state assessment  
What is our vision? Where are our schools now and where do we want them to be?  
Setting parameters for the questions and working group works through answers  
Communicate what is absolutely important  
Define learning index  
PowerPoint  
Table Discussion Notes #2

**Topic Review Proposed Regulation and USDE Letter: Laurie Matzke, Presenter**

Overview of July 29, 2016 letter to the USDE from Superintendent Baesler

**Topic Additional School Quality Factors: Heather Kinsley, Presenter**

Need to determine at least one school quality factor that can be measure and provide meaningful differentiation  
Potential factors are: school climate/culture, student engagement, rigor of coursework  
Students within Supt. Baesler’s cabinet offered ideas for a school quality factor: community engagement, access to courses, learning environment, post-secondary plans, preschool availability, extracurricular activities, access to school counselor  
Need to consider the weighting of all indicators in the accountability system; academic indicators need to be given greater weight  
PowerPoint  
Table Discussion Notes #3

**Topic School Improvement System: Heather Kinsley, Presenter**

Need to design a statewide system of continuous improvement that includes monitoring and support to schools and districts  
Provide schools with three years to implement continuous improvement and set data points to progress over the three-year period  
Start with an assessment to inform a comprehensive improvement plan; then, implement the plan using data to monitor and adjust implementation; align improvement tools, supports, and services to the improvement plan  
PowerPoint  
Table Discussion Notes #4

**Topic Synthesize Main Discussion Points: Heather Kinsley, Presenter**

Offered main discussion points based on table discussions held throughout the meeting

**Topic Timeline, Next Steps, and Q & A: Shelby Hubach, Presenter**

ESSA implementation begins July 2017 and submission of the ND ESSA Plan occurs March 2017. Between now and March 2017, the ESSA Steering Committee will begin drafting the ND ESSA Plan and gather feedback from the ESSA Advisory and Planning Committee. It will be an iterative process with numerous revisions made to the ND ESSA Plan and several occurrences of gathering feedback from ESSA Advisory and Planning Committee members.  
Doodle polls will be sent to the ESSA Advisory and Planning Committee members to schedule meetings for September, October, and November. The next meeting on August 30 will focus on accountability. Future meetings this fall will focus on getting feedback on drafts of the ND ESSA Plan.  
No questions were asked during the Q&A portion.

<b>Next Meeting</b>
<b>Date:</b> August 30
<b>Location:</b> To Be Determined
<b>Time:</b> 10:00am-3:30pm

## **Key Elements of a State Accountability System**

*Discussion on Vision, Goals, and Key Accountability Presentations*

### **What key takeaways do you have from the presentation?**

- Need to be aware of the law; need sustainability
- Who are we building this for? The first word is students-community.
- We have a lot of lagging indicators
- The purpose, make sure system works. Is funding making a difference?
- It will be different for different stakeholders
- Can we come up with different levels of accountability or systems? (ex. rural vs. urban)
- Accountability, can we have flexibility?
- It has to understand the complexity and still be fair
- Different agencies come up with different a perceptives – is there funds? Need resources for what is important.
- We want student success prepared after school
- Technology is changing fast
- Want critical thinkers, as now we seem to take that away
- Kids learn differently – there is no one way – every kid has a different hook
- Those with disabilities need SPED
- Curriculum – should it be based on tests?
- Need transition plans for starting at age 14; as long as the plan is aimed at all students’ potential, it is okay if it changes over time.
- Make is easy to measure
- Key elements – time is a factor – most effective teaching
- Balance between local control vs. everyone being accountable – cannot sit back and do nothing
- Growth
- System recognizes strength vs. a deficiency model
- Collaboration (Fosters)
- Purpose to support schools in growth of key factors
- Do what is right for ND and best for kids
- System Accountability – new system is often the fact – too late
- What is reported now is easy numbers, not necessary. What is happening in school or quality indicators?
- 100% no realistic - became punitive
- How can we move to meaningful data in a timely manner to help kids? Improvement system/focus.
- Accountability definition:
  - Funding, legislation, boards
  - Ownership belongs to the locals, but how do we do that?
  - How do we make it understandable?
  - Role of stakeholders in system
- Need to supply resources where needed and continually evaluate and reallocate resources
- Need a user-friendly system
  - Students
  - Teachers
- Move away from “business model” approach – we deal with real humans and education is a unique system
  - Funding formula
  - Spending regulations
  - Resource allocation
- Need flexibility, programs that work
- Need to educate all levels of the “system” to ensure they understand education is not a “business”
- Will the recommendation of this committee be taken to heart or will outside stakeholders determine the system?

- Need to support project-based learning
- What is driving instruction?
- Using test results to evaluate programs does not necessarily tell the success of programs
- Challenging that others/special interest groups add to curriculum/school
  - Bullying
  - Civics
- Scripted programs are not always the best for education
- Improvement takes time
- Every school is at a different starting place
- It takes time – programs, people, students need time to adapt and see results
- Schools are trying everything – but test scores still may not move
  - NDSA means nothing to the student
  - How do we change the conversation?
- Discourse on how guidelines/law end up
- Long-term solution to gaps (for students)
- Strength of ESSA – family involvement
- Differentiation – need to get back to embracing improvement
- Skills – teachers need to engage students
- Purposeful, meaningful to students and teachers
- Student growth – other measures besides standardized tests
- How do you design a system that honors multiple pathways?
- State must respect local voice
- How does accreditation play into this?
- How will the opt-out option affect the accountability system?
- What's the intent of our state assessment under ESSA?
- Success looks different – student
- Do Not measure in the same way for every student
- Key components for every student
  - Choice
  - Ensure students are growing (check points)
  - Relevance
  - Motivation
- Profiles of learning/competency
- System allows-ensures-encourages-measures student growth
- Afraid of the system becoming an assignment – make sure our purpose is about kids
- Make sure systems mesh
- Leading the lagging
- Where do we see students not growing across the spectrum/state?
- Figure big state framework
- All students have equal opportunity
- Building capacity as the lead driver
- System flexibility – ala carte, needs are different
- Resource library
- Students should have multiple ways to show choice-readiness
- Flexibility to schools to ensure LEA priorities are included
- Built upon a growth model
- System that supports innovation and capacity building
- Are we leveraging what other states are doing with ESSA?
- Relationships are critical
- Question one size fits all
- Less punitive, more flexibility
- Values must be shared and supported

- Sustainability?
- Stakeholder roles?
- Teacher prep/preservice/recruiting
- Affordable tuition/salary
- Focus on the law
- Compliancy
- Achievement

### **School Dashboard and Rating System**

*Driving Continuous Improvement through Data Transparency*

- Must be communicated effectively to parents
- Parents should understand so they can be part of the process
- Data for presentation versus data that staff can actually use
- Include 21st century skills as a qualitative measure on dashboard
- Content measure should be embedded in the 21st century skills
- Need a standardized measure for creativity. How do we do this?
- Define the skills and also the rubrics for measuring the skill across the state
- Need a common assessment track
- Graduation rate should include GED. People learn different way and GED
- With ESSA we are hopeful we can get back e to what we love about education
- The four Cs:
  - Creativity
  - Critical thinking
  - Collaboration
  - Communication
- Who is it for- Any one, business, parents, the state to decide services and support
- Purpose-yet to be determined depending on data on it
- Simple enough for parents/others to use
- Concern:
  - Will people think of it as only data (may not understand)
  - Would/should show schools growth/achievement
  - Categories on it may be limiting
  - If parent has special education child it may be more important
- Translate dashboard into other languages (different cultures). What is the culture of the school is it welcoming to all
- We want to treat all students as individuals not masses
- Concern with tests and struggling children
- This is majority average how do we factor in lower struggling children?
- Do we want to concentrate more on growth or achievement?
- There may be focus on struggling and a focus on gifted-What about middle group?
- Be Standards Based (How close are we achieving the standards?) versus Ranking
- Data should answer:
  - How are we doing for ourselves? Student groups to longitudinal data
  - How are we doing similar groups? Middle school to middle school
  - How are we doing overall meeting the standards?
  - What processes are important?
- What growth needs to be recognized?
  - Real time
  - Assessment parameters
  - Student value of testing
  - Meaningful data
  - Fidelity of testing process
  - Stoplights/colors-good
  - Change metrics-standard data-baseline
  - Small school reports

- Dashboard
  - Who: Parents, legislators, business and industry, higher education, and teachers
  - Reports: should/could look different for constituents
  - Purpose: Communicate to constituents
  - What are you trying to communicate? Basic school performance

### **Additional School Quality Factors**

#### *Identifying Additional Factors of School Quality*

- Focus on student achievement
- Approaches to curriculum and instruction
- Use of evidence for planning, organizational learning and accountability
- District-wide sense of efficacy
- Building and maintaining good communications and culture
- Investing in instructional leadership
- Commitment to school improvement
- Job embedded professional development
- Infrastructure alignment/resource allocation (reference: Leithwood 2010)
- Student remediation is an issue at all levels (elementary school, middle school, high school, and college)
- Providing student guidance on coursework options and future choices is a challenge
- Schools with system of MTSS for those that are struggling or/and those that need more challenge
- Do AP courses equal Dual Credit courses? Some policies are making districts pick between offering both types of advanced coursework options
- Parents need to be engaged, involved, and invested in education and their child's future
- How do K-12 processes align or enable kids for future experiences? (i.e., allowing students to retake exams until successful – does this prepare them for experiences outside school?)
- Why are students disengaged?
- What can we do?
- Many AdvancED districts already use surveys – ELEOT – the surveys that are used could be used for multiple purposes (locally, accountability)
  - How can ELEOT criteria/research be used to train staff on effective practices?
  - If ELEOT data elements are used, the expectation of districts will be for AdvancED to provide training and share ELEOT resources
- What does effective instructional design look like?
- What schools are teaching with 21<sup>st</sup> century skills?
- How can these elements be measured?
- How can interventions be provided in an accelerated environment?
  - Schools need to shy away from remediation and pull out environments as kids miss out and it is not effective.
  - Are there ways to provide flexibility in scheduling, school start times (junior high starting later), etc. as options?

#### **Key Takeaways - Communication**

- Who is this for? Communities in general
- What purpose? Communication/public
- State dashboard with local component (can't incorporate all local components initially.)
- What communication? We have workable, viable schools students growing school is working.
- What is considered achievement?
- What is considered growth?
- An Individual Learning Plan (ILP) has to be taken into consideration
- What indicators of school quality should we use?
  - School facilities (libraries, computers)
  - Class sizes
  - Teacher qualifications/quality
  - School connectedness – climate
  - School discipline policies
  - Extra-curricular activities (Are there opportunities for students to get involved?)
  - Meaningful professional development

- School Quality Indicators should include, but not be limited to:
  - High levels of student engagement
  - Positive school culture
  - Safety and Security schools
  - Early Childhood Program as prevention
  - Students should have a sense of belonging
  - We should identify a list of initiatives proven to work and place them in a clearinghouse.
- PLC's are effective. If we impact what adults are doing through PLC work than we will see positive student growth and achievement.
- Quality leader activities serve as leading indicators of lagging data.
- Professional Development should be embedded in a continuous school improvement plan or serve as an indicator.
- Research supports that opportunities for fine arts, STEM, and CTE programs indicate a high quality school and success for students.
- How do we gauge if students are successful after graduation?
- Climate and culture are important, but how do we measure this?
- When looking at culture, it's important to include all student populations with different languages and different cultures
- Parent Involvement is critical –
  - Type of parent involvement activities should be identified and defined
  - Think about what kind of engagement - school activities or at home – that we want to measure
  - Could measure attendance/activities/conferences of parents – however, parent may have specific needs – they may never attend, do not feel welcome, don't get needs met, think it's waste of time
  - ELL students are more challenging
  - Statistics show those that graduates make more money
  - National PTA School of Excellence – form a measurement to identify areas of strength/weakness, involves all stakeholders, schools enroll in this program so not all schools have this
  - Ensure there are resources available (i.e., PTA, PTO, etc.)
  - Use a survey
  - Assure parents understand importance - Culture matters because some don't understand
- Family Engagement is a measure to be looked at – how is this defined and how do we measure this?
  - Climate and culture measures
  - School of Excellence - school enroll for this program
- Need something comprehensive
- If measuring student engagement, how is this defined?
- Impact of instruction – different modalities of learning and demonstrating learning

### **Common Benchmarks**

- How to really measure?
  - Grade specific
  - Multiple measures
  - Balance of all students
- Parental role/involvement
  - Rigor/growth
- Blur (?) the line
  - Graduation

## School Improvement System

### *Identifying Schools for Improvement under ESSA*

- Would it be appropriate for teachers to use ELEOT more often?
- Does it cost the school more to use?
- What does continuous improvement look like?
  - Have base line and in the future should increase
  - Annually review
  - Continuous updating
  - Sharing information with parents, stakeholders in a common language
    - Alignment of survey data
- Parent involvement is important
- Laws on the number of hours per day – seat time = credit
  - Create barriers
    - How can we be more flexible?
    - CBE
    - What is the constant/more important?
      - Time?
      - Knowledge?
- Does our traditional schedule currently work?
  - What data supports this?
- Governance:
  - School board role
    - Multiple boards
    - Not familiar with the process/system of education
- School system can only be as effective as its board
  - Politics are involved at some levels
  - Teachers want to teach and coaches want to coach
- Transfer/transition between schools/districts
  - Districts/boards communication with each other is same areas
- Principal/Superintendent relationship with board
  - Open lines of communication
- Variations within one system
  - People on different ends of the spectrum
- Potential consistency between factors
  - ELEOT
  - Surveys
  - Not just accountability
    - Using some things in place that drive/connect to improvement
  - System has school improvement plans that have direct connections to data
- State needs to understand that each school/district is at a different starting point
  - Logistically – within cycle
  - Strategically – interventions/support
- We need a good/great support system for students
  - How can we help kids before we lost them?
  - Non academic
  - More resources & support
- What community supports exist for students?
  - Mental health – mental well-being for our students!
  - Students have real needs – unmet

- Difficultly hiring people
  - Need financial flexibility
    - Teachers
    - Social Workers
    - Psychologists
    - Counselors
- What are the support services?
  - Define – allow flexibility
- Identify student needs
  - Find resources for those needs
  - Coordinate services
- Each community has its own unique needs and challenges
  - How can we measure?
  - How can we give “credit” for other options?
- Flexible scheduling
  - Start time/end time
  - Teens – research says mid-day best function
    - How can we better provide services/flexibility?
- Emphasis on sustaining accountability
- Whatever we end up with must be:
  - User friendly and transferrable
  - Meaningful and relevant to the teacher and community
  - Able to meet students where they are
- How are we going to pull this together?
- How are we going to prevent this from feeling like “one more thing” for teachers and schools to do?
- How can we fit in principal effectiveness?
  - Teacher leaders effectiveness
- Takeaway for continued improvement
  - Use the score from AdvancED as the secondary score (color coded)
    - It is measured nationally
  - Go with standards based instead of one score at the end
  - On accreditation/site visit and dash board, eliminate the overall rating
  - Color coding or wording for dash boarding
  - Instructional coach in every school
- Integrated momentum
  - Remove “2030” from vision
  - Still asking:
    - Where are we going?
    - Set vision
    - Select common priorities
    - High school diploma is not enough
    - 2-year/AA degree at a minimum
    - Learning structures
      - Workplace
- What are the takeaways?
  - If student engagement is used, the concern is how we effectively and cost effectively use and measure without compromising AdvancED?
  - Adding the element of accountability into the system potentially impacts the process.
  - Most team stated that this is the first time hearing about ELEOT, except one team member.
  - Review base line data & review trend data annually!
  - Need to build capacity to sustain improvement through the use of resources
  - Discussed use of ELEOT at school level

- Discussed use of iobservation
- What specific topics/areas do you still have questions about?
  - Would it be appropriate for teachers to use ELOET more frequently?
    - Currently, can be used as a formative tool but above and beyond ND accreditation contract, additional \$400 per year.
- Is ELEOT adaptive to ELs, SPED, other student populations?
  - Yes, also adaptive to STEM schools

\* Notes for next meeting: More diverse seating, report time out & cookies