

ESSA Planning Committee MINUTES

Tuesday, October 25, 2016 | 10:00 AM - 3:30 PM | Baymont Inn & Suites, Mandan

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Shauna Greff	
Meeting Convened	Meeting Adjourned	Breakout Room
10:00 am	3:30 pm	

Attendance

Planning Committee Members

<input type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Tracy Friesen	<input checked="" type="checkbox"/>	Jill Louters
<input checked="" type="checkbox"/>	Amy Arness	<input checked="" type="checkbox"/>	Jon Godfread	<input type="checkbox"/>	Mike Nathe
<input checked="" type="checkbox"/>	Marc Bluestone	<input checked="" type="checkbox"/>	Robert Grosz	<input checked="" type="checkbox"/>	Amy Neal
<input type="checkbox"/>	Jeffrey Brandt	<input checked="" type="checkbox"/>	Nikkie Gullickson	<input checked="" type="checkbox"/>	Andrea Noonan
<input checked="" type="checkbox"/>	Tanja Brown	<input checked="" type="checkbox"/>	Cheryl Hagar	<input checked="" type="checkbox"/>	Larry Nyblad
<input checked="" type="checkbox"/>	Sonja Butenhoff	<input type="checkbox"/>	Rosemary Hardie	<input type="checkbox"/>	Rebecca Pitkin
<input checked="" type="checkbox"/>	Amiee Copas	<input checked="" type="checkbox"/>	Julie Jaeger	<input type="checkbox"/>	David Richter
<input type="checkbox"/>	Scott Davis	<input checked="" type="checkbox"/>	Rod Jonas	<input checked="" type="checkbox"/>	Russ Riehl
<input checked="" type="checkbox"/>	Teresa Delrome	<input checked="" type="checkbox"/>	Melanie Kathrein	<input type="checkbox"/>	Richard Rothaus
<input checked="" type="checkbox"/>	Teresa Desai	<input type="checkbox"/>	Ashley Kelsch	<input checked="" type="checkbox"/>	David Steckler
<input checked="" type="checkbox"/>	Kirsten Dvorak	<input checked="" type="checkbox"/>	Tracy Korsmo	<input 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 checked="" type="checkbox"/>	Travis Thorvilson
<input type="checkbox"/>	Tim Flakoll	<input checked="" type="checkbox"/>	Marcus Lewton	<input checked="" type="checkbox"/>	Russ Ziegler
<input checked="" type="checkbox"/>	Jennifer Fremstad				

NDDPI Ex Officio Members

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

MEETING OBJECTIVES:

- ❖ Gather feedback on Supplement not Supplant letter
- ❖ Provide updates regarding federal ESSA guidance, requirements, timelines and opportunities for cross-state collaboration
- ❖ Learn about the progress and recommendations of each subcommittee
- ❖ Solicit feedback on subcommittee recommendations

AGENDA ITEMS:

10:00AM **Welcome** –Laurie Matzke

Overview of Agenda – Laurie Matzke

Stakeholder Engagement – Kirsten Baesler

- Video Clip from USDE
- Superintendent Baesler’s ESSA PowerPoint
 - ✓ Will make updates as needed
 - ✓ Can disseminate to all that want it to show their stakeholders
- Stakeholder Table Discussions (5)
 - NDCEL has done a great job of disseminating information
 - NDCEL conference presentation
 - NDASA Meeting, NDASS Meeting, NDSANS Meeting, Private Schools Meeting, ELPAC Meeting, Regional SBLT Meetings (local)
 - PPT will provide a consistent resource to share with stakeholders
 - NDACTE (Colleges of Teacher Education)
 - Dialogue with tribal entities; education leaders and tribal government
 - Tribal stakeholder meeting
 - GNDAs; daily email to members, encourage member dialogue, Most Likely to Succeed showings and discussions, NDDPI presentations
 - CTE; administrator list serve, how work here impacts CTE, staff meetings
 - Curriculum directors; ongoing small group discussions
 - Middle School principals; staff conversations, schoolwide principals group
 - NDSBA; conversation this week
 - NDPTA; Facebook posts, monthly state ESSA conference call with National PTA, disseminate detailed information to state NDPTA board (20 members), one on one conversations with people in education, politics, parents
 - Large school districts; meetings with ND study council, input from school superintendents, comprehensive memo to school board, newsletters both internal and external
 - Midsized school districts; teacher survey, presentations to staff with updates, presentations to administrators
 - List serve updates on ESSA to state education leaders
- Teacher Survey
 - Survey sent out through the REAs distributed across the state to all educators and some administrators in all districts with over 400 responses so far
 - Survey is still open
 - 101 have requested emails on ESSA updates
 - Comments:
 - ✓ Fewer assessments
 - ✓ Throw out Smarter Balanced
 - ✓ In favor of mentoring
 - ✓ NO letter grades for dashboard

- ✓ In favor of GED counting towards graduation rates
- ✓ Concerns of using ACT for state assessment

10:10AM

Review of Supplement Not Supplant Letter to USDE – Laurie Matzke

- Need to have letter in by November 7, 2016.
- The more people the USDE hears from the better.
- Use this as an example and create correspondence to the USDE.
- At the large districts, how does this effect you?
The letter from the NDDPI covers their main concerns – teacher transfers.
This is important from the standpoint of student-teacher relationships and also teacher –teacher relationships and communication for a team effort.
- Is there more of an opportunity to share the delegations view of the overreach?
Supt Baesler will reach out to see if they could independently or jointly get more communication outreach to share their concerns about regulation overreach.
If the regulations come out and there is major overreach, we will be reaching out to the delegation for their support so we do not just accept.

10:30AM

Reports from ESSA Subcommittee Meetings

- **Teacher and Leader Effectiveness**
 - ✓ ESPB Update on Effective Teacher Definition – Mary Eldredge-Sandbo
With the removal if the Highly Qualified requirement, needed to review and decide how to make sure our teachers are qualified.
Indicated four non-negotiables and seven passed motions - report out to committee.
Discussion on Kindergarten being kept separate: received strong recommendations to keep it as is –such a crucial time for students to get started with their learning.
Supt Baesler commented that nationally, developmental needs are dramatically different for Kindergarten than they are for older grades.
They need a specialized skill set to meet the needs of the 0-5 year olds.
Seems more burdensome to put additional requirements to receive the ECE endorsement.
NDDPI does have funds to help teachers receive this endorsement.
 - ✓ Leadership Academies – Gail Schauer
Multi-Tiered Leadership Academy to provide professional support, professional development, and career ladder opportunities. An update on mentoring, cost, and the critical skills of the Missouri Model. This model supports new principals, practicing principals in the field, and ongoing needs of all principals/leaders through modules of training. An idea is being explored to offer credits and advance degrees with the program as career opportunities.
Discussion on cost, time, and importance of mentoring leaders. Confirmed that leadership mentoring is important. Discussion also included the importance and continued support for teacher mentoring.
 - ✓ Recruitment and Retention – Rod Jonas
Task force
 - data was reported out regarding openings
 - rural ND were those with the highest needs
 Teaching perception survey results
 - Reasons for going into teaching
 - Wanting to make a difference
 - Inspiring teacher in their lives
 - Love subject matter
 - Were they satisfied with their profession? 86% yes
 - Would they go into education if they had to do it all over again? 63% yes
 - Does the public respect educators? 73% no
 - Would you encourage your child or students to into education as a profession? 58% no

- Have you thought about leaving the education profession and why?
 - 16% salary/benefits
 - 14% student behavior
 - 13% school administration
 - 10% lack of respect for the profession
 - Teachers with 0-5 years of experience, 30% cited either salary/benefits, 16% student behavior
 - ESPB reported out on licenses issued in 2015-2016
 - Schools/administrators have been creative in filling teaching positions
 - Options used:
 - Long term substitutes
 - Creating larger classrooms
 - Offering more electives to fill the student's schedules
 - Allowing teacher overloads
 - Combining grade levels
 - Using more Paraprofessionals and teachers in the Teacher-in-Residence program
 - To Recruit, administrators use:
 - Job service
 - Career fairs
 - Local newspapers
 - Online employment programs
 - Contact teacher education programs
 - College visits to meet with education students
 - Offer "low" rent for housing, provided scholarships for graduate courses, moving expense vouchers, paid transportation for out of state applicants
 - Many of the schools have accessed retirees
 - The following solutions were suggested:
 - Statewide marketing campaign promoting teaching profession (found this to be very expensive)
 - Expanding loan forgiveness and signing bonus program
 - Compensation of student teachers
 - Develop a teaching pathway for high school students
 - Enhance school climate and culture
 - Develop a pool of traveling teachers similar to traveling nurses to incentivize working in high need areas
 - Task force is in process of developing a more detailed action plan to implement solutions
- ✓ Title II Set-aside – Stefanie Two Crow & Robert Lech
 An overview and update on the Title II Part A program, provided estimated funding to support Title II Part A programming, fiscal duties, statewide initiatives, professional development, and school leadership with the optional 3% set-aside. This committee is prepared to make a final recommendation to the large ESSA Planning Committee regarding the set-aside of Title II Part A funds and optional 3% for school leadership.
 Range is 0-8% that can be set-aside.
 1% Admin, 2.6 additional for a total of 3.6% is recommendation.
 Vote; all but one member was in favor of the 3.6% recommendation.
 Agenda of topics that will be discussed at next meeting in November.
- **Continuous Improvement**
 - ✓ Meeting will be held October 31, 2016 so nothing to report out
 - ✓ Agenda of topics that will be discussed at next meeting on October 31, 2016

CCSSO Training on Accountability – October 27, 2016

- ✓ Two state Questionnaire (SD and WI)

12:00PM

Lunch

1:00PM

Reports from ESSA Subcommittee Meetings

- **Standards, Assessment, Accountability and Reporting**

- ✓ Accountability Presentation – Jeff Fastnacht
 - Survey to get a sense on climate within the school at both the beginning and the end of the school year.
 - To be able to use it for accountability, we need detailed data for each student specifically.
 - All agree growth should be in the program.
 - ACT does not show growth – not geared for kids with special needs.
 - ACT is a college readiness, not high school accountability.
 - Need to work on the determination of growth in high school.
 - Index gives credit for the growth that is occurring in schools.
 - The dashboard has an opportunity to be a sales pitch for each school.
 - Will allow schools to display the good things that are going on at schools.
 - Vote on recommendation of N Size of 10 with multiple year average:
 - 27 in favor
 - None not in favor
- ✓ High School Assessment (options for growth)
 - Conducted a survey and results showed fifth graders are hit hard and 11th graders are slammed for testing.
 - Student Cabinet had a discussion was dedicated to going over survey results and assessments.
 - They feel like they are checked out after 11th grade. Since they do not count for accountability, we do not test or check in with them on how they are doing.
 - What is best for our kids? 8th grade to ACT there is no reconnect with kids.
 - Can we do something in the 9th and 10th year to prepare them for the testing that takes place in the 11th grade?
 - How well did we do in the 12th grade to help students to be choice ready?
 - Not about the number of times tested but is the data meaning?
 - Having the flexibility of using the Work Keys option is important.
 - Want credit for growth – if ACT will not show that, it probably would not be the best choice.
 - ESSA requires testing once in the secondary level.
 - Qualifying indicator could be Redefining Ready.
 - Progress monitoring can be displayed on the dashboard and will show growth but does not need to be used for accountability.
 - There is value in every test given. How do we value and place weight on the different ones?
 - What is the negative with testing in 9th?
 - First year of high school is your last year of assessment.
 - Ninth graders tested to represent how the entire high school is doing.
 - You are not adding a test; you are moving the testing from 11th to 9th for assessment.
 - We have to acknowledge the sensitivity to assessments.
 - What is the true value of the standards you set, and does the measure provide every student the best opportunity for growth?
 - What about testing in 12th?
 - What would that do for those students? Factor for admission into certain colleges – won't need remediation course their first year of college. Would provide students and parents feedback on whether they are choice ready.
 - About 24% of ND students that went to ND Universities required remediation courses.
 - Each university uses their own placement criteria.
 - Discussion needs to be continued in this issue.

Relationship between assessment and culture/climate: There is a dilemma between time out of the classroom and having good opportunities for our kids. There are things that impact children other than academics.

There are things we can do that are valuable if we test in 9th grade. They can still use the ACT and Work Keys to monitor the high schools progress but not used in accountability.

Agenda of topics that will be discussed by this subcommittee.

Gifted and Talented Topic

Gifted and talented in what? Academics? Math and English only? Science? Arts?

Need a better terminology than gifted and talented – maybe highest group of academic achievers?

Is it worthy of shining a light on those students who are not being served the best we can?

A presentation will be given at the Continuous Improvement subcommittee regarding this issue.

Potentially if we include this subgroup, does it open the door to other subgroups?

Where do draw the line to include?

There are options as far as where this information can be displayed.

Pieces of the presentation that is going to be given on this issue will be brought back to the large group in November.

3:15PM

Q&A and Next Steps

- Topics each subcommittee need to discuss and make recommendations on
- Next Meeting – November 30, 2016

3:30PM

Adjourn