



ESSA Continuous Improvement Subcommittee MINUTES

Monday, October 31, 2016 | 1:00 PM – 4:00 PM | State Capitol – Sakakawea Room

Facilitator	Note Taker	Bucket Leader
Joe Kolosky	Angie Thomas	
Meeting Convened	Meeting Adjourned	Breakout Room
1:00 PM	4:00 PM	Sakakawea Room

Attendance Planning Committee Members

<input checked="" type="checkbox"/>	Amy Arness	<input type="checkbox"/>	Marc Bluestone	<input type="checkbox"/>	Nikki Gullickson
<input checked="" type="checkbox"/>	Cheryl Hagar	<input checked="" type="checkbox"/>	Rosemary Hardie	<input checked="" type="checkbox"/>	Julie Jaeger
<input checked="" type="checkbox"/>	Marcus Lewton	<input type="checkbox"/>	Jill Louters	<input type="checkbox"/>	Russ Riehl

NDDPI Ex Officio Members

<input checked="" type="checkbox"/>	Ann Ellefson	<input checked="" type="checkbox"/>	Tara Bitz	<input checked="" type="checkbox"/>	Lauri Nord
<input checked="" type="checkbox"/>	Stefanie Two Crow	<input checked="" type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Kay Mayer
<input type="checkbox"/>	Kevin McDonough	<input checked="" type="checkbox"/>	Nancy Burke	<input checked="" type="checkbox"/>	Lea Kugel
<input checked="" type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Robert Marthaller	<input type="checkbox"/>	

Topic: Welcome/Introductions	Presenter: Joe Kolosky
<p>Joe introduced himself as the lead for this subcommittee. Other attendees:</p> <ul style="list-style-type: none"> • Amy Arness – representing ND Parent Teacher Association • Cheryl Hagar – representing Title I Targeted Schools • Rosemary Hardie – representing Special Education • Julie Jaeger – representing ND Association for Gifted Children • Marcus Lewton – representing Principals • Luke Schaefer – representing NDMDEC • NDDPI staff introduced themselves 	
Topic: Overview of Agenda	Presenter: Joe Kolosky
<p>Discussion of 4.3 – Support & Improvement for Low Performing Schools Discussion of 6.1 – Well-Rounded and Supportive Education for Students If time allows Discussion of 4.4 – Technical Assistance for Improvement Schools Discuss who will report out at next meeting</p>	
Topic: Overview of Section 4.3 – Support & Improvement for Low Performing Schools	Presenter: Laurie Matzke & Stefanie Two Crow
<p>Identification for Comprehensive and Targeted Support (Laurie Matzke)</p> <ul style="list-style-type: none"> • Laurie & Joe attended recent training in Minneapolis <ul style="list-style-type: none"> ○ Long-term goals should apply to all schools ○ Support a school dashboard for every public school in the state <ul style="list-style-type: none"> ▪ We determine the indicators ▪ Additional factors can be personalized so schools can evolve ▪ Accountability and transparency are very important • Identification for school improvement under Title I <ul style="list-style-type: none"> ○ We need to decide, as a state, if we want targeted identification to apply to all schools or just Title I schools, which will be eligible for a grant ○ Right now, program improvement requirements only apply to those identified as Title I schools ○ Never in the history of receiving Title I funds have NDDPI been able to give these funds to non-Title I buildings ○ Discussed in Minneapolis if the decision is made for targeted support for all schools, will they allow Title I funds for non-Title I schools? The experts did not see this changing ○ The following provisions apply to all schools, even if they choose to not accept Title I funds: <ul style="list-style-type: none"> ▪ AdvancED Improvement ▪ Long term goals ▪ School dashboard • Recommendations on resources for schools identified for comprehensive and target support <ul style="list-style-type: none"> ○ According to ESSA, comprehensive schools must receive \$500,000 ○ According to ESSA, targeted schools have must receive \$50,000 ○ Every state submitted a letter stating these laws do not make sense-should be left to the states to determine <ul style="list-style-type: none"> ▪ In Minneapolis, one of the heads of CCSSO felt there would be relief in this regard ○ <u>Comprehensive Support and Improvement Schools</u> <ul style="list-style-type: none"> ▪ Schools that are in the lowest performing 5% of Title I schools in the state (15 schools) ▪ High schools that fail to graduate one-third or more of their students ▪ Schools have to be identified at least once every three years ▪ Per discussion in Minneapolis, the timeline will most likely be revised for when we identify schools ▪ Current timeline says by the beginning of the 17-18 school year meaning we would identify these schools before implementing the law and probably even before we have a state approved plan <ul style="list-style-type: none"> ✓ Should see flexibility and identify schools by spring of 18-19 school year ○ <u>Targeted Support and Improvement Schools</u> <ul style="list-style-type: none"> ▪ Any school that is consistently under-performing for one or more student groups ▪ USDE is still determining if this should be any school of just Title I schools <ul style="list-style-type: none"> ✓ Even if they determine it's all, we, as a state, can decide to make only Title I 	

- As a whole, scores are pretty high, but have low performing subgroups
 - USDE recommended when determining low performing subgroups, go to comprehensive school list, go to the highest performing comprehensive schools, whatever the proficiency rate is would be used for low performing subgroups.
 - Laurie had them run the data based on the 2014-2015 state assessment, the highest performing comprehensive school would be 10% proficiency
 - ✓ This means we would identify schools for targeted support subgroups who had 10% proficiency or below.
- Funding for School Improvement Activities
 - States have to reserve 7% of their Title I, Part A funds for school improvement activities
 - 95% distributed to comprehensive and targeted support schools
 - States have to submit an application to include an improvement plan
 - Will receive resources & support to help achieve goals
 - The state will monitor the plan
 - When allocating grants, states have to prioritize districts that serve high numbers of comprehensive and targeted improvement schools
 - We need to make a decision as a state:
 - ✓ give funds to all schools identified for comprehensive and targeted support
 - ✓ make it competitive
 - ✓ provide funds to some schools identified for comprehensive and targeted support
- *NDDPI has a responsibility under ESSA to do the right thing
 - Under No Child Left Behind there were 4 models you had to implement if received SIG funding and they were very unrealistic for ND schools
 - Under ESSA it is now the State's decision versus Federal
 - If the Feds see schools not making gains, will be back where we were with stricter guidelines and Federal intrusion
 - Must hold schools accountable and make they are using the funds wisely and evidence based
- Resources for schools with Improvement
 - Estimated allocation NDDPI will receive with 7% set-aside is \$2.2 million
 - July 1, 2017 \$2.2 million
 - July 1, 2018 \$2.2 million
 - July 1, 2019 \$2.2 million
 - July 1, 2020 \$2.2 million = for a total of \$8.8 million
 - Comprehensive Schools – 3 Year Identification
 - 5% Title I Schools = 15 schools
 - \$350,000 (highest we could go for all schools) x 15 = \$5,250,000
 - Targeted Schools
 - \$50,000 x 20 = \$1,000,000
 - \$1,000,000 x 3 years = \$3,000,000
 - Sometimes highest needs schools struggle with the capacity to write a competitive grant
 - Need to have the capacity to implement the improvement as well
 - Make sure they work with a high quality consultant to assist in making sure they have the capacity
 - Would need to implement a reform model
- Additional Points/Comments
 - Superintendent Baesler spoke about funding and how we help our lowest performing schools. Through the interim education hearing process, the majority of our senators and representatives now have an understanding of what levers or options are available to states and which they are using to turnaround the lowest performing schools. There were six levers that states were using. Of the six levers, ND only had one lever and that was to give more money. What can this realistically solve? Other levers might be available depending on the results of the 2017 legislative session.
 - How do we identify Title I schools?
 - In small districts, need a poverty count of 10
 - In large districts, need to be above district poverty percent
 - This funding is meant to level the playing field
 - Are there other funding sources to help out non-Title I schools?
 - There are look-alike programs given to these schools

SIG Partnership with School Improvement Network (Stefanie Two Crow)

- Partnership with School Improvement Network
 - External provider who offer resources to schools and districts in a model referred to as a "turnaround" model
 - Four areas this model covers
 - ✓ Effective school leadership
 - ✓ Effective teachers
 - ✓ Personalized learning
 - ✓ School culture that promotes excellence
 - Support schools in capacity building
 - Assist with effective school leadership
 - Roadmap achievement goals through an appraisal process
 - Look at effective teaching practices
 - Hands-on modeling and coaching
 - Provide a collaborative culture
 - Personalize learning
 - Promote excellence in school culture
 - Provide a year's subscription to a platform called Edivate which offers professional development opportunities
- 1003(g) funds - \$2.2 million
 - Three year grant process
 - First 6 months get 20 days of on-sight coaching
 - Boot camp – coaching services
 - Tracking method to assist with capacities – Partner Success Manager
 - Subscription for Edivate
 - One question to discuss when go to Washington DC in December:
 - There are two schools applying for SIG funds over the next 3 years
 - Good chance these schools would fall into comprehensive support
 - Would they be exempt because already going through School Improvement Grant process?

Additional Points/Comments

- Civics engagement
 - Students of color and low socioeconomic status don't understand how to engage in formal ways

Topic: Overview of Section 6.1 Well Rounded & Supportive Education for Students

Presenter: Luke Schaefer/Nancy Burke
Joe Kolosky and
Stefanie Two Crow

Statewide System of Support (Luke Schaefer & Nancy Burke)

- MTSS in ESSA
 - MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school
 - Focuses on providing high-quality instruction and interventions matched to student need
 - Monitoring progress frequently to make decisions regarding changes in instruction or goals
 - Data is used to allocate resources to improve student learning and support staff implementation of effective practices
 - Customized plan for ND schools to be able to scale-up using implementation science
 - It's not about lower-achieving students, it's about all students
 - Multi-tiered system of support for small and large schools
 - Framework to meet success for all students
 - Create a plan for all students beginning at registration to start students at expected level as soon as possible
 - The definition of ESSA and NDMTSS are very similar
- MTSS and RTI are not the same thing
 - The biggest similarities are
 - All students get what they need to learn
 - Assessment, progress monitoring, data-based decision making

- Provision of evidence-based instruction and intervention
 - Multiple levels of increasingly intensifying instruction and interventions
 - Requires plans for how students respond to instruction and intervention
- The biggest differences are
 - RTI has triangle of tiers 1, 2, and 3 (or diamond)
 - ✓ Fits within MTSS (RTI is a program, MTSS is a system or framework)
 - ✓ Assessment, progress monitoring, data-based decision making
 - ✓ Often a problem-solving model
 - MTSS may require more than 3 tiers to address high- and low-achieving students
 - ✓ Also includes leadership, culture, professional development and evaluation
 - ✓ Social and emotional supports
 - ✓ Planning for a full system, not just problems
- The five essential components of MTSS are
 - Assessment
 - Data based decision making
 - Multi-tier instruction and intervention
 - Infrastructure and support mechanisms
 - Fidelity and evaluation
- NDMTSS = Continuous Improvement
 - First, have to know the needs to meet the needs of students (assess)
 - Next, put together a plan based on data collected
 - Next, need to implement the plan with multiple levels of support
 - Finally, need to evaluate to determine if you did what you said you would do and it had the affects you desired
- The two components that are often missing from RTI are
 - Infrastructure and support mechanisms
 - Fidelity and evaluation
 - Frequently missing adult support (Peer feedback, ongoing coaching, job-embedded PD)
 - Two things hear most from School Improvement Network are their focus on building the capacity through infrastructure and support and then evaluate the system after
- Infrastructure and support mechanisms
 - Professional development and resources
 - Funding is required
 - Schedules
 - When student success is on the line, everything must feed success (ITV, specials, lunch, recess, bussing, etc.)
 - Vision and Culture
 - A focus on prevention and willingness to innovate is required
 - Leadership
 - Includes Boards, Superintendents, Principals, Curriculum Specialists, Coaches, Leadership Teams, and/or Teacher-Leader
- Multi-tiered systems of support written into the law
 - For professional development
 - For supports of literacy services
 - Activities included in the definition of professional development
- How AdvancED and NDMTSS work together
 - AdvancED helps us determine *WHAT* effective schools do to meet student needs (efficacy of engagement, healthy culture, high expectations, resource management, clear direction, impact of instruction, implementation capacity)
 - NDMTSS helps us to determine *HOW* schools can meet student needs (assessment, data-based decision making, multi-tiered instruction, infrastructure and support, fidelity and evaluation)
- Brainstorming supports (what are schools doing?)
 - Title programs
 - SPS
 - MTSS
 - RTI
 - School counseling
 - Special Ed
 - Career counselors
 - REAs

- AP
- Dual Credit
- Bank of ND
- EL
- AdvancED
- STEM
- CBE
- CTE
- Center for Distance Learning
- Gifted
- Teacher/Principal mentoring
- University Systems
- LEAD
- NDCEL
- 21st Century Grant
- PTA
- Pathfinder
- Nutrition and School Foods
- Edutech
- PBIS
- ACES
- Project and problem-based learning
- Turnaround Arts
- Personalized Learning Theory
- Restorative Justice
- PLC
- Middle School Teaming
- Integrative Learning

Additional Points/Comments

- How many schools are using MTSS in ND?
 - Luke wasn't able to answer at that time
 - Seven middle schools and five rural schools and Bismarck Public have gone through the cohort trainings and continue to build on MTSS

Parent and Community Support (Stefanie Two Crow)

- Overview of requirements
 - Districts receiving over \$500,000 in Title I funds
 - Set-aside 1% for parental involvement (may reserve more)
 - Must allocate 90% to Title I schools of higher needs
 - Funds must be used for at least one of the parental involvement requirements
 - Parent involvement policies for districts and schools
 - Title I annual meeting – hosted by schools
 - School-parent compact – school must revise annually
 - Parent notices
 - State and district report cards
 - Parents Right to Know teacher qualifications
 - Details about assessments
 - Parents' right to opt out
 - Personalized parent notices
- Highlights of components
 - Parental involvement funds must be used to carry out activities and strategies included in the district's parental and family engagement policies
 - Must include one off the list of set-aside uses
 - Title I 1003(a) – Address parent outreach
 - Title I Part B – Eliminates Even Start and Reading First but includes literacy
 - Title I Part D (Neglected & Delinquent, or At-Risk) – Adds language to ensure coordination with correctional facilities, child's family, and district
- Resources
 - PTA
 - Pathfinder
 - Family Research Project

- National Network of Partnership Schools

Q&A and Next Steps:

- Next subcommittee meeting is November 14th
 - Will need to further discuss whether we want targeted identification to apply to all schools or just Title I schools (if we say all, some of them would not be eligible for funding)
 - Will need to further discuss recommendations on resources for schools identified for comprehensive and targeted support
 - Stefanie Two Crow will present on application and rubric for Improvement Schools at the next meeting
- Next large ESSA meeting is November 30th
 - Will determine who reports out at the November 14th subcommittee meeting

Date:	November 14	Location:	Peace Garden Room	Time:	1:00 PM - 4:00 PM
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