

**CONTINUOUS IMPROVEMENT SUBCOMMITTEE MEETING  
MONDAY, OCTOBER 31, 2016, 1:00 PM TO 4:00 PM**

The Continuous Improvement Subcommittee met for a half-day on October 31, 2016. This one-page summary document will be used to update the whole group planning committee of this subcommittee's meeting and discussion.

**4.3 Identification for school improvement under Title I:**

The subcommittee needs to decide as a state if it wants targeted identification to apply to all schools or just Title I. Right now, program improvement requirements only apply to those identified as Title I schools; never in the history of receiving Title I funds has the state been able to give these funds to non-Title I buildings. The subcommittee had a rigorous discussion about identification of schools and the consequences of such identification. The discussion was tabled until and decided to discuss it again at the November 14 meeting.

**4.3 Funding for School Improvement Activities:**

States have to reserve 7% of their Title I, Part A dollars for school improvement activities; 95% distributed to comprehensive and targeted support schools. States must indicate in their ESSA plan who will receive resources and support to help achieve goals. The subcommittee heard a presentation on how current SIG schools receive funding and support to work with the School Improvement Network on continuous improvement.

The subcommittee needs to make a decision as a state whether to give funds to all schools identified for comprehensive and targeted support; whether to make it competitive; or whether we only give funds to some Title I schools identified for comprehensive and targeted support.

**4.3 Additional Points/Comments (Equity):**

Superintendent Baesler spoke about equity, 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 states are using. Of the six levers, North Dakota 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.

Continuous improvement is very important. Now that the state has the opportunity and flexibility, it needs to improve on what the feds have done in the past. Some of the most important areas the state must focus on regarding equity is: transparency in funding; states report on funding for each LEA, and strategies that states can use to advance equity. Two strategies that would be most applicable are: 1) Funding area, and 2) Increasing access to advanced coursework opportunities.

**6.1 Well Rounded & Supportive Education for Students:**

Within the state ESSA plan, the subcommittee needs to outline its statewide system of support for schools and identify supports for schools. Luke Schaefer and Nancy Burke presented on Multi-Tier System of Supports (MTSS). The MTSS program differs from Response to Intervention in that it includes a framework to provide all students with the best opportunities to succeed academically and behaviorally in school, and not responding to discipline and lower achieving students. The MTSS program is for all students; it creates a plan for each student to reach their potential and focuses on continuous improvement. The MTSS program is a culture and must have buy-in to work; districts currently using the program enjoy it and recommend it.

**6.1 Well Rounded & Supportive Education for Students:**

The subcommittee brainstormed a myriad of interventions that help students succeed. These interventions can be another "lever" to promote continuous improvement and academic achievement. Please see meeting minutes for all supports.