

ESSA Planning Committee MINUTES

Tuesday, December 20, 2016 | 8:30 AM – 4:15 PM | Baymont Inn & Suites, Mandan

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Kathleen Dempsey	
Meeting Convened	Meeting Adjourned	Breakout Room
8:30 am	3:45 pm	

Attendance

Planning Committee Members

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

NDDPI Ex Officio Members

<input checked="" type="checkbox"/>	Lodee Arnold	<input type="checkbox"/>	Greg Gallagher	<input type="checkbox"/>	Kay Mayer
<input checked="" type="checkbox"/>	Kirsten Baesler	<input checked="" type="checkbox"/>	Joe Kolosky	<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
<input checked="" type="checkbox"/>	Lucy Fredericks				

**NORTH DAKOTA ESSA PLANNING COMMITTEE
TUESDAY, DECEMBER 20, 2016, 8:30 AM – 4:15 PM
PIER ROOM, BAYMONT INN & SUITES, MANDAN, ND
AGENDA**

MEETING OBJECTIVES:

- Provide an overview of Final Regulations
- 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:

8:30 AM Welcome

The meeting began with a welcome from Laurie Matzke and a review of the meeting's agenda. To inform all meeting participants, each table group compiled and reported on the actions taken and questions/concerns of stakeholders.

- What will the high school assessment be?
- How will growth be measured?
- Elementary like the idea of growth with achievement scores (same cohort)
- What will the dashboard look like? What will it say about our school?
- How do you measure student engagement? Like the idea but question how it will work
- What will be the overall school quality factor?
- The discussion on ineffective teachers is very concerning to all stakeholders
- Discussed assessment options with NDCEL
- Discussed how to define teacher effectiveness and the complexities of the definition
- Discussed what it means to be "Choice Ready" (college, career, and/or military)
 - What does Career Ready mean?
 - How do we "beef" up career, college, military readiness?
 - What tools do we use?
 - How do we record results?
- Meetings with stakeholder groups:
 - Informational
 - Direct people to NDDPI ESSA website
- Discussion with colleagues about assessments
- Discussion on definitions of teacher effectiveness
- Growth vs. Accountability
- Presented to NDREAs (GNWEC) to give them updates
- Email updates sent to approximately 111 teachers who wanted updates
- Conducted a survey of North Dakota teachers in October with 452 responses – sent results of the survey, encourage them to follow updates and notes
- Maintained contact with community members to keep them informed
- Presented to the Great Northwest (REA) consortium
- Wrote a letter to Fort Berthold reservation leaders
- Met with superintendents at a Vegas conference about GED counting as part of graduation rates
- Communicated with district administrator and with teacher education groups about how to define teacher effectiveness
- Learned that teachers wanted more information about the dashboard
- Indicated that some stakeholders feel the that "engagement" could be a school indicator but are uncertain of how to measure it
- Learned that elementary school stakeholders indicate interest in considering student growth as a factor
- Continue to update administration on and at the local levels
- Update Title Staff
- Continue communication with stakeholders
- MTSS – updates after meeting with continuous improvement presentation
- Visit with building level administrators in districts
- Visit with district level administration
- Email correspondence sent to curriculum directors

- Email correspondence sent to Special Ed directors
- Visits with Higher Ed/Teacher Ed
- NDDPI communicated with various subgroups such as Special Ed and EL
- NDDPI related the information obtained at the combined Federal Programs meeting and its usefulness – meeting with ED program officer was most useful

9:15 AM Overview Highlights of Final ESSA Regulations – Laurie Matzke

Final ESSA regulations were released on November 28. Some of the major changes include:

- New submission dates – The first submission date is now April 3 (rather than Mar.) and the second submission is Sept 18, 2017. NDDPI plans to submit in April.
- States must use the ED provided template for their ESSA plan due to the peer review process. ED allots 120 days for peer review.
- States will identify Comprehensive Support schools by start of 2018-2019 school year.
- States will identify Targeted Support schools by the start of 2019-2020.
- States must assure that their academic standards meet the requirements in the law
- Accountability
 - Don't need one summative rating/only identify among three categories (Comprehensive, Targeted, or Not identified)
 - Dashboard – no prescribed percentages are required
- Report cards
 - Must be disseminated by December 31 of each year
 - Must collect post-secondary data
- School improvement
 - Must set aside 7% even in first year to establish a base in 2017-2018 even though no schools have been identified. States may bank these funds or may use the funds to support schools under NCLB.
 - Targeted Support schools may receive a \$50,000 grant and Comprehensive Support schools may receive as much as \$500,000 (may give smaller amounts).
 - All public schools should be included in the pool for Targeted Support calculations, not just Title I.
 - States may allot funds to non-Title I schools to support improvement needs.
- Graduation rate
 - EL in the grad calculations
- LEA Consolidated Application
 - SEAs may approve LEA applications without having their state ESSA plan approved
 - Assurance document must be submitted by April 3
- Appropriations for 2017-2018
 - Allocations may be late June or July – districts must know that these are coming late

9:40 AM Equity Presentation – Ann Ellefson

Ann Ellefson provided an update about equity expectations under ESSA. The equity areas of focus in ESSA include:

- Teacher Equity
- Fiscal Equity and Transparency
- Equitable Access to Educational Opportunities

Ann presented information about each focus area and then invited meeting attendees to discuss how these areas might look in North Dakota.

Teacher Equity: In ESSA, states and districts must ensure that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

- North Dakota has a high rate of qualified teachers in classrooms across the state
- In a 2016 Gallop Poll of North Dakotans, 89% of survey respondents indicated that they believed their schools were either “excellent or good.”

Fiscal Equity and Transparency: In many places, schools serving the most vulnerable students get less funding. ESSA requires transparency in fiscal reporting to insure that equitable funding is maintained for the most vulnerable students. ESSA

- Maintains the Title I funding formula and increases the role of poverty in Title II.
- Requires reporting on actual per pupil school level spending.
- Requires reporting on equity measures including rates of student discipline, chronic absenteeism, pre-school, and advanced coursework.

- Supt. Baesler discussed how this might impact small schools and indicated that both Republican leadership and Civil Rights groups supported fiscal transparency processes. She reminded meeting attendees that NDDPI is committed to a continuous improvement process.
- Joe Kolosky discussed reporting on fiscal transparency processes (fiscal workgroup) indicating that districts will need clear guidance on the type of data to collect

Equitable Access to Educational Opportunities

- ESSA focuses on a well-rounded education
- ESSA is less punitive and more transparent empowering the community and the school board to make decisions that are most meaningful for the district.

10:00 AM Update on Tribal Collaboration – Lucy Fredericks

Lucy Fredericks provided an update on consultation activities with tribes and highlighted the following points.

- Consultation is a government to government relationship and may mean different things to different tribes.
- Tribal consultation should occur early in the planning process so that tribal views are integrated into the plan.
- Meaningful tribal consultations must occur between LEAs and tribal education leaders, as well as between the SEA and tribal education leaders.
- A combined meeting with tribes occurred on October 21 in Bismarck with meeting facilitation by the North Central Comprehensive Center at McREL International.
 - Approximately 50 participants attended the meeting.
 - Participants indicated the need to meet individually with tribes and so Lucy Fredericks and Supt. Baesler scheduled meetings at tribal locations to discuss ESSA.
 - Some meetings occurred in November and December with additional consultation meeting scheduled for January.
 - December 13: Meeting with Turtle Mountain Band of Chippewa
 - January 2017: Meeting scheduled with Three Affiliated Tribes in New Town, ND
 - January 2017: Meeting scheduled with Standing Rock
 - January 30, 2017: Meeting scheduled with Spirit Lake Nation
 - A second whole group tribal consultation meeting is scheduled for Dec. 22 at Bismarck.
 - NDDPI will work with LEAs to help them how to conduct their own tribal consultation meetings.

10:15 AM Recommendations from ND Council on the Arts

- Laurie discussed the letter from the North Dakota Council on the Arts regarding their recommendations for the ESSA plan.
- Beth Larson-Steckler offered comments about the state of the arts in ND indicating that smaller school districts have difficulty funding arts programs such as visual arts, dance and/or media arts in the schools.
- Multiple meeting attendees expressed their concern and support for funding arts opportunities.
- It was expressed that guidance should not push one type of program over another, but should identify the multiple options for use of the funds.
- One meeting participant shared how arts can be incorporated into the regular content and not only as an extra program.
- The school culture indicator may partially address the concerns expressed by the ND Council on the Arts
 - Given that ND respects local control, NDDPI doesn't plan to dictate how the arts should be included in LEA plans but can provide guidance about the arts

10:25 AM Break

10:35 AM Reports from ESSA Subcommittee Meetings

Standards, Assessment, Accountability and Reporting Subcommittee Report

- This subcommittee meets December 21 to continue its work.
- Graduation Rate Update – Jeff Fastnacht
 - Recommends keeping the calculation for graduation rate the same as it is in NCLB
 - Discussion with South Dakota about the GED extender and how that state has used this extender to measure graduation rate
 - Must continue to report on four-year standard but wants to consider a seven-year report. May use national database to track students that move to other communities. Extending the time frame for graduation may impact the way that the student dropout is reported. Questions about how to link attaining a GED or diploma after leaving a ND school to the initial contributions made by ND schools are being investigated.
- Climate/Engagement Update – Jeff Fastnacht

- The subcommittee likes the school climate option, but is unsure how this factor might be measured. The subcommittee will identify a measurement tool in the upcoming meeting and is considering whether the AdvanceEd effective learning environments observation tool (ELEOT) may be appropriate. Discussion about the frequency of assessing school climate using ELEOT occurred. One participant commented on how the yearly AdvanceEd climate survey (student, parent, teacher, etc.) may be the best option for measuring school climate.
- Assessment Update – Jennifer Fremstad
 - Because of the consistency across K-8 academic courses, measuring growth is more straightforward at this level.
 - Measuring student growth at the high school level is more problematic as there are multiple academic pathways for students to take
 - The subcommittee sent out questions regarding assessment options to HS principals and requested feedback.
 - Concerns about the length and long wait for the assessment report from NDSA were expressed – Principals would prefer a test that could give information/results back more quickly.
 - When asked whether NDSA should be administered in the sophomore year, 57% of responding high school principals indicated that sophomore administration represented a viable option.
 - Participants discussed the viability of administering NDSA at grade nine as this option might provide a clearer representation of student growth
 - Advantages and disadvantages for using the ACT as a proficiency measure were discussed.
 - Choice of assessment at the school/district level is important to Supt. Baesler.
- School Dashboard Update – NDDPI is in the process of developing a RFI for the school dashboard. They will review proposals and consider options as proposals are received.
- English Learner Update – – Sonja Butenhoff
 - Lodee Arnold continues to work with the English Learner Program Advisory Committee (ELPAC) to gather input for the ESSA plan.
 - Committee recommends the continued use of WIDA English Language Development Standards and the use of the WIDA proficiency assessment, ACCESS 2.0.
 - Guidance suggest that state assessment should be available in other languages when a “significant language” of ELs are identified. Currently, Spanish is the only other significant language group in North Dakota.
 - Committee recommendations
 - Exclude newly arrived EL for the first year of test administration in ELA (Option 1)
 - Use proficiency levels from entry year (considered year 0) and then consider growth over 4-6 years
 - Monitor students for two years after they exit the program
 - Administer a state-wide home language survey
 - Screen students if there is evidence of another language in the home (unless academic progress shows no need to assess)
 - Use teacher recommendation to recommend assessment on program entry
 - The committee is currently working on components of the exit assessment

12:20 PM Lunch

1:20 PM Reports from ESSA Subcommittee Meetings

Teacher and Leader Effectiveness Subcommittee Reports

- Equity Presentation – Russ Ziegler
 - Meetings in November and December – The committee looked at survey results from the equity plan which showed a large number of new teachers at low poverty schools
- Definition of Effective Educator – Aimee Copas
 - The subcommittee is currently working on definitions for effective and ineffective teachers and indicated the complexity of articulating these definitions.
 - The subcommittee is considering a multi-tiered approach that might include factors such as whether the teacher is highly qualified, on a plan of improvement, and/or receives a satisfactory formal teacher evaluation. A discussion on continuous improvement and how to develop effective teachers occurred.
 - Supt. Baesler reminded meeting participants that ESSA requires a definition of effective and ineffective teachers. State ESSA plans must include a link to a state website that shows where information on teacher effectiveness is reported.
 - Members indicated concerns about establishing a ranking system for educators.

Continuous Improvement Subcommittee Reports

- Identification for School Improvement and Resources – Joe Kolosky and Laurie Matzke
 - Comprehensive Support schools

- Represent the lowest 5% of Title I schools
 - Include high schools that fail to graduate one-third or more of their students
 - Are identified for three years
- NDDPI recommends using a multi-faceted approach (Tier 1, Tier 2, Tier 3) to support all Comprehensive Support schools
 - Tier 1: NDDPI will propose a partnership with the School Improvement Network to provide coaching and consultation services to help schools conduct a needs assessment and create a plan for improvement.
 - Tier 2: All Comprehensive Support schools will be eligible to apply for a \$350,000 school improvement grant to be used over three years to make the improvements identified in their plans
 - Tier 3: The Division of Student Support & Innovation will provide guidance and support to all Comprehensive Support Schools
- Targeted Support schools include any school that is consistently underperforming (as defined by the state) for one or more student groups.
- NDDPI proposes a multi-faceted approach (Tier 1, Tier 2, Tier 3) to support all Targeted Support schools
 - Tier 1: NDDPI proposes a partnership with ND REAs to roll out MTSS support to all Targeted Support schools. NDDPI will pool state resources within multiple programs (Title I, Title II, Title III, Title IV, Special Education, and School Improvement) to support this work
 - Tier 2: All Targeted Support schools will be eligible to apply for a \$50,000 school improvement grant each year they are identified for support
 - Tier 3: The Division of Student Support & Innovation will provide guidance and support to all Targeted Support schools
- MTSS - Luke shared the NDDPI definition of MTSS and its connection with ESSA
 - Essential components of MTSS include
 - Assessment
 - Data-based decision making
 - Multi-tier instruction
 - Infrastructure and support (vision and culture, professional development and resources, leadership)
 - Fidelity and evaluation
 - Data from NWEA and other assessments will be used to determine the best supports for students
 - Students will receive the specialized supports needed to address gaps or provide extension

3:30 PM Draft State ESSA Plan – Laurie Matzke

Laurie discussed the timeline to complete the ESSA plan by April.

- First draft of ESSA plan to subcommittees – end of December 2016
- Feedback from subcommittees during January 2017
- Review of feedback and plan revisions by ND DPI – mid February
- Public review of draft ESSA plan through mid-March
- Editing and approvals through end of March
- Submission to ED by end of March

Questions were addressed.

3:45 Meeting was adjourned