



ESSA FEEDBACK COMMENTS

Section One: Long-Term Goals

- The goal to reduce the number of non-proficient student by 33% in six years is a goal based on achievement and can be used with any assessment. A concern would be for the schools with a more transient population where it is more difficult to make those gains in a short period of time.

Schools with transient populations may have more difficulty in meeting the goal. There are other factors that may be a challenge for schools to meet the goal as well. However, it is a goal to strive for and not tied to being selected for improvement.

- The 33% increase in students who meet proficiency (p.11) seems vague as it doesn't say what subject area(s) that it pertains to

The subject areas are those on the NDSA; Reading, Language Arts, and Mathematics.

- A. Academic Achievement ii Provide the baseline and long-term goals - It is nice to see that the goals are set based on the starting point for the subgroups rather than one goal for each subgroup regardless of the starting point. However, page 45 of the National Evaluation of Title III Supplemental Report (<https://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.pdf>) or page 10 of the CCSSO resource entitled Incorporating English Learner Progress into State Accountability Systems (http://www.ccsso.org/Documents/Incorporating%20English%20Learner%20Progress%20into%20State%20Accountability%20Systems_Final%2001%2012%202017.pdf) provides information on more realistic academic achievement expectations for ELs based on English Language Proficiency (ELP) and/or time in program. States like Colorado, Massachusetts, North Carolina and Virginia have already started using these methods. By definition, ELs are not proficient on the state assessment, so any system that compares them to English-only students would not be a fair comparison or reliable indicator of a school needing support. Would NDDPI consider how one of these three key approaches might be used to more fairly report subgroup performance? B. Graduation Rate - If the baseline academic achievement goals are able to take the starting point into consideration when calculating the long-term goal, is this also possible for the graduation rate? Some ELs take more than 4 years to complete the graduation requirements and the field encourages schools to ensure that priority is given to ensuring students are choice-ready and potentially taking more than four years to graduate. It would be nice to take some of the pressure off of schools for the four-year cohort if it means that ELs would be more ready for college, career or military experiences. C. English Language Proficiency – The purpose of the WIDA screener is to help schools determine whether or not a student qualifies for the EL program. Any other use, especially any use of those scores related to accountability is not recommended by the test vendor. ACCESS has a greater number of test items and has the validity and reliability studies that would allow for use in an accountability system. Additionally, the screener does not provide scores that are sensitive enough to measure growth over time. Finally, ELP growth is not linear and the screener is an on-demand assessment. These two factors would make any growth targets very difficult to set. Also, schools are accustomed to assessing all ELs in grades K-12 annually. This section does not



speaking to which grades will be included in the accountability. Because ELs in K-2 can be the fastest growers in terms of ELP, it would be advisable to include all grades in the ELP accountability measures.

The North Dakota Department of Public Instruction is working on an RFP for the vendor of the ND State Assessment for spring 2018. The RFP applicants will be reviewed by a ND Assessment Committee. This is an appropriate topic to be addressed by this committee.

Section Two: Consultation and Performance Management

- More attention needs to be towards cultural differences for Native American students
- Sharing information as well as seeking input and feedback has seemed to be a high priority on this ESSA plan. As discussed, there is a concern with the various reporting systems including NativeStar and AdvancEd. The commitment to supporting tribal language and culture is evident in the plan.
- NIEA's Top Priority:
 - Timely and Meaningful Consultation:

The most critical part of the North Dakota Plan is the requirements for the submission of state plans and tribal consultation as described in Section 2: Consultation and Performance Management on page 18 of the North Dakota Plan. The paragraph on that page that specifically focuses on meaningful tribal consultation is critical. We also applaud your work outlined on pages 23 to 25, consistent with our suggestions that you engage with tribes and describe that engagement. Consistent with the plan to this point, NIEA wishes to highlight the following areas of the North Dakota Plan which require meaningful consultation with tribal governments:

 - ✓ Long-Term Goals and Measurement of Interim Progress
 - ✓ Consultation and Coordination
 - ✓ Challenging Academic Standards and Academic Assessments
 - ✓ Accountability, Support and Improvement
 - ✓ Supporting Excellent Educators
 - ✓ Supporting All Students

When considering the above areas of North Dakota's state plan, we look forward to working with you, the tribes, and Native advocates to make sure true dialogue occurs in the above areas.

NIEA also wish to remind you of our definition of meaningful consultation as consultation that: (1) occurs at earliest possible stage, (2) continuous process, (3) open communication & coordination, (4) process equally important as results, (5) minimum guidelines, expectations, & outcomes necessary. As you finalize the plan, we respectfully recommend that you include the above elements in the process and in your final written document. We will be happy to work you to work with you throughout and hope you will continue to engage with tribal leaders, Native advocates, and NIEA.

- Local Consultation

NIEA advocated strongly throughout the consideration of ESSA that the law should include a requirement that local educational agencies (LEAs) consult with tribal representatives on decisions that impact Native students. Section 8538, "Consultation with Indian Tribes and Tribal Organizations," is the result of that advocacy and congressional recognition of the importance of consultation with tribal leaders and tribal organizations. The language in Section 8538 applies to an LEA's "submission of a required plan or application for a covered program under this Act."



NIEA acknowledges NDDPI's commitment to hold ESSA Tribal Consultation Meetings with each of the four tribal nations through the state of North Dakota. From December 2016 till February 2017, NDDPI has met with Turtle Mountain Band of Chippewa Indians, Standing Rock Sioux Tribe, Mandan Hidatsa Arikara Three Affiliated Tribe, and Spirit Lake Tribe at least once through an official consultation. NIEA encourages this level of leadership to leadership meetings to continue.

- Tribal Engagement

Consistent with Section 1111(a) of ESSA, NIEA want to acknowledge NDDPI's commitment to hold Tribal Stakeholder Engagement Meetings with United Tribes Technical College Board of Directors and holding multiple ESSA Tribal Stakeholder Meetings. Both the tribes and NIEA asked for this step and we applaud your efforts to follow through. We believe that this type of engagement is critical to supporting Native students.

The NDNAEU will address the cultural differences of our NA students. We are providing training on our NDNAEU for teachers to implement in all schools in ND. Phase III of the NDNAEU will continue with the implementation and additional resources. The NDNAEU will ensure accurate and culturally relevant K-12 lessons for all our student in ND. We will monitor the use of the NDNAEU through a Data plan that includes pre and post survey/evaluations for the NDNAEU project.

North Dakota Native American Essential Understandings (Included in the ND State ESSA Plan)

Transforming education through the Teachings of our Elders. In the Spring of 2015 the North Dakota Department of Public Instruction brought together Tribal elders from across North Dakota to develop the North Dakota Native American Essential Understandings to guide the learning of both Native and non-Native students across the state. It is our hope that these Understandings will open up many more additional opportunities and awareness of our Tribal Nations in classroom practices throughout the state. The NDNAEU resource document and the Teaching of our Elders website, which includes elder videos, K-12 lesson plans and additional resources were developed to increase learning, understanding and well-being among all North Dakota students, educators and communities. We are currently in the roll-out and training phase of the NDNAEU project. For more information go to <https://teachingsofourelders.org/>

NDDPI will continue with Tribal Stakeholder and Tribal Consultation meetings with each Tribal Nation in ND. The ND State plan is the beginning, not the end. Consultation is an ongoing process with continuous feedback and collaboration. We will continue to work with Stakeholders during the implementation of the plan to build a collaborative effort.

Section Three: Academic Assessments

- It is time that schools have different options for assessment but, we are using the same North Dakota assessments. This isn't true assessment for Native children, many are still in two worlds.

Local school districts have extreme latitude and flexibility to use whatever assessment they chose at the local level. Local districts need to select measures that assess the unique elements of their particular population and priorities.

- Changing the time period to assess at the high school level will also allow students and teachers to use that data to drive instruction for areas that need more support for student success. Identifying a new state assessment following the year 16-17 is a priority.

A new assessment RFP will be released in April 2017.

- B. Languages Other than English i - It should be noted that the ELPAC has discussed that the definition of "significant language" should include a process by which the ELPAC would use their collective knowledge to give a recommendation on whether or not the population that met the 30% threshold has the academic language and literacy in their first language that would allow for more reliable academic achievement results. B. Languages Other than English iv – "The next prevalent language is Somali, which is currently 15% of the EL population." Again, it should be noted that very few students with Somali as a first language have been educated in Somali and are literate in the Somali language (the written variety of Somali wasn't taught in school until the late 1970s).

These items have been included in the ND ESSA Plan reading:

B. "In the future determination of offering assessments in other languages, the literacy rate of the students in their native language will also be taken into consideration."

- ESSA requires states to implement aligned assessments. How can we ensure that our student population is getting their needs met and is actually succeeding?
 - Success in Native education looks different from success in mainstream education, as Native students have different needs.
 - ✓ A few needs, based on the U.S. Department of Education, White House Initiative on American Indian and Alaska Native Education, School Environment Listening Sessions Report 2015:
 - Greater support of Native American languages
 - In-depth, accurate instruction of Native American history and culture (for teachers as well as students)
 - Positive school policies that include culturally responsive strategies
 - More opportunities, more choice, more flexibility, more access
 - ✓ Studies on immersion education domestically and abroad have shown that children participating in cultural activities and language have high, positive outcomes for verbal and behavioral skills. More generally, immersion programs directly correlate with fluency, high self-esteem and assurance in identity, lower rates of depression, and high student achievement.



NDDPI will implement an aligned assessment to the ND state standards. LEA's will need to monitor and assess their data and other multiple measures to determine if their students' needs are being met and succeeding.

We will include the USDE report in our ESSA plan Resources and Guidance.

Research and resources on educational approaches for NA students will be included in our ESSA plan and guidance.

- How does the ND Department of Public Instruction plan to research which approach in education works best for Native students?
- The Native American Languages Act (1990) supports that Native American students may be assessed in school in their Native languages. Native American language schools are grouped with schools in Puerto Rico in the ESSA (Title III, Sec. 3127). Despite this, Native American language schools are not able to provide standardized assessments in their language, though Puerto Rican schools can assess their students in Spanish. How can we ensure educational entities like the Lakhol'iyapi Wahohpi/Wičhákini Owáyawa can implement assessments in the main language of instruction?

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Section Four: Accountability, Support, and Improvement for Schools

- Continue to support the growth of each student

North Dakota's ESSA plan includes a growth model.

- Concern with using ACT test as accountability measure for high school. It simply does not make sense that we would use an assessment that is not aligned to our standards

Whether to use ACT for accountability will be a local school district decision.

- The pie chart for high school doesn't include an Academic Progress Growth section – Is this rolled in with the CCR growth?

Yes, it is difficult to show growth on the high school ND state assessment because there is a gap in testing between grade 8 and 11. We intend to include growth in the "Choice Ready" component.

- The "Life Ready Indicators – More to come.." is on Appendix J however is not mentioned or referenced on either page 8 or pages 36-37

We are creating a small committee to further refine the "Choice Ready" component, and will address any inconsistencies in the plan.

- In reviewing the addition of the "Choice Ready" component of the accountability plan, the list of criteria that students can fulfill to be "ready" provides a lot of opportunities and options. While North Dakota most students, families, and educators are familiar with the ACT, would it be possible to include SAT scores in the academic and military ready criteria? This would provide an additional opportunity/option for students who may decide to take the SAT.

The ACT scores that are referenced for the Academic Ready criteria appear to be ACT's college readiness benchmarks. The College Board's SAT benchmarks are 480 Evidenced Based Reading and Writing and 530 in Math. These benchmarks are based on a 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject.

For the Military Ready component, a composite score of 17 on the ACT is concordant to a 910 on the SAT.

Thank you for considering this request and I look forward to learning if equivalent SAT scores can be included as an option for students.

Yes, ND can include SAT as well as ACT. The other recommendations will also be reviewed, as we are creating a small committee to further refine the "Choice Ready" component.

- The indicators support true achievement and growth in our schools. Creating the addition of growth on the assessment along with the climate and engagement goals support an active learning environment for 21st Century learners.



- Under Career Ready Options – the subcommittee talked about it as Developing a “four-year rolling” Career Education Plan – was there more discussion on this and it changed?

We are creating a small committee to further refine the “Choice Ready” component, and will address any inconsistencies in the plan.

- As a parent, I wish to comment on your new plan - I happened to be in the local district office one day and overheard the secretary and the superintendent talking about how to fill out the superintendent’s evaluation about himself. My concern is that everything you are trying to accomplish will be viewed as just more needless paperwork by local administration.

There are many new exciting and innovative components within our state’s ESSA plan. We will work with local school personnel to support their efforts to improve learning through ESSA and not see it as additional paperwork.

- B. Subgroups – the ELPAC has recommended that former EL students be included in the EL subgroup for 2 year. C. i. Minimum Number of Students – If accountability for ELs is done on the school level with n-size of 10, how many schools will be held accountable for EL student performance? Is there a possibility to roll up school-level data to the district level for EL accountability in the case that the school is $N > 9$? Does double jeopardy come into effect with multiple year calculations since the students are likely to be the same in the ELP growth and attainment calculations?

Our ND ESSA plan does include combining up to three years of data so that schools that are held accountable for the achievement of EL students.

- D. Annual Meaningful Differentiation iv. – What is the definition of “significant gaps” in subgroup performance?

There is no one definition of “significant gaps” in subgroup performance. We will look for the schools that have the most significant gaps by ranking them.

- Thank you for the opportunity to provide feedback on the ESSA plan. If you are looking for feedback on School Climate/Engagement measures I really like the data and dashboard from the Tripod 7C’s survey. This survey is research validated, nationally normed and offers measures on: the 7C’s of effective teaching, peer support, student engagement, school climate, success skills and mindsets. This survey is well designed, easy to administer and has been implemented in entire states and many districts around the country. It was the best survey selected by the Measures of Effective Teaching (MET) project, a \$40 million research funded by Bill and Melinda Gates Foundation.
<http://tripoded.com/districts-states/>

The state ESSA planning committee has not yet decided which survey will be utilized to meet the climate factor as an additional school quality indicator.



- To date, what kind of input has the ND Department of Public Instruction received from alternative schools?
 - The lowest performing 5% of Title 1 schools entirely consists of public schools whose population is nearly 100% Native American. Is the State exploring alternative options for education, particularly for the Native American populations of the State of North Dakota, whom the current education system is, and has been historically, failing?

States have little options regarding the methodology to identify the 5% of Title I schools that are lowest performing. This section of the law is very specific regarding the process states must follow.

- What does the ND Department of Public Instruction propose to do differently the lowest-performing 5% of Title I schools?

Our plan to support the 5% lowest performing schools is addressed in section 4.3 "Support for Low Performing Schools" which begins on page 57.

- How can we work together to close the achievement gap and increase graduation rates?
 - What is in the state plan under the ESSA that will allow our students to receive culturally relevant education?
- I would like to comment specifically on the "choice ready" concepts presented in the Supporting All Students section. I am aware that this section of the plan is somewhat based upon the work of AASA's Redefining Ready project and I am very supportive of those concepts. I am concerned the Supporting All Students concept proposed in the ESSA plan gives the impression that it is a curriculum track choice system and not a "choice ready" system. I believe the idea behind Redefining Ready is that a truly "choice ready" student meets the standards for both the College Ready and Career Ready domains, not just the indicators included in one of the domains. The Redefining Ready indicators are flexible enough and broad enough to meet both the college and career ready minimums. This should be the goal for "all" students.
We need to move away from the idea that "career ready" is the career and technical education alternative to college ready, or a direct pathway into the workforce. Career Ready should not be viewed as an alternative path for non-college bound students. In the same sense, Military Ready should not be presented as the track for students who cannot reach the college level GPA or ACT standards. All students need career ready skills, including college and military bound students. All students should graduate with college ready skills, including workforce bound or military bound students. "Supporting All Students" seems to present the military track as mainly for low achieving students without college or career ready skills or aspirations. We certainly don't want a military comprised only of students who were not pushed to develop college and career ready skills. Military service should be viewed as a prestigious option, even for our most high achieving students. It seems the "Supporting All Students" concept proposed in the plan moves away from the idea that students are, as Dr. David Schuler says it, "more than a score" or that all students should graduate choice ready. Instead it reads as if students are to pick one of three pathways; college, or career, or military at some point before they receive a diploma. A truly "choice ready" student should not choose a track beforehand, but instead choose after fulfilling the requirements of a well-rounded high school curriculum. A "choice ready" student should be college, and career, and military ready upon graduation, not "either or" ready.



The choice should not be "which path do I choose?" Choice ready should be the goal for "all" students entering high school as a freshman, knowing if they meet the minimum indicators in all categories by the time they graduate they will truly be "choice ready".

We should we resist the urge to create a system that gives the impression that military, career, and college, are "either, or" choices. Graduating "Choice Ready" will not be accomplished by encouraging students to choose a single pathway. It will only be accomplished by encouraging them to choose all pathways.

I am also concerned that parts of the Supporting All Students model ignore the research base supporting Redefining Ready. Adjusting the indicators based upon feelings or opinion diminishes the value of Redefining Ready as the foundation of "Supporting All Students". I am specifically concerned with the attendance measure of 98%. The research cited in Redefining Ready uses 90% attendance as one of the career ready indicators. It does not differentiate between excused, unexcused, school related, medical, or other categories of absence. It simply states the research indicates students who are present in school 90% of the time are most likely to succeed. The 98% indicator seems to imply that only unexcused absences would be considered. If that is the case the indicator should be 100%. Why would we as educators endorse a system that recognizes any unexcused absence as positive career ready trait?

NDDPI is creating a small subcommittee to review all comments received on the "Choice Ready" initiative and further refine and improve upon this component. All of these concerns and recommendations will be addressed.



Section Five: Supporting Excellent Educators

- Thank you for including NDLEAD and NDETC – maybe this can bring back some fiscal support to this organization.
- Thank you for hearing the field and including Appendix K in the plan.
- The Leadership Academy and mentors for Principals and leaders is an excellent opportunity for new leaders and supports fresh ideas for all Principals and leaders based on research. The teacher evaluation system is a step in the right direction as so many need support for effective evaluation to identify successes and areas for improvement. The financial support for North Dakota is an opportunity to retain teachers and encourage new teachers.
- As a parent I ask that a comprehensive teacher and administrative evaluation plan include a way to remove ineffective teachers or administrators from the school system. Currently it is almost impossible to remove them even if everyone knows that they are incompetent.

North Dakota Century Code (NDCC) 15.1-15 outlines specific requirements when school boards are considering non-renewal of teacher, principal, or superintendent contracts. Local school boards should also have district policies in place. Teacher and administrator evaluations should be a part of this process. For more information, read NDCC 15.1-15 and ask to see the policies of your local school.

- Would/could this provision, which is stated on Page 23 of the Plan, be considered for Tribal Colleges (TCUs) in ND as well or is it already being considered within the current wording? It would help the TCUs immensely, if our faculty could/would be included especially in the statewide loan forgiveness initiative. The provision is written as follows: "Regarding recruitment and retaining educators in the state of North Dakota, the subcommittee is looking at criteria for statewide loan forgiveness for all educators, giving scholarships for higher education students pursuing a degree in teaching, and increasing statewide loan forgiveness for new teachers who teach in rural school districts or a critical needs subject area. (Legislative info. Here)"

The teacher loan forgiveness provision is in response to the teacher shortage in ND. It is focused on recruiting and retaining teachers in rural areas and in certain subject areas.

There are two Teacher Loan forgiveness bills currently in the Legislature
SB 2037- Higher Ed bill that would be administered by the State Board of Higher Ed
SB 2243- DPI Teacher Loan Forgiveness program that would include grade levels, content areas, rural or remote locations and if critical teacher needs are determined by teacher shortages.

- Immersion teachers are different from regular teachers and, thus, have different needs. In addition to teaching a subject, immersion teachers are also teaching language; the ultimate goal in an immersion setting is to teach our students how to speak about traditional and modern concepts in the main language of instruction (Lakota). How does the ND Department of Public Instruction plan to work with schools to modify teacher requirements/qualifications to meet our needs?



- How can our community make sure we are hiring teachers who have the knowledge that our students need (without being blocked)?

The NDDPI does not administer licensure for teachers. You can contact the Education Standards and Practices Board (ESPB) about questions related to modifying teacher requirements/qualifications.

The Education Standards and Practices Board (ESPB) does offer a Content Area Minor Equivalency Endorsement-Native American Language Education endorsement for Native instructors, this would include Immersion teachers since they also teach the language.

ESPB Contact Information: Education Standards and Practices Board, 2718 Gateway Ave. Suite 204, Bismarck, ND 58503. 701-328-9641 or espbinfo@nd.gov

The Local LEA/District (school board) is responsible for hiring teachers according to their needs. Parents and community members need to voice their input and concerns to their school district personnel and school board members.

- Please reconsider the use of Title II, Part A funds, or funds from other included programs, to conduct extensive training for teachers/educator prep. for low-income and minority students (American Indian subgroup of students specifically). This is an absolutely necessary area of improvement. Many teachers do not know how to compassionately address our students' needs and provide behavioral support (support, not discipline). Some of the students in our public schools come from abusive homes or families, they do not have safe spaces. Isolating and punishing their behavior only perpetuates the problem and damages the child's academic development. Reprimanding behavior may work for other student groups/subgroups, but not for our population. This issue directly affects teacher retention in addition to student achievement/success/graduation rates.

The use and spending of Title II Part A funds is determined by the District/ LEA (local control). LEA's need to consider how to best use Title II Part A funds to ensure equity of educational opportunities and consider new uses of these funds that are innovative and evidence-based. The ESSA Planning Committee recommended that the state withhold minimal funding (1.2%) off the top of our allocation for REA professional development and principal mentoring.

- Information on Praxis II – test in licensure and impact on effective/excellent educators – what directly is being done to support these new professionals (e.g., business professionals) w limited pedagogy and/or teachers in new content areas?

Educators who have completed courses in higher education, received their teaching degree, and passed the Praxis testing have demonstrated knowledge and understanding of education practices foundational related to the pedagogy and content area in which they are qualified to teach.

However, new teachers have many challenges thus support for these new teachers is critical. There are several activities in place to assist teachers. The North Dakota Department of Public Instruction initiates support to all educators by disseminating information, coordinating various programs and providing technical assistance. In addition, local school districts are encouraged to have a plan in place to assist new teacher such as a mentoring program.



Section Six: Supporting All Students

- Technology standards should be updated to be in alignment with new ISTE standards as soon as possible as technology is always evolving and those standards meet that criteria. The "choice ready" provisions in this ESSA plan are excellent.

The NDDPI is working on a timeline for the review of all of our ND state standards.

- 6.1 B. State's Strategies – This section does not give any information about how the state will support equity for the underrepresented subgroups.

The ND ESSA Plan has addressed this comment (see highlighted items), as it states:

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

North Dakota recognizes all students deserve access to a broad and rich in content curriculum. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA's focus on well-rounded education opportunities ensures all children receive fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These program may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21st century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies
- Career and technical education programs
- Health, physical education

The NDDPI will utilize 1% of the state's Title IV, Part A allocation to support the activities and initiatives addressed in 6.1.A and administrative costs associated with the Student Support and Academic Achievement program, which includes public reporting on how LEAs are using the funds and the degree to which LEAs have made progress towards meeting the identified objectives and outcomes. The NDDPI has, and will consider, the academic and non-academic needs of all students, including all sub groups of students, when developing strategies and implementing



programs for well- rounded education. The NDDPI will use provide technical assistance and capacity building to LEAs to meet the goals of this program.

The NDDPI will award Student Support and Academic Achievement program sub grants to LEAs through a formula in the same proportion as to the prior year's Title I, Part A allocation for each LEA.

6.1 E. Support for engaging parents, families and communities – This section does not give information about how the funds will be used to support parents, families and communities. The strategies mentioned are all programs that support schools to increase academic achievement.

Section 6.1 E. of the ND ESSA Plan is displayed below. The plan states the decision was made by the committee to not allow those funds to be used for this purpose, therefore a description would not be applicable.

Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

Yes. If yes, provide a description below.

No.

The State ESSA Committee elected not to set aside Title IV, Part A funds for state level initiatives.

6.2 B. ii. – The continuous improvement model mentions using ELP measures as part of the evaluation program, however the ACCESS test administration does not occur during the summer when ND migrant students are enrolled in migrant programming. Possible typo page 63 "lab top" vs "laptop."

The ESSA Plan states "This continuous improvement model incorporates the use of state assessment scores in language arts, math and English language proficiency to assess need and indicate progress." This does not necessarily refer to the WIDA products of assessment. The summer migrant program has their own ELP assessment utilized throughout the consortium.

6.2 B. v. – If the ACCESS test is used as an evaluation measure for the migrant program, English Language Development services should be one of the recommended services in the local programs and should be included as one of the Measurable Outcomes.

The recommended services were provided by the SNA/Service Delivery committee and therefore not something the NDDPI Migrant program has the authority to change. English language development services are taking place and therefore this was not identified as a recommendation.

6.2 B vi. – The migrant program has not been part of an ELPAC agenda in many years, but I look forward to learning more about this program since many students participate in both the EL and migrant programs in their districts.

A possible reference to this is in section 6.2 B vii. The reference to EL Advisor Board and the PAC are not the state ELPAC, but rather the migrant EL Advisor Board and Parent Advisory Committee.

The ESSA Plan states:



The effectiveness of the migrant program is assessed through school administrators, teacher, parent surveys, migrant needs assessment, EL Advisor Board and the PAC meetings.

6.2 C. ii – NDDPI may want to consider providing EL services in this program. Correctional facilities staff come to EL related training and feel ill-equipped to educate EL students in custody. Perhaps if English Language Development (ELD) services were mentioned in the plan, funding could be used to help train staff and provide ELD services for youth in correctional centers. If this becomes part of the plan, the accountability should also include disaggregated data by EL status.

Correctional facility staff are invited to NDDPI EL related training. As far as funding the programs for service, that is the responsibility of the LEA and would only change with a legislative fiscal note and funding bill.

6.2 D. i. 3. – In the entrance criteria in the second bullet point, it is recommended to amend the statement to read “overwhelming evidence of previous academic success.” Without the word previous, schools may wait to make the identification until they determine whether or not the student is successful in school, which could lead to a loss in ELD services. In the fifth bullet, it is unclear when a teacher referral would come into play in the identification process. “may allow teacher referral after a determination has been made” makes it sound as if a teacher referral for ELD services trumps the screener score. I think the intent of this statement is to ensure that students who are not identified during enrollment under the initial screening process due to missing home language information have a process for being referred for this reason to the screening process. In the exit criteria area, the plan does not allow for any variance in exiting the program beyond taking the ACCESS test. Because some students are not enrolled during the ACCESS test window, there should be another process by which a student can use an ELP assessment to show they no longer qualify for services (screener, MODEL, etc).

The comments listed above regarding entrance and exit will be provided in detail in guidance.

6.2 E i. – How does NDDPI plan to address school eligibility for 21CCLC programs with the move to more schools becoming schoolwide Title I, regardless of their percentage of free and reduced student status? Page 72 possible typo – “latte” vs “latter.”

Schools that have a poverty percent of 40 or have schoolwide status will be eligible for 21st CCLC funding. Local project sites may need to prioritize services to schools based on need if they are unable to serve all eligible schools.

6.2 E ii. 4. Under the Role of the Grant Administrator, the plan states that the “grant administrator must have all employee files on hand for monitoring purposes.” This would be very difficult to do in the case of subgrantees who have their own organizational system for retaining employee records. Additionally, it may not be appropriate for the Grant Administrator to house the employee records for non-employees.

Audit requirements mandate the fiscal agent maintain necessary records for auditing purposes.



- Would the ND Department of Public Instruction be open to discussing an alternative means of education? Programs such as Wičhákini Owáyawa need an alternative means to exist (e.g. satellite, pilot, demonstration, magnet and/or charter schools).

Alternative means of schooling can be considered in SB 2186- Innovative pilot program to improve student education and performance. If passed by the Legislature, schools can submit an Innovative education plan through NDDPI. Schools/Districts may also submit a waiver for alternative means of education and schooling through the School Approval and Opportunity Unit.

- Please consider alternative means of schooling, especially for student subgroups that are not performing as well as others. We recommend our immersion learning program to serve as a pilot program for alternative approaches to learning for the Native student population.

Alternative means of schooling can be considered in SB 2186- Innovative pilot program to improve student education and performance. If passed by the Legislature, schools can submit an Innovative education plan through NDDPI. Schools/Districts may also submit a waiver for alternative means of education and schooling through the School Approval and Opportunity Unit.

- College, career and community readiness
 - Community Ready?
 - Social health & wellness?
 - Mental health & wellness?

There is an infinite list of the areas where schools can strive to get students ready for post-graduation. In North Dakota's State ESSA plan, we have elected to include getting students "Choice Ready" post-graduation by focusing on academic, military, and work ready. Local school districts can expand this concept to include others areas as well.

- Recommend adding out-of-school time programming to 6.1 A Local Educational Opportunities.

We will add out-of-school time programming to section 6.1 on Local Educational Opportunities.

- 6.2 A E. Title IV, Part B – Continuous Improvement – STEM should be listed as STEAM curriculum as Art was an added requirement to 21st CCLC last year by Josh Sharp.

We will revise this section to replace STEM with STEAM.



***Additional Comments:**

- Re-examine and consult the US Department of Education, White House Initiative on American Indian and Alaska Native Education's School Environment Listening Sessions Final Report from 2015 (<https://sites.ed.gov/whiaiane/files/2015/10/school-environment-listening-sessions-final-report.pdf>). The Report outlines major issues and recommendations for the American Indian/Alaska Native student population found in schools across the country. The failure to address the concerns that the report outlines limits our Native youth's opportunities and life outcomes and is ultimately detrimental to our tribal government, our state government, and the U.S. as a whole.

We can include this USDE Report in the ESSA Resources/Guidance

- The New ESSA State Plan Template: As you know, Secretary DeVos released a new State Plan Template earlier this week. The State Plan Template includes a new application for states to use in developing their accountability plans. NIEA has one concern regarding this new template that we wish to mention: the lack of language around specific consultation and engagement efforts with stakeholders. Despite what we see as an oversight, we wish to complement you on your efforts in this area and ask that you continue to engage with tribal leaders and Native advocates.

NDDPI believes strongly in collaboration with our many stakeholder groups. Even though the USDE has removed this section from their template, NDDPI will keep it in our plan and make consultation a priority.