

# ESSA Planning Committee MINUTES

**Wednesday, February 8, 2017 | 9:00 AM – 4:00 PM | Bismarck Ramada Hotel**

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Kathleen Dempsey	
Meeting Convened	Meeting Adjourned	Breakout Room
9:00 am	4:00 pm	

## Attendance

### Planning Committee Members

<input type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Tracy Friesen	<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	Richard Rothaus
<input type="checkbox"/>	Scott Davis	<input type="checkbox"/>	Melanie Kathrein	<input type="checkbox"/>	David Steckler
<input checked="" type="checkbox"/>	Teresa Delrome	<input checked="" type="checkbox"/>	Levi Bachmeier	<input checked="" type="checkbox"/>	Jim Stenehjem
<input checked="" type="checkbox"/>	Teresa Desai	<input checked="" type="checkbox"/>	Tracy Korsmo	<input type="checkbox"/>	L Anita Thomas
<input type="checkbox"/>	Kirsten Dvorak	<input checked="" type="checkbox"/>	Wayne Kutzer	<input 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 checked="" type="checkbox"/>	Greg Gallagher	<input checked="" type="checkbox"/>	Kay Mayer
<input checked="" type="checkbox"/>	Kirsten Baesler	<input checked="" type="checkbox"/>	Joe Kolosky	<input type="checkbox"/>	Gail Schauer
<input checked="" type="checkbox"/>	Ann Ellefson	<input 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  
WEDNESDAY, FEBRUARY 8, 2017 9:00 AM – 4:00 PM  
ASSEMBLY HALL, RAMADA BISMARCK HOTEL, BISMARCK, ND**

**AGENDA**

**MEETING OBJECTIVES:**

- 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:**

9:00 AM Welcome –Laurie welcomed committee members and discussed the most recent ED updates.

- Action taken by CRA repeals Accountability rules and regulations
- Key questions for ESSA development are
  - Timeline - CCSO is encouraging ED to keep the current timeline in place.
  - Template – Question-Will the ED template continue to be a requirement for ESSA plan development.
  - Does the new Administration have a different intention for ESSA? (ED may not issue rules and regulations but may issue non regulatory guidance.)
- ND is confident that the drafted ESSA plan is in compliance as it was built on the statute.
- The committee was reminded that the plan should not include hyperlinks. All resources/attachments must be included in the plan itself or the appendices.

**Overview of Agenda**

**Stakeholder Table Discussion/Report Out**

- Participants discussed the most recent outreach activities by committee members and stakeholder feedback the draft ESSA plan. Notes were recorded on chart paper, and small groups reported to the whole group. The charts were collected and the information compiled by NDDPI.
  - There was a recommendation to draft a statement from the ESSA planning committee that articulates how the ND ESSA plan clearly reflects the requirements in the ESSA statute. This statement would represent a proactive communication strategy.

**Report outs**

- Many stakeholders are still not familiar with ESSA. It is recommended that the committee help community/educators understand the “big picture” of ESSA. One group recommended a message map with key details about ESSA. This might result in a one-page document with visuals to help communicate the ideas. Stakeholders seem to focus on one aspect of ESSA (ELL, SpED, etc.) rather than the “big picture.”
- How can we communicate with stakeholders?
  - Bite-size chunks
  - ESSA Message Map:
    - ✓ Break plan down into sections, give 3-4 critical elements within that section
    - ✓ Give web links to the section of the plan
    - ✓ Provide the comment link
    - ✓ This would target the audience to their needs
- There is so much beyond ESSA, nothing concrete now
- Can we supply links to recap meetings
- Presentations given at conferences for various groups throughout North Dakota
- Information being given out at board meetings, workshops, and professional organizations
- Discussions at REA monthly meetings
- CTE director regular meetings, CTE listserv
- Consultation with tribal councils and leaders
- ELPAC discussion on EL issues
- The question of “What If” and should we have a plan in place?

- There has been considerable consultation with tribal members and this process has been well received. Committee members have talked with tribal councils and chairs of the tribal colleges. It is noticeable that comments have been very quiet.
- Committee members noted that stakeholders appeared positive about ESSA accountability through AdvancED. Committee members also noted that there was a positive response to focusing on effective/ineffective teaching practices rather than effective/ineffective teachers.

### **ESSA Training Plan – Grant Opportunity**

- Laurie discussed the training plan and suggested that messages would be crafted in small chunks with specific messages by audience (ELL teachers, administrators, parents, etc.). The training plan would be multifaceted.
  - Webinars (maybe 15 minutes at a chunk) – similar to the webinars that DPI developed for School Board members (short clips from various DPI offices)
  - Book study on ESSA
  - Statewide ESSA training scheduled (East side of state on May 4 and West side of state on May 8 possible dates)
  - Regional training with REAs on consolidated applications with administrators
  - The ESSA planning committee will remain a structure during the plan’s implementation, especially through subcommittees. DPI wants to ensure the right data is being collected and needs help from committee members to work through implementation details. (This includes the training phase.)
  - CCSSO is allowing states to apply for an engagement grant to help SEAs conduct training and communicate about the ESSA plan.
  - It was noted that messaging needs to be consistent from group to group. It was suggested that DPI develop a slide presentation(s) to help committee members as they interact with stakeholders. There was a recommendation that slide presentations be as specific to the audience as possible.
  - DPI plans to share information through the many conferences (professional meetings) that will occur through the rest of the year.
  - It was shared that the partnership with AdvancED represents a big advantage as what is already occurring across the state with AdvancED accountability supports ESSA.
  - There was a reminder to continue outreach to stakeholders as an ongoing part of ESSA implementation.

### **10:00 AM Overview of CCSSO Sponsored Meeting Regarding Plan Peer Review**

Laurie offered comments on the CCSSO meeting and noted that the team would have preferred comments in writing. Several comments referenced the long-term goals.

- Key components
  - Choice ready: The team was commended on having a choice-ready goal, but reviewers didn’t think the goal was rigorous enough. They questioned the decision to require picking two indicators, rather than require all.
  - Assessment: The goal for reducing the number of non-proficient students was supported by reviewers. Switching from grade 11 to grade 10 for accountability testing was supported. There was discussion about the use of the ACT as an option.
  - School improvement – target schools – There was discussion about whether capping the number of targeted schools at 10% would be supported by reviewers, however, since the Congressional Review Act (CRA) may void ED’s rules and regulations, using this process should not be problematic.
    - It was recommended that discussion related to English learners be inserted across in all components of the plan.
    - In regards to defining ineffective teachers, focusing on ineffective teaching practices rather than on ineffective teachers was supported.
- General comments included:
  - Provide more specific information on AdvancED into the plan.
  - No hyperlinks can be included in the plan. All documents should be included in the plan or the appendices.
  - Reviewers were complimentary on stakeholder engagement, especially tribal consultation – Wanted to know how plan has changed as a result of stakeholder input.

### **10:20 AM Update on Tribal Collaboration – Lucy Fredericks**

Outreach included:

- Two tribal stakeholder meetings (October 21 and December 22)
- Board of Directors' meeting – Nov 4
- Superintendent Baesler, Lucy Fredericks, and Scott Davis (Indian Affairs Commissioner) are participating in the onsite tribal consultation meetings.
  - First tribal meeting – 12/13 Turtle Mountain band of Chippewa – This meeting focused primarily on providing information about ESSA as there were several newly elected tribal leaders.
  - Onsite meeting at Standing Rock, January 17 – There was strong participation from the community with about 35 attendees. Areas of interest/concern included:
    - Culture and language commitment
    - Preserving heritage
    - Discussion on language immersion
    - Need to continue discussion with tribal leaders
  - Onsite meeting in New Town on Feb 7 with approximately 30 attendees. Attendees voiced appreciation for participation by Superintendent Baesler.
  - Meeting is scheduled for Feb 15 at Spirit Lake Tribe
  - The third ND ESSA tribal stakeholder meeting will occur on Feb 16.
  - There will be a leadership summit focusing on consultation between tribes and LEAs on Mar 3. NIEA is collaborating on this summit.

There was discussion of how the ND Essential Understanding will help address concerns from tribes for inclusion of language and culture.

### **10:30 AM Break**

### **10:45 AM Reports from ESSA Subcommittee Meetings**

Teacher and Leader Effectiveness Subcommittee Reports

#### **Use of State Title II Funding**

- Stefanie Two Crow shared CCSSO feedback regarding ineffective practices. CCSSO recommended
  - more positive language, and
  - more collaboration with institutes of higher education in the plan.

Title II Funding includes

- State level administration of Program – 1% (approximately \$100,000)
- State level activities – 2.6% (approximately \$260,000). Proposed state level activities include:
  - Principal mentoring
  - REA Grants for PD
  - Principal-Teacher evaluation support system – possible state dollars

Vote for Title II Set Aside (total of 3.6% set aside) – results: (Agree, Disagree, Need more discussion)

- 96% agree, 4% needs more discussion

#### **Overview of Proposal for Reporting – Jim Stenehjem (ND LEAD Center)**

Reported on concerns expressed by stakeholders

- going from a growth model to a deficit model
- Common definition of ineffective teacher
- Open records and identification of individuals (privacy)

Recommendation

- Focus on performance of teaching rather than an individual teacher. Recommended using ratings 1-4 from educator evaluation systems. Levels 3-4 will denote effective teaching. Level 2 will identify developing teaching practices and Level 1 will identify ineffective teaching practices.
  - The calculation based on the number of ineffective elements identified on the evaluation versus the number of total elements on the evaluation rubric.
  - Current software being used in schools across the state would allow for this calculation.
  - Plan for training to improve, that is help teachers build effective teaching practices.

Whole group discussion included:

- The needs of high poverty schools and what this reporting means to those communities.
- Concerns about inter-rater reliability in applying the evaluation elements, needs to be based on classroom teaching (engagement of students) rather than professional activities such as participating in a PLC.
- Need to have talking points for individuals sharing this message. (e.g. Receiving a 3 on an evaluation indicates an opportunity for growth, not a poor rating.)

Vote for proposal for reporting:

- Report out as effective teaching practices rather than effective teachers – results: 92% agree, 8% Need more discussion (model to report on teaching practices rather than teachers)
- Report to ED as ineffective teaching. Practices identified as Level 1 will define ineffective teaching: results 92% Agree, 8% Need more discussion

**12:00 PM Lunch**

**1:00 PM Reports from ESSA Subcommittee Meetings**

Standards, Assessment, Accountability and Reporting Subcommittee Reports

• **Assessment – Jennifer Fremstad**

- There was discussion about when to test high school students. It was indicated that secondary principals wanted the state accountability test in the sophomore year, Grade 10, rather than at Grade 11. ACT will remain the test at grade 11 and will remain an option for accountability purposes.

Vote: Accountability assessment will be administered at Grade 10 (Sophomore year)  
Agree – 100%

• **Choice Ready Initiative – Jeff Fastnacht**

Jeff provided context about the Choice Ready framework.

- Roots in redefining Ready indicators come from ASA
- Each high school is encouraged to provide all four options, but may focus on one option more than another depending on school resources. For example, a school may not offer AP courses but may offer dual enrollment.
- Schools would not be rated only on one pathway (college ready).
- Life ready may be added at a later date.
- Graduation rate expectations would remain in place.

Vote: Approve Choice Ready framework: Agree: 100%

• **Long Term Goals – Ann Ellefson & Greg Gallagher** (see handouts)

- Ambitious long-term goals for all students and for all student subgroups is the goal of ESSA with academic achievement measured by proficiency on annual assessments.
  - DPI projects a 2.05% rate of increase per year in student academic performance over a six-year period. This will reduce the number of non-proficient students by 33% over the six-year time frame.
  - An accountability system must be valid, reliable, and fair and thus DPI will incorporate an assurance system when calculating whether goals have been met.
    - ✓ This includes using a 99% confidence level.
    - ✓ Current software tools can be systematized to report school achievement over the six years.
    - ✓ High school graduation rates (four-year cohort)
    - ✓ Greater improvement for students who are further behind

Vote for agreement on six-year 33% goal: Agree 96%, Disagree 2%, Need more discussion 2%

• **Accountability Indicators – Aimee Copas**

- Indicators will be identified at two levels: Secondary and Elementary

Vote: on the percentage of indicators for Secondary: 96% Agree, 4% Need more discussion

Vote: on the percentages of indicators for Elementary: 100% Agree

- English Learners – Lodee Arnold and Sonya Butenhoff (see handout)
  - WIDA standards and assessments will continue to be used across the state.
  - Spanish is the significant other language across state at 28%.
  - Growth for English learners will use a linear trajectory.
  - Student trajectory growth chart will begin with the initial annual ELP level of each student. The maximum number of years to exit the program will be identified based on the entry ELP level.
  - Long term and interim goals for student growth will be determined upon completion of the 2017-2018 administration of the ELP assessment. This will provide base year data.
  - The subcommittee had considerable conversation and review of cut scores to arrive that their recommendations
    - Included data from former ELs
    - Comprehensive school report would include the percent of students not meeting their individual growth expectations.

Vote: English learner model for ESSA: Agree = 100%

### 3:00 PM Reports from ESSA Subcommittee Meetings

Continuous Improvement Subcommittee Reports - Joe Kolesky – Overview – Discussed the need to target a number of schools as ND could have hundreds of schools identified under ESSA – thus the cap for targeted schools will be 10%. There are simply more needs than resources.

- Selection Criteria for Targeted Support– Russ Riehl (principal, Simle MS in Bismarck)
  - Comprehensive schools are capped at 10%, so the subcommittee recommends using the same approach for targeted schools.
  - Schools will apply for funding as a targeted school.
    - MTSS model: moving away from consequences and toward intervention/enrichment
    - This model allows for more positive messaging.
    - This model will also help sustain the interventions after three years.
  - If schools apply for funds but don't receive funds, there will be other options to support these schools

Vote: Selection Criteria for Targeted support: Schools with large gaps in one or more subgroups – 100% Agree

- Suggestion for tying goals to accountability
  - Feedback from CCSSO peer review:
    - Use progress toward program goals as exit criteria for schools
      - ✓ This approach could apply to both Comprehensive and Targeted schools.
      - ✓ Such as approach would make the goals more meaningful.
      - ✓ This would create buy-in from schools for the goals.
      - ✓ This approach doesn't create more work, but makes the work more current and meaningful.
- Vote on Proposal for Use of State Title IV Funding – Cheryl Hagar-Minot Public Schools (See handout)
  - Estimated Title IV, Part A Funding is \$2,425,000
    - DPI will reserve 95% of the funding for Student Support and Academic Enrichment program allocation for sub-grants to LEAs.
    - 1% of the funding will be reserved to support DPI administrative costs.
    - DPI wishes to reserve 4% to support LEA activities and programs designed to meet the overall purpose of the program.

Vote: Agree 29%, Disagree 46%, Need more discussion 25%

- ✓ Discussion indicates that the formula is not equitable to all districts.
- ✓ DPI will reserve only the 1%.

- ESSA Plan Development Timeline (after today's meeting)
  - Starting Feb 9 – Update the plan based on feedback
  - Feb 16 through Mar 16: Official 30-day comment period
  - Feb 16 through Mar 16: CCSSO will review the plan
  - Mar 20 – Mar 24: Review comments from the public. Based on comments, a committee meeting may be needed.
  - Late March: edits and proofing
  - April 3: Submit to ED

#### **State ESSA Plan – Official Release for Public Comment**

- Feedback Form: Committee members were asked to review the ESSA plan section by section during the 30-day review period. Members should provide their feedback (support plan as drafted, recommend changes) check the box, provide feedback if appropriate, sign and return the feedback form. The form is due at the end of 30-day public review process.

Superintendent Baesler – comments

- Feels that this plan is the beginning, not the end.
- Wants to continue to work with committee during implementation to build a collaborative effort and make the plan a reality.
- Will be across the state to support communication about the plan
- Committee members offered kudos to DPI, especially Laurie, for leading this effort.

#### **3:50 PM Q&A and Next Steps**

- Next Meeting

#### **4:00 PM Adjourn**