

Could look at using this for exit criteria especially for Targeted schools which would be at the subgroup level
 Is this realistic? The percentage is higher for subgroup and the increase would need to be sustained
 Is it legitimate to look at for exit criteria?
 Might be an option to use proficiency level which would make more sense
 It would correlate with the State Assessment according to their English proficiency
 It makes sense for comprehensive – another way they could exit
 Targeted percentages are more rigorous and more challenging criteria
 Can there be more than one way to exit?
 This would be just one option to exit but not the only one
 Targeted selection is done annually/Comprehensive selection is done every three years
 This is not an annual percentage required to improve – if use the confidence interval and interim interval goal – it will be relatively low identified – this percentage of goals provides sufficient safeguards to exit
 Even the large schools would be protected
 Need to get schools to think improvement
 Need to make good identification of interim goals
 Giving schools multiple options to exit is important
 In small cohort of 10 that are submitting early so really can't view other states to see what they are doing
 Are we in agreement to use this as one of several measures to use to exit? Yes, all are in agreement
 Work to reduce the number of nonproficient by 33% over six years – all agreed

Assessment

Nothing really said regarding moving assessment to grade 10 from 11
 More discussion regarding using ACT rather than NDSA
 CCSSO is going to help states in this regard if they want to pursue this as an option
 They would get states together and offer technical assistance and support
 Wouldn't be entrance information
 Peer review would be the issue
 Deferring to peer review which is a separate requirement in the law, has to have comparable design to the assessment
 It might be challenged
 Not sure high schools will choose this option after they weigh the pros and cons

Topic: Overview of February 8, 2017 Agenda

Overview and confirmation of those who will report out on 2/8:
 Choice Ready – Jeff
 Assessment – Jennifer
 Goals – Bob
 Pie – Aimee

Topic: English Learners

Recommendations discussed regarding ESSA considerations
 These will be presented on Wednesday to the large group for a vote

Next Meeting:	February 8, 2017	Location:	Ramada Hotel Bismarck	Time:	9:00 am - 4:00 pm
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ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Thursday, September 8, 2016 | 9:00 AM – 12:00 PM | State Capitol – Peace Garden Room

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Karla Mittleider	
Meeting Convened	Meeting Adjourned	Breakout Room
9:05 am	12:20 pm	Peace Garden Room

Attendance

Planning Committee Members

<input type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input checked="" type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	David Richter
<input checked="" type="checkbox"/>	Amiee Copas	<input checked="" type="checkbox"/>	David Steckler	<input type="checkbox"/>	Richard Rothaus
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<input checked="" type="checkbox"/>	L Anita Thomas	<input type="checkbox"/>	Robert Lech	<input checked="" type="checkbox"/>	Russ Ziegler

Others Attending

<input checked="" type="checkbox"/>	Laurie Stenehjem	<input type="checkbox"/>		<input type="checkbox"/>	
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NDDPI Ex Officio Members

<input checked="" type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Peg Wagner
<input checked="" type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Mary McCarvel-O'Connor	<input type="checkbox"/>	

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Overview of Agenda	Presenter: Gail Schauer
The agenda was reviewed. Ms. Schauer stated that due to other meetings, the agenda would be shuffled around.	

Sub-Committee Roles, Responsibilities, and Expectations	Presenter: Stefanie Two Crow
<p>The handout entitled "Roles & Responsibilities for ESSA Subcommittee" was reviewed. Discussion was held regarding the role of <i>Presenting Back to Large ESSA Group</i>. A volunteer is needed to report the information from this subcommittee to the large ESSA group on September 30th.</p>	

Overview – Section 5: Supporting Excellent Educators	Presenter: Gail Schauer
<p>The handout entitled "Section 5: SUPPORTING EXCELLENT EDUCATORS" was reviewed as this is the template assigned to this subcommittee for review and to provide recommendations to the ESSA Planning Committee. A brief overview of all key elements of the ESSA State Plan Template was discussed for each section below:</p> <ul style="list-style-type: none"> 5.1 Systems of Educator Development, Retention, and Advancement 5.2 Support for Educators 5.3 Educator Equity 5.4 Performance Management and Technical Assistance for Supporting Excellent Educators <p>Homework. Subcommittee members are to review the Equity Plan which can be found at https://www.nd.gov/dpi/Community/NDStateEquityPlan/.</p>	

Discussion on Workgroup Timelines	Presenter: Stefanie Two Crow
<p>The handout entitled "ESSA Teacher/Leader Effectiveness Subcommittee Timeline" was reviewed. The timeline provides each subcommittee meeting date, topics for discussion, key questions to consider, and scope of work for supporting educator excellence. The final Rules and Regulations should be received in December 2016. Discussion was held regarding the next meeting dates. The subcommittee meeting should be held the day after the large ESSA group meets to reduce travel for the subcommittee members. The large ESSA group's next meeting will include reports from the subcommittees, discussion and voting. Length of subcommittee meetings was also discussed.</p> <p>The mission for NDDPI was reviewed. Discussion was held regarding the definition of "educator". It needs to be specific on who is included (teachers/administrators). The State Equity Plan identified educators to include teachers, principals, and other school-based instructional staff.</p>	

Summary of Key Elements of 5.1: Systems of Educator Development, Retention, and Advancement	Presenters: Jim Stenehjem and Laurie Stenehjem
<p>Mentoring Programs – Jim Stenehjem (administrators) & Laurie Stenehjem (teachers). Laurie Stenehjem presented two handouts: "North Dakota Mentoring Program" and "North Dakota Teacher Support System Mentoring Program by the Numbers". Details of the program were reviewed as well as data/statistics. Special education teachers have special education mentors. Approximately 60%-70% of first year teachers are in the program but the percentage was hard to determine because the teachers were identified incorrectly on the MIS03. Ms. Stenehjem indicated that most large districts participate in the program and many are finding it helpful to have one person help enroll the first year teachers. Some smaller districts did not participate because they felt they could provide their own mentoring. Ms. Stenehjem called this "mentoring light". Discussion was held on what other states do. Mr. Steckler stated this was an intense program. Larry Nybladh suggested that if the teachers go through the mentoring program, there should be an endorsement added to their teaching license. Discussion was held regarding the funding of the program.</p>	

Summary of Key Elements of 5.1: Systems of Educator Development, Retention, and Advancement	Presenters: Jim Stenehjem and Laurie Stenehjem
<p>Jim Stenehjem presented three handouts entitled: "North Dakota Teacher Evaluation System", "Performance Determination Rubrics: Standard 7 – Student Achievement Growth Indicators", and "Missouri Leadership Development System – Business Model". Mr. Stenehjem reviewed the First Year Principal Mentoring Program. School districts are paying for this program. The program was initiated last December with six first year principals piloting the program and this year there are 17. The first year the mentors were retired administrators but this year there also are practicing principals. According to Mr. Stenehjem's estimate, there were 27 new principals in the state and he wondered if those not enrolled were from small districts and the cost of the program was the barrier. This program went beyond the formal academic training in that it was on-the-job training and the application of skills. The next step would be to add additional training for both the mentors and new principals by adding more critical skills modules. Discussion was held on student teaching and the resident teacher program.</p> <p>The "Missouri Leadership Development System – Business Model" was reviewed. If the mentoring programs were important, we needed to figure out how to get funding and it should cover small schools as well as large districts. North Dakota allows principals to not have a masters degree completed initially, and in schools of 100 or fewer, no masters degree is required. Discussion was held on requiring mentoring for new principals, but not providing state funding for it and the challenge of unfunded or underfunded mandates. Discussion was held regarding funding sources (federal and state) to support the principal mentoring program. Comments were made that if required, schools should be allowed to choose at the local level. The subcommittee's job was to figure out what was needed and it would be the NDDPI's job to get the resources. The subcommittee needed to decide where North Dakota was going, what North Dakota needed to do to achieve the objections and to define the end goal.</p> <p>Discussion was held regarding what to report to the large committee. Mentoring first year teachers and principals should be reported. Discussing was held regarding going two years and the different levels of licensing. Mr. Stenehjem volunteered to report to the large committee.</p> <p>Overview of Current PTESS System – Jim Stenehjem. Mr. Stenehjem reviewed the "North Dakota Teacher Evaluation System" handout. Every school in North Dakota indicated that they have an evaluation model for their teachers. Discussion was held on the ranking system in the evaluation models. Teachers are given a lot more expectations. Training could be enhanced and it should not be driven from the top. A good system was in place for the evaluation of teachers and the biggest gap was including a student growth component. Discussion was held regarding how to track student growth. Student data on growth could be used but student test scores needed to be tied in. Discussion was held on "highly effective". ESPB would define "highly effective" and NDDPI would give guidance to schools on how to report it to parents. Discussion was held regarding aligning student data to the teachers. Student data would be used in evaluation but not on the dashboard. The Report Card would indicate where the highly efficient teachers are.</p> <p>ESPB Update on Effective Teacher Definition – Dr. Rebecca Pitkin. Tabled.</p> <p>Leadership Academies – Jim Stenehjem. Tabled.</p> <p>Recruitment and Retention Task Force Update – Gail Schauer. Tabled.</p> <p>Discussion Questions. Provided in Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. The subcommittee members unanimously recommend for teacher and principal mentoring to continue. Levels of licensing was also discussed. PTESS should continue with enhancements for continuous improvement.</p>	

Summary of Key Elements of 5.2: Support for Educators	Presenter: Stefanie Two Crow
<p>Overview of Support for Educators – Stefanie Two Crow. Stefanie Two Crow reviewed the allowable uses for Title II from the handout entitled “Title II – Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders”.</p> <p>Resources – Title II Part A 3% Set-Aside. Under ESSA there is a 5% statewide set-aside (1% or approximately \$100,000 for administration by NDDPI and 4% or approximately \$400,000 for statewide initiatives in mentoring, leadership academy, etc.) and an optional 3% set-aside may also be considered for statewide initiatives (approximately \$300,000). The Title II state discretionary funds will go away in the new law. Discussion was held regarding how to use these funds. It was decided that further information on how this would affect the local level was needed before a final recommendation could be made. The REAs would lose funding. The rationale should be to have a plan focused on what is best for kids and then to solicit funds for it. Information was needed on how the current funds were being spent and what would happen after the new bill is in effect.</p> <p>Discussion Questions. Provided in Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. Mr. Stenehjem will report at the large committee meeting that the set-aside was discussed and Larry Nybladh and David Steckler would speak, as administrators, about needing further data to see if it would work. It was requested that NDDPI provide a chart of estimated Title II district allocations for 2017-18SY with set-asides decreased in increments to show each district allocation amount.</p>	

Q&A and Next Steps	Presenters: Stefanie Two Crow and Gail Schauer
<p>Highlight 5.3 Educator Equity and ND Equity Plan Homework. The subcommittee members are to review the Equity Plan.</p> <p>Follow-up Email to Disseminate Timeline. An email will be sent to disseminate the meeting minutes.</p> <p>Doodle for October/November Meeting. A doodle will be sent out to determine the next meeting.</p>	

Next Meeting. The next ESSA Teacher/Leader Effectiveness Subcommittee meeting has not yet been scheduled. However, the next full group ESSA meeting is scheduled for:					
Date:	September 30, 2016	Location:	Baymont Inn & Suites in Mandan, ND	Time:	10:00 a.m. – 3:30 p.m.

ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Monday, October 17, 2016 | 1:00 P.M. – 4:00 P.M. | State Capitol – Missouri River Room

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Karla Mittleider	
Meeting Convened	Meeting Adjourned	Breakout Room
1:00 p.m.	3:30 p.m.	Missouri River Room

Attendance

Planning Subcommittee Members

<input checked="" type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input checked="" type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input checked="" type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	David Richter
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NDDPI Ex Officio Members

<input type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Laurie Matzke	<input type="checkbox"/>	Peg Wagner
<input checked="" type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Mary McCarvel-O'Connor	<input checked="" type="checkbox"/>	Matt Scherbenske
<input checked="" type="checkbox"/>	Kirsten Baesler				

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Overview of Agenda	Presenter: Gail Schauer
The agenda was reviewed.	

Overview – Section 5: Supporting Excellent Educators	Presenter: Gail Schauer
Ms. Schauer indicated that Mr. Stenehjem and Ms. Two Crow had presented the update from the last ESSA subcommittee meeting to the large ESSA Committee.	

Tentative Workgroup Timeline	Presenter: Gail Schauer
Ms. Schauer stated the Timeline had been updated.	
Summary of Key Elements of 5.1: Systems of Educator Development, Retention and Advancement	Presenters: Rebecca Pitkin, Jim Stenehjem and Gail Schauer
<p>ESBP Update on Effective Teacher Definition - Dr. Rebecca Pitkin. Dr. Pitkin stated survey data was collected and would be presented to the ESBP Board at their meeting on Thursday, October 20th. Discussion was held regarding increasing flexibility but maintaining excellence. Dr. Pitkin stated licensure and assuring teachers are qualified was one piece out of several in making sure teachers are effective. Dr. Pitkin stated several themes had been drawn from the data: (1) keep the Kindergarten endorsement, (2) grade 7 and 8 qualifications, (3) look at minors, (4) do not make it easier to teach special education, and (5) lower scores on the praxis. Dr. Pitkin stated ESPB had looked at other states including Montana who had just rolled out their new rules. Discussion was held regarding the teacher shortage and that teachers were not willing to move to the rural areas. Discussion was held regarding the educational needs to teach secondary versus elementary. Dr. Pitkin stated she would be able to report more information after the ESPB Board meeting scheduled for Thursday.</p> <p>Leadership Academies - Jim Stenehjem. Mr. Stenehjem reviewed the "Multi-Tiered Leadership Academy" handout. Discussion was held regarding mentorship programs and the lack of understanding of how powerful/important mentoring is. It was stated the principal mentoring program was not as integrated as the teacher mentoring program. Dr. Pitkin stated 626 teachers were in the mentoring program and some of the larger districts were doing their own mentoring. It was stated the mentoring programs were a good investment. Mr. Stenehjem stated that program was for new principals.</p> <p>Recruitment and Retention Task Force Update - Gail Schauer. Ms. Schauer indicated there were 204 teacher positions unfilled in 2015-2016' and the task force was put together to make recommendations on how to recruit and retain teachers. Ms. Schauer stated the first duty of the task force was to look at data. Discussion was held regarding the various data collected. Ms. Schauer indicated that last year 141 alternative access licenses and 1,412 interim substitute licenses were issued. Ms. Schauer stated schools were coping in different ways, including: (1) removing courses from schedule, (2) long-term substitutes, (3) more students in a class, (4) more electives, (5) combined grade levels, and (5) teachers in residence. Ms. Schauer indicated that schools were using the following methods to recruit teachers: (1) scholarships, (2) paying rent, (3) being flown into ND for interviews, and (4) recruiting retired teachers.</p> <p>Ms. Schauer stated the task force looked at several issues and narrowed their focus down to: (1) planning a statewide marketing campaign and (2) loan forgiveness, scholarships and signing bonuses. After researching the marketing campaign, it was decided that the cost was too high and change would take too long. Discussion was held on the scholarships (students could leave the state after they graduate) and loan forgiveness (going to rural areas and increasing each year). Ms. Schauer indicated the task force was meeting with Senator Flakoll and Representative Nathe on Monday, October 24th with Senator Flakoll and Representative Nathe.</p> <p>Discussion was held on autonomy. Discussion was held regarding the dashboard versus the report card. It was stated the first year dashboard should only consist of what the federal government required. Discussion was held on funding. It was stated a forced choice exercise should be completed and that funding should go to the highest needs schools first. Coaching services for principals was also discussed. Mandating versus supporting programs was discussed.</p>	

Summary of Key Elements of 5.1: Systems of Educator Development, Retention and Advancement	Presenters: Rebecca Pitkin, Jim Stenehjem and Gail Schauer
<p>Discussion Questions. Provided in the Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. The subcommittee members unanimously recommended for teacher and principal mentoring to continue.</p>	

Discussion of Key Elements of 5.2: Support for Educators	Presenter: Stefanie Two Crow
<p>Review of Support for Educators – Stefanie Two Crow. Ms. Two Crow reviewed the handouts entitled “Title II Funding” and “Estimated 2017-2018SY Title II Part A District Allocations for ESSA Planning Committee Purposes Only”.</p> <p>Title II Part A 5% and 3% Set-Aside. Currently, there is a 1% set-aside or approximately \$100,000 for administration by NDDPI and 2.6% set-aside or approximately \$260,000 for statewide initiatives in mentoring, leadership academy, etc. Discussion was held regarding increasing the 2.6% set-aside of Title II funds. Discussion was held regarding the current use of the funds (see chart in handout) and how the funding was determined. It was stated by increasing the percent would affect small districts more than large districts. The subcommittee discussed funding principal mentoring using a graduated schedule. Discussion was held regarding REAs funding being stretched.</p> <p>Discussion Questions. Provided in Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. It was decided the percentages would remain at 1% and 2.6% and that a commitment should be made to new teacher and principal mentoring. It was stated the schools should not have to pay for these programs.</p>	

Discussion of Key Elements of 5.3: Educator Equity	Presenters: Gail Schauer
<p>Highlight 5.3 Educator Equity and ND Equity Plan Homework. At this time, Ms. Schauer reviewed the Equity Plan. It was decided the NDDPI staff should point out any inequities in the plan at the next meeting.</p>	

Q&A and Next Steps	Presenters: Gail Schauer
<p>Highlight 5.4 Performance Management and Technical Assistance for Supporting Excellent Educators. Will be discussed at next meeting.</p> <p>Determine Volunteer to Report Out on October 25, 2016. Mr. Stenehjem stated he was not available to attend the October 25th meeting. It was decided Dr. Pitkin would be asked to present the discussion on the teacher mentoring program, Ms. Schauer would present on the Leadership Academies, Rod Jonas and Nick Archuleta would present on the Recruitment and Retention Task Force, Stefanie Two Crow would present background information on the Title II percentages, and Rob Lech would be asked to present the discussion on Title II set-aside.</p> <p>Create a One-Page Summary. Ms. Schauer and Ms. Two Crow would create the one-page summary. The subcommittee also requested the ESSA presentation State Superintendent Baesler provided at a training.</p> <p>Follow-up Email. An email will be sent which will include: (1) a Doodle poll to determine the December meeting, and (2) minutes of this meeting.</p>	

Adjourn	
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Next Meeting. Large ESSA meeting is scheduled for:

Date:	October 25, 2016	Location:	Baymont Inn & Suites Mandan, ND	Time:	10:00 a.m. – 3:30 p.m.
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Next Teacher/Leader Effectiveness Meeting is scheduled for:
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Date:	November 16, 2016	Location:	Peace Garden Room, State Capitol	Time:	9:00 a.m. – 12:00 p.m.
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ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Wednesday, November 16, 2016 | 9:00 AM – 12:00 PM | State Capitol – Peace Garden Room

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Karla Mittleider	
Meeting Convened	Meeting Adjourned	Breakout Room
9:00 AM	12:00 PM	Peace Garden Room

Attendance

Planning Subcommittee Members

<input checked="" type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input checked="" type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input checked="" type="checkbox"/>	Rod Jonas	<input checked="" type="checkbox"/>	David Richter
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<input checked="" type="checkbox"/>	L Anita Thomas	<input checked="" type="checkbox"/>	Robert Lech	<input checked="" type="checkbox"/>	Russ Ziegler

NDDPI Ex Officio Members

<input type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Peg Wagner
<input checked="" type="checkbox"/>	Gwyn Marback	<input type="checkbox"/>	Mary McCarvel-O'Connor	<input checked="" type="checkbox"/>	Matt Scherbenske
<input type="checkbox"/>	Kirsten Baesler				

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Overview of Agenda	Presenter: Gail Schauer
The agenda was reviewed.	

Overview – Section 5: Supporting Excellent Educators	Presenter: Gail Schauer
Ms. Schauer gave an overview of Section 5.	

Tentative Workgroup Timeline	Presenter: Gail Schauer
Ms. Schauer presented an updated copy of the Timeline.	

Review of Rough Draft on Section 5	Presenter: Gail Schauer
<p>Review and Discuss Rough Draft – Gail Schauer. At this time, Ms. Schauer presented a rough draft of Section 5: Supporting Excellent Educators for North Dakota's ESSA Plan. Ms. Schauer reviewed the information under Section 5.1 Systems of Educator Development, Retention and Advancement, Sections i and ii; Section iii was in red because it needed to be completed.</p> <p>Ms. Schauer reviewed the information under Section 5.2 Support for Educators. Discussion was held regarding how the current set-aside funds were being used. Ms. Two Crow indicated these funds may be declining in the next few years under ESSA due to changes in hold harmless provisions. Discussion was held regarding which districts would be affected. Ms. Two Crow stated she would look into this and report back to the subcommittee.</p> <p>Ms. Two Crow stated an electronic version of the rough draft would be sent to subcommittee members and requested to review and make changes. Ms. Two Crow asked that these changes be sent back to Ms. Schauer or herself by November 25, 2016.</p> <p>Discussion Questions. Provided in the Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. It was recommended the activities listed in 5.1, currently in place, be maintained and enhanced if funds are available.</p>	

Discussion of Key Elements of 5.3: Educator Equity	Presenter: Gail Schauer
<p>Overview of ND Equity Plan – Gail Schauer. Ms. Schauer reviewed the North Dakota State Plan to Ensure Equitable Access to Excellent Educators.</p> <p>Discussion was held regarding new teachers coming in with enthusiasm, but may not be able to teach creatively because of the culture of the school.</p> <p>Ms. Schauer reviewed Section 5.3 Educator Equity in the rough draft. Discussion was held regarding the key term definitions. Ms. Matzke stated no further regulations would be issued until after the new federal administration is in place.</p> <p>Discussion was held regarding "effective" and "ineffective" teacher. There is no definition in the North Dakota State Plan to Ensure Equitable Access to Excellent Educators. The subcommittee determined it should be tied to the North Dakota Principal Teacher Evaluation Guidelines. The subcommittee recommended the ratings of these evaluations not be reported out. There was an agreement that the primary focus of evaluation must be on growth, and there was a concern about the impact of reporting out the ratings.</p> <p>Ms. Schauer distributed a handout entitled "Advancing Equity through ESSA: Strategies for State Leaders" and reviewed the information starting on page 10. Ms. Schauer asked the subcommittee to review this information.</p> <p>Discussion Questions. Provided in Key Questions section of Tentative Timeline handout.</p> <p>Call for Recommendations. It was a unanimous decision to use the definitions in the North Dakota Principal Teacher Evaluation Guidelines as monitored in the state school improvement process.</p>	

Discussion of Key Elements of 5.4: Performance Management & Technical Assistance for Supporting Excellent Educators	Presenter: Stef Two Crow
<p>Review of Section 5.4 – Stef Two Crow. Ms. Two Crow reviewed Section 5.4 Performance Management and Technical Assistance for Supporting Excellent Educators. She reviewed the Consolidated Application process and the State Automated Reporting System (STARS). Other data collection systems are EdFacts, School District Profiles (aka District Report Cards), ND Teach, ND State Assessment, and the continuous school improvement process.</p> <p>Discussion was held regarding AdvancED.</p>	

Q&A and Next Steps	Presenter: Gail Schauer
<p>Review Draft ESSA Template Section 5. The subcommittee members were requested to review and make changes to the electronic version of the rough draft and to forward these changes to Ms. Schauer or Ms. Two Crow by November 25, 2016.</p> <p>Determine Volunteer to Report Out on November 30, 2016. Mr. Stenehjem and Mr. Ziegler stated they would present the discussion of this subcommittee. Ms. Two Crow stated she would present information on Section 5.4.</p> <p>Create a One-Page Summary. A one-page summary was reviewed. Ms. Schauer stated she would make final changes to the summary.</p> <p>Follow-up Email. An email will be sent which will include the rough draft of Section 5. Please review the rough draft and return with changes to Ms. Schauer or Ms. Two Crow by November 25th.</p> <p>Mr. Stenehjem and Mr. Archuleta stated they will not be in attendance at the December 5, 2016 meeting.</p>	

Adjourn	
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Next ESSA Planning Committee meeting is scheduled for:					
Date:	November 30, 2016	Location:	Baymont Inn & Suites. 2611 Old Red Trail NW Mandan, ND	Time:	10:00 AM – 3:30 PM

Next Teacher/Leader Effectiveness Subcommittee meeting is scheduled for:					
Date:	December 5, 2016	Location:	Comfort Inn 1030 E Interstate Ave. Bismarck, ND	Time:	1:00 PM – 4:00 PM

ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Monday, December 5, 2016 | 1:00 PM – 4:00 PM | Meeting Room A – Comfort Inn

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Karla Mittleider	
Meeting Convened	Meeting Adjourned	Breakout Room
1:05 PM	3:30 PM	Meeting Room A Comfort Inn

Attendance

Planning Subcommittee Members

<input type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input checked="" type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	David Richter
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<input type="checkbox"/>	L Anita Thomas	<input type="checkbox"/>	Robert Lech	<input checked="" type="checkbox"/>	Russ Ziegler

NDDPI Ex Officio Members

<input type="checkbox"/>	Robert Marthaller	<input type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Peg Wagner
<input type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Mary McCarvel-O'Connor	<input checked="" type="checkbox"/>	Matt Scherbenske
<input checked="" type="checkbox"/>	Kirsten Baesler	<input checked="" type="checkbox"/>	Joe Kolosky	<input checked="" type="checkbox"/>	Ross Roemmich

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Overview of Agenda	Presenter: Gail Schauer
The agenda was reviewed.	

Review New ESSA Template for Supporting Excellent Educators	Presenter: Gail Schauer
<p>Highlight Changes in New ESSA Template. Ms. Schauer presented copies of the revised ESSA template of Section 5 and compared it against the previous template.</p> <p>Section 5.1, Paragraphs A and B would be checked "No" and Section 5.1, Paragraph C, would be checked "Yes", The information regarding (1) the leadership academy, and (2) principal</p>	

Review New ESSA Template for Supporting Excellent Educators	Presenter: Gail Schauer
<p>mentoring would be included in this section. The Teacher Support System Mentoring Program would not be included in this section since it is not expected to be funded by Title II.</p> <p>Discussion was held regarding the response to Section 5.2, Section B. Ms. Two Crow had compiled a list of questions that would be answered at a meeting she would be attending next week. Blended funding (Titles I, II, III and Special Education) would also be discussed. It was decided that the rationale would need to be boosted up in this section and there may be a tie into MTSS. Discussion was held regarding what the state will do to improve, not what districts will do to improve.</p> <p>Section 5.3 required definitions be spelled out and a website/URL was needed. In the new template, Section 5.3 Paragraphs D and E would include the information on pages 12-16 of the draft document. Section 5.4 Performance Management and Technical Assistance for Supporting Excellent Educators was deleted from the new template. The performance management paragraph of each section were combined into a new section and Ms. Matzke was working on that section.</p>	

Presentation on Teacher Evaluation Ratings	Presenter: Joe Kolosky
<p>Highlight Evaluation Tool Ratings. Mr. Kolosky presented the following handouts: (1) Effective Teachers and ESSA PowerPoint presentation and (2) copies of three examples of evaluations based on the Marshall model. Mr. Kolosky reviewed the PowerPoint slides. Schools in North Dakota were using the following models: (1) Danielson; (2) Marshall; (3) Marzano; and (4) ND State plan. Bringing in another tool to determine effective teachers would be overwhelming for the teachers and administrators.</p> <p>Mr. Scherbenske reviewed the three examples of the Marshall model. The examples used a 3.0 or higher as an effective teacher. Scores from 3 or 5 years could be averaged and different models could be used at different schools.</p> <p>Review Other State Evaluation Tool Ratings. South Dakota used a mixed model of evaluation and student growth. Arizona has adopted a statewide framework for measuring educator effectiveness that outlines four performance classifications: highly effective, effective, developing, and ineffective.</p>	

Discussion on Effective Teacher	Presenter: Gail Schauer
<p>Define Effective Teacher. Discussion was held regarding using the teacher evaluations for the definition of effective teacher. Evaluations were for growth and not assessment and that principals did not want to have ineffective teachers; thus, evaluations may not be honest. Discussion was held regarding open records.</p> <p>Determine Measurement. Ms. Pitkin stated there could be multiple measures and a weight could be determined for each measure. Include qualifications and a rolling average of 3 or 5 years. It was decided culture and climate would not be included. The intent of the evaluation was to improve teaching/teacher growth. Discussion was held on the definition of a teacher. Ms. McCarvel-O'Connor indicated Special Education has individuals who work with students but are not teachers.</p> <p>Discussion was held on non-renewals and what information was to be reported to the federal government.</p> <p>Discussion was held on various measures to be used in determining an ineffective teacher: (1) specific score on evaluation; (2) be on an improvement plan for two years in a row; (3) teacher qualifications; and (4) additional professional development. Discussion was held regarding how a multi-year average would be used for a teacher who was in his/her first year of teaching in the field. Discussion was held regarding each school determining what score to use. It was decided the state needed to give guidelines.</p>	

Discussion on Effective Teacher	Presenter: Gail Schauer
<p>The state has the ability to amend the plan adopted. Discussion was held regarding when an improvement plan was used.</p> <p>The final suggested plan was that multiple measures would be used to determine an ineffective teacher: (1) the evaluation; (2) if the teacher was on an improvement plan; and (3) qualifications. The concern was stated that an evaluation may be viewed as punishment. Further discussion was held regarding first year teachers. Plans of study and out-of-field teachers were also discussed. Discussion was held regarding the weight of each measure. It was stated this would be determined at a later date.</p> <p>Ms. Schauer and Ms. Two Crow indicated they would contact Mr. Stenehjem to pull together administrators from each model to determine what score to use for each model.</p> <p>Define Other Key Terms. <i>Optional section – not reviewed at this time.</i></p>	

Discussion on Educator Equity	Presenter: Gail Schauer
Identify Equity Gaps. Tabled until next meeting.	

Q&A and Next Steps	Presenter: Stefanie Two Crow
<p>Review Draft ESSA Template Supporting Excellent Educators. See above discussion.</p> <p>Determine Volunteer to Report Out on December 20, 2016. Mr. Ziegler indicated he, along with Mr. Stenehjem, would present the discussion of this subcommittee from the November meeting. Mr. Jonas stated he would present the discussion of this subcommittee from the December meeting.</p> <p>Create a One-Page Summary. A one-page summary will be compiled by Ms. Schauer and Ms. Two Crow and sent to the subcommittee members.</p> <p>Follow-up Email. An email will be sent which will include the one page summary, information regarding the December 20th meeting, and a Doodle Poll for the subcommittees next meeting.</p>	

Adjourn	
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Next ESSA Planning Committee meeting is scheduled for:					
Date:	December 20, 2016	Location:	Baymont Inn & Suites 2611 Old Red Trail NW Mandan, ND	Time:	8:30 AM – 4:15 PM

Next Teacher/Leader Effectiveness Subcommittee meeting is scheduled for:					
Date:	TBD – Doodle Poll forthcoming	Location:	TBD	Time:	TBD

ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Thursday, December 29, 2016 | 9:00 AM – 12:00 PM Meeting Room D – Comfort Inn

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Heidi Merkel	
Meeting Convened	Meeting Adjourned	Breakout Room
9:00 AM	11:30 AM	Meeting Room D Comfort Inn

Attendance

Planning Subcommittee Members

<input checked="" type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	David Richter
<input checked="" type="checkbox"/>	Amiee Copas (via phone)	<input type="checkbox"/>	David Steckler	<input type="checkbox"/>	Richard Rothaus
<input type="checkbox"/>	Teresa Delorme	<input checked="" type="checkbox"/>	Jim Stenehjem	<input checked="" type="checkbox"/>	Mary Eldredge-Sandbo
<input type="checkbox"/>	L Anita Thomas	<input checked="" type="checkbox"/>	Robert Lech	<input checked="" type="checkbox"/>	Russ Ziegler

NDDPI Ex Officio Members

<input type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Peg Wagner
<input checked="" type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Mary McCarvel-O'Connor	<input checked="" type="checkbox"/>	Matt Scherbenske
<input checked="" type="checkbox"/>	Kirsten Baesler	<input checked="" type="checkbox"/>	Joe Kolosky	<input checked="" type="checkbox"/>	Heidi Merkel (note taker)

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Overview of Agenda	Presenter: Gail Schauer
The agenda and objectives were reviewed.	

Review New ESSA Template for Supporting Excellent Educators	Presenter: Stefanie Two Crow
Stefanie Two Crow provided clarification of the federal ESSA law based on information received from the U.S. Department of Education (USDE) staff regarding effective and ineffective teachers. The subcommittee discussed the actual regulations and what this means in writing the ESSA plan.	

Review Resources and Other State Plans	Presenter: Gail Schauer
<p>Gail reviewed the resource <i>Teacher Effectiveness in the Every Student Succeeds Act</i> by the Center on Great Teachers & Leaders. Gail provided information on what other state's ESSA drafts look like and reviewed preliminary plans for Ohio, North Carolina, Oregon, Illinois, Arizona, Louisiana, and Montana.</p>	

Presentation on Determining Measurement	Presenter: Jim Stenehjem
<p>Jim Stenehjem presented an April 2016 article from Charlotte Danielson on <i>Rethinking Teacher Evaluation</i> where she expressed her concern about transforming evaluations from the complex teaching profession into a list of performance behaviors that can be checked off on a checklist. She writes that if we want to make a difference for students in the classroom, we need to collaborate and work together on what works best. Michael Fullan questions the research interpretation of "the quality of the teacher is the single most important determinant in the learning of the student," to mean that we get rid of the worst teachers and our students will excel. He explains that this hasn't worked, and if we look at our international competitors, we learn the main point is not the effect of the individual teacher, for better or worse, here and there, that counts, but rather how you maximize the cumulative effect of many teachers over time for each and every student, where you transform the entire profession -- not just the bottom 20%.</p> <p>Fullan's key drivers for system change include capacity building as a leading driver and then follow with accountability. The four 'right drivers', according to Fullan, are: capacity building, group work, pedagogy, and 'systemness'. The USDE reversed this by leading with accountability.</p> <p>AdvancED Indicator 2.6 reinforces the focus of supervision and evaluation in the concept map which aligns to Level 4 attainment, "The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success."</p> <p>Jim suggested to define "ineffective teacher" as Level 1 on the teacher evaluation models. When the PTESS developed these guidelines, they were aligned with the InTASC standards and came up with the four models: Danielson, Marshall, Marzano and McREL. Every model has at least four levels, with Level 1 being the lowest.</p> <p>Jim suggested we gather information, by school, on how many elements or components are rated during the year, the number of teachers, and the total ratings possible. He also suggested dividing the ratings by the different levels, and then determine the percent of Level 1 ratings. The percent of Level 1 ratings would be defined as "ineffective teaching." This percent could be multiplied by the number of teachers to come up with a number of the "ineffective teacher equivalent." Jim shared a chart suggesting how this "ineffective teacher equivalent" could be determined.</p> <p>A question arose that it might not comply with the USDE regulations because it will not identify which students have ineffective teachers; however, the percent of Level 1 ratings could be multiplied by the total student population to determine a percent of students affected by the "ineffective teaching." As a reminder, the purpose of this report is to determine equitability between high-poverty, high-minority schools and those that are not. This calculation meets the purpose.</p> <p>Another question arose regarding if media will want all the teachers' names listed in the Level 1 percent. This percent is a calculation of all teachers and would not be tracked to any one, or even a few, teachers. Each teacher has strengths and challenges. It would not identify any teacher, but rather identify elements the school needs to work on.</p> <p>Jim suggested each LEA (district) would determine which elements to implement and this could change each year. LEAs would then report to the state each year on the elements or components implemented that year for the required federal reporting.</p>	

Presentation on Determining Measurement	Presenter: Jim Stenehjem
<p>A question arose about what system would be best to collect and report this data: STARS? AdvancED? AdvancED has discussed collecting the data on which PTESS model each school is using. AdvancED needs to know the model so they can give feedback to the school. A number of administrators felt the consolidated application made the most sense to collect the data because they are already familiar with it and use it for other reporting.</p> <p>Like Ohio, we could also include highly effective leaders. We could use that data in the state, and wouldn't need to put it on the ESSA report; however, it would give NDCEL, NDLEAD, and NDDPI information for future planning.</p> <p>The subcommittee determined it would make most sense to collect this data by model for state purposes. This would be going beyond ESSA and allowing the state to share.</p> <p>A question was raised about capacity building with accountability. Any time you infuse accountability into capacity building, you risk fidelity a little. Maybe risking a little fidelity is ok. This seems to be the best solution we have come up with so far. Everything we talked about can be done with or without ESSA. We need to concentrate on what's best for our state. All the data we are discussing we are considering how we can use this for our state.</p> <p>NDDPI could write this into the ESSA plan, do a trial run in the 2017-2018 school year, continue to have a committee meet to analyze the data and, if it doesn't work well, we can discuss changes to the ESSA plan.</p> <p>What do we need to do to help our schools do this?</p> <ul style="list-style-type: none"> - Collect information from pilot schools for the 2017-2018 school year. We will not report this during the trial year. Stakeholders will continue to meet and discuss how the pilot is going. If it is not going well, we will meet to determine changes to ESSA. If it works well, it will provide a baseline. - Provide information to schools/districts ahead of collecting the data so they are aware of what to collect. - Training on how to collect and input data, as well as how the data results to explain to stakeholders. 	

Presentation and Resources on Effective Teachers	Presenter: Matt Scherbenske
<p>Matt Scherbenske presented a conceptual model titled <i>Effective Ready</i> to address defining an effective teacher. This idea was based on suggestions from Tracy Friesen and Russ Riehl to utilize an approach similar to graduating choice ready students. The <i>Effective Ready</i> model is based on the InTASC domains and standards with the purpose of providing continuity and flexibility to schools regardless of the evaluation model a school uses. This could work in tandem with, and provide support for, a school's evaluation process.</p>	

Recommendation on Definitions and Measurements	Presenter: Gail Schauer
<p>We want the language in the plan to be general and still outline the concepts. Districts would not have to report data on ineffective teachers all year long, but rather would provide summative data at the end of the school year.</p> <p>Subcommittee recommends the plan outlined by Jim, trial implementation would be during the 2017-2018 school year. This process would be a trial and regularly monitored. Stakeholders will continue to meet to discuss the process, strengths and weakness. At the end of the school year, stakeholders will determine if the ESSA plan is working well or if it should be modified.</p> <p>Jim will report out at the next ESSA committee meeting.</p> <p>Russ and Gail will start working on adding data collection to the consolidated application.</p>	

Adjourn 11:30 AM	
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Next ESSA Planning Committee meeting is scheduled for:					
Date:	Tentatively February 8, 2017	Location:	TBD	Time:	TBD

Next Teacher/Leader Effectiveness Subcommittee meeting is scheduled for:					
Date:	TBD	Location:	TBD	Time:	TBD

ESSA Teacher/Leader Effectiveness Subcommittee Minutes

Wednesday, February 1, 2017 | 9:30 AM – 10:30 AM Conference Call

Facilitator/Team Lead	Note Taker	
Stefanie Two Crow Gail Schauer	Karla Mittleider	
Meeting Convened	Meeting Adjourned	Breakout Room
9:30 AM	10:15 AM	Conference Call

Attendance

Planning Subcommittee Members (all via telephone conference call)

<input type="checkbox"/>	Nick Archuleta	<input checked="" type="checkbox"/>	Larry Nybladh	<input checked="" type="checkbox"/>	Jeffrey Brandt
<input checked="" type="checkbox"/>	Rebecca Pitkin	<input checked="" type="checkbox"/>	Rod Jonas	<input type="checkbox"/>	David Richter
<input type="checkbox"/>	Amiee Copas	<input checked="" type="checkbox"/>	David Steckler	<input type="checkbox"/>	Richard Rothaus
<input type="checkbox"/>	Teresa Delorme	<input checked="" type="checkbox"/>	Jim Stenehjem	<input checked="" type="checkbox"/>	Mary Eldredge-Sandbo
<input type="checkbox"/>	L Anita Thomas	<input type="checkbox"/>	Robert Lech	<input type="checkbox"/>	Russ Ziegler

NDDPI Ex Officio Members

<input type="checkbox"/>	Robert Marthaller	<input type="checkbox"/>	Laurie Matzke	<input type="checkbox"/>	Peg Wagner
<input checked="" type="checkbox"/>	Gwyn Marback	<input checked="" type="checkbox"/>	Mary McCarvel-O'Connor	<input checked="" type="checkbox"/>	Matt Scherbenske
<input type="checkbox"/>	Kirsten Baesler	<input type="checkbox"/>	Joe Kolosky	<input type="checkbox"/>	

Agenda Items

Welcome	Presenter: Gail Schauer
The meeting objectives were reviewed, everyone present was welcomed and introduced.	

Update from CCSSO January 25, 2017 Meeting	Presenter: Gail Schauer
<p>The individuals from the North Dakota Department of Public Instruction who attended the January 26, 2017 CCSSO meeting in Washington, DC were Kirsten Baesler, Laurie Matzke, Lodee Arnold, Joe Kolosky, Kay Mayer, Ross Roemmich, and Gail Schauer. Gail updated the subcommittee on what took place at the meeting. The CCSSO Critical Friends were from across the United States and represented many organizations. The morning session was North Dakota specific and the afternoon had various sessions centered on the ESSA Plan. Each North Dakota representative attended different sessions.</p>	

ESSA Plan Section 5	Presenter: Gail Schauer
<p>Section 5 of the ESSA Plan was reviewed. The information highlighted in yellow are the latest changes.</p> <p>The CCSSO Critical Friends suggested that the following changes be made:</p> <ol style="list-style-type: none"> 1. No links be included in the ESSA Plan – Appendixes will be added (i.e. Equity Plan). 2. Purpose of PTESS – See page 1 for addition. Also added were future goals. 3. Rational for Title II Funds – See page 4 for addition. 4. Collaboration with Higher Education – Information on collaboration could be added under Section 5A or 5B. Discussion was held on various areas of collaboration. Ms. Pitkin will be compiling a statement on the collaboration between ESPB and Higher Education. Any collaboration with Higher Education (even if Title II funds are not used) should be added into the ESSA Plan. <p>The CCSSO Critical Friends commented that they wished that all states were as far along as North Dakota. They also commented that collaboration with stakeholders was extremely strong but the collaboration did not shine through in what was written.</p> <p>Other issues for the entire ESSA Plan were:</p> <ol style="list-style-type: none"> 1. Military stakeholders, 2. Higher education connection, 3. Chamber of Commerce, 4. Add that committee members have reached out to other organizations, 5. Add expectations that districts will need to collaborate at the local level, 6. What is the future of ESSA committees, and 7. Load up appendixes – add committee members to appendix. <p>The CCSSO Critical Friends were pleased to see parent organizations included and the tribal subcommittee was started.</p>	

Ineffective Teachers	Presenter: Gail Schauer
<p>Gail stated she attended the Teacher Leader Effectiveness section of the meeting and there were 15 individuals at the start of this meeting. Fourteen of these individuals were CCSSO Critical Friends. Gail stated she reviewed the plan and discussed not identifying specific teachers as ineffective. The CCSSO Critical Friends did not like the term "ineffective" teacher. Discussion was held using educator "effectiveness" equivalency to be more positive. Discussion was held regarding the terminology of the four models used in the state. Mr. Stenehjem stated the models used different terms and if "effective" were used, levels 3 and 4 would work. Mr. Stenehjem indicated he would refer back to the discussion at the beginning of PTESS.</p> <p>Stef Two Crow suggested the term "Determination of Teacher Effectiveness" be used on the data chart when gathering data on effective and ineffective teachers. This term would be a neutral term and still describe the purpose of the data.</p> <p>The Equity Report indicates out-of-field, experienced, and ineffective teachers must be reported. Gail stated there are a couple of states (one being Texas) who do not identify ineffective teachers in their ESSA Plan.</p>	

Q & A and Next Steps	Presenter: Gail Schauer
<p>The subcommittee was asked to review the following:</p> <ol style="list-style-type: none"> 1. <i>Running Place – How New Teacher Evaluations Fail to Live Up to Promises</i>, 2. Draft ESSA Plan (Please send any changes to Gail by February 6th), 3. Jim indicated he had a PowerPoint presentation ready for the ESSA meeting on February 8th, 4. Gail stated she would report at the ESSA meeting on the CCSSO meeting in Washington, DC, and 5. Subcommittee members should reach out to inform other committees what is happening. 	

Adjourn 10:15 AM	
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Next ESSA Planning Committee meeting is scheduled for:					
Date:	February 8, 2017	Location:	Assembly Hall, Ramada Hotel Bismarck	Time:	9:00 AM – 4:00 PM

Next Teacher/Leader Effectiveness Subcommittee meeting is scheduled for:					
Date:	TBD	Location:	TBD	Time:	TBD

Appendix E



STATE SUPERINTENDENT'S ND State Assessment Task Force

State Superintendent

- Kirsten Baesler, Task Force Chair

Home Educator Association

- Jeff Hoverson, Burlington

Business and Industry

- Jon Godfread, Designee, Bismarck
- Joseph Chiang, Tolna

ND Council of Educational Leaders

- Aimee Copas, Bismarck
- Scott Faul, Designee, Minot

North Dakota School Board Association

- Jennifer Wallender, Designee, Hazen

Special Education

- Linda Hoag, Bismarck

Assessment/Curriculum Director

- Ryan Townsend, Lincoln

North Dakota United - Teachers

- Nick Archuleta, Designee, Bismarck
- Patty Barrette, Bismarck

State Superintendent's Nominations

- Stacey Castleman, Parent Representative, Bismarck
- Gene Modin, Parent Representative, Mandan
- Tammy Owens, Parent Representative, Fargo
- Vanessa Anderson, Home Educator Representative, Harvey
- Brenda Goettle, Home Educator Representative, Mandan
- Jeff Lind, Board of Public School Education Representative, Mandan
- Lyn Hendry, Elementary Principal Representative, Hettinger
- Carrie Weippert, Assessment Representative, Grand Forks
- Jim Kasper, Business and Industry Representative, Fargo
- Wayne Trottier Jr, Native American Education Representative, Rugby

University System

- Jennifer Weber, Bismarck

ND Council of Educational Leaders Superintendent

- Cory Steiner, Arthur

ND Council of Educational Leaders High School Principal

- Ned Clooten, Wahpeton

ND Council of Educational Leaders Middle School Principal

- Stacy Murschel, Beulah

ND Council of Educational Leaders Elementary School Principal

- Dave Wheeler, Grand Forks

Nonpublic Schools

- Tracy Friesen, Bismarck

House Education Committee

- Representative Cindy Schreiber-Beck, Chairman Designee, Wahpeton
- Representative Dennis Johnson, Devils Lake

Senate Education Committee

- Senator Nicole Poolman, Chairman Designee
- Senator Joan Heckaman, New Rockford

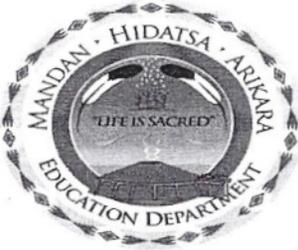
Education Technology Council

- Robert Kaspari, West Fargo
- Jody French, Horace

NDDPI Ex Officio Members

- Gail Schauer – Teacher & School Effectiveness
- Greg Gallagher – Assessment
- Laurie Matzke – Federal Title Programs
- Ann Ellefson – Academic Support
- Gerry Teevens – Special Education

Appendix F



MANDAN HIDATSA ARIKARA NATION
EDUCATION DEPARTMENT
710 East Ave Northern Lights Building
New Town, N.D 58763

December 16, 2016

Dear ESSA Planning Committee,

On behalf of the schools on the Fort Berthold Indian Reservation, we are in support of the proposal to include GED graduates into the state graduation rate. The Nueta, Hidatsa, Sahnish College (NHSC) has a strong GED program. Each year, over forty people graduate from their program. Many of these graduates have ties to our local schools. Unfortunately GED graduates are currently counted as drop outs.

Even though they complete an educational process, they are considered drop outs to our local schools. Their successful completion can be attributed to the partial education they receive from our community schools.

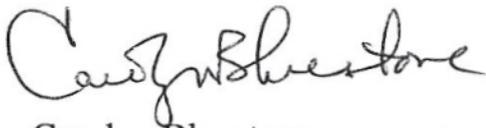
Our reservation schools have at least 50% at risk students in each school. The deck is stacked against many of our students. Sometimes, the traditional high school setting doesn't work very well when there are so many issues facing them on a daily basis.

If we are going to truly embrace our proposed vision, remember that many of these students will finish their education either through a high school diploma or a GED and they will enter the workforce.

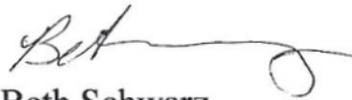
South Dakota has recognized the need to count GED completers into their annual state graduation rate. It has been in their state plan for several years. In visiting with South Dakota superintendents serving reservation schools, they have overwhelmingly recognized how it has contributed to an increase into their graduation rates.

Finally, reservation schools would not be the only schools in the state to benefit from this. Many schools would benefit because of the number of GED preparation programs in the state. For the New Town School's current graduation cohort for the 2015-2016 school year, thirteen GED graduates from last year who were under 21, would have increased New Town's graduation rate significantly. It is time to level the playing field for the school districts that serve our significant at-risk populations instead of continuing to punish them for low graduation rates.

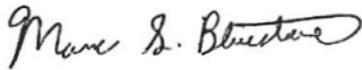
Respectfully submitted.



Carolyn Bluestone
Superintendent
Mandaree School District #36



Beth Schwarz
Superintendent
Parshall School District #3



Marc Bluestone
Superintendent
New Town Public School District #1



Wayne Fox
Superintendent
White Shield School District

Appendix G

NORTH DAKOTA'S ESSA PLAN - RECOMMENDATIONS FOR THE ARTS

Submitted by Rebecca Engelman

Arts in Education Director, North Dakota Council on the Arts

November 1, 2016

DEFINING THE "ARTS"

"The arts" offer opportunities to make a substantial impact toward closing student achievement gap for students specifically addressed by the *Every Student Succeeds Act*. Over the past 20 years, significant evidence indicates "the arts" have the largest and most profound effect on students at risk. In addition, the arts offer amazing results for improving learning; student, teacher and parental engagement; enhancing creativity; fostering social and emotional skills; and fostering rich and inclusive school culture.

Recommendation: The "arts" should be stated by discipline (Visual Arts, Drama, Dance, Media Arts, and Music) within North Dakota's ESSA Implementation Plan. Stating each specific discipline removes ambiguity and makes clear the broad scope available to those hoping to use the arts as a tool in support of students and teachers. Referencing the arts in their entirety also aligns with the [National Core Arts Standards](#), a framework for designing state standards.

Response: The NDDPI will list the arts by discipline in our state ESSA plan. We agree that listing the various disciplines will provide more clarity to the readers.

STATE PLAN

Title I, Part A, Subpart 1, Section 1005 - As part of the accountability systems, states must include at least one indicator of school quality or student success beyond student achievement, graduation rates and English proficiency. Indicators can include measures of student and educator engagement, access to advanced coursework, school climate and culture, or other indicators as decided by the state.

Recommendation: The arts can serve as an asset in addressing each of these identified areas. I recommend that ND adopt the following arts-related indicators for its school quality or student success indicator(s).

- The number of arts course offerings.
- The percentage of high school students enrolled in arts courses that provide postsecondary credit.
- The proportion of certified arts educators to students.

Response: The statewide ESSA Planning Committee has discussed at length the new requirement within ESSA to include additional school quality indicators beyond achievement. The committee voted to include climate and student engagement as our two indicators.

LOCAL EDUCATION AGENCY PLANS

Title I, Part A, Subpart 1, Section 1006 – To receive Title I funding, a district must submit a plan to the state education agency that describes how it will identify inequities in educational opportunities and help close the achievement gap for all students. These plans must include a description of how the district will provide a well-rounded education.

Recommendation: The definition of a well-rounded education includes the arts. When describing the instructional programs offered to Title I-eligible schools and populations a district must provide a description of its arts education programs and the roll these programs play in providing all students a well-rounded education

Response: All districts complete a consolidated application to access their federal Title funding. Within the consolidated application, there will be a section where districts will address well-rounded education. North Dakota is a local control state and each district will have the flexibility to define how they define a well-rounded and how they choose to use the funds. However, the NDDPI will be creating consolidated application guidance. Within the guidance, the NDDPI will outline options for districts to consider in their definition of a well-rounded education and we will include the arts as one of the options.

SCHOOLWIDE PROGRAMS

Title I, Part A, Subpart 1, Section 1008 – Schools can use funding under this section of Title I, Part A to establish and implement plans based on a needs assessment to improve the education program of the entire school. To be eligible for schoolwide program funds, schools must have at least 40 percent of their students identified as coming from low-income families and create a schoolwide plan which embraces whole school reform.

Recommendation: As a part of a well-rounded education, incorporate the arts as a strategy to provide all students the opportunity to achieve. For example, opportunities for the arts can include:

- **Engaging the arts to improve students' non-academic skills, such as self-efficacy, engagement, and/or social and emotional learning.**
- **Supporting student attendance and other non-academic indicators through increasing access and opportunities in the arts and other well-rounded educational subjects.**

- Improving 21st century skills for creativity, collaboration, communication, and critical thinking.
- Incorporating arts-based techniques in professional development programs to strengthen the effectiveness of educators in improving student learning outcomes.

Response: The ESSA Plan will provide a framework for districts and schools that allows them to articulate their unique needs for Title I schoolwide programming. The NDDPI will include within its guidance the importance of the arts in schoolwide reform strategies; however, it is ultimately a local school decision on what strategies they use and outline in their schoolwide plan.

TARGETED ASSISTANCE SCHOOLS

Title I, Part A, Subpart 1, Section 1009 – Schools that do not meet the poverty threshold for schoolwide schools can use Title I funding to create programs targeted to help academically at-risk students meet the state’s academic standards. These programs can occur during the traditional school day or in expanded learning time.

Recommendation: Include the arts as a potential strategy for meeting the objectives set by schools for the Targeted Assistance Schools programs.

Response: The ESSA State Plan will provide a framework for districts and schools that allows them to articulate their unique needs to Title I Targeted Assistance programming. The NDDPI will include within its guidance the importance of the arts in Title I targeted assistance strategies; however, it is ultimately a local school decision what strategies targeted assistance schools elect to use in their program.

PARENT AND FAMILY ENGAGEMENT

Engaging the families of students is an important aspect of ESSA and appears in several areas of Title I.

Title I, Part A, Subpart 1, Section 1010 - Districts must establish, implement and annually review with parents and other stakeholders a policy for engaging families in the school and, through doing so, improving their children’s education.

Recommendation: As an effective strategy for engaging families in the school, incorporate the arts by including:

- Arts programming in a back-to-school night or other broader parent engagement events.
- Updates on arts education activities in parent newsletters.
- Recording attendance at arts events.

- An arts-centered question on student, educator or parent surveys of school engagement and climate.

Response: The NDDPI will include within its guidance for local school districts recommended strategies for parent and family engagement and within these recommendations, we will suggest and include arts initiatives; however, the state plan will not go into this level of detail.

Title I, Part A, Subpart 1, Section 1006 – The district must provide parents and families of English language learners (ELLs) with information on how they can support their children in learning within the well-rounded education subjects.

Recommendation: Provide parents with expectations for their children in arts classes, as well as strategies to encourage their children to practice and engage in creative activities at home.

Response: The NDDPI will include within its guidance the importance of the arts in schoolwide reform strategies; however, the state plan will not go into this level of detail.

Title I, Part A, Subpart 1, Section 1008 - Schools must include parents, educators and other impacted community stakeholders in the development of the schoolwide program plan.

Recommendation: To ensure that a school includes the arts as part of a schoolwide program plan, include arts educators, parents and others interested in the arts as part of the planning committee.

Response: The ESSA State Plan will not go into this level of detail. The make-up of planning committees at the school level is a local decision.

DEVELOPING STANDARDS AND ASSESSMENTS

Title I, Part B, Section 1201 – States may use the Title I, Part B funds to develop standards and/or assessments in mathematics, ELA, science and any other subject that the state chooses – including the arts.

Recommendation: ND's K-12 Art standards were adopted in 2000. Update the current standards and create aligned assessments to monitor student performance in the arts. (For example, the National Coalition for Core Arts Standards (NCCAS) has created Model Cornerstone Assessments aligned with the new National Core Arts Standards that assess arts learning across selected grade levels and artistic disciplines.)

Response: The ESSA State Plan will provide a framework outlining the process used for standards review and adoption, but will not provide a timeline for the adoption of review of arts standards specifically or any other content area standards. The NDDPI does not create assessments for content areas beyond what is required in state or federal law.

INNOVATIVE ASSESSMENT AND ACCOUNTABILITY

Title I, Part B, Section 1201 – States may, either individually or as a group, apply to the U.S. Department of Education to pilot a new system of state assessments. This system can include a wide range of assessment structures including competency-based and performance-based assessments.

Recommendation: Include assessments of arts learning aligned to the state arts standards and incorporate both performance-based tasks and traditional written and multiple-choice questions.

Recommendation: Provide districts with funding to ensure that learning in the arts is assessed throughout the school year with formative, interim and summative assessments.

Response: Current NDCC 15.1-21-08 outlines that the superintendent of public instruction administers state wide assessments aligned to standards in reading, mathematics, and science. The NDCC does not include the authority for an arts assessment.

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Title IV, Part A, Subpart 1 – As with Title I, Part A, states must submit a plan to the U.S. Department of Education in order to receive funding under Title IV, Part A – the Student Support and Academic Enrichment Grants. These grants are designed to, in part, help districts and schools “provide all students with access to a well-rounded education” (Title IV, Part A, Section 4101). As part of the requirements to receive funding under this new program, districts must conduct a needs assessment on how it currently supports a well-rounded education – including the arts – and identify areas for improvement.

Recommendation: Include arts education programs initiatives that use the arts for student engagement and programs that integrate the arts into other subjects.

Response: Within the consolidated application guidance, the NDDPI will provide information and direction to school districts with regard to the required needs assessment. NDDPI will include in our guidance, a recommendation that LEAs include arts education program initiatives in their programming.

EDUCATOR EFFECTIVENESS

There is considerable evidence that teachers of the arts are often considered as having made the most meaningful impact on the lives of students by encouraging discipline, persistence,

collaboration, risk taking, effort towards excellence and more. These are skills that last a lifetime and may be applied to any career choice. The arts also eliminate barriers and engage students in activities in which they create their own relevance.

Recommendation: Include artistic literacy as a quality indicator for Educator Effectiveness in any future teacher evaluation system.

Response: Principal/teacher evaluations is an area that ESSA leaves to local control. In North Dakota, school districts provide an assurance within the AdvancED system that they have a principal/teacher evaluation system in place. The model that districts use is a local decision. The NDDPI does not approve principal/teacher evaluation systems.

Appendix H

APPENDIX B: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

B. Graduation Rates

C. English Language Proficiency

Appendix I

Student Learning Index

An accountability system based on continuous improvement changes reporting from a compliance activity to a process that enables positive change at a local level. To ensure that accountability doesn't impede improvement, each state needs to find the right mix of measures that come together to tell a holistic story about how schools and their students are performing – and those measures must provide enough meaningful information to help states plan and implement appropriate and targeted supports. Transparency of the many factors that influence performance or diversity in performance is critical to creating an accountability system focused on improvement.

If the system wants to recognize positive movement towards the vision, achievement and growth should both be considered. Given that every school has a different starting point on their journey of improvement, achievement and growth can vary in the improvement targets established for the school.

The Student Learning Index provides a measuring and monitoring structure that is responsive to the starting point for each institution in its unique journey to improve student learning. The structure is designed to recognize and be responsive to movement whereas both achievement levels attained and growth of achievement realized. However, the expectations for each institution is dependent on their prior year's achievement levels rather than a static expectation that every institution must realize the same growth and attain the same achievement level. Each school is unique therefore the Student Learning Index must be responsive to this reality.

The basic structure expects schools with high achievement levels (top performing quartile) to maintain such levels while realizing minimal, but recognizable, growth. Schools with low achievement (lowest performing quartile) have a much longer road to reach expected achievement levels. Therefore the expectation for low performing schools at the beginning of their journey is high growth while improving over time and closing the gap to reach expected levels of achievement. Schools in the middle two quartiles are expected to demonstrate a balance of growth and achievement gains on an annual basis. Schools in the second quartile are expected to realize more growth than achievement gains whereas schools in the third quartile are expected to maintain an equal balance between growth and achievement.

The goal of this system is to move all schools, over a defined period in time, to reach and sustain desirable achievement levels for student learning. Schools that create positive movement should be fully recognized. Schools that struggle to achieve any movement or experience negative movement should be identified as targets for support and intervention. The Student Learning Index guides and recognizes schools that generate and sustain improvement over time.

Sample Methodology to Calculate the Student Learning Index

Step 1: Calculate Achievement

Exceed Expectations	Greater than 1.0 Standard Deviation from the mean
Meets Expectations	Between -1.0 and +1.0 of the Standard Deviation from the mean
Approaching Expectations	Between -2.0 and -1.0 of the Standard Deviation from the mean
Does Not Meet Expectations	Less than -2.0 of the Standard Deviation from the mean

Step 2: Calculate Growth

Exceed Expectations	At least 1.5 year of growth
Meets Expectations	Between 1 and 1.5 year of growth
Approaching Expectations	Between .5 and 1.0 year of growth
Does Not Meet Expectations	Less than .5 year of growth

NOTE: The assessment instrument used should provide an achievement score as well as a growth measure.

Step 3: Assign Value Points Per Student

Exceed Expectations	1.5 value points
Meets Expectations	1.0 value points
Approaching Expectations	0.5 value points
Does Not Meet Expectations	-1.0 value points

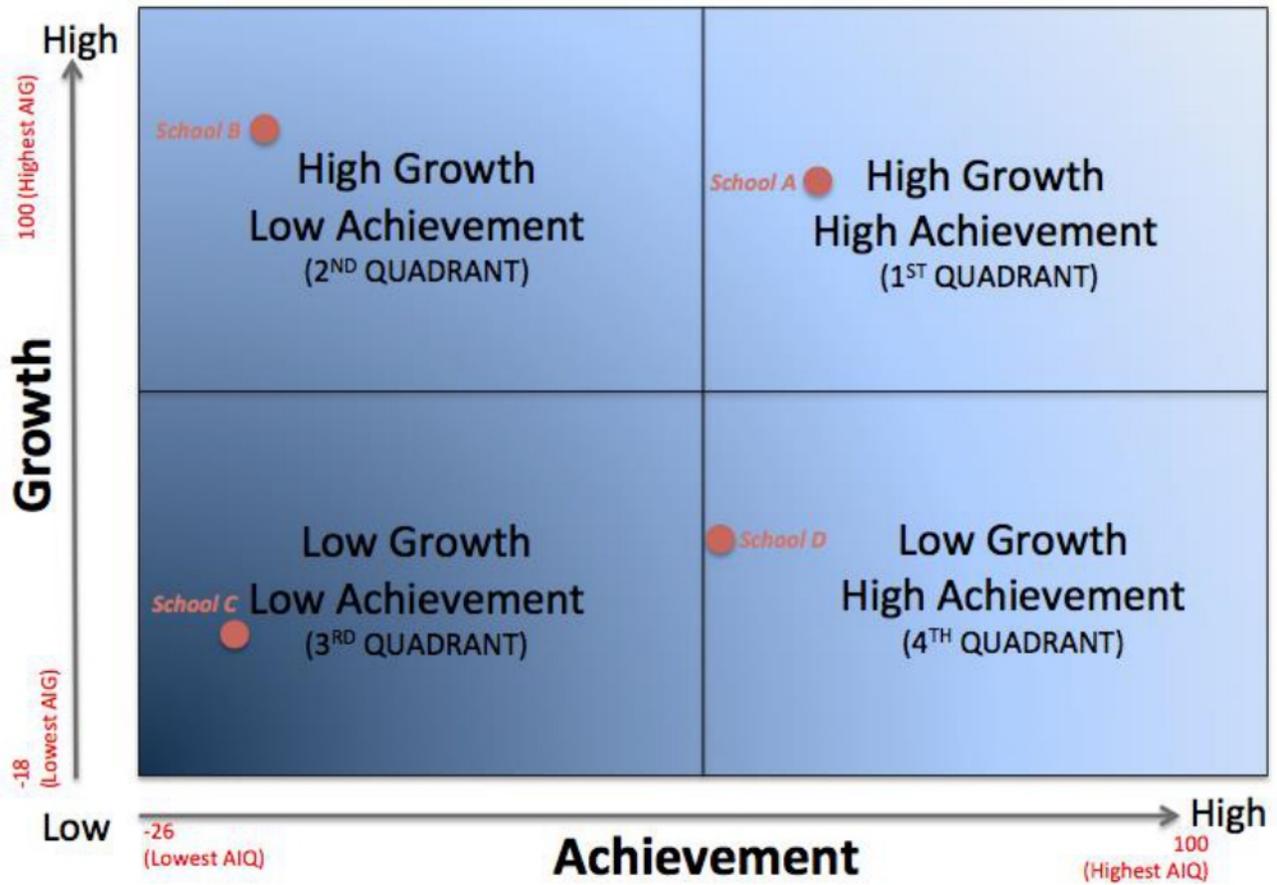
Determine each school's Achievement Impact Quotient (AIQ) and Growth Impact Quotient (GIQ) by dividing the sum of all its value points by the total number of students (Example below)

		School A (good achievement & good growth)		School B (low achievement & good growth)		School C (low achievement & low growth)		School D (fair achievement & low growth)	
		Kids	Value Points	Kids	Value Points	Kids	Value Points	Kids	Value Points
Achieve.	Exceeding	23	34.5	11	16.5	10	15	10	15
	Meeting	45	45	14	14	11	11	51	51
	Approaching	14	7	23	11.5	22	11	20	10
	Not Meeting	11	-11	45	-45	50	-50	12	-12
TOTAL		93	75.5	93	-3	93	-13	93	64
Achievement Impact Quotient (AIQ)		81.2%		-3.2%		-14.0%		68.8%	
Growth	Exceeding	19	28.5	40	60	12	18	6	9
	Meeting	40	40	39	39	24	24	32	32
	Approaching	28	14	6	3	23	11.5	33	16.5
	Not Meeting	6	-6	8	-8	34	-34	22	-22
TOTAL		93	76.5	93	94	93	19.5	93	35.5
Growth Impact Quotient (GIQ)		82.3%		101.1%		21.0%		38.2%	

Step 4: Assign Each School to a Quadrant

Plot schools using the Achievement and Growth Impact Quotients.

Note: The axis is defined by the state's highest and lowest AIQ and GIQ.



Step 4: Calculate the Student Learning Index (SLI)

Determine the formula that will be used to weight achievement and growth for each quadrant. Calculate the SLI for each school by applying the appropriate formula for each school.

	Sample Formula A
1 ST Quadrant: High Growth/High Achievement	$.75A + .25G = SLI$
2 nd Quadrant: High Growth/Low Achievement	$.25A + .75G = SLI$
3 rd Quadrant: Low Growth/Low Achievement	$.50A + .50G = SLI$
4 th Quadrant: Low Growth/High Achievement	$.75A + .25G = SLI$

		School A		School B		School C		School D	
		1st Quadrant (good achievement & good growth)		2nd Quadrant (low achievement & good growth)		3rd Quadrant (low achievement & low growth)		4th Quadrant (fair achievement & low growth)	
		Kids	Value Points	Kids	Value Points	Kids	Value Points	Kids	Value Points
Achieve.	Exceeding	23	34.5	11	16.5	10	15	10	15
	Meeting	45	45	14	14	11	11	51	51
	Approaching	14	7	23	11.5	22	11	20	10
	Not Meeting	11	-11	45	-45	50	-50	12	-12
TOTAL		93	75.5	93	-3	93	-13	93	64
Achievement Impact Quotient (AIQ)		81.2%		-3.2%		-14.0%		68.8%	
Growth	Exceeding	19	28.5	40	60	12	18	6	9
	Meeting	40	40	39	39	24	24	32	32
	Approaching	28	14	6	3	23	11.5	33	16.5
	Not Meeting	6	-6	8	-8	34	-34	22	-22
TOTAL		93	76.5	93	94	93	19.5	93	35.5
Growth Impact Quotient (GIQ)		82.3%		101.1%		21.0%		38.2%	
LEARNING INDEX		81.5%		75.0%		12.2%		53.5%	
		Achievement = 75% Growth = 25%		Achievement = 25% Growth = 75%		Achievement = 50% Growth = 50%		Achievement = 75% Growth = 25%	

The sample calculations above recognize schools that created and/or sustained positive movement. The schools with the highest Student Learning Index are creating the most movement and improvement over time. Schools with the lowest Student Learning Index are targets for assistance and support depending on the requirements of the state's accountability plan.

Appendix J



North Dakota

Choice Ready Graduates

COLLEGE READY

CAREER READY

MILITARY READY

Diploma or GED and Developed Rolling 4-year Education Plan of Study and Based on North Dakota University System Placement Policies for Credit Bearing Courses:
ACT English 18 or SAT Reading/Writing 480 or CLEM/CREAM Pearson English 70% or State Assessment English 3
ACT Math 21 or SAT Math 530 or CLEM/CREAM Pearson Math 70% or State Assessment Math 3

And at least two additional Essential Skill indicators below:
• Community Service (25 hrs) • Two or more years in co-curricular activities
• 95% Attendance (not counting school-related absences) • Two or more years in extra-curricular activities

Based on NDUS Admissions Policy:
• ACT Composite 22 or Higher
• 2.8 GPA or Higher
And at least two additional indicators below:
Advanced Placement Course (A, B, or C)
Dual Credit Course (Eng/Math of A, B, or C)
Algebra II (A, B, or C)
Advanced Placement Exam (3+)
International Baccalaureate Exam (4+)
3.0 GPA or higher in the core course requirements for university admission.

• 2.8 GPA or Higher in a CTE Pathway
• Complete 2 credits in a Coordinated Plan of Study
And at least two additional indicators below:
Career Ready Practices (3.0)
Work Based Learning Experience (75 hrs)
Dual Credit Course (A, B or C)
WorkKeys (Gold or Silver)
Technical Assessment / Industry Credential

• ASVAB Score 31 or Higher
• Quality Citizenship (as measured by expulsions or suspensions of zero)
• Physically fit as deemed by physical education instructor
And:
Identify and complete any two additional indicators from college or career preparation

* These metrics are intended to measure growth for high school accountability within ESSA.

Appendix K

Determination of Educator Effectiveness | Level One Rating is considered Ineffective Teaching

Non-Low-Income Schools

School Name	Number of Teachers on Teacher Evaluation Model	Number of Students	Number of Elements (Components) rated for the year	Total Number of Elements Rated for the school	Total Number of Ratings at Level One	Percent Level One Ratings (#Level One Ratings / Total	"Ineffective Teacher Equivalent" (ITE) (% Level One Ratings /Total #	% "Ineffective Teacher Equivalent" (ITE) (# Level One Ratings /Total # Ratings	Number of Students Enrolled with Ineffective Teacher Equivalent
School A	20	300	20	400	20	5.0%	1.0	5.0%	15
School B	20	300	40	800	20	2.5%	0.5	2.5%	8
School C	20	300	60	1200	20	1.7%	0.3	1.7%	5
School D	30	400	20	600	30	5.0%	1.5	5.0%	20
School E	30	400	40	1200	60	5.0%	1.5	5.0%	20
School F	30	400	60	1800	90	5.0%	1.5	5.0%	20
School G	40	600	20	800	40	5.0%	2.0	5.0%	30
School H	40	600	40	1600	100	6.3%	2.5	6.3%	38
School I	40	600	60	2400	200	8.3%	3.3	8.3%	50
School J	80	800	40	3200	200	6.3%	5.0	6.25%	50
Total	350	4700	400	14000	780				255
Average	35	470	40	1400	78	5.6%	2.0	5.6%	5.4%

Low Income Schools

School Name	Number of Teachers on Teacher Evaluation Model	Number of Students	Number of Elements (Components) rated for the year	Total Number of Elements Rated for the school	Total Number of Ratings at Level One	Percent Level One Ratings (#Level One Ratings / Total Possible Ratings)	"Ineffective Teacher Equivalent" (ITE) (% Level One Ratings /Total # Teachers)	% "Ineffective Teacher Equivalent" (ITE) (# Level One Ratings /Total # Ratings Possible)	Number of Students Enrolled with Ineffective Teacher Equivalent
School K	20	300	20	400	30	7.5%	1.5	7.5%	23
School L	20	300	40	800	30	3.8%	0.8	3.8%	11
School M	20	300	60	1200	30	2.5%	0.5	2.5%	8
School N	30	400	20	600	30	5.0%	1.5	5.0%	20
School O	30	400	40	1200	70	5.8%	1.8	5.8%	23
School P	30	400	60	1800	90	5.0%	1.5	5.0%	20
School Q	40	600	20	800	50	6.3%	2.5	6.3%	38
School R	40	600	40	1600	120	7.5%	3.0	7.5%	45
School R	40	600	60	2400	250	10.4%	4.2	10.4%	63
School S	80	800	40	3200	300	9.4%	7.5	9.4%	75
Total Schools	350	4700	400	14000	1000				325
Average	35	470			100	7.1%	2.5	7.1%	6.9%

COMPARISON

Average Rate of Ineffective Teaching	
Low Income Schools	7.1%
Non-Low-Income Schools	5.6%
Average Ineffective Teacher Equivalent (ITE)	
Low Income Schools	2.5
Non-Low-Income Schools	2.0
Percent of Ineffective teaching by Percent of Students	
Low Income Schools	6.9%
Non-Low-Income Schools	5.4%

Appendix L

APPENDIX K: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

Appendix M



Every Student Succeeds Act ESSA

North Dakota Department of Public Instruction State Superintendent Kirsten Baesler

NDDPI Team

ESSA Planning
Committee

ESSA Planning Partners

ND United

North Dakota University
System

Career & Tech Education

North Dakota Council of
Educational Leaders

North Dakota School
Board Association

Governor Office

Indian Affairs
Commission

Regional Education
Associations

NDLEAD Center

Education Standards and
Practice Board

Information Technology
Department

ND Parent Teacher
Association

Appendix N

Baseline and Long Term Goals - Academic Achievement

Annualized Growth Rates Distributed Over 6 Years (33%)

North Dakota is seeking a 33% reduction in non proficient performance across six years.

Group	ESSA Base: ELA Base (2015-2016)		33.00%			
	Proficient	Non Proficient	6 Year	6 Year	6 Year Non	Annualized
			Increase in Proficiency	Proficiency Goal	Proficiency Rate	
All	50.80%	49.20%	16.24%	67.04%	32.96%	2.71%
Low Income	33.90%	66.10%	21.81%	55.71%	44.29%	3.64%
IEP	21.40%	78.60%	25.94%	47.34%	52.66%	4.32%
EL	9.30%	90.70%	29.93%	39.23%	60.77%	4.99%
White	55.80%	44.20%	14.59%	70.39%	29.61%	2.43%
Native	25.40%	74.60%	24.62%	50.02%	49.98%	4.10%
Black	33.40%	66.60%	21.98%	55.38%	44.62%	3.66%
Asian	52.90%	47.10%	15.54%	68.44%	31.56%	2.59%
Hispanic	35.00%	65.00%	21.45%	56.45%	43.55%	3.58%

Interim Achievement Steps					
Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
53.51%	56.21%	58.92%	61.62%	64.33%	67.04%
37.54%	41.17%	44.81%	48.44%	52.08%	55.71%
25.72%	30.05%	34.37%	38.69%	43.02%	47.34%
14.29%	19.28%	24.27%	29.25%	34.24%	39.23%
58.23%	60.66%	63.09%	65.52%	67.96%	70.39%
29.50%	33.61%	37.71%	41.81%	45.92%	50.02%
37.06%	40.73%	44.39%	48.05%	51.72%	55.38%
55.49%	58.08%	60.67%	63.26%	65.85%	68.44%
38.58%	42.15%	45.73%	49.30%	52.88%	56.45%

Group	ESSA Base: Math Base (2015-2016)		33.00%			
	Proficient	Non Proficient	6 Year	6 Year	6 Year Non	Annualized
			Increase in Proficiency	Proficiency Goal	Proficiency Goal	
All	41.30%	58.70%	19.37%	60.67%	39.33%	3.23%
Low Income	24.20%	75.80%	25.01%	49.21%	50.79%	4.17%
IEP	14.70%	85.30%	28.15%	42.85%	57.15%	4.69%
EL	9.00%	91.00%	30.03%	39.03%	60.97%	5.01%
White	46.50%	53.50%	17.66%	64.16%	35.85%	2.94%
Native	16.30%	83.70%	27.62%	43.92%	56.08%	4.60%
Black	21.50%	78.50%	25.91%	47.41%	52.60%	4.32%
Asian	45.50%	54.50%	17.99%	63.49%	36.52%	3.00%
Hispanic	23.60%	76.40%	25.21%	48.81%	51.19%	4.20%

Interim Achievement Steps					
Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
44.53%	47.76%	50.99%	54.21%	57.44%	60.67%
28.37%	32.54%	36.71%	40.88%	45.05%	49.21%
19.39%	24.08%	28.77%	33.47%	38.16%	42.85%
14.01%	19.01%	24.02%	29.02%	34.03%	39.03%
49.44%	52.39%	55.33%	58.27%	61.21%	64.16%
20.90%	25.51%	30.11%	34.71%	39.32%	43.92%
25.82%	30.14%	34.45%	38.77%	43.09%	47.41%
48.50%	51.50%	54.49%	57.49%	60.49%	63.49%
27.80%	32.00%	36.21%	40.41%	44.61%	48.81%

The State ESSA Committee has adopted a goal of *reducing the number of non-proficient students* for all students and for each subgroup of students by 33 percent within six years. Annualized rates are calculated by dividing each respective achievement goal by six years. Each category's interim achievement rate is determined by adding the annualized rate to the category's previous year's base rate. This method provides a calculation when improvement means reducing the percentage of non proficient students and results in an increase of proficient students. The six year goals is the expected proficiency rate. The non proficient rate is provided for transparency purposes.

Baseline and Long Term Goals - Graduation

Annualized Growth Rates Distributed Over 6 Year

North Dakota is seeking a 90% four-year adjusted cohort graduation rate for all students and for each subgroup of students.

Group	ESSA Base: Adjusted Cohort (2015-2016)		Interim Graduation Rate Steps							
	Four-Year Adjusted		6 Year		Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
	Graduation	Non-Graduation	Goal	Annualized Increases						
All Students	86.30%	13.70%	90.0%	0.62%	86.92%	87.53%	88.15%	88.77%	89.38%	90.00%
Low Income	70.00%	30.00%	90.0%	3.33%	73.33%	76.67%	80.00%	83.33%	86.67%	90.00%
IEP	67.40%	32.60%	90.0%	3.77%	71.17%	74.93%	78.70%	82.47%	86.23%	90.00%
EL	60.00%	40.00%	90.0%	5.00%	65.00%	70.00%	75.00%	80.00%	85.00%	90.00%
White	90.50%	9.50%	90.0%	0.00%	90.50%	90.50%	90.50%	90.50%	90.50%	90.50%
Native	59.70%	40.30%	90.0%	5.05%	64.75%	69.80%	74.85%	79.90%	84.95%	90.00%
Black	75.60%	24.40%	90.0%	2.40%	78.00%	80.40%	82.80%	85.20%	87.60%	90.00%
Asian	77.70%	22.30%	90.0%	2.05%	79.75%	81.80%	83.85%	85.90%	87.95%	90.00%
Hispanic	74.70%	25.30%	90.0%	2.55%	77.25%	79.80%	82.35%	84.90%	87.45%	90.00%

North Dakota is seeking a 92% 5-year extended cohort graduation rate for all students and for each subgroup of students.

Group	ESSA Base: 5-year Extended Year Cohort (2015-2016)		Interim Graduation Rate Steps							
	Four-Year Adjusted		6 Year		Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
	Graduation	Non-Graduation	Goal	Annualized Increases						
All	88.00%	12.00%	92.0%	0.67%	88.67%	89.33%	90.00%	90.67%	91.33%	92.00%
Low Income	73.50%	26.50%	92.0%	3.08%	76.58%	79.67%	82.75%	85.83%	88.92%	92.00%
IEP	72.10%	27.90%	92.0%	3.32%	75.42%	78.73%	82.05%	85.37%	88.68%	92.00%
EL	70.80%	29.20%	92.0%	3.53%	74.33%	77.87%	81.40%	84.93%	88.47%	92.00%
White	91.60%	8.40%	92.0%	0.07%	91.67%	91.73%	91.80%	91.87%	91.93%	92.00%
Native	63.40%	36.60%	92.0%	4.77%	68.17%	72.93%	77.70%	82.47%	87.23%	92.00%
Black	81.40%	18.60%	92.0%	1.77%	83.17%	84.93%	86.70%	88.47%	90.23%	92.00%
Asian	85.80%	14.20%	92.0%	1.03%	86.83%	87.87%	88.90%	89.93%	90.97%	92.00%
Hispanic	77.00%	23.00%	92.0%	2.50%	79.50%	82.00%	84.50%	87.00%	89.50%	92.00%

North Dakota is seeking a 93% 6-year extended cohort graduation rate for all students and for each subgroup of students.

Group	ESSA Base: 6-year Extended Year Cohort (2015-2016)		Interim Graduation Rate Steps							
	Four-Year Adjusted		6 Year		Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
	Graduation	Non-Graduation	Goal	Annualized Increases						
All	89.10%	10.90%	93.0%	0.65%	89.75%	90.40%	91.05%	91.70%	92.35%	93.00%
Low Income	74.20%	25.80%	93.0%	3.13%	77.33%	80.47%	83.60%	86.73%	89.87%	93.00%
IEP	76.60%	23.40%	93.0%	2.73%	79.33%	82.07%	84.80%	87.53%	90.27%	93.00%
EL	67.60%	32.40%	93.0%	4.23%	71.83%	76.07%	80.30%	84.53%	88.77%	93.00%
White	91.90%	8.10%	93.0%	0.18%	92.08%	92.27%	92.45%	92.63%	92.82%	93.00%
Native	65.30%	34.70%	93.0%	4.62%	69.92%	74.53%	79.15%	83.77%	88.38%	93.00%
Black	82.50%	17.50%	93.0%	1.75%	84.25%	86.00%	87.75%	89.50%	91.25%	93.00%
Asian	90.60%	9.40%	93.0%	0.40%	91.00%	91.40%	91.80%	92.20%	92.60%	93.00%
Hispanic	82.50%	17.50%	93.0%	1.75%	84.25%	86.00%	87.75%	89.50%	91.25%	93.00%

Baseline and Long Term Goals - English Language Proficiency (ELP)

Annualized Growth Rates Distributed Over 6 Years

North Dakota is seeking 72% of the EL students will meet their interim progress goal.

Group	ESSA Base: ELP (2015-2016)		6 Year ELP Goal		Interim Growth Steps					
	Proficient	Non Proficient	Goal	Annualized Increases	Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
EL	58.00%	42.00%	72.0%	2.33%	60.33%	62.67%	65.00%	67.33%	69.67%	72.00%

The State ESSA Committee recognizes North Dakota currently has 58% of its ELs meeting interim progress goals. North Dakota set a long-term goal of 72% of EL students will meet their interim progress goal in six years. The interim growth rate is determined by adding the annualized rate to the previous year's rate. The six year goal is the expected growth rate. The percentage of EL students who have not met growth is provided for transparency purposes.

Appendix 0



State of North Dakota

Department of Public Instruction

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North Dakota State Plan to Ensure Equitable Access to Excellent Educators

August 28, 2015

Introduction

In July 2014, Secretary Duncan announced our Excellent Educators for All initiative, designed to move America toward the day when every student in every public school is taught by excellent educators. As part of the initiative, consistent with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) must submit to the U.S. Department of Education (USDE), a State Plan to Ensure Equitable Access to Excellent Educators (State Plan) that ensures “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

Equality of opportunity is a core American value. Equal educational opportunity means ensuring the schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective. These inequities are unacceptable, and it is essential that a priority be placed on working collaboratively to ensure all children have access to the high-quality education they deserve, and all educators have the resources and support they need to provide that education for all children.

The North Dakota Department of Public Instruction (NDDPI) submits this State Equity Plan for meeting the Title I and Title II requirements under ESEA. This narrative and all annotated support materials attached herein constitute the full state plan for meeting the Excellent Educators for All initiative. The State of North Dakota is committed to ensuring every public school student will graduate from high school college or career ready.

In North Dakota, we have historically had a firm practice in place that all teachers have to be highly qualified. When the Highly Qualified Teacher (HQT) requirements were enacted in No Child Left Behind (NCLB), North Dakota followed suit and changed our state law to align with ESEA. North Dakota has had 100% of our teachers highly qualified in all schools regardless of the poverty level. In going through the process again to update our State Equity Plan, it remained clear that there remains only a minimal gap across the state with regard to the rate that poor students are taught by an unqualified teacher compared to students who are not poor. There is, of course, always room for improvement, especially with something as important as ensuring equity for all North Dakota students. The NDDPI remains committed to addressing the limited gaps that do exist to make improvements statewide.

North Dakota is a state that strongly believes in and supports local control. Therefore, the role of the NDDPI is to submit a State Equity Plan that provides our schools and districts with

technical assistance, strategies and ideas to help them implement better plans, and policies within their school system that will ultimately ensure all North Dakota students are taught by excellent educators. It is not the role of the NDDPI to over regulate or force districts to implement certain strategies.

The intent of the North Dakota State Equity Plan is to ensure poor and minority students are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than their counterparts. In order to have all students reach proficiency, it is imperative every student has a highly qualified teacher. Teachers have a critical role in actualizing this commitment; thus, NDDPI is also committed to ensuring every child has a competent, caring, and effective teacher.

Research clearly points to the power of quality teaching in improving student academic achievement. Thus, this equitable distribution plan will:

- 1) Determine where inequities in teacher assignments exist in North Dakota public elementary and secondary schools;
- 2) Locate statewide disparities including disparities within larger districts; and,
- 3) Highlight strategies for eliminating these inequities to promote the long-term placement of effective teachers with the children who need them the most.

Definition of “Excellent Educators”

NCLB mandates all teachers be highly qualified. The requirement that teachers be highly qualified applies to all elementary or secondary school teachers employed by a public local educational agency who teach a core academic subject (e.g., English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). The term “highly qualified” means the teacher:

1. Has obtained full state certification from ESPB as a teacher or passed the state teacher licensing examination and holds a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
2. Holds a minimum of a bachelor’s degree; and,
3. Has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with federal statute.

The statutory definition subject-matter includes additional elements that apply somewhat differently to teachers new and not new to the profession, and to elementary and secondary school teachers. Such differentiations are defined in various sections of the NCLB and Individuals with Disabilities Education Act (IDEA).

According to the federal definition, almost all teachers in the state of North Dakota meet the highly qualified requirement. However, being “highly qualified” does not necessarily translate to “highly effective” teaching. In recent years, there has been a shift to teacher effectiveness.

Currently, the NDDPI is updating teacher evaluation guidelines to meet current thinking around teacher evaluation practices. The NDDPI is also developing a state teacher evaluation model that can be used by districts if their current teacher evaluation system does not meet the updated guidelines. All North Dakota districts are required to use a teacher evaluation system meeting the updated guidelines in the 2015-2016 school year.

Overview of the Equity Plan Development Process

To develop the North Dakota State Equity Plan, the NDDPI staff used a four step process. First, education stakeholders from across North Dakota were identified and requested to be a part of the State Equity Initiative Planning Committee, which was an integral part of ensuring the State Equity Plan being developed was authentic and feasible for North Dakota public schools and districts. Second, state-level data were gathered to determine where equity strengths and gaps existed in North Dakota. Third, using the state-level data, a root cause analysis process was conducted to identify the source of the equity gaps. Fourth, practical strategies to eliminate the equity gaps based on the identified root causes were selected for implementation by appropriate education stakeholders. The remainder of this plan focuses on the details of each of these four steps.

Stakeholder Engagement

The NDDPI understands the importance of obtaining broad stakeholder input in any statewide initiative and most certainly in the development of this State Equity Plan. We believe that stakeholder input is a strength of our North Dakota plan. North Dakota had created a committee when we began working on our ESEA Flexibility waiver. To establish our State Equity Initiative Planning Committee, the NDDPI went back to our ESEA Waiver Committee as a start and then updated that group. Following this established process was helpful to both the field and NDDPI personnel as it was a familiar process that was used successfully two years ago when the state created an ESEA Flexibility Waiver application. The committee represents a comprehensive group of key stakeholders across the state. More than 19 various stakeholder groups are represented on the committee.

The State Equity Initiative Planning Committee list is included in the plan as Appendix A. The NDDPI was proactive after receiving written notice by the USDE that each state needs to submit an equity plan by June 1, 2015. In November 2014, NDDPI staff began the process to establish an Equity Initiative Planning Committee. Careful consideration was given to ensure there would be broad and diverse representation and that all key education stakeholder groups were included. The committee includes 26 members representing the many different stakeholder groups across the state including the following:

NDDPI Unit Directors	North Dakota Indian Affairs Commission
NDDPI State Superintendent	North Dakota Regional Education Associations
NDDPI Title I Committee of Practitioners	North Dakota United (ND Teacher Union)
North Dakota Association of School Administrators	North Dakota University System
North Dakota Association of Secondary School Principals	Office of the Governor
North Dakota Council of Educational Leaders	Pathfinder Parent Center/IDEA Advisory Committee
North Dakota Department of Career and Technical Education	Teacher Education Programs – North Dakota University System
North Dakota Education Standards and Practices Board	North Central Comprehensive Center at McREL International
North Dakota English Language Learners	Center on Great Teachers and Leaders

In reviewing the list of stakeholders in Appendix A, it may appear certain groups were only represented by one member (ELL, parents, Special Education). However, many of the stakeholders had dual representation. The NDDPI felt strongly about having a committee that wasn't too large, as then it becomes more difficult to make progress and get work done in a timely manner.

The NDDPI wanted the committee to have a manageable number; we knew from past experience that a smaller sized group is more productive. Each of the stakeholder members were also responsible to go back to their collective groups all throughout the process to gather feedback so each group was adequately represented.

Stakeholder Meetings

The State Equity Initiative Planning Committee convened four times between December 2014 and June 2015. The NDDPI State Superintendent, Kirsten Baesler, opened each meeting with welcome remarks to the Committee. Her attendance at these meetings demonstrated the importance of the equity plan to the Committee members and set the tone that stakeholder input is valued and critical to the equity plan. Further, she fully supported the NDDPI staff in the development of the North Dakota State Equity Plan.

The Committee had its first meeting on December 16, 2014. At this meeting, NDDPI staff provided key background information about the Excellent Educators for All initiative, the process that would be used to develop the North Dakota state plan, and their role or representation in the development of the North Dakota state plan. At this first meeting, the Committee also reviewed data provided by the NDDPI.

On February 19, 2015, the Committee had a second meeting. During this meeting, NDDPI staff provided an update on the ESEA authorization and potential impact on the North Dakota state plan. The Committee also reviewed data bar charts created to easily reveal equity gaps. Then, staff from the North Central Comprehensive Center and Center on Great Teachers and Leaders co-facilitated a root cause analysis process to identify the root causes of the identified equity gaps. Committee members provided their input on what the root causes are for each of the equity gaps identified.

On April 1, 2015, the Committee convened for a third meeting. During this meeting, NDDPI and North Central Comprehensive Center staff co-facilitated a process to gather feedback on draft sections on the North Dakota state plan that had been drafted thus far. Further, the Committee members were provided a process for gathering feedback from their stakeholders about the North Dakota state plan. This feedback was provided back to the NDDPI for integration into the North Dakota state plan.

On May 14, 2015 the Committee had its fourth and final meeting. At this meeting, NDDPI and North Central Comprehensive Center staff provided the Committee members with the feedback received from the Committee members' stakeholders as well as the Equitable Access Support Network. They also co-facilitated a process to gather additional feedback from the Committee members on the full draft of the North Dakota state plan.

Authenticity of Stakeholder Engagement

Great care was taken to ensure our stakeholder engagement was broad and authentic. The NDDPI created a similar statewide committee to review and study the possibility of North Dakota applying for an ESEA flexibility waiver. We went back to this committee as our base for creating the State Equity Initiative Planning Committee. We then added members to fill in the gaps identified to insure we have representation from all stakeholder groups that had extensive knowledge and experience about education in North Dakota, including elementary, secondary, and post-secondary education. The NDDPI believes the Committee created has authentic representation and is a true reflection of individuals with a vested interest in ensuring all students are taught by excellent educators.

Receiving and Incorporating Stakeholder Input

Throughout the state equity plan development, the NDDPI staff encouraged the Committee members to provide their input and feedback into North Dakota's plan. Gathering their input and feedback was intensively performed during the four Committee meetings. Further, the NDDPI staff provided Committee members with a process to gather and document feedback from their organization's stakeholders on the draft state equity plan. See Appendix B for the documentation form Committee members completed and submitted to the NDDPI staff.

Continued Stakeholder Engagement

The NDDPI will continue to engage stakeholder committee members in order to ensure the State Equity Plan is implemented as intended. As guidance is created and strategies put in place, all State Equity Initiative Planning Committee members will be included in the disseminated information so that there is statewide awareness of those who contributed to the information as well as to enable committee members to follow up with districts. The committee members will also share the information with staff within their organization as well as their organization's stakeholders.

The NDDPI will also periodically bring together committee members to review the status of the plan and discuss implementation. Monitoring data will be used during these discussions. Committee members will also be surveyed to gather input and feedback on how implementation is progressing. Finally, the NDDPI intends to employ another strategy of joining existing meetings for ongoing engagement in the fall of 2015.

Equity Strengths and Gaps

Key Terminology

The NDDPI defines the key equitable access terms in the following manner:

- Inexperienced teacher – teachers having three or less years of teaching experience.
- Unqualified teacher – teachers who are not qualified according to North Dakota state licensure laws to teach a specific course.
- Out-of-field teacher – teachers who have been assigned to teach a class for which they are not highly qualified. This category does not exist in North Dakota as it is not allowable under state or federal law to assign an educator to teach a class for which they are not considered highly qualified.
- Economically disadvantaged (or poor) student – a child who is eligible for free or reduced price meals.
- Minority student – a student having racial or ethnic origins in any group other than the majority for the state.
- Educators – the group of professionals who are the focus of the State Plan. The NDDPI considers the term educators to include teachers, principals, and other school-based instructional staff. The NDDPI encourages an SEA to consider all educators when developing its State Plan because, although ESEA section 1111(b)(8)(C) focuses on student access to teachers, all educators are vital to students' success and their preparation for college or careers.

- Education Standards and Practices Board (ESPB) – independent board responsible for teacher licensure, teacher education program approval, professional development and professional practices.
- Excellent Educators – High quality educators who guide and support all students in getting and remaining on track to graduate from high school ready for college or careers (i.e. effective teachers). Future determinations of “excellent educators” will be based on teacher evaluations once our process and tools are completed.
- Equity Gap – refers to the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators. By statute, a State Plan must, at a minimum, address the difference between the rate at which students from low income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers and the rate at which other students are taught by these teachers. An SEA has the discretion to use school- or student-level data to identify equity gaps. The State Equity Plan Initiative Planning Committee considered a percentage difference of >5.0% an *equity gap* while a percentage difference of ≤5.0% was considered an *equity strength*. Further, equity gaps were identified by the State Equity Plan Initiative Planning Committee members given their extensive knowledge, experience, and expertise regarding education in the state of North Dakota.
- Equitable Access – describes the situation in which students from low-income families and students of color are educated by excellent educators at rates that are at least equal to the rates at which other students are educated by excellent educators. An SEA has discretion in whether and how to define this term for the purpose of its State Plan. By statute, a State Plan must, at a minimum, address how the SEA will ensure students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. However, the NDDPI encourages an SEA to adopt a more ambitious definition of “equitable access” that reflects the fact that certain subgroups of students — including students with disabilities and English Learners as well as students from low-income families and students of color — have been historically underserved. As a result, they may need greater access to excellent educators than their peers in order to get and remain on track to graduate from high school ready for college or careers.
- Regional Education Association (REA) – a group of school districts seeking to improve their educational programs and services through cooperation and pooling of resources. NDREA is a network of eight REAs in North Dakota. In North Dakota, 93% of all public school districts in the state are members of an REA. Over 98% of all public school students in the state are served by an REA. Each REA offers unique programs and services based on the needs of the region.

- High Poverty School – refers to schools with poverty percentages that are 40% or higher.
- Low Poverty School – refers to schools with poverty percentages below 40%.

Data Sources

The Management Information Systems within the NDDPI categorized all North Dakota public schools into the highest and lowest quartile of percentage of enrolled students who are “poor students” or “minority students”. These schools are designated as either “high poverty schools”, “low poverty schools”, “high minority schools”, or “low minority schools. Thus, to identify inequities related to “inexperienced teacher”, “unqualified teacher”, “out-of-field teacher”, “poor student”, and “minority student” as required by USDE based on the *State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions* disseminated November 2014, NDDPI developed the following guiding questions to focus data analysis:

1. To what extent are “high poverty schools” being taught by an “inexperienced teacher” compared to non-“low poverty schools”?
2. To what extent are students in “high minority schools” being taught by an “inexperienced teacher” compared to students in “low minority schools”?
3. To what extent are “high poverty schools” being taught by an “unqualified teacher” compared to non-“low poverty schools”?
4. To what extent are students in “high minority schools” being taught by an “unqualified teacher” compared to students in “low minority schools”?
5. To what extent are “high poverty schools” being taught by an “out-of-field teacher” compared to non-“low poverty schools”?
6. To what extent are “high minority schools” being taught by an “out-of-field teacher” compared to “low minority schools”?

For guiding questions 5 and 6, “out-of-field teachers” are considered unqualified in North Dakota. Further, North Dakota does not allow out-of-field teachers to teach in North Dakota schools. Thus, the guiding questions related to out-of-field teachers do not pertain to North Dakota.

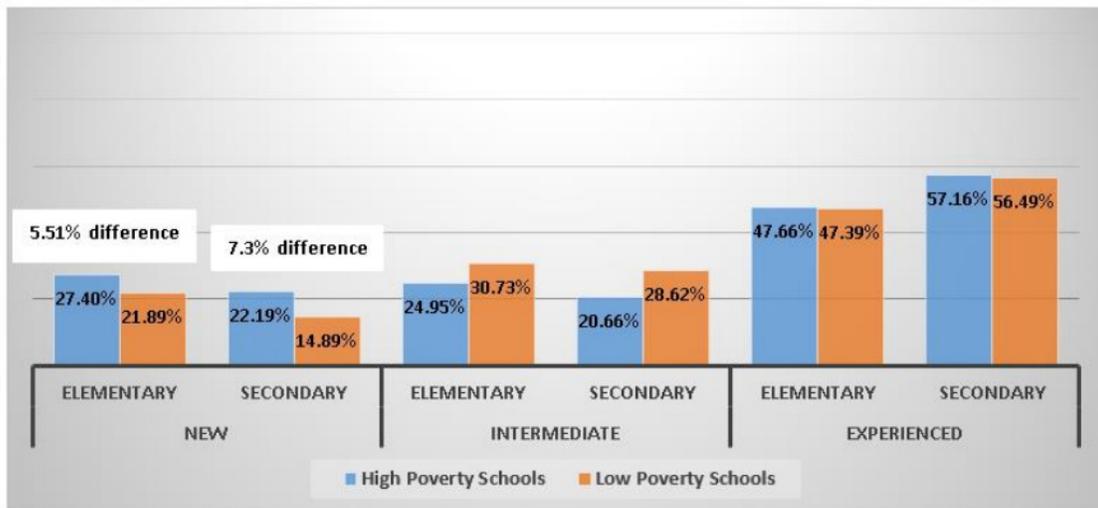
The following data sources were used to answer the guiding questions and determine the equity gaps in North Dakota: North Dakota Department of Public Instructions Highly Qualified Teachers (HQT) report for the 2013-2014 academic year (HQT Report) and Educator Equity Profile for North Dakota based on 2011-2012 academic year (State Equity Profile). The HQT Report identifies teachers who are deemed highly qualified according to North Dakota Century Code for schools that have large and small populations of impoverished students by core courses (e.g., reading/language arts, mathematics, science, foreign language, social studies, and art), school type (e.g., elementary and secondary), and school enrollment (e.g., <100, 100-250, 251-500, 501-1,000, and >1,000 students). The State Equity Profile provides comparisons of various educator characteristics, such as those in their first year of teaching or not certified, within schools that have large and small populations of impoverished students.

Additionally, a survey of the State Equity Initiative Planning Committee was administered in December 2014 (Planning Committee Survey). The Planning Committee Survey asked the State Equity Plan Initiative Planning Committee members to identify what they think the top three needs are for North Dakota schools.

Identification of Equity Strengths and Gaps

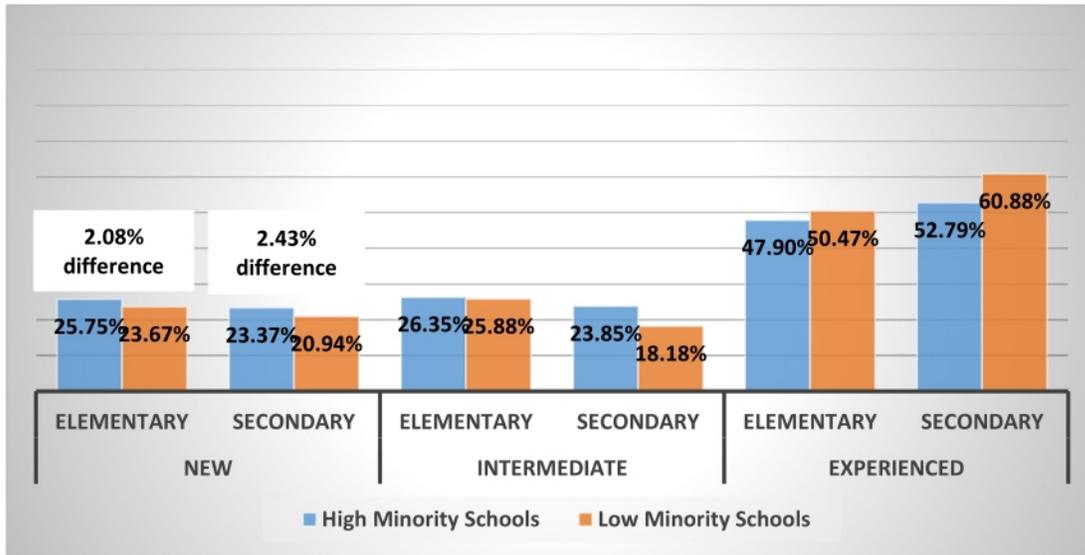
Equity strengths and gaps are revealed as the data were analyzed and the focus questions were answered. As mentioned in the key terminology, a percentage difference of >5.0% was considered an *equity gap* while a percentage difference of ≤5.0% was considered an *equity strength*. Below are graphical representations of the equity strengths and gaps by focus question using the HQT Report.

1. To what extent are “high poverty schools” being taught by an “inexperienced teacher” compared to “low poverty schools”?



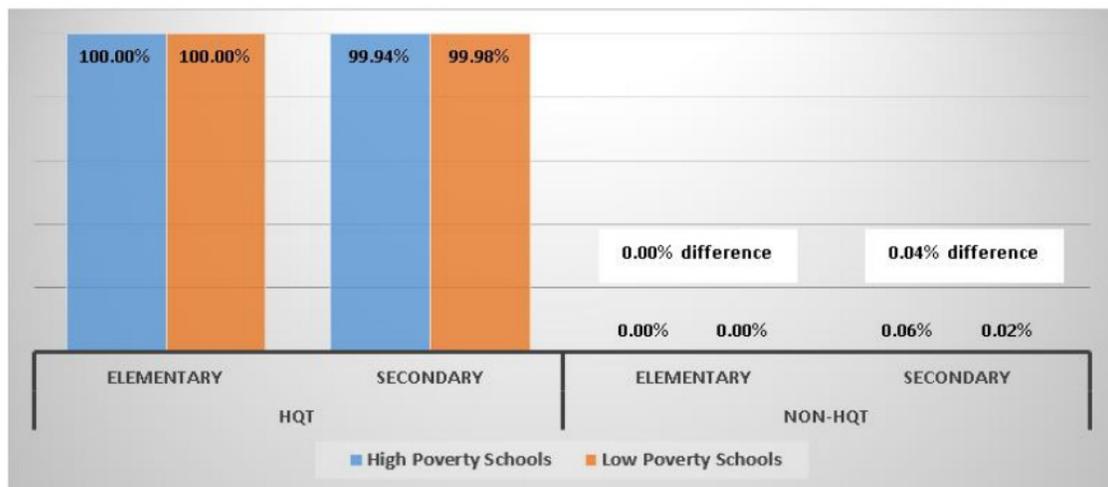
There was a 7.3% difference in high poverty secondary schools compared to low poverty secondary schools being taught by new, inexperienced teachers. There was a 5.51% difference at the elementary school level between high and low poverty schools. The State Equity Initiative Planning Committee members considered these differences an *equity gap*.

2. To what extent are students in “high minority schools” being taught by an “inexperienced teacher” compared to students in “low minority schools”?



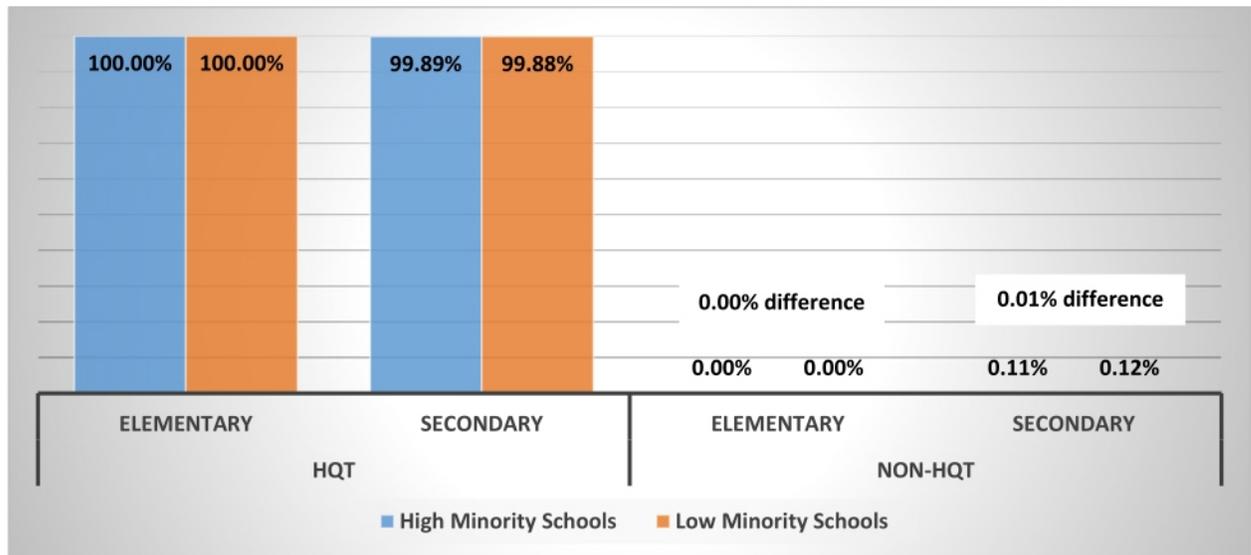
There was a 2.43% difference in high minority secondary schools compared to low minority secondary schools being taught by new, inexperienced teachers. There was a 2.08% difference at the elementary school level between high and low minority schools. The State Equity Initiative Planning Committee members considered these differences an *equity strength*.

3. To what extent are “high poverty schools” being taught by an “unqualified teacher” compared to ””?



There was a 0.04% difference in high poverty secondary schools compared to low poverty secondary schools being taught by unqualified teachers. There was a 0.00% difference at the elementary school level between high and low poverty schools. The State Equity Initiative Planning Committee members considered these differences an *equity strength*.

4. To what extent are students in “high minority schools” being taught by an “unqualified teacher” compared to students in “low minority schools”?



There was a 0.01% difference in students in high minority secondary schools compared to students in low minority secondary schools being taught by unqualified teachers. There was a 0.00% difference in students in high minority elementary school level compared to students in low minority elementary schools. The State Equity Initiative Planning Committee members considered these differences an *equity strength*.

Planning Committee Survey findings revealed numerous needs for North Dakota schools, including:

- teacher and school leader recruitment and retention,
- teacher shortage,
- mentoring and support for new teachers, and
- inequitable access to professional development.

The State Equity Initiative Planning Committee members considered these to be *equity gaps*. Given the Committee members’ extensive knowledge and experience with education in North Dakota and based on these data, the following were considered equity gaps by the Committee members:

- Higher levels of new teachers teaching in high poverty schools than in low poverty schools;
- Teacher recruitment and retention;
- Teacher shortage areas; and,
- Equitable Access to high quality professional development (PD).

When the *No Child Left Behind Act* was signed into law in 2002, the State of North Dakota adopted the major equivalency requirements into the North Dakota Century Code (NDCC § 67.1-02-03-07). This strong alignment between *No Child Left Behind* and North Dakota Century

Code required all North Dakota educators to meet the *No Child Left Behind* requirements to teach in North Dakota. These 13 years of alignment have contributed to the low equity issues across the state.

Quantifying the percentages provided in the report is a challenge for North Dakota as student data is collected separately than teacher data. We are not able to provide exact figures due to the disjointed collection process. We can summarize our overall student population in relation to the distribution of teachers. To put these quantities into perspective, during the 2013-2014 school year, 103,242 students were enrolled within our public schools (24,556 in high poverty schools and 78,686 in low poverty schools). The student poverty data cannot be consistently disaggregated by school (elementary and secondary) and cannot be tracked back to teachers.

This is an area the state is well aware of and will be working toward addressing for measuring future metrics relating to equity.

When examining all of the course data provided in this report, the State of North Dakota holds firm that the percentages less than 5% are seen as strengths and impact a minimal number of students throughout the state's educational system.

Strategies for Eliminating Equity Gaps

Theory of Action

The North Dakota Department of Instruction is committed to ensuring that every student in a North Dakota school is taught by an excellent teacher. The North Dakota Department of Instruction recognizes that to accomplish this goal that systemic strategies are employed to eliminate the identified equity gaps. The North Dakota Department of Instruction's plan to eliminate the identified gaps is predicated on the following theory of action:

If a comprehensive approach to the human capital management and support of teachers is systemically implemented and implementation is monitored and modified over time,

Then North Dakota school districts will be better able to recruit, retain, and develop excellent teachers such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.

Identification of Root Causes

The root cause analysis process employed by the State Equity Initiative Planning Committee was supported by staff from the North Central Comprehensive Center and Center for Great Teachers and Leaders. The process consisted of three steps:

1. Identification of Relevant and Available Data: The guiding questions were developed and data needed to answer the guiding questions were identified. The data were provided by the Management Information Systems Unit within the NDDPI. Charts were developed as user-friendly, graphical representations of the data to assist with the data analysis.

2. Analysis of Data and Identification of Equity Strengths and Gaps: The State Equity Initiative Planning Committee identified the equity strengths and gaps based on the data charts. The identified equity gaps were used for the root cause analysis.

3. Analysis of Root Causes: With support from the North Central Comprehensive Center and Center for Great Teachers and Leaders staff co-facilitation, the State Equity Initiative Planning Committee brainstormed root causes that may underlay the identified equity gaps, using the WHY? Method. This Method includes three steps:

- 1) Identify plausible contributing factors(s).
- 2) Ask “Why?” of each equity gap and answer “Because...” at least three times.
- 3) Stop asking “Why?” when a key contributing factor of the equity gap is revealed.
- 4) The root causes were then categorized by themes.

As a result of step 2, the following equity gaps emerged:

- higher levels of new teachers teaching in high poverty schools than in low poverty schools teacher and school leader recruitment and retention,
- teacher shortage,
- mentoring and support for new teachers, and
- inequitable access to professional development.

For step 3, Table 1 presents the root causes for each of the equity gap as identified by the State Equity Initiative Planning Committee during their second meeting.

Table 1. Root Causes by Equity Gap

Equity Gap	Root Causes	Metric
Higher levels of new teachers teaching in high poverty schools than in low poverty schools	<u>High poverty schools are less desirable</u> <ul style="list-style-type: none"> • Old schools • Ill-equipped schools/classrooms • Less parental support • Lower beginning salary for teachers • Higher level of teacher responsibility • Lower level of community support for education • Low value of education • Tax base/funding for reservation schools • Parent education/priorities • Political will and values • Insufficient staff and time • Insufficient specialty teachers • Wage inequity statewide 	School District Consolidated Application Data
	<u>Location issues</u> <ul style="list-style-type: none"> • No housing Rural/no amenities 	

Equity Gap	Root Causes	Metric
Recruitment and Retention	<p><u>Low Perception of Teaching Profession</u></p> <ul style="list-style-type: none"> • Lowered perception of teaching profession • Sense of hopelessness/ lower professional success <p><u>Lack of Teacher Support</u></p> <ul style="list-style-type: none"> • Lack of principal support due to their lack of time, authority in decision making, skills/knowledge to be an instructional leader • Principals don't know there's a parent-teacher conflict • Low level of teacher autonomy • Low level of teacher collaboration 	<p>Reported Vacant Positions by Administrators and ESPB</p> <p>JETS Marketing Plan Survey</p>
Teacher Shortage Areas	<p><u>Low Perception of Teaching Profession</u></p> <ul style="list-style-type: none"> • Lowered perception of teaching profession • No interest in teaching (according to high school graduates) • Lack of education prep programs in secondary schools (i.e., DECA) • Lack of positive aspects of teaching being marketed • Lack of educator advocacy of the teaching profession • Lack of public knowledge of teaching profession <p><u>Teachers Leaving Profession</u></p> <ul style="list-style-type: none"> • Teacher retirement 	<p>Reports by ESPB</p> <p>Develop Annual Teacher Shortage report compiled by NDDPI</p>
Equitable Access to High Quality Professional Development (PD)	<p><u>High Pressure due to Policy Factors</u></p> <ul style="list-style-type: none"> • Top down PD mandates • Federal education policy • State mandates • Lack of federal & state funding <p><u>Uncertain of PD Quality to Meet Teacher and Student Needs</u></p> <ul style="list-style-type: none"> • No data on PD quality • PD not meeting student needs/informing instruction • Implementation of PD is inconsistent • Data collection is only the mandated data collection • Data collected is process data; not outcome data • Lack of funding for PD data collection • Lack of definition of "high quality" PD • Local control of PD implementation <p><u>Lack of Teacher Support</u></p> <ul style="list-style-type: none"> • Silos/isolation • Lack of teacher-directed PD • Change in role of principal to instructional leader • Lack of PD time 	<p>Surveys</p> <p>Registration Counts</p> <p>End-of-Year Professional Development Reports</p> <p>Consolidated Application Data</p>

Community Expert Proposal

North Dakota, like many other states, is struggling with a teacher shortage. School is starting statewide and there are still many unfilled positions.

A statewide teacher shortage task force assembled in June by Superintendent of Public Instruction Kirsten Baesler advanced a proposal to the Education Standards & Practice Board to give school districts that are having difficulty hiring teachers the authority to request a hardship waiver.

The waiver would allow a community expert to become a classroom teacher in the subject area of his or her expertise. For example, a school district could hire an experienced farmer who lacks a college degree in education to be licensed to teach vocational agriculture.

North Dakota's Education Standards & Practice Board, which is the state's teacher licensing agency, voted unanimously to endorse the proposal. Under its terms, waiver applications would be submitted to the Education Standards & Practice Board, which would decide whether to approve them. The proposal is currently being reviewed by the Governor.

This issue surfaced at the time the NDDPI was preparing to submit our revised State Equity plan. We requested and received a two week extension to get resolve to this issue and incorporate it into our plan.

To date, the Governor has not approved the community expert proposal. The NDDPI shares this information as it is applicable to the work encompassed through the State Equity plan.

Regardless of the outcome, the community expert proposal only applies to non-core positions, so we are not in violation of any federal requirement.

Selected Strategies

During and after the third stakeholder meeting, the State Equity Initiative Planning Committee identified practical strategies to address the root causes. Table 2 aligns the equity gaps with identified root causes, and selected strategies. Also presented in Table 2 are the responsible party/parties for each of the selected strategies as well as the essential activities that will be taken for each strategy. Please note that some strategies were used to address multiple equity gaps. For example, signing bonuses may be used to attract and recruit teachers to the field and in areas where there are teacher shortages.

The tables presented on the preceding pages are an initial drafting of strategies identified by the State Equity Initiative Planning Committee, as well as by their constituency groups, through the planning process. The tables are meant to be working documents that will change and be adjusted as we begin the implementation phase of the state equity plan. In each table, we have listed the lead parties responsible for implementing each strategy. As we begin to work on each strategy, we will broaden the groups to collaborate with other stakeholders.

Table 2. Selected Strategies, Activities, and Responsible Party for Equity Gaps based on Root Causes

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools	<u>High poverty schools are less desirable</u> <ul style="list-style-type: none"> • Old schools • Ill-equipped schools/classrooms • Less parental support • Lower beginning salary for teachers • Higher level of teacher responsibility • Lower level of community support for education • Low value of education • Tax base/funding for reservation schools • Parent education/priorities • Political will and values • Insufficient staff and time • Insufficient specialty teachers • Wage inequity statewide 	Signing bonuses	<ul style="list-style-type: none"> • Create guidance and resources for school districts on ability to offer signing bonuses to attract highly qualified experienced teachers • Provide a mechanism to share practice being utilized within the state 	<ul style="list-style-type: none"> • NDDPI • School Board Association • North Dakota Council of Educational Leaders • BIE 	<ul style="list-style-type: none"> • Fall 2015
	Loan forgiveness program	<ul style="list-style-type: none"> • Provide a list of all known loan forgiveness programs • Create a website to provide guidance and links to available programs • Disseminate information on loan forgiveness programs to teachers statewide 	<ul style="list-style-type: none"> • NDDPI • North Dakota University System 	<ul style="list-style-type: none"> • Summer 2015 	
	Develop <i>Grow Your Own</i> teacher program	<ul style="list-style-type: none"> • Develop guidance for districts on assisting highly qualified paraprofessionals to become teachers • Pay existing staff to get further educated or endorsements for hard to fill positions such as ELL or special education • Sponsor paraprofessional training 	<ul style="list-style-type: none"> • NDDPI • Education Standards and Practices Board • Regional Educational Associations 	<ul style="list-style-type: none"> • Spring 2016 	
	Recruit retired teachers to return to classroom	<ul style="list-style-type: none"> • Offer training to reintroduce retired teachers into the classroom 	<ul style="list-style-type: none"> • Regional Educational Associations • Local school districts 	<ul style="list-style-type: none"> • Spring 2016 	
	<u>Location issues</u> <ul style="list-style-type: none"> • No housing • Rural/no amenities 	Provide incentives to recruit and retain highly qualified teachers	<ul style="list-style-type: none"> • Develop guidance for districts on using incentives to recruit and retain highly qualified teachers • Create a teacher mortgage assistance program 	<ul style="list-style-type: none"> • Local school districts 	<ul style="list-style-type: none"> • Fall 2015

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
			<ul style="list-style-type: none"> • Provide housing 		
Recruitment and Retention	<u>Low Perception of Teaching Profession</u> <ul style="list-style-type: none"> • Lowered perception of teaching profession • Sense of hopelessness/ lower professional success 	Develop a plan to positively market the teaching profession across the state.	<ul style="list-style-type: none"> • Work with universities and districts to provide teacher informational booths at career fairs • Promote programs such as the Junior Elementary Teaching System (JETS) • Offer dual credit to entice high school students into the profession 	<ul style="list-style-type: none"> • NDDPI • North Dakota University System • Local school districts 	<ul style="list-style-type: none"> • Spring 2016
	<u>Lack of Teacher Support</u> <ul style="list-style-type: none"> • Lack of principal support due to their lack of time, authority in decision making, skills/knowledge to be an instructional leader • Principals don't know there's a parent-teacher conflict 	Signing bonus	<ul style="list-style-type: none"> • Create guidance and resources for school districts on ability to offer signing bonuses • Provide a mechanism to share practices being utilized within the state 	<ul style="list-style-type: none"> • NDDPI • School Board Association • North Dakota Council of Educational Leaders 	<ul style="list-style-type: none"> • Fall 2015
	<ul style="list-style-type: none"> • Low level of teacher autonomy • Low level of teacher collaboration 	Professional development & support	<ul style="list-style-type: none"> • Create guidance and resources for teacher induction programs • Work with REAs to sponsor high quality professional development 	<ul style="list-style-type: none"> • NDDPI • North Dakota University System • Regional Education Associations • Education Standards and Practices Board (ESPB) 	<ul style="list-style-type: none"> • Spring 2016
		Investment in career & professional growth	<ul style="list-style-type: none"> • Provide guidance on loan forgiveness program availability • Provide opportunities for advancement • Provide financial assistance for professional growth • Provide opportunities to obtain additional credentials and endorsements • Work with counselors to promote teaching to younger students 	<ul style="list-style-type: none"> • NDDPI • North Dakota University System • Local school districts • Regional Education Associations 	<ul style="list-style-type: none"> • Fall 2016

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
			<ul style="list-style-type: none"> • Work with media to promote teaching 		
		Provide instructional leadership training and support to principals across the state	<ul style="list-style-type: none"> • Provide statewide leadership training • Work with LEAD center to create a leadership academy to provide principal mentoring • Develop a principal mentoring program • Provide strategies to administrators on parent and community engagement to deal with difficult situations 	<ul style="list-style-type: none"> • Regional Education Associations • Local school districts • ND LEAD Center 	<ul style="list-style-type: none"> • 2015-2016 School Year
		Implement professional learning communities to foster teacher collaboration	<ul style="list-style-type: none"> • Create a checklist of available trainings statewide pertaining to PLCS • Create guidance on effective induction programs • Promote PLC concept 	<ul style="list-style-type: none"> • NDDPI • Local school districts • Regional Education Associations • ESPB 	<ul style="list-style-type: none"> • Fall 2015
		Recruit retired teachers and student teachers into the classroom	<ul style="list-style-type: none"> • Offer training to reintroduce retired teachers into the classroom • Pay student teachers to teach under the direction of a supervising teacher 	<ul style="list-style-type: none"> • Regional Educational Associations • Local school districts 	<ul style="list-style-type: none"> • Spring 2016
		Improve working conditions	<ul style="list-style-type: none"> • Offer opportunity for teacher mentoring and collaboration • Provide an in-depth, rigorous induction and mentoring program for all new teachers in high-poverty, high needs schools • Strengthen leadership in low-performing schools and leadership preparation programs • Implement a coaching program to provide outside feedback to schools • Encourage districts to explore and implement merit pay that awards effective teachers for improving student achievement 	<ul style="list-style-type: none"> • NDDPI • Local school districts • Regional Education Associations • ESPB 	<ul style="list-style-type: none"> • 2015-2016 School Year

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
Statewide Teacher Shortage	<u>Low Perception of Teaching Profession</u> <ul style="list-style-type: none"> Lowered perception of teaching profession No interest in teaching (according to high school graduates) Lack of education prep programs in secondary schools (i.e., DECA) Lack of positive aspects of teaching being marketed Lack of educator advocacy of the teaching profession Lack of public knowledge of teaching profession <u>Teachers Leaving Profession</u> <ul style="list-style-type: none"> Teacher retirement 	Distance learning	<ul style="list-style-type: none"> Utilize Center for Distance Learning Utilize ITV Services Share teachers among districts or REAs 	<ul style="list-style-type: none"> Local school districts and school administrators 	<ul style="list-style-type: none"> 2015-2016 School Year
		Cross-district sharing of teachers	<ul style="list-style-type: none"> Share and disseminate best practices for sharing of staff Promote cross district sharing of teachers 		<ul style="list-style-type: none"> Fall 2015
		Signing bonus	<ul style="list-style-type: none"> Create guidance and resources for school districts on ability to offer signing bonuses Provide a mechanism to share practice being utilized within the state 	<ul style="list-style-type: none"> NDDPI School Board Association North Dakota Council of Educational Leaders 	<ul style="list-style-type: none"> Fall 2015
		Develop education preparation programs for secondary schools	<ul style="list-style-type: none"> Provide guidance on how to develop and implement a Junior Elementary Teaching System (JETS) 	<ul style="list-style-type: none"> NDDPI Local school district 	<ul style="list-style-type: none"> Spring 2016
		Loan forgiveness program	<ul style="list-style-type: none"> Provide a list of all known Loan Forgiveness programs Create a website to provide guidance and links to available programs Disseminate information on loan forgiveness programs to teachers statewide 	<ul style="list-style-type: none"> NDDPI 	<ul style="list-style-type: none"> Fall 2015
		Develop <i>Grow Your Own</i> teacher program	<ul style="list-style-type: none"> Provide guidance on how to develop and implement a Junior Elementary Teaching System (JETS) Assist highly qualified paraprofessionals to become teachers Pay existing staff to get further educated or endorsements for hard to fill positions such as ELL or Special Education 	<ul style="list-style-type: none"> NDDPI Local school district 	<ul style="list-style-type: none"> Spring 2016
		Recruit retired teachers to return to classroom	<ul style="list-style-type: none"> Offer training to reintroduce retired teachers into the classroom 	<ul style="list-style-type: none"> Local school districts 	<ul style="list-style-type: none"> Spring 2016

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
				<ul style="list-style-type: none"> Regional Education Associations 	
Equitable Access to High Quality Professional Development (PD)	<u>High Pressure due to Policy Factors</u> <ul style="list-style-type: none"> Top down PD mandates Federal education policy State mandates Lack of federal & state funding 	Regional trainings	<ul style="list-style-type: none"> NDDPI-sponsored training regionally Utilize REAs for regional trainings Leverage collective resources to sponsor professional development 	<ul style="list-style-type: none"> NDDPI Local school districts Regional Education Associations 	<ul style="list-style-type: none"> 2015-2016 School Year
	<u>Uncertain of PD Quality to Meet Teacher and Student Needs</u> <ul style="list-style-type: none"> No data on PD quality PD not meeting student needs/informing instruction Implementation of PD is inconsistent Data collection is only the mandated data collection Data collected is process data; not outcome data Lack of funding for PD data collection Lack of definition of “high quality” PD Local control of PD implementation 	Develop process of how professional development is determined from the bottom up and share with districts	<ul style="list-style-type: none"> Disseminate guidance on state and federal professional development requirements Share and disseminate best practices statewide via newsletters and list servs 	<ul style="list-style-type: none"> NDDPI 	<ul style="list-style-type: none"> 2015-2016 School Year
	<ul style="list-style-type: none"> Lack of Teacher Support Silos/isolation 	Develop process to collect data on PD implementation and impact on teacher practice and student learning and share with districts	<ul style="list-style-type: none"> Utilize existing mechanisms to collect data on professional development (i.e., consolidated application) Provide guidance to schools on collecting impact data on the effectiveness of professional development 	<ul style="list-style-type: none"> NDDPI 	<ul style="list-style-type: none"> Spring 2016

Equity Gap	Root Causes	Strategy	Activities	Responsible Party	Timeline
	<ul style="list-style-type: none"> • Lack of teacher-directed PD • Change in role of principal to instructional leader • Lack of PD time 	Bring highly qualified professional development to districts	<ul style="list-style-type: none"> • Work with ND University System • Provide information on trainings that can be brought into schools rather than sending staff out • North Dakota agencies collaborate to bring high quality professional development 	<ul style="list-style-type: none"> • NDDPI • Regional Education Associations 	<ul style="list-style-type: none"> • 2015-2016 School Year

Resources

The State of North Dakota has many resources at its disposal to help implement the State Equity Plan. In order to adequately address equity issues statewide, the NDDPI has both financial resources as well as human resources to ensure that the strategies outlined in the plan are implemented in order to assist schools and districts in ensuring that all students have access to excellent educators.

The NDDPI has several categories of funding available to assist with equity issues statewide. The federal Title programs within the ESEA are all consolidated within one unit in the NDDPI. Therefore, any initiatives or resources focused on addressing equity issues can draw from the various Title programs (e.g., Title I, Title II Part A, Title II State Discretionary, and Title III) that all are required to ensure compliance with equity provisions. In addition, there is strong collaboration with the Special Education unit in the NDDPI. Special Education has multiple members on the State Equity Initiative Planning Committee and has been an integral part of developing the statewide plan.

All North Dakota districts annually complete a consolidated application to budget and access their federal Title funding. Each district is required to complete a narrative section on the consolidated application and outline measures employed by the district to ensure all students have equal access to highly qualified teachers. If barriers exist, the district addresses strategies that will be put in place to resolve those equity gaps.

The State Legislature also provides financial resources to address equity issues and ensure that all students have access to excellent educators. The State Legislature supports a statewide mentoring program through ESPB. This program ensures that new teachers receive the guidance and support in those critical first years of teaching. In addition, the State Legislature provides funding for mandatory professional development for all North Dakota teachers to ensure that educators receive high quality professional development aimed at addressing key educational issues in each district.

The NDDPI also has a significant number of human resources available to assist in the process of addressing equity statewide. Within the NDDPI, multiple units are part of the State Equity Initiative Planning Committee and will also be integrally involved in the implementation phase of the plan. These staff include:

Robert Marthaller	Assistant Superintendent
Greg Gallagher	Standards and Achievement
Steve Snow	Statewide Data Systems
Sherry Houdek	Teacher & School Effectiveness
Lucy Fredericks	Indian/Multicultural Education
Gerry Teevens	Special Education
Peg Wagner	Academic Support
Laurie Matzke	Federal Title Programs

The NDDPI plans to keep the State Equity Initiative Planning Committee involved as we move into the implementation phase. The NDDPI will frequently survey members and seek input on the various resources to be created.

The director of the ESPB has been and will continue to be a key player in the State Equity Plan. As the ESPB is responsible for the licensure of teachers and also oversees the state-funded mentoring program, it will be crucial to maintain communication and work together to roll out the various strategies identified within the State Equity Plan.

The combination of financial resources and well-informed department and stakeholder groups came together as supports for the North Dakota State Equity Initiative. For these reasons, North Dakota has the capacity and framework in place to implement this initiative.

Timelines and Milestones

The NDDPI has identified within our State Equity Plan numerous strategies for districts as they address the teacher equity issue in their school system. On pages 16-21 of this equity plan, the chart identifies strategies and activities for addressing teacher equity and also identifies a timeline for guidance on the various strategies to be completed.

In addition, below we have created a chart that highlights the milestones for the development and implementation of North Dakota’s State Equity plan.

Regional Administrative Workshops	May 4 and 6, 2015
Public comment period on draft of Equity plan	May-June 2015
NDDPI submits State Equity Initiative Plan to USDE	June 1, 2015
Begin to implement strategies outlined in plan	July 1, 2015
State Equity Initiative plan approved by USDE	August 2015
Consolidated Application due date	August 28, 2015
Survey State Equity Initiative Planning Committee	September 2015
Collaborate with existing statewide trainings to provide updates: <ul style="list-style-type: none"> • AdvancEd • NDCEL • ND School Board Associations 	October 2015
ESEA Reauthorization training	October 2015
Reconvene State Equity Initiative Planning Committee to discuss implemented strategies and future planning	November 2015

Ongoing Monitoring and Support

The NDDPI will ensure ongoing monitoring and support through various data collection methods. These data collection methods will provide the NDDPI with the data needed to determine those schools and districts that may need to be monitored or reviewed in relationship to the equitable distribution of high quality teachers. The data collected will provide the information that the NDDPI needs to understand where strategy implementation issues are occurring. The data will be reviewed by the NDDPI staff and the State Equity Initiative Planning Committee members on an annual basis to determine what course corrections and adjustments need to be made.

1. The review and analysis of data from districts

North Dakota school districts submit data regarding teacher assignments through the MIS03 report, which is available for both the regular school year and state summer school. All contracted professional educational staff members working in North Dakota schools must complete an MIS03 (SFN 9111) form on an annual basis through the State Automated Reporting System (STARS). The two general classifications of employees involved are as follows:

- A. Professional Educational Staff Member - A professional educational staff member is a person who is performing activities regarded as professional in the field of education by the laws and regulations governing licensing in the State of North Dakota. All professional educational personnel employed in an elementary, junior high/middle, and/or secondary school operated by a Local Education Agency (LEA) including public schools, career and technology centers, special education units, schools operated by the BIA, state institution schools, and nonpublic schools must complete an MIS03 form. Only persons holding the following positions must complete an MIS03 form: assistant director, assistant principal, assistant superintendent, coordinator, director, school counselor, counselor designate, instructional programmer, library media specialist, principal, pupil personnel, school psychologist, speech-language pathologist, superintendent of schools, supervisor, and teachers. Full-time contracted substitute teachers do not complete an MIS03. County superintendents and assistant county superintendents are not required to complete an MIS03 form unless they are holding additional position(s) previously listed.
- B. Positions Which Do Not Require a Teaching License - Persons assigned to positions not listed in section A above (e.g., social workers) must be listed on the PER02 Nonlicensed Personnel Form (SFN 9113) even if they have a license in their area of specialization. TEACHER AIDES AND PARAPROFESSIONALS *must not fill out* this form (MIS03) but *must be included* on the PER02.

The MIS03 is submitted on an annual basis by all schools and districts on or before September 19. Schools and districts must submit revised MIS03 forms to reflect any

changes throughout the school year. Personnel revisions include employment of new staff, termination of employment, and assignment changes (e.g., new courses, course cancellations).

The MIS03 collects the school and district information associated with professional teaching staff, their North Dakota Educator's Professional License number, name, date of birth, gender, ethnicity and race, total salary, contract period, school's employee number, number of years of educational experience (in-state and out-of-state), previous year employment history, number of years of contracted administrative experience, FTE, position assignment, area of responsibility, highest earned degree, and courses in which they are teaching. These data will be used to assess the extent to which new teachers are teaching in high poverty schools compared to low poverty schools, monitoring this equity gap.

In addition, schools submit data to the Federal Title Programs office via the Consolidated Application for Federal Title funding, which includes:

- ✓ Reporting the number of core academic classes that were taught by highly qualified teachers the previous school year, which at this time must be 100%
- ✓ Title II Part A Funding Priorities – Every school district must conduct a needs assessment to determine the needs of the teaching force in order to have all students meet challenging state content and academic achievement standards. After conducting a needs assessment, districts must target Title II Part A funds to schools within the district that have the lowest proportion of highly qualified teachers, have the largest class size, or are identified for school improvement under Title I.
- ✓ Equity provision – Each district accepting federal funds must include in its application a description of the steps it proposes to take to ensure that all students are taught by a highly qualified teacher. Further, specific questions will be added to gather data on if and how the district is implementing the selected strategies. (Appendix D)

2. The application and Federal Title Programs consolidated monitoring process

The Federal Title Programs office has an established consolidated monitoring process for Title I and Title II of the ESEA. All districts are monitored on a rotating schedule. When districts are monitored, staff review the various components related to the equitable distribution of teachers statewide. A review of each district's needs assessment and professional development plan is conducted. Staff ensure that each school disseminates information to parents regarding the Parent's Right to Know clause within Title I law. This document shows parents the distribution of teachers, whether or not each teacher is highly qualified, the years of experience each teacher has, and any endorsements held. In monitoring Title II Part A, NDDPI staff will address the distribution of highly qualified teachers and access to high quality professional development, which will monitor another equity gap. (Appendix E)

3. Through teacher licensure and certification

In North Dakota, the Education Standards and Practices Board (ESPB) is responsible for teacher licensure and certification. This entity is not part of the NDDPI, but rather a self-functioning board supported by the state and teacher licensure fees. The NDDPI works closely with the ESPB regarding all teacher licensing issues, mentoring programs, and induction programs for new teachers. The ESPB Executive Director was a member of the State Equity Initiative Planning Committee and attended every meeting to provide guidance and support on ways in which ESPB can support the implementation of the selected strategies to close equity gaps.

The ESPB monitors closely the highly qualified teacher provision to ensure that gaps are not increasing in any particular area and works hard to ensure that the highly qualified provisions are adhered to. The board has implemented a system that fines both the teacher and administrator if a teacher is found to be teaching out of field.

4. Through the approval and accreditation of schools

In North Dakota, the accreditation of schools is done through AdvancED through contracted services. The NDDPI's Teacher and School Effectiveness unit is responsible for managing the process through AdvancED as well as maintaining the reporting of teachers and administrators. Pursuant to the school approval and accreditation provisions defined within the North Dakota Century Code and the North Dakota Administrative Code, the NDDPI stipulates that the State of North Dakota has established meaningful compliance provisions that enforce the HQT provisions set forth within the NCLB act and all subsequent USDE guidance documentation. The state has established clear definitions for highly qualified teachers through its licensure assurances. The state has established a valid and reliable means of monitoring and validating the compliance of proper assignments for all teachers. The combined authority of the state's teacher licensure laws and rules with the state's school approval and accreditation laws and rules set a clear policy for ensuring compliance with the provisions of HQT. The state has clearly linked the state's HQT provisions to the state's school approval and accreditation provisions. Specifically, these provisions within state law and rules require that all approved schools meet the provisions of HQT or face noncompliance with approval law, accreditation rules, and possible financial sanctions. The State of North Dakota has established a zero-tolerance policy for non-compliance with the provisions of HQT. Effective July 1, 2006, any school that assigns a teacher outside his/her approved area of licensure will be in violation of the state's teacher licensure law, state approval law, and state accreditation rules.

Ongoing Monitoring and Support

Key dates for progress monitoring

<p>1. Review & Analysis of Data</p> <ul style="list-style-type: none"> • MIS03 	<p>Fall 2015 Fall 2016 Due October 15th Review November - January</p>
<p>2. Consolidated Application Review</p> <ul style="list-style-type: none"> • Reporting number of Core Academic classes taught by highly qualified teachers • Title II Part A Funding Priorities • Equity Provision 	<p>Fall 2015 Fall 2016 Consolidated application due in August Review and approval in fall</p>
<p>3. Consolidated Monitoring</p>	<p>Winter/Spring 2016 Winter/Spring 2017 Monitoring occurs January-March</p>
<p>4. ESPB Monitoring & Oversight</p>	<p>Ongoing</p>
<p>5. Approval & Accreditation of Schools</p>	<p>Fall 2016 Fall 2017 Due to NDDPI October 1st AdvancEd reviews - Ongoing</p>
<p>6. Review of HQT Data for EdFacts Submissions</p>	<p>Fall 2015 Fall 2016 Review August-September</p>

Responsible Entities

There are multiple entities that will share the responsibility for the ongoing monitoring of the State Equity Initiative. The lead agency is the NDDPI. The Federal Title Programs, Standards and Achievement unit, and the Teacher & School Effectiveness units will all share in the responsibility for monitoring and collecting data pertaining to the North Dakota State Equity Plan. Questions regarding the State Equity Plan can be directed to any of the following NDDPI staff.

Laurie Matzke, Director
Federal Title Programs
(701) 328-2284
lmatzke@nd.gov

Greg Gallagher, Director
Standards and Achievement
(701) 328-1838
ggallagher@nd.gov

Director
Teacher & School Effectiveness
(701) 328-2755

Specifically, these NDDPI staff will be responsible for data collection regarding the strategies that will be implemented to eliminate the equity gaps in North Dakota. In addition, NDDPI personnel are responsible for monitoring the federal Title II provisions with the ESEA. The NDDPI also monitors the level of professional development participation through the annual professional development report submitted by local school districts, as required by state statute. This report provides general information regarding the level of professional development accessed by local school districts statewide. The NDDPI reviews each local school district's professional development plan as an element of its ESEA consolidated monitoring efforts. These data collections provide insight into each local school district's priorities and allocations. These reports and plans provide a base for the NDDPI to provide technical assistance regarding the school district's longer term personnel planning.

Public Reporting of Implementation Progress

When the NDDPI began the initial planning process for the State Equity Plan Initiative in the fall of 2014, we made a decision to be forthright and transparent in our reporting of the implementation process. We created a new website where all information could be housed and publicized the URL in correspondence to the field and in our monthly newsletter.

Each time the NDDPI prepared to meet with the stakeholders during an equity planning committee meeting, we would contact members with potential dates so we could ensure our meetings had the highest attendance possible. In addition, we would ask committee members for input on agenda items. Committee members always received a copy of the agenda before the meeting convened (Appendix B). Again, to ensure transparency, detailed minutes of each meeting were recorded, disseminated to committee members, and posted on our website (Appendix C).

The NDDPI will continuously monitor statewide equity issues and publicly report on the progress. The intent is to continue to convene the State Equity Initiative Planning Committee periodically to provide input and support. These meetings will be publicly reported on the NDDPI website. In addition, we will continue use of the state, LEA, and school report card

system to monitor and publicly report progress of LEA's toward reaching and maintaining the goal of having all core academic subject teachers highly qualified. It is believed that the actions and strategies described in this plan will increase the number of highly qualified teachers and will target access to those teachers to LEAs with hard-to-staff schools.

Public Reporting of Implementation Progress

Key Events

Submission of State Equity Plan Feedback from USDE Resubmission of Plan	June 2015 July 2015 August 2015
NDDPI Summer Administrators Conference (Implementation Plans Shared)	July 2015
NDDPI Newsletters	Monthly
Implement Tier I Strategies:	
<ul style="list-style-type: none"> ✓ Create Guidance on Signing Bonuses ✓ Gather Information from Other States ✓ Loan Forgiveness – Website Established ✓ Creation of Leadership Academy ✓ Recruitment Task Force Committee Meetings ✓ Statewide Marketing Plan Implementation ✓ Survey Schools on JETS Program ✓ Professional Development Grants to REAs ✓ Implement Community Expert Initiative 	<p>August 2015</p> <p>September 2015</p> <p>September 2015</p> <p>Fall 2015</p> <p>July/Ongoing</p> <p>September 2015</p> <p>September/October 2015</p> <p>August 2015</p> <p>September/October 2015</p>
Fall School Improvement Conference (Implementation Plans Shared)	September 2015
Implement Tier II Strategies	TBD

Performance Metrics

The NDDPI will use multiple measures to review both the short-term and long-term performance metrics to assess progress toward achieving our goals. In the short-term, the key performance metrics that will be used to assess progress include end-of-year reports, feedback from educators, and review of data provided on the 2015-2016 consolidated application for federal Title funding. There are several end-of-year reports from the 2014-2015 school year that can be reviewed to assess the data provided.

Another performance metric to review would be feedback from our North Dakota educators. The NDDPI has already started the process of implementing the numerous strategies outlined in our State Equity Plan. As we begin to release guidance and resources to the field on our website, we will begin to get feedback and can collect and summarize that feedback for reporting purposes at a later date. For example, the NDDPI is currently working to create a website on loan forgiveness. Since the use of loan forgiveness is one of the strategies listed in several areas identified as a gap, we have a need to gather and disseminate information on this topic. The newly created website will provide resources and information on various strategies (i.e., loan forgiveness programs available to teachers).

Lastly, a third short-term metric that we use to assess progress toward our goals is the review of data submitted in the 2015-2016 consolidated application for federal Title funding. New for the 2015-2016 school year, all districts need to complete a narrative section and outline how they are ensuring equity and how they can demonstrate that all students are being taught by a highly qualified and effective teacher. Districts will need to identify strategies that they will employ in the 2015-2016 school year to address equity issues district-wide.

Similarly, in the long-term, there are key performance metrics to assess progress toward achieving our goals. Some of these long-term metrics include reviewing reports, monitoring Title I and Title II programs, and reconvening the State Equity Initiative Planning Committee for review and input.

Conclusion

The NDDPI has submitted this State Equity Plan per a directive from the USDE consistent with the requirements outlined in the ESEA. This plan is intended to ensure that every student in every school is taught by an excellent educator. In North Dakota, the process used to generate a State Equity Plan included the creation of the State Equity Initiative Planning Committee. Great care was taken to ensure that the Committee included broad representation from all of the various education stakeholder groups that are affected by the issue of teacher equity.

Historically, North Dakota has had minimal gaps statewide among our schools with regard to the extent that poor students are taught by inexperienced, unqualified, or out-of-field teachers, as North Dakota put the federal NCLB act teacher quality requirements into state law when the bill was enacted in 2001. As required under the directive, North Dakota has summarized the equity gaps that currently do exist and has provided charts that reflect the data available.

The State Equity Plan has identified four key gaps within the plan:

- Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools
- Teacher and school leader recruitment and retention,
- Teacher shortage, and
- Equitable access to high quality professional development.

For each gap identified, the state has outlined the selected strategies that will be employed to address the root causes. Going forward, the NDDPI will work to implement each strategy by leading the collective effort of the responsible parties. We believe the strategies identified are achievable and realistic and will assist in providing statewide equity in the distribution of highly qualified and effective teachers. Additionally, the plan has identified how North Dakota will continuously monitor and provide support on the strategies identified in the plan. The plan has identified the short-term and long-term performance metrics that will be reviewed and assessed toward achieving our goals. It is our hope that this plan will help ensure that poor and minority students are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children. The strategies outlined in the plan are intended to ensure that every student in North Dakota graduates from high school prepared to enter college or the workforce.

Appendix P

English Learner Advisory Committee Meeting

Minutes

October 11, 2016

9:00 a.m. - 2:30 a.m.

Lodee welcomed everyone and thanked them for their service

Lodee provided an update on EL programs

Title III

- ▶ New consortium this year – RESP Dickinson (total 5)
- ▶ Five (5) stand-alone districts
- ▶ Five (5) immigrant grants

STEEP - Refugee

- ▶ Grant is moving to LSS
- ▶ Extension grants – ending date 9-30-16
- ▶ State will collaborative work with LLS

State ELL Grant-based off Level 1 and 2 students

- ▶ Year one ended and year 2 waiting on final ADM
- ▶ Grant funded Fargo, West Fargo, Grand Forks and Bismarck
- ▶ Activities funded: personnel (teachers, social workers, instructional aides), materials & curriculum
- ▶ Has been a bit difficult because the final doesn't get finalized until November or December because of the 4th district is close to other districts

School Board Policy

- ▶ Current: Each district in North Dakota must have a school board policy related to serving ELL students. The North Dakota School Board Association has a sample ELL policy that many schools choose to adopt. The ELL policy must be updated and/or approved by the school board at least once every five years.
- ▶ Proposed by NDSBA: Each district in North Dakota must have a school board policy related to serving ELL students. The North Dakota School Boards Association has a sample ELL policy that many schools choose to adopt. **The district must ensure the ELL policy has been approved by the school board.**

Update from WIDA and DRC

State Profile

- ▶ Contact Person-WIDA state relations rep. – Laurene Christianson-
Laurene.christensen@wisc.edu
- ▶ DRC Executive Sponsors – Brenda Williams -
BWilliams@DataRecognitionCorp.com
- ▶ Just for ND - DRC Level 1 Support – Jill Ernst
jernst@datarecognitioncorp.com
- ▶ ACCESS 2.0 Facilitator Toolkit -
<http://www.wida.us/client/TrainingToolkit/index.aspx>.
- ▶ ACCESS 2.0 State Checklist



- ▶ WIDA screener - Paper is available to use.
- ▶ Test Coordinator Role/Test Administrators/Technology Coordinators/All Roles
- ▶ Training Requirement-Quizzes Test Administrators/Coordinators need to pass with 80% or higher then you are eligible to test
- ▶ If you have done K and alt access test before you don't have to worry about the 80% threshold
- ▶ Testing every year instead of every other year? Could we put it in state plan?
- ▶ The committee suggested observation time with test administration training.

Recommendations on ESSA items:

Recommendations

- ▶ WIDA ELP Standards
- ▶ Committee discussed ELP Assessment options – annual and screener
 - Must be align to ELP standards.
 - Alpha 21 is another company other than WIDA
 - Recommend to stay with WIDA
- ▶ NDSA in other languages
 - Definition of “significant language” - 30% or greater language population
 - Currently only Spanish
 - Consider the literacy in the native language before approving assessments in the native language
 - Recommend: Other languages will be offered as they become available through the test vendor if the population is literate in the language.
- ▶ Options for Newly arrived ELs
 - Discussed options available and recommended option one:
 - Exclude such an English learner from one administration of the reading and language arts assessment

Long-Term Goals and interim progress goals – discussion

Number of years in monitoring status

Discussed the pros/cons of monitoring students for 2 or 4 years. Requested data regarding how the former ELs do at each interval?

Entrance/Exit Criteria and procedures

Entrance Criteria

- ▶ 3.5 in each domain and 5.0 composite – requested additional data to see how many students would not have exited at 4.0 in the domains
- ▶ Recommendations
 - Require a Home Language Survey –considered for EL screening if other languages indicated
 - Student would not qualify if there is overwhelming evidence of academic success of EL; services would not be appropriate because the student doesn't meet the definition of EL
 - Teacher referral allowable for students not identified with the HLS
- ▶ Exit Criteria
 - Leave PL criteria
 - Reading/writing-35% and listening/speaking 15%
 - Include a clause for those students experiencing the plateau effect of diminished progression – if the ILP team (with EL teacher and parent) and IEP team if applicable determine language development services would no longer be a greater benefit than other services.

Measure of Growth - discussion



N-size for ELs –

- ▶ Larger ESSA group is considering 10. Committee is concerned that 50% of schools will not be included in accountability. Perhaps go with a district aggregate or combination of years.

English Learner Advisory Committee Meeting

MINUTES

October 28, 2016

- Welcomed everyone and thanked them for their service
- Reviewed October 11th meeting items:
 - School Board Policy – change to an assurance
ESSA:
 - ELP Standards and Assessment - WIDA
 - Offer NDSA in other languages -
 - Reviewed data on language percentages in the whole state and Grand Forks and Fargo
 - Previously recommended
 - Definition of “significant language” - 30% or greater language population (currently only Spanish)
 - Consider the literacy in the native language before approving assessments in the native language
 - Other languages will be offered as they become available through the test vendor if the population is literate in the language.
 - Options for recently arrived ELs on NDSA
 - Discussed options available and recommended option one: exclude such an English learner from one administration of the reading and language arts assessment
- Options for Growth/Progress Measures – Discussion and looked at samples
 - Simple Gain – like AMAO 1
 - Growth to Standard/Target
 - Value Table
 - Recommendations
 - Growth to Target
 - Use proficiency levels (PLs) for measurement value
 - Begin at student’s PL and year 0 when first in ND
 - Years are cumulative (If student leaves ND and returns, they pick up where they left off)
- Years in monitoring status – Discussion – Schools are now required to monitor students for 2 years upon exiting the EL Program.
 - Recommendation
 - Require monitoring of ELs for 2 years after exiting the EL Program but allow 4 years
- Entrance/Exit Criteria and procedures
 - Entrance:
 - Recommendations:
 - A Home Language Survey (HLS) is required

- Students will be assessed with an ELP screener if a language other than English is identified on the HLS OR there is an overwhelming body of evidence of academic success.
- Teacher referral is allowable and to be investigated by EL staff if not initially identified EL through the HLS
- ELP screeners to be used in ND schools are the WIDA Screener grades 1-12 (paper or online) and WIDA MODEL grades K-12.

Items moved to next meeting

Exit criteria/procedures

Long-Term Goals and interim progress goals

Lodee adjourned the meeting thanking everyone for joining the conversation

English Learner Advisory Committee Meeting

MINUTES

November 21, 2016

Welcomed everyone and thanked them for their service

Reviewed October 28th meeting items:

ELP Standards and Assessment – Continue with WIDA

Offer NDSA in other languages – state will provide the state assessment in other language as they become available through our testing vendor

Options for recently arrived ELs on NDSA – data was reviewed and option one will be recommended; Exempt English learners from one administration of the reading/language arts portion of NDSA for the first year of enrollment in a U.S. school

Growth/Progress Measures – recommend Growth to Target, proficiency level. And start at year 0 with baseline PL and only include years in ND schools

Monitoring - Require monitoring of ELs for 2 years after exiting the EL Program but allow 4 years

Entrance/Exit Criteria and procedures

Recommendations for entrance:

- A Home Language Survey (HLS) is required, Students are considered for ELP screening if a language other than English is identified on the HLS unless there is an overwhelming body of evidence of academic success.
- ELP screeners to be used in ND schools are the WIDA Screener grades 1-12 (paper or online) and WIDA MODEL grades K-12. Discussed the discontinuation of W-APT.
- Teacher referral is allowable and to be investigated by EL staff if not initially identified through the HLS

New Items

Entrance Criteria/Procedures – discussion regarding entrance scores to qualify

- Recommend one statewide HLS form. The specific form has yet to be determined
- Recommend entrance scores to qualify for services to remain 3.5 for each domain and 5.0 composite

Exit Criteria/Procedures – discussion regarding exit scores and additional information such as allowing teacher input.

- Recommend cut scores to be the same as entrance scores
- Recommend use of scores from the annual ELP assessment
- Recommend the composite score to be 35% reading, 35% writing, 15% listening, and 15% speaking

Long-Term Goals and interim progress goals - discussed what the goals might look like

- Long Term goal – All ELs in North Dakota schools will attain (5.0? or scale score?) within ____ years
- Interim progress goals – All ELs in North Dakota schools will annually meet or exceed their trajectory of growth as determined by starting PL/scale score to (5.0?/scale score) in ____ years

Thanked for coming and service to the EL students

English Learner Advisory Committee Meeting

Minutes

February 3, 2017

Lodee welcomed everyone and thanked them for their service

Reviewed ESSA items from previous meetings (handout: ESSA Recommendations)

- ELP Standards and Assessment
- Offer NDSA in other languages
- Options for recently arrived ELs on NDSA
- Growth/Progress Measures
- Number of years in monitoring status
- Entrance Criteria

Discussion regarding ESSA items to still consider (handout: ESSA Considerations)

NDSA

- Recommend definition of “significant language(s)” in North Dakota to be any statewide EL student population whose native language meets or exceeds 30% of the total EL students.
- Recommend identification of Spanish as currently the most populous language in the state - (data reviewed)
- Committee wants verbiage to be included to provide for exceptions of languages where the students are not literate in their native language
- Recommend including former ELs in the EL count for NDSA accountability for 2 years after exiting the EL program - (former EL data reviewed)

Annual ELP Assessment

- Recommend the Annual ELP Assessment to be administered to all EL students in grades K-12.

Growth/Progress Measures: Discussion regarding options for the trajectory – non linear is recommended but the committee felt linear is going to work well and be understandable to parents and educators

- Recommend a linear trajectory with the following parameters in growth chart (reviewed growth data)
 - Lower levels grow fast then slow down years after
 - Students who started at higher levels grew the first year and then declined
 - 5.0-5.9 were included because the students’ domain cut scores were not 3.5
 - 1.0-1.9 initially good growth but in the 4th and 5th year showed some decline

Proficiency Level	Years to Attain PL (exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-6.0	2 years

- Recommend students start on the growth trajectory at the composite proficiency level of their first annual ELP assessment in ND. This is be considered year 0. Year one growth is determined after the 2nd annual ELP assessment. Therefore, students at a PL 1.0-1.9 have until after the 5th year to exit.
 - Recommend beginning to gather data on students with limited formal education (SLIFE) in the 2017-18 school year to determine if ND wants to allow additional time in the trajectory for SLIFE. We will be able to determine the extent to which another year would benefit SLIFE students after we can identify them and show growth compared to other ELs after the 2018-19 annual ELP assessment.

Long-Term Goals and interim progress goals “Based on increases in the percentage of ALL ELs making annual progress” – discussed options of goals but discrepancy with new test and standard setting

- North Dakota is using a new annual ELP assessment as of the 2015-16 school year. A standard setting process has been conducted which has increased the rigor of the assessment.
 - Recommend ND will determine long-term statewide goal for schools upon completion of the 2017-18 administration of the assessment. This will provide the first year as a base year and the second year to determine student growth.
 - Recommend interim and long-term goals for schools: ND will determine interim goals by the percentage of students meeting their annual growth goals. This will increase annually to a state long-term goal after five years.
 - Recommend interim goal(s) for students – Upon the creation of a trajectory scale individualized for each student, the interim student goal is considered “met” when the student’s composite language proficiency level as indicated by the annual ELP assessment, continually increases and remains at or above the trajectory line. This growth model will begin after the 2017-18 annual ELP assessment to provide for consistency in accountability due to the new assessment and the standard setting process complete.
 - Recommend long-term goal for students – the long-term goal for students will be to exit the program by attaining proficiency within the allowable time as indicated by the table above.

Entrance Criteria

- Recommend the Home Language Survey form: Items on the first page are considered required and the second page would be recommended to schools.
- Recommend cut scores of 3.5 in each domain and 5.0 composite – ELPAC will revisit data to see how students come in after the 2017 test.

Exit Criteria and procedures

- Recommend exit criteria cut scores to be 3.5 in each domain and 5.0 composite.
- Recommend an option for the EL team and IEP team to exit a student if the student has plateaued in their growth and the evidence including EL and IEP team documentation shows the student would not further benefit from additional English Language Development instruction but rather other services as appropriate.

English Learner Advisory Committee Meeting

Minutes

February 6, 2017

Welcome

Review ESSA from previous meetings

- Growth/Progress Measures - Reviewed data: average growth 2012-2016 graphs
 - Recommendations for expectations of years to exit by PL - Based on 1st annual ELP assessment score (ACCESS 2.0)
 - 1.0-1.9: 6 years
 - 2.0-2.9: 5 years
 - 3.0-3.9: 4 years
 - 4.0-4.9: 3 years
 - 5.0-6.0: 2 years
 - Clarification: The growth trajectory chart would start at year 0 for a baseline score and year 1 would be after the 2nd test. Ex. Students starting between 5.0-5.9 will have three years of scores but 2 full years to show growth or attainment
 - SLIFE data would be helpful – begin collecting data on the HLS in 2017-18 school year
 - Recommend cut scores of 3.5 in each domain and 5.0 composite for entrance and exit criteria – ELPAC will revisit data to see how students come in after the 2017 test.
 -
- Long-term and interim progress goals for schools and the state – reviewed new data
 - Difficult to determine based on ACCESS 1.0 to the new 2.0 and standard setting – would just be guessing
 - Recommend to review data from 2016-17 to 2017-18 to determine these goals

Draft ESSA Plan

Is there a weighted system for those who are taking Smarter Balanced? For Title I they have to do this, but not Title III, Do we have that option? Not at this time. Lodee will check on this.

Appendix Q

North Dakota Home Language Survey

Student Name: _____ Student's Grade: _____

Student's School: _____

The U.S. Office of Civil Rights requires schools identifying possible English Learner (EL) students during enrollment. This Home Language Survey (HLS) is used as a tool to determine if your child is eligible for language support services. If a language other than English is used by you or your child and your child meets the English Learner (EL) definition, the school may give your child an English Language Proficiency Assessment. The school will share the results of the assessment with you.

What **language(s)** are spoken at home? _____

What language(s) do **you** use the most to speak to your child? _____

What language(s) does **your child** use the most at home? _____

What language(s) did **your child** learn when he/she **first** began to talk? _____

List other language(s) that **your child** has used with a **grandparent or caretaker**: _____

If available, what language do you prefer to receive information from the school? _____

Has your child ever been in an English as a Second Language (ESL or EL) Program? Yes No

Put an **X** in the boxes on the top line to show the school grade your child has attended in the United States. Put an **X** in the boxes on the bottom line to show the school grades that your child attended in another country.

School	Grade													
Grade level attended inside the U.S.	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade level attended outside the U.S.	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12

If your child has attended school outside of the United States:

In which country or countries did your child attend school? _____

Which language or languages did your child learn in school? _____

This form also asks for information used by other programs to help your child in school. You are not required to answer these questions; however, if you circle yes or no for questions 1-4, your child may qualify for additional services.

Refugee Student:

Schools in North Dakota apply for a Refugee School Impact Grant to provide services for newly arrived refugee students. A refugee student left their home country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion and has fled to another country to be resettled. Newly arrived is defined as within the last three years.

1. Would your child be considered a newly arrived refugee student? **Yes** **No**

Immigrant Student:

Immigrant students are mentioned specifically in the English Learner definition and may qualify for EL services. Additionally, students who have attended schools in the U.S. for three years (3) or less may qualify for additional services.

2. Would your child be considered an immigrant student? **Yes** **No**

If yes, please list the country _____ and U.S. entry date (mm/dd/yy) ____/____/____
(For refugee students, this is the country you originally fled, not the country you lived in most recently.)

Native American or Alaska Native student:

Native American and Alaska Native students are mentioned specifically in the EL definition and may qualify for EL services.

3. Would your child be considered a Native American or an Alaska Native student? **Yes** **No**

Migrant Student:

Migrant students are mentioned specifically in the EL definition and may qualify for EL services. A migrant student has a parent who is a migratory agricultural worker and in the last three (3) years has moved from one school district to another, in order to work (temporary or seasonal) in agricultural activities.

4. Would your child be considered a migrant student? **Yes** **No**

If yes, what is the date you moved to this area? (mm/dd/yy) ____/____/____

If your family moved to this area for agriculture (temporarily or seasonally), in what area(s) do you work: (please check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Sugar Beet Industry | <input type="checkbox"/> Meat Processing Plant | <input type="checkbox"/> Trimming Trees |
| <input type="checkbox"/> Potato Industry | <input type="checkbox"/> Chicken Farms/Processing | <input type="checkbox"/> Raw Cheese Production |
| <input type="checkbox"/> Bee Keeper/Honey Processing | <input type="checkbox"/> Plant/Cultivate Trees | <input type="checkbox"/> Custom Combining |
| <input type="checkbox"/> Turkey Farm/Processing | <input type="checkbox"/> General Dairy Farm Work | <input type="checkbox"/> Landscaping, Laying Sod or |
| <input type="checkbox"/> Egg Production | <input type="checkbox"/> Transportation of Agricultural Products | <input type="checkbox"/> Planting Grass |

Appendix R



Student Engagement Solution

“If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class...”

—Heflebower, Marzano, & Pickering, 2011
The Highly Engaged Classroom: the Classroom Strategies Series

In education, student engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. In addition, student engagement may also refer to the degree in which students participate in the governance and decision-making processes in school, in the design of programs and learning opportunities, or in the civic life of their community (The Glossary of Education Reform).

Research shows that student engagement is a key lever for increasing academic achievement and learner outcomes. The very act of being engaged also adds to the foundation of skills and dispositions that are essential to live a productive and satisfying life. Amy L. Reschly and Sandra Christenson said it best in their research: engagement not only drives learning but also predicts school success.

One of the most significant challenges that teachers face today is that students have become compliant workers who finish the task assigned to them but are not truly engaged in the learning process. If students feel school is boring, too hard or has no connection to the real world, then every task, no matter how authentic or research-based it is, is regarded as “busywork.” However, engaging work is motivating work. Research shows that student engagement is associated with several positive outcomes. Student engagement improves academic performance, promotes school attendance and decreases the number of discipline referrals, just to name a few. When teachers use behavioral, cognitive and emotional (affective) engagement “hooks,” they help their students overcome some of the risk factors for dropping out that can be identified as early as sixth grade (Balfanz, Herzog, & MacIver, 2007; Linnenbrink & Pintrich, 2003; Rhodes, 2007; Skinner & Belmont, 1993).

Power Accountability Indicators

The Every Student Succeeds Act (ESSA) provides an incredible opportunity for states to move accountability beyond test scores and look more holistically at school quality. At the same time, this is an opportunity that should not be taken lightly as we know that what gets measured and reported under state/federal accountability gets increased attention, funding and priority---as well as increased scrutiny. While many states have exploratory conversations underway, and some have already proposed a non-academic indicator for use in their ESSA plan, most are struggling to identify a valid and reliable measure of school quality and/or student success that meets the letter of the law AND leverages the flexibility provided under ESSA to incorporate meaningful measures to drive improved education quality and outcomes for all learners.

More than 35,000 education institutions around the globe look to AdvancED® for forward-thinking educational leadership, guidance, research-based standards, expert external evaluation, professional services and improvement solutions. With more than 100 years experience and expertise in evaluating and improving education quality, we understand better than anyone the complexities and realities of schooling. We'll be the first to say that school quality cannot and should not be measured using a single indicator. This is why we've developed, tested and scaled a comprehensive suite of research-based diagnostic, survey, inventory, observation and evaluation instruments that together, paint an accurate and holistic picture of school quality.

At the same time, we understand state/federal accountability and have worked with several State Education Agencies (SEAs) to explore and consider a myriad of possible non-academic indicators for use in their state plan under ESSA. As an organization committed to helping states

leverage the flexibility provided under ESSA to create non-punitive continuous improvement focused accountability systems, we encourage states to consider the following criteria, in addition to those outlined under ESSA, as they work to identify the best possible non-academic indicator(s) for use in accountability:

- > Can the indicator be clearly and consistently defined? Do all stakeholders clearly understand what is being measured?
- > Is there a valid and reliable measure that can be applied to all school types/classifications?
- > Will measuring this indicator provide meaningful, timely and actionable data at the classroom, school, district and state to drive continuous improvement?
- > Is this a leading (vs. lagging) indicator? Is this where we want to invest our time and resources?
- > Does measuring this indicator align with our state vision and priorities for education?
- > Will measuring this indicator drive improvement for all kids?

Having worked closely with states as they've gathered data and feedback from stakeholders and weighed the pros and cons of various potential indicators, we understand now more than ever, the importance of helping states measure what matters most – not just what's easiest.

As the leading expert in school quality evaluation and improvement, AdvancED encourages states to focus on Student Engagement as a leading performance and improvement indicator for accountability.

AdvancED Expertise

With more than 36,000 schools and districts around the world looking to AdvancED for educational leadership, guidance and expertise, we're committed to helping schools measure and improve what matters most – and student engagement is at the top of that list!

As the world's leading expert in school improvement and accreditation services, we spend more time in more classrooms than any other organization in the world. We know first hand that engagement is a leading indicator of learning and personal development, and is correlated to improved attendance, reduced disciplinary incidents, school climate, and more. At the same time, we know that student engagement is multidimensional, influenced by context and responsive to intervention.

Each year, thousands of AdvancED Certified Observers measure the extent to which students are engaged in learning environments through direct classroom observations using the Effective Learning Environments Observation Tool® (eleot®). This research-based observation tool focuses on students and their engagement and interaction in the learning environment. Using eleot, observers gather quantifiable evidence of student behaviors and interactions around seven key learning environments that research has shown conducive to effective learning and successful student outcomes:

- > EQUITABLE LEARNING
- > HIGH EXPECTATIONS
- > SUPPORTIVE LEARNING
- > ACTIVE LEARNING
- > PROGRESS MONITORING AND FEEDBACK
- > WELL-MANAGED LEARNING
- > DIGITAL LEARNING

Over the past four years, AdvancED has leveraged the data gleaned through these certified observations to refine the eleot instrument and created companion data collection instruments to effectively measure and quantify active student engagement. While eleot has been embraced by thousands of schools and systems around the world as a powerful formative improvement tool, it was not designed as an accountability measure. There are generally four ways in which to measure student engagement: self-report surveys, teacher reporting, interviews and observations. Of these four, surveys and observations are the most widely used and reliable. The Student Engagement Survey leverages the same research base as eleot, and provides a valid and reliable measure in which states can leverage for accountability.

Appendix S

EL Program Team Monitoring Tool

Keep in mind the indicators labeled as “Best Practice” are not required. In the last column “Evidence”, please list the documentation of evidence you find at the school and any comments you wish to add. It is so much easier to compile the reports at the end if you take LOTS of notes.

Component 1: Leadership	Fully In Practice	In Progress	Not in Place	Example Evidence	Evidence/Comments
Key Characteristic A: EL Program Vision and Mission					
i. District leadership knows, understands, and effectively communicates a sustained EL vision and mission of the district to all constituents in the district. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vision and Mission Statements	
ii. Written vision involves a systemic strategy for improving instruction and services for ELs. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vision Statements	
iii. District has local program plan or handbook describing the core Language Instruction Educational Program. (May 25 Office for Civil Right Memo of 1970, Lau v. Nichols of 1974, Equal Education Opportunities Act of 1974, NDAC 67-28-01-01 Section 1 & 67-28-01-06 Section 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local Lau Plan, EL Plan or EL Handbook	
iv. EL Director holds their ND Administrative license and has authority to provide administrative oversight to the district’s EL program. (NDAC 67-28-01-01 Section 2 & NDAC 67-28-01-06 Section 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen Shot of MIS01 or ESPB licensing screen	
Key Characteristic B: Leadership Decisions					
i. Leadership employs a systematic process for decisions that are data driven. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Decision Tree, Data analysis PLCs	
Key Characteristic C: Policies and Procedures					
i. School and district leaders are supportive of the program’s physical needs and characteristics and use instructional facilities that are comparable to that provided for non-ELs and do not unreasonably segregate ELs. (NDAC 67-28-01-06 Section 3 & 1991 OCR Memorandum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Map/Schedule, Observations, Interviews	

Component 1: Leadership	Fully In Practice	In Progress	Not in Place	Example Evidence	Evidence/Comments
ii. Fall MIS01 Report contains the most recent school board approval of the District’s EL Policy which describe how the EL program assists ELs to develop English language proficiency. (NDAC 67-28-01-01 Section 1) (Title III Section 3116 b 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copy of School Board EL Policy	
iii. District policies regarding program design, implementation and evaluation include staff, parents and community. (Title III Section 3116 b 4 & 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting minutes, sign-in sheets, meeting invites	
iv. All IEP teams include an EL teacher when an EL student is being considered for special education services. (IDEA 300.321(a)6, 300.306 Section (a)(1), Section (b)(1), Section (c)(1), and May 28, 1975 Memorandum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IEP meeting notes with attendees/minutes or EL teacher signature on IEP form	
Key Characteristic D: Leadership Teams					
i. The District promotes leadership teams at each school and includes EL staff members to assist with monitoring, planning and implementation of the EL program. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	District or school leadership or data team meeting minutes/notes/agendas	
ii. District leaders send a unified message to its schools or staff about its expectations for the achievement of ELs. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	District communications (email, brochures, handbook)	

Component 2: EL Program Design and Delivery	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic A: Scientifically Based Programs Demonstrating Effectiveness					
i. English language development standards are implemented within the EL program and in mainstream classes where appropriate. (Title III Section 3115 f 1 & 3113 b 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson Plans, and Observations	
ii. North Dakota content standards are implemented within the EL program. (NDAC 67-28-01-06 Section 2, Title III Section 3115 f 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson Plans, and Observations	
iii. EL programs use program models that are scientifically research-based. (NDAC 67-28-01-06 Section 1 & Title III Section 3115 c 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research documentation in handbook or on file	
Key Characteristic B: Program Description of Services Provided					
i. A clear description of the EL program is provided by the district and is communicated to parents, together with information on how to withdraw a student from the program, as required by federal law. (Title III Section 3302 a 3 & 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Program Eligibility Letter or EL Handbook	
ii. A comprehensive description of EL program/services for supporting academic language acquisition is communicated to all staff. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agendas from PD or Staff Meetings/Trainings	
iii. Each EL student has an annually updated Individualized Language Plan that written by a team including the administrative designee and EL teacher. (NDAC 67-28-01-05)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copy of <i>current</i> ILP	
Key Characteristic C: EL-General Education Collaboration					
i. EL program elements and characteristics are clearly considered in the design and execution of the general education curriculum. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PD Plan, Lesson Plans, Curricula selection meeting notes	
ii. Native language support for ELs is available when necessary and/or possible. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bilingual support materials, Student Interviews,	
iii. Opportunities are offered for general education, EL and all staff to voice opinions and contribute to the process of EL program design. (Title III Section 3116 a 3 c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting Agendas/Minutes	

Component 2: EL Program Design and Delivery	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic D: Private School Participation					
i. The school district conducts a timely and meaningful consultation with private schools that are located within the boundaries of the public school district. (NCLB Section 9501)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Affirmation documentation	
Component 3: General Education Curriculum and Instruction					
Component 3: General Education Curriculum and Instruction	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic A: Student Engagement					
i. All students have an opportunity to actively engage in the entire curriculum offered by the district and no student is denied access to any course or activity because of his/her language or cultural background. (Title III Section 3115 c & Title VI of the Civil Rights Act of 1964 & 1991 OCR Memorandum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of EL students' participation in multiple district program offerings (including before and after school programming)	
Key Characteristic B: Access to Appropriate Materials for All Students					
i. The needs of ELs are considered when general education materials are adopted for classroom instructional use. (auth. act. Title III 3115 d 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL staff on Curriculum Adoption Committees	
ii. Appropriate materials for EL instruction are available for use by general education staff. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	inventory/materials list, lesson plans	
i. Time is allotted for instructional planning and collaboration between EL and general education staff. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PD Plan and/or schedules, staff interviews	
Key Characteristic C: Language Needs Integrated into Instructional Planning					
i. Content and instructional planning is carried out with clear attention to the language acquisition needs of the ELs. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Observations, Staff Interviews	
ii. All instructional staff is aware of, and trained for, the inclusion and integration of the language and content needs of ELs. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Observations, Staff Interviews	
iii. Instructional staff is purposeful, intentional, and explicitly focused on oral language development. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language standards used in general education classrooms with ELs	
Key Characteristic D: School culture					

i. All staff understands their responsibility to ELs in their school and share in that responsibility by supporting ELs in the classroom and school. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff Interviews, School Observations	
ii. The school makes an effort to welcome diverse families. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff, Student and Parent Interviews, Observations	
Component 4: Professional Development & Qualified Staff	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic A: Licensed and Qualified Teachers in Their Assignments					
i. The district assures that all EL teachers are licensed and highly qualified for their teaching assignments (Title III 3115 Sec c1 & NDAC 67-28-01-06 Sec 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List of EL teachers and license #s	
ii. The district assures EL instructional paraprofessionals and other staff providing EL services for EL students work under the supervision of a certified or licensed EL teacher. (NDAC 67-28-01-06 Section 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedules	
iii. The district uses interpreters that are qualified and has each interpreter sign a privacy agreement. (2000 OCR Memorandum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copies of privacy agreements and evidence of qualifications or training	
Key Characteristic B: Quality EL Professional Development for All Staff					
i. The district provides high quality professional development to all district personnel designed to improve the instruction and assessment of LEP children. (Title III Section 3115 c 2 A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of professional development	
ii. The district provides professional development based on scientifically based research and best practice and is revised to meet the needs of staff as indicated by the completed evaluations. (Title III Sec 3115 c 2 C, D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Documentation of SBR, Professional development plan	

Component 5: Assessment and Accountability	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic A: Identification and Assessment					
i. The district has a plan to identify and screen students who meet the LEP definition. (NDAC 67-28-01-01 Section 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen shot of MIS01 Fall LEP report or a new plan	
ii. The LEA has a process for sharing ELP screening results with staff. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff Interviews, EL Handbook	
iii. The district ensures that all ELs are annually assessed and that assessment is in accordance with state and federal requirements, including parent notification of individual student status and progress. (Title III Section 3113 b 3 and 5 & NDAC 67-28-01-03)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Documentation of non-participation. A copy of a Title III Notification Letter that was sent to parents	
iv. The annual ELP assessment is supervised by an EL teacher that has participated in initial training in person and online and has refreshed the speaking test training every other year. (NDAC 67-28-01-03 Section 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WIDA training account records	
Key Characteristic B: Program Evaluation and Improvement					
i. The district has met the three required Annual Measurable Achievement Objectives (AMAOs) or has submitted and implemented improvement plans. (Title III Section 3122 b 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	
ii. The district notifies parents of AMAO failure within 30 days of receiving the notification of failure from ND DPI. (Title III Section 3302 b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	
iii. The district's EL program is evaluated in a systematic manner, includes summative and formative data. (NDAC 67-28-01-06 Sec 6, Castañeda v. Pickard)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of EL Program Review Meeting	
iv. Previous monitoring findings have been addressed and resolved. (Title III Sec 3122 b 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	
v. District ensures that EL program goals and implementation strategies are aligned and coordinated with general school curriculum. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment table	
i. Title III application is submitted on time and issues are resolved in a timely manner. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Auth. Rep.	

Component 5: Assessment and Accountability	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
ii. Student enrollment data is submitted before deadlines (Sept 15, Dec 1, and June 30) and data set is complete (LEP, Immigrant, Refugee). (NDCC Section 15.1-27-02 a & c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screenshot of STARS Enrollment Report	
iii. STARS Enrollment Report accurately describes the program models that are used with the EL students in their district. (NDCC Section 15.1-27-02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screenshot of STARS Enrollment Report	
Key Characteristic D: Parent Notification and Parent Involvement					
i. The district notifies parents of the reason for the identification and placement of their child in the EL program. (Title III Section 3302 a 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
ii. The district notifies parents of the child's level of ELP. (Title III Section 3302 a 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
iii. The district notifies parents of the method of instruction used in the program that their child will be participating, as wEL as the other program model options that are available within the school district. (Title III Section 3302 a 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
iv. The district notifies parents of how the program in which the child will be participating will meet the educational strengths and needs. (Title III Section 3302 a 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
v. The district notifies parents of how the EL program will help their child learn English and meet age appropriate academic achievement standards. (Title III Section 3302 a 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
vi. The district notifies parents of the exit requirements for the EL program and the expected graduation year of their student and monitors exited students for two years. (Title III Section 3302 a 6 & 1991 OCR Memorandum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	

Component 5: Assessment and Accountability	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
vii. The district notifies parents of students with disabilities regarding how the EL program will help to meet the objectives of the IEP for their child. (Title III Section 3302 a 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
viii. The district gives parents information regarding their parental rights including written guidance detailing the rights parents have to remove their child from the program and the options that they have to choose another type of EL program model. (Title III Section 3302 a 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Notification Letter	
ix. Parent notification/involvement occurs in a language or format in a language that the parents can understand, using interpreters when needed. (Title III Section 3302 c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sample translated documents	

Component 6: Fiscal Requirements and Management	Fully In Practice	In Progress	Not In Place	Example Evidence	Evidence/Comments
Key Characteristic A: Supplement, Not Supplant					
i. The district can demonstrate that it does not use Title III funds to provide services that are required to be made available under state or local laws or other federal laws; and it does not use Title III funds to provide services that it provided in the previous year with state, local or other federal funds. (Title III Section 3115 g)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Key Characteristic B: Budget					
i. The district has developed a clear description of how Title III and other funding sources are integrated, including a breakdown of line item expenditures. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Key Characteristic C: Procedures					
i. Fiscal management procedures ensure state and federal requirements are met, including appropriate use of Title III funds. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ii. The district has procedures in place to ensure program staff is reviewing grant activity on a monthly basis to monitor accuracy of charges and adequate spend down. (Best Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Appendix T



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?

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.

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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 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.

Appendix U

INFORMATION REGARDING EQUITABLE ACCESS TO, AND PARTICIPATION IN, THE PROGRAMS INCLUDED IN ITS CONSOLIDATED STATE PLAN

The North Dakota Department of Public Instruction (NDDPI) adheres to Section 427 of the General Education Provisions Act (GEPA). The NDDPI will ensure equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The NDDPI ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and /or activities.

The NDDPI will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants. All LEAs are required to provide a written narrative response within the local consolidated state application identifying the activities the district is undertaking to reduce barriers that would prohibit students, teachers, and other beneficiaries access to participation in federal programs.

Appendix V

North Dakota State Plan to Ensure Equitable Access to Excellent Educators August 25, 2017 Update

The [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](#) was published August 2015. Data was reported from 2013-2014 school years. The information below provides an update on the data collected from the 2016-2017 school year.

The following data sources were used to provide this updated report:

1. The North Dakota Department of Public Instructions (NDDPI) desk audit provides data on out-of-field teachers. The NDDPI collects annual data on each teacher along with the grade levels and courses taught by each teacher. This data is compared to the each teacher’s qualifications through an annual desk audit to assure teachers are teaching within their field and identifies any out-of-field teachers.
2. The State Automated Reporting System (STARS) provides information on the number of inexperienced teachers, teachers that have been teaching for three or less years.

Equity strengths and gaps are revealed as the data were analyzed. The key terminology, a percentage difference of >5.0% was considered an equity gap while a percentage difference of ≤5.0% was considered an equity strength. Below are graphical representations of the equity strengths and gaps based on out-of-field teachers and inexperienced teachers.

1. To what extent are “Title I schools” being taught by out-of-field teachers” compared to “non-Title I schools”?

2016-17 School	All Teachers	Out of Field Teachers	Percent of Out of Field Teachers
Non-Title I School	3,974	6	0.2%
Title I School	4,906	10	0.2%
Total	8,880	16	0.2%

There was a 0% difference between Title I schools compared to non-Title I schools being taught by out-of-field teachers for the 2016-2017 school year. This is considered an equity strength.

2. To what extent are students in “Title I schools” being taught by an “inexperienced teacher” compared to students in “Non-Title I schools”?

2016-17 School	All Teachers	Teachers With 3 or Less Years of Experience	Percent With 3 or Less Years
Non-Title I School	3,974	829	20.86%
Title I School	4,906	1,128	22.99%
Total	8,880	1,957	22%

There was a 2.13% difference in Title I schools compared to non-Title I schools being taught by inexperienced teachers for the 2016-2017 school year. This is considered an equity strength.

Appendix W

Psychometric Summary of AdvancED’s Student Engagement Survey

Purpose

The purpose of this report is to provide an overview of the psychometric properties of AdvancED’s Student Engagement Survey. It is based on a pilot study AdvancED conducted with a total sample size of 20,494 students. The representative sample of students spanned three states: Alabama, North Dakota, and South Carolina. The characteristics of the sample are shown in Table 1 below. Special attention was given to the oversampling of minority groups within the original sampling framework in order to test for any bias that could have arisen between testing groups based on any demographic characteristic.

Table 1. Sample Size of the Pilot Study with Race Percentages by Groups

Race/Ethnicity	High School	Middle School	Elementary School
American Indian or Alaska Native	1.0%	2.0%	2.7%
Asian	1.5%	0.9%	0.9%
Black or African American	27.1%	27.6%	27.1%
Native Hawaiian or Other Pacific Islander	0.4%	0.4%	0.6%
Two or More Races	7.0%	10.8%	10.2%
White	59.9%	55.9%	55.2%
Unknown	3.1%	2.4%	3.3%
Actual Sample Size	6514	6880	7100

Overview of the Student Engagement Survey

The Student Engagement Survey was designed to measure elementary, middle and high school student engagement through student opinions about their learning experiences. The 20 items are categorized under the three domains of engagement type (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement quality – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an “invested” or “immersed” level; the compliant component has a “strategic” or “ritual” level; and the disengaged component has a “retreatism” or “rebellion” level.

Results are categorized by engagement type and quality of engagement. Survey results provide a useful summary of the detailed information represented in students’ responses and provides information relative to a benchmark. A respondent who finishes the survey is labeled as Committed, Compliant, or Disengaged for each of the three domains. This label is based on which component of engagement the respondent answers the majority of the time within each factor. It should be noted that the Behavioral domain has six items which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent would be labeled as having a “mixed” engagement type. The percentage reported for each domain is calculated by counting the number of respondents in each domain out of the total number of respondents taking part in the survey. The percentage reported for each component of engagement is calculated in the same way.

Reliability and Validity

Data from the pilot were used to examine the reliability and validity of the three versions of the instrument - elementary, middle, and high school students. Reliability was tested using Cronbach's Alpha, with values of .7 and above representing adequate internal consistency (see Table 2). The Middle and High student groups of the Student Engagement Survey fall within the “good” range for reliability. The exception in this case is the

Elementary students where the reliability was found to be closer to “adequate”. It is theorized that drop in reliability may actually be a byproduct of the respondents ages and mental capacity as opposed to survey content. All three groups received survey questions that are similar in content with some differentiation among groups.

Table 2. Reliability of Student Engagement Surveys.

Group	Reliability
High School	0.80
Middle School	0.80
Elementary School	0.67

Construct validity was examined using confirmatory factor analysis. Table 3 below shows the results of the CFA across several common fit indices. All values in Table 3 represent good fit of the data to the model across all of the fit indices. “Good” is defined as Root Mean Square Residual (RMSR) and the Root Mean Square Error of Approximation (RMSEA) less than 0.05 and Goodness of Fit Index (GFI), Comparative Fit Index (CFI) and Normed Fit Index (NFI) between 0.90 and 0.95.

Table 3. Three Factor Fit Indices for Student Engagement Surveys.

Group	RMSR	RMSEA	GFI	CFI	NFI
High School	0.0132	0.0339	0.9795	0.9420	0.9341
Middle School	0.0133	0.0342	0.9770	0.9385	0.9341
Elementary School	0.0095	0.0259	0.9860	0.9422	0.9311

Rasch Results

Each individual item was reviewed using a Rasch analysis, utilizing several fit indices to determine how well the items performed. Across all three forms, 3 of items on the high school form, 3 items from the middle school form, and 1 item from the elementary form were considered "on bounds" meaning their values were close to the threshold values used to determine item fit. All other items were within commonly accepted parameters and considered to be functioning exceptionally well within the confines of the instrument. A table of these values is not presented given the large number of items but is available upon request.

Differential Item Functioning Results

Similarly, Differential Item Functioning (DIF) analysis was conducted to examine the performance of items in relation to different demographic groups. As an example, Table 4 shows the results of DIF analysis for a single survey item that tests bias relative to two race categories. DIF test values for item #12: “The skills I am learning in class...” are included in Table 4. Mantel-Haenszel P-Values greater than 0.05 and effect sizes less than the absolute value of 0.25 are labeled as not having bias between the groups being investigated. In other comparisons where DIF was indicated, we believe it is an artifact of sample size (for example, American Indian and Alaska Native) but AdvancED will continue to monitor this as more respondents use the measure.

Table 4. DIF Results for Item #12 Based on Black/African American versus White Race Categories for all Subgroups.

Group	Mantel-Haenszel P-Value	Effect Size
High School	0.0750	0.00
Middle School	0.2289	0.00
Elementary School	0.1331	0.03

Appendix X

**ELEMENTARY AND MIDDLE SCHOOL LEVELS SAMPLE NORTH DAKOTA
ACCOUNTABILITY INDEX SYSTEM**

Indicator	Measure	Description	Maximum Composite Value	Sample School Results
Academic Achievement	Proficiency in ELA Proficiency in Math	Statewide Assessment	185 points (30%)	98.32
Academic Progress	Student Learning Index	Academic Progress measure using achievement and growth results	185 points (30%)	124.21
ELP Progress	Access 2.0	Growth model	60 points (10%)	38.18
School Quality	Student Engagement	Individual student surveys on engagement	185 points (30%)	107.46
NDAI	Composite value		615 points	368.17

Appendix Y

HIGH SCHOOL LEVEL SAMPLE NORTH DAKOTA ACCOUNTABILITY INDEX SYSTEM

Indicator	Measure	Description	Maximum Composite Value	Sample School Results
Academic Achievement	Proficiency in ELA Proficiency in Math	Statewide Assessment	154 points (25%)	81.85
ELP Progress	Access 2.0	Growth model	60 points (10%)	46.15
School Quality	Student Engagement	Individual student surveys on engagement	123 points (20%)	71.45
Graduation Rate	4-year Adj Cohort Rate 5-year Adj Cohort Rate 6-year Ad Cohort Rate	Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort beginning in the ninth grade.	100 points (16%)	75.80
GED Completion			49 points (8%)	35.00
College and Career Ready	ND Choice Ready Framework	The Choice Ready framework will measure the percentage of students who are on track to graduate choice ready, which will include a growth factor as indicated within Appendix J.	129 points (21%)	105.60
NDAI	Composite value		615 points	415.85

Appendix Z

Appendix Z

Equity Reporting

This appendix provides information on how the North Dakota ESSA plan will address equity based on ESEA section 1111(h)(1)(C)(ix), 1111(h)(2)(C), and 1111(g)(1)(B).

The North Dakota Department of Public Instruction (NDDPI) will report to the U.S. Department of Education through the North Dakota report cards at the SEA, LEA, and school-level per ESEA sections 1111(h)(1)(C)(ix) and 1111(h)(2)(C), which includes professional qualifications of teachers in Title I schools and Non-Title I schools by low-poverty schools and high poverty schools on the number and percentage of

- inexperienced teachers, principal, and other school leaders,
- teachers with emergency or provisional credentials, and
- teachers not teaching in subject or field which the teacher is certified or licensed (out-of-field).

North Dakota report cards can be found on the website at <https://insights.nd.gov/>.

The NDDPI will compile, analyze data, and evaluate data related to low-income and minority children enrolled in schools assisted with Title I, Part A funds to assure they are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers consistent with ESEA section 1111(g)(1)(B).

The measures the NDDPI will use to publicly report at the SEA level are:

1. The low-income and minority students receiving Title I funds using statewide rates taught by
 - a. ineffective teachers (state ESSA plan definition “ineffective teaching”),
 - b. out of field teacher, and
 - c. inexperienced teachers.
2. The non-Low income and non-minority students not receiving Title I funds using statewide rates taught by
 - a. ineffective teachers (state ESSA plan definition “ineffective teaching”),
 - b. out of field teacher, and
 - c. inexperienced teachers.

The State will evaluate and publicly report progress with respect to reducing any disproportionate rates through the following:

- Collaboration with stakeholders,
- Identify equity strengths and gaps,
- Identify root causes of gaps (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes),
- Research and examine strategies for eliminating equity gaps
- Prioritized to address the most significant differences,
- identifying whether those differences in rates reflect gaps between districts, within districts, and within schools,
- Review significant differences in rates within disaggregated data to determine priorities or provide greater access to areas of need, and
- Identify support and resources for those districts and schools most in need.

Poverty status for schools was calculated by dividing the number of students qualifying for Free and Reduced Lunches by the Fall enrollment within the school. When this was completed, quartiles were calculated with the following criteria. The Poverty percentages were derived by dividing the number of students receiving Free or Reduced Lunches by the Fall school enrollment. The Minority percentages were derived by dividing the number of minority students by the Fall school enrollment. Quartiles were calculated for each. Schools with a percentage less than the lowest quartile number (25%) are Low, schools with percentages between the lowest quartile number (25%) and highest quartile number (75%) are Neither, schools with a percentage higher than the highest quartile number (75%) are High.

Equitable Access Gaps are revealed by the data table:

- Ineffective teaching equivalent information can be found in the [North Dakota ESSA Plan](#) on page 101. Ineffective Teaching is defined as "A teacher is considered ineffective within a specific element/component in which the teacher rates a one in the teacher evaluation model. Statewide guidelines are provided under the Determination of Educator Effectiveness."
- Overall there are 15.82% inexperienced teachers in North Dakota, with 16.38% inexperienced teachers in Title I schools.
- Statewide, the data shows there are no out-of-field teachers. This is something that is closely monitored in North Dakota. As soon as any out-of-field teacher is identified, they are reassigned to assure they are teaching in-field.
- Based on the formula, the overall ineffective teaching equivalent in North Dakota is 75.3. Within high poverty Title I schools, there is an ineffective teaching equivalent of 55.63.
- Highest quartile of poverty Title I schools have a higher ineffective teacher equivalent (20.34) than highest quartile of poverty in non-Title I schools (6.42).
- Highest quartile of minority Title I schools have a higher ineffective teacher equivalent (18.27) than highest quartile of minority in non-Title I schools (6.56)
- Statewide students in Title I schools (16.38%) are taught by nearly the same rate of inexperienced teachers as student in non-Title I schools (15.28%).

