



State of North Dakota

Department of Public Instruction

Kirsten Baesler, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
www.dpi.state.nd.us

**North Dakota State Plan to
Ensure Equitable Access to Excellent
Educators**

June 2015

Appendix F

Documentation of Stakeholder Feedback

This form is to record the method used to collect stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*. Additionally, this form provides guidance on what feedback may be collected from stakeholders. Once feedback has been collected, please return to Laurie Matzke, Director of Federal Title Programs, at lmatzke@nd.gov by Friday, May 8, 2015. Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Organization: Education Standards and Practices Board

Organization Stakeholders: (Mark all that apply.)

Teachers

School administrators

District administrators

Pre-service teachers

Pre-service school administrators

Educator preparation faculty (i.e., college/university faculty or professor)

Other: (please identify) __ School Board Members _____

Method for Stakeholder Feedback

On which date(s) was feedback collected? __ May 7, 2015 _____

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

Survey

In-person discussion(s)

Email solicitation

Phone conversations

Other: (please identify)

Appendix E

DISTRICT ADMINISTRATION REPORT (continued)

13) Cooperative Agreement – Fiscal Agent Responsibilities (if applicable)

- Not applicable.
- I can assure all finances regarding the Title I cooperative agreement are handled by the fiscal agent.
- I can assure there are minutes of a school board meeting of the fiscal agent authorizing the cooperative agreement between the _____ Public School District and the _____ Public School District. The meeting was held on _____. **(Please submit a copy of the board meeting minutes of the fiscal agent and label as Submission D24).**
- As the fiscal agent for the cooperative agreement, I can assure we are using one of the two options outlined in the cooperative agreement guidance, distributed by the state Federal Title Programs office, to account for cooperative school funding.
- I can assure there is a sound mechanism of communication and coordination between the cooperating school and the fiscal agent.
- I can assure Title I funds are spent only on Title I allowable expenditures within the cooperative agreement. (Previously submitted in D04.)
- As the fiscal agent, I can assure all financial reports are completed and maintained by our district. These reports include the consolidated application, Title I mid-year Financial Report (SFN 7822), Title I Final Financial Report (SFN 7822), Title I budget revisions, and Title I request for funds (SFN 14660).

14) Schoolwide Co-Mingling Funds (if applicable)

- Not applicable.
- I can assure, through co-mingling our federal funds, we are meeting the intent and purpose of each Title program. **(Please complete and submit the Schoolwide Co-Mingling Funds Addendum—Submission D25).**

TITLE II/REAP REQUIREMENTS

15) Use of Funds

- I can assure, if the district is using Title II funds to pay for salary, the funds are only used to support class size reduction, professional development, staff stipends for professional development, and staff signing bonuses.
- I can assure funds used for signing bonuses are used for teachers in core academic subject areas, hard to fill positions, or for those content areas where there are teacher shortages.
- I can assure, when issuing signing bonuses, the district references the NDCC 15-1-09-33.1 and does not issue a signing bonus to an individual who was contracted by a North Dakota school during the previous school year.
- I can assure our district has an approved policy outlining the guidelines for issuing signing bonuses to ensure a consistent, objective process is utilized.
- I can assure that funds REAPed into other federal Title programs are tracked separately and spent only on allowable expenditures. (Previously submitted in D04.)

16) Equity Provisions

- I can assure the district has implemented practices to ensure that all students have access to high quality teachers. **(Please submit a documentation outlining teacher equity initiatives and label as Submission D26).**
- I can assure that the district has reduced barriers that would have prohibited students, teachers, and others from having access to participate in federal programs.

Appendix D

File Edit View History Bookmarks Tools Help

Consolidated Application

https://secure.appstest.nd.gov/dpi/stars/Reports/ConsolidatedApplication/Allocations.aspx?hid=39&eeid=705&oyid=37&rsid=11

ND Department of Pu... PeopleSoft Login - Spending Acc...

STARS
State Automated Reporting System

Consolidated Application
Public LEA: DPI DISTRICT
Year: 2014-2015

Welcome Ann Ellefson [Exit Report](#)

Consolidated Application

- Allocations
- Highly Qualified Teacher and Professional Development
- Transfer / Reap
- Activities
- Title I District
- Title I Nonpublic
- Title I Targeted Assistance
- Title I Schoolwide
- Title I ELL/LEP / Title I Homeless / Title I N & D
- Title III - LEP
- Assurances
- Grant Award
- Functions

Equity Provisions

Teacher Quality - All students must have access to high quality teachers. Please outline measures employed in the district to address equal access to quality teachers.

General Education Provisions Act (GEPA - Section 427) - Identify the activities the district is undertaking to reduce the barriers that would prohibit students, teachers, and other beneficiaries access to participation in federal programs. Do not state "we have no barriers."

Appendix C

Minutes

The North Dakota Department of Public Instruction State Equity Initiative Planning Committee meeting was held Tuesday, December 16, 2014, in the State Library, 3rd floor meeting room.

Committee members present: Nick Archuleta (North Dakota United), Kirsten Baesler (State Superintendent), Merle Botone (Indian Affairs), Greg Gallagher (State Assessment), Sherry Houdek (Teacher & School Effectiveness), Erik Kana (Teacher Education-MSU), Lyle Krueger (MREC), Shelby Maier (McREL), Robert Marthaller (Assistant Superintendent), Laurie Matzke (Federal Title Programs), Alissa Metzler (ELL), Janet Welk (Education Standards & Practices Board), Ashley Portra (Governor's office), Ellen Sherratt (Center for Great Teachers & Leaders), Larry Skogen (NDUS), Gerry Teevens (Special Education), Gary Thompson (Teacher Education Programs-VCSU), Kris Vogel (Teacher), Russ Ziegler (NDASSP)

Committee members not present: Aimee Copas (Council of Educational Leaders), Nancy Fjeld (Title I Teacher), Cathy Haarstad (Pathfinder/IDEA), Wayne Kutzer (NDCTE), Jack Maus (NDASA), and Steve Snow (Statewide Data Systems)

Non-Committee individuals present: Pat Laubach (State Assessment), Shauna Greff (Federal Title Programs)

1:00 p.m. Introductions

Superintendent Baesler opening remarks:

- Diverse group with commonality – All about the kids
- Ensuring quality education with high quality teachers
- Since 2006, United States Department of Education (USDE) has over-reached with incentives and offers of relief
- ND can't (or has chosen not to participate).
- Federal congressional law is within their reach
- There will be movement on ESEA – reauthorization will move control to states
- Ensure the neediest students have access to the highest quality of teachers
- Develop plan – not just to sit – plan to “Move the Needle” what will be doable
- Principal/Teacher evaluations are important, helpful, and a good tool, but to maintain trust they won't be used
- All want the same goal
- Federal funding has gone away and moved to a more needs based – anticipate waivers will not continue
- Acknowledge Greg Gallagher, Laurie Matzke, and Sherry Houdek who are spearheading this group

Laurie Matzke gave overview of State Equity Initiative:

- Joint Federal Programs meeting last July to talk about the issues
- Needs to be a transparent, open process with a variety of educators and community members.
- Identify equity gaps, look at data, what are the causes

Appendix B

North Dakota State Equity Initiative Planning Committee

North Dakota State Library
3rd Floor Meeting Room
Tuesday, December 16, 2014
1:00 pm – 4:00 pm CST

Agenda

- 12:45 pm Registration
- 1:00 pm Welcome, Kirsten Baesler, State Superintendent
Introduction of Planning Committee Members
- 1:15 pm Overview of State Equity Initiative – Laurie Matzke
- Rationale for initiative
 - Equity plan components
 - Estimated timeline of equity plan development
- Overview of Planning Committee Responsibilities
- Provide advice and feedback regarding the equity plan components
 - Study and review draft equity plan components
 - Proof and review draft equity plan before submission.
- 2:00 pm Documents and Webinars Released to Date – Greg Gallagher/Shelby Maier
- ND DPI Website www.dpi.state.nd.us/title11/excellence.shtm
- 2:30 pm Break
- 2:45 pm Review of North Dakota Data – Greg Gallagher
- 3:30 pm Next Steps
- Watch for continued release of documents
 - What are other states including
 - Best practices
 - Next meeting date
- 3:50 pm Adjourn

Appendix A

North Dakota State Equity Initiative Planning Committee School Year 2014-2015

Office of the Governor

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Kirsten Baesler
State Superintendent

Robert J. Christman
Deputy Superintendent

June 1, 2015

Office of State Support, OESE
U.S. Department of Education
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On behalf of the State of North Dakota, the North Dakota Department of Public Instruction submits the attached State Plan to Ensure Equitable Access to Excellent Educators. North Dakota submits this plan to meet the requirements of ESEA sections 1111(a)(1), 1111(b)(8)(C), and 9304(a)(3)(B).

In addition to the state plan, our submission includes Appendices A thru F, which provide key information in support of our plan and the process used to create the plan.

The primary contact person at the state for the USDE to work with regarding our State Plan is Laurie Matzke, Division Manager for the Student Support and Innovation Division. Laurie can be reached at lmatzke@nd.gov or (701) 328-2284.

Sincerely,

A handwritten signature in cursive script that reads "Kirsten Baesler".

Kirsten Baesler
State Superintendent

North Dakota Regional Education Association

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North Dakota Department of Public Instruction

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Kelly Inn, Bismarck
Embassy A
Thursday, February 19, 2015
9:45 am – 2:15 pm CST

Agenda

- 9:45 am Registration
- 10:00 am Welcome, Kirsten Baesler, State Superintendent
Introductions
- 10:15 am State Equity Initiative Updates– Laurie Matzke
- Survey of Committee Member - Results
 - Summary of San Diego Meeting
 - What Happens if Reauthorization Occurs
- 10:45 am Outline of State Equity Plan – Laurie Matzke
- Discussion of Outline
- 11:00 am Root Cause Analysis – Shelby & Ellen
- 12:10 pm Lunch
- 12:45 pm Root Cause Analysis (continued)
- 1:15 pm Circle Back – State Plan Outline – Laurie and Shelby
- Go through four key plan components
- 2:00 pm Next Steps – Laurie Matzke
- Watch for continued release of documents – Draft sections of Plan
 - Final two meeting dates
 - Review Process – Prior to Submission
- 2:15 pm Adjourn

Ramada Bismarck Hotel
Wednesday, April 1, 2015
10:00 am – 3:00 pm CST

Agenda

- 10:00 am Registration
- 10:15 am Welcome, Kirsten Baesler, State Superintendent
- 10:30 am State Equity Initiative Updates– Laurie Matzke, Federal Title Programs Director
- 10:45 am Review Draft Definitions of Key Terms
Review Draft Equity Plan – Laurie Matzke and Shelby Maier, NCCC Liaison
- 12:00 pm Lunch
- 1:00 pm Continue Review of Draft Equity Plan – Laurie Matzke and Shelby Maier
- 2:15 pm Gathering Feedback from Your Stakeholders
- Discuss process for gathering feedback about the equity plan from your stakeholders
 - Provide method to document how and from whom feedback was gathered
- 2:30 pm Next Steps – Laurie Matzke
- Watch for continued release of documents – Draft sections of Plan
 - Final meeting date
 - Review Process – Prior to Submission
- 3:00 pm Adjourn

Kelly Inn, Bismarck
Embassy A
Thursday, May 14, 2015
9:45 am – 2:45 pm CST

Agenda

- 9:45 am Registration
- 10:00 am Welcome, Kirsten Baesler, State Superintendent
- 10:10 am State Equity Initiative Updates – Laurie Matzke
- 10:20 am Discuss Feedback Received
- Planning Committee Members' Stakeholders
 - Equitable Access Support Network
- 11:00 am Review Draft Equity Plan – Laurie Matzke and Shelby Maier
- 12:00 pm Lunch
- 1:00 pm Continue Review of Draft Equity Plan – Laurie Matzke and Shelby Maier
- 2:00 pm Next Steps – Laurie Matzke
- 2:30 pm Adjourn

- Great information and a flood of resources available since October
- Everyone is busy - need input and feedback - continual review of the plan from the core group
- Any questions or concerns can be addressed to Laurie, Greg, or Sherry – they have great resources to go to for assistance if they don't know the answer

Greg Gallagher gave overview of the scope:

- Asking for the committee's insight from experience
- Historic data can be provided
- Effective ties into experience and highly qualified
- ND took proactive approach to highly qualified
- Address common concern of civil rights – it has to mean something
- State policy position on how it understands equity
- Data tells a story which could anticipate and alleviate any challenge of civil rights
- Since 2006 document, there has been an evolution of thought – instead of legal document, it is a planning document
- Emergence of NCLB set the standard and tone on the approach to highly qualified, effective and experienced teachers
- The sample Educator Equity Plan Template provides technical assistance from both the regional and national level
- Operationalize the plan
- Define terms
 - Equity, Excellent Teacher, Moving/Growing closer to Equity, Special Ed vs General Education, Impact of poverty
 - Terms and data points need to be really clear
- Need to spring from the past (2006) to hit where North Dakota is the strongest – highly qualified
- An appendix showing where our strength would be
- An appendix with data showing how we build
- An appendix with data showing proof of our case
- An appendix for teacher evaluation and templates
- An appendix for principal evaluation and templates
- All builds a case for effectiveness
- Not obligated to include evaluations

Group Discussion:

- Kirsten does not want the Teacher/Principal evaluations included at this time, as there is not enough data from them to make it a valuable or effective tool – too new and not reliable yet
- No bills are being drafted for this legislative session, as nothing should be written that would require drastic changes of practice to require a legislative change
- The office of Civil Rights is the driving force behind this; there has not been enough movement made
- Ellen Sherratt and Shelby Maier said the USDE has not made it clear what they will do with the plans (review for components, peer review, follow-up, implementation)
- North Dakota needs to assess the plan and have a way to measure implementation

Ellen Sherratt/Shelby Maier gave information on the guidance available to ND:

- Connect states to each other
- Equitable Access to Excellent Educators:
 - Challenges faced
 - Approaches to develop solutions

- Strategies
- Required Elements:
 - Review of Data – What story is told? What is meaningful? How is data displayed?
 - Root Cause Analysis – What is behind it? What is the problem? Why is it a problem?
- Stakeholder Engagement Guide – Identify stakeholder group, anyone missing from group that should be included, envision dialogue from stakeholders and their staff, communication plan, communicate what data means, create local stakeholders guide
- Need a lot of people’s input in the plan
- Focus on K-12

Question was asked of all members what they hope comes out of this process:

- Hope to identify gaps
- Need to solve equity issues
- Address the issue of poverty regardless of race
- Teacher shortages
- A challenge to get highly qualified in high poverty areas
- Need to beef up or get resources to the high poverty areas so teachers are aware of the benefit to go to those areas (e.g., loan forgiveness)
- High poverty are looking to hire new teachers because of the shortage
- Need a pipeline of quality teachers – preparation is necessary
 - ELL large problem
 - General Education teachers need preparation
 - Provide services to address the gap areas – the need is expanding
- Equitable funding is skewed because of ELL needs
- How to measure generational poverty – can’t use net worth
- Mobility issues – primarily the western part of North Dakota
- Gaps created because of population increase
- Class B vs. Class A – location and trying to compete/salaries – Rural vs. urban
- Recruiting teachers – should be trained better with better salaries
- Equitable treatment across the state
- Teacher Preparation
 - Rigorous preparation is needed
 - Teacher prep and teacher equity are entwined
 - January meeting on professional development for teachers
 - ND has teacher support mentoring program – of 520 new teachers, 350 are using the program and it will help teachers grow
 - Educator prep and mentoring so there is professional development continuum for a teacher as a career
 - Second year in a row North Dakota has licensed more out-of-state teachers than North Dakota resident teachers
- Official mentoring that includes administrators and principals has been a discussion
- Teachers need to get back to teaching – not all professional development and testing
- Highly qualified vs. high quality
- There are topics we have little control over
- Using information from the evaluations to identify support is useful, but evaluation information should not be evidence for the plan

Data

- Insight to see disparity in placement
- USDE provide feeders for consideration when developing the plan
- Salary data may be more important data than highly qualified data
- It is all just a resource or data for consideration
- Is data meaningful – must give consideration to poverty levels because of Office of Civil Rights
- Must consider percentages and the school/district they represent
- Impact of 2006 plan:
 - Identification of placement of teachers
 - ND highly qualified law is making a big difference
 - Monitoring in place
 - Comparing data across years shows a pattern and is important
- Need to choose the data to focus on – what matters – can data be pulled
- Old report classifies new teacher as 0-2 years; under new plan, it can be as the state sees fit (0-1years?)
- How to use different issues and data:
 - Need to balance it out
 - Moral obligation to act
 - Where do we want the focus to be?
 - Observed needs – how to address data with regard to them
- If data is used:
 - Needs to be clean
 - What data draws our attention?
 - Takes time and money
 - Value added interpretation of data
- What is it about teachers that creates successful students?
 - This could be a stand-alone strategy point in the plan
 - How do we identify those characteristics? – Teacher evaluations
 - Get feedback from teachers
 - Look at turnover rates
- Need to ask from a data angle and an issue angle
 - Pursue the issue and we will pursue the data
 - Think in terms of data vs issue
- Meeting in San Diego, CA February 3-4, 2015
 - Need to bring data
 - Need direction on what to include
- Recruitment and Retention of Teachers – starting point?
 - Salary disparity (urban vs rural)
 - What data elements connect with these?
 - What are the disparities and gaps?
- Plan doesn't have to be self-contained – can be a process of goals to be reached
- Fluid document – revise every two years
- Can be a phased approach: Recruitment – retention – effectiveness
- What data elements can be gathered to determine effectiveness and quality?
 - Teacher retention
 - Consistency of professional development across the state

- Data needs to be valid and reliable
- State does have an annual report of professional development by district but not every district reports – will have several years of data but not perfect or comprehensive
- Could data determine student achievement?
- How do you determine effectiveness?
 - Are the teachers taking what they have learned back to their students?
 - Are the right teachers at the professional development they should be or need to be at?
- How to plan – develop – implement professional development
- Need to shift thinking on implementation of professional development
- Identify gaps that teachers are concerned about – there should be quite a bit of data on this

Closing comments:

- Minutes will be emailed to all committee members and posted on the DPI website
- Committee members will be asked to email Shauna Greff the top 3 or 4 topics they feel should be the focus
- Meet again mid-January timeframe prior to San Diego meeting – A survey will be forthcoming to select a date that works for the majority
- Any comments, questions, concerns contact Laurie Matzke, Greg Gallagher, Sherry Houdek
- Meeting adjourned 3:50 p.m.

State Equity Initiative Planning Committee Meeting Minutes – February 19, 2015

The North Dakota Department of Public Instruction (ND DPI) State Equity Initiative Planning Committee held its second meeting on Thursday, February 19, 2015 at the Kelly Inn, Bismarck, N.D.

Committee members present: Nick Archuleta (North Dakota United), Kirsten Baesler (State Superintendent), Erik Kana (Teacher Education-MSU), Shelby Maier (McREL), Laurie Matzke (Federal Title Programs), Alissa Metzler (ELL), Janet Welk (Education Standards & Practices Board), Ashley Portra (Governor's Office), Ellen Sherratt (Center for Great Teachers and Leaders), Gary Thompson (Teacher Education Programs-VCSU), Kris Vogel (Teacher), Russ Ziegler (NDASSP), Aimee Copas (Council of Educational Leaders), Nancy Fjeld (Title I Teacher), Cathy Haarstad (Pathfinder/IDEA), Jack Maus (NDASA), and Lucy Fredericks (Native American Education)

Committee members not present: Wayne Kutzer (NDCTE), Steve Snow (Statewide Data Systems), Merle Botone (Indian Affairs), Greg Gallagher (State Assessment), Sherry Houdek (Teacher and School Effectiveness), Lyle Krueger (MREC), Robert Marthaller (Assistant Superintendent), Larry Skogen (NDUS), and Gerry Teevens (Special Education)

Non-Committee individuals present: Peg Wagner (Academic Standards), Shauna Greff (Federal Title Programs)

10:00 a.m. Introductions

Superintendent Baesler Welcome and Opening Remarks:

- Thank you to all who are taking part in the meeting
- This initiative is within the scope of U.S. Department of Education (USDE) authority
- Not only something that needs to be done, but also should be done
- What do we want to accomplish to better educate our students
- Requirement may change with reauthorization, but this needs to be a living, dynamic plan that meets the needs of our students
- Civil Rights is alive and well with this issue in regard to testing and opting out
An example would be a student with a learning disability; can we ensure they won't be pushed to opt out
- Need to ensure all students have the best teachers available to them
- For every classroom in every school in North Dakota (ND) rather than geographic placement
- Understand that a highly effective teacher may not be highly effective in another situation
- Make what we are doing in ND better for all students

Laurie Matzke Updates:

- Survey of committee members - results and chart
 - 5 top gaps identified
 - Potential strategies
- Summary of San Diego meeting
 - 47 states were registered, but because of weather conditions several could not attend
 - Laurie Matzke and Peg Wagner were present for ND
 - Valuable presenters
 - Felt that ND was well prepared as other states had not formed a committee or held any meetings

- Gave valuable time to states to prepare
- What happens if reauthorization occurs
 - The work being done will still be valuable
 - 2 key bills – should happen quickly
 - Title II (in both proposals) shifts more to professional development and removes class size reduction
 - Teacher/principal evaluations will be optional
 - Will include teacher equity plan so work is valuable and necessary
 - Great resources on ND DPI Federal Title Programs website regarding reauthorization

Group Discussion:

- If High Quality Teacher (HQT) goes away at the federal level, ND still has a state law
- The hope is this occurs before legislative session is over
- If not, HQT law remains until next legislative session
- Time is critical
- Talk of going back to 1960 major/minor
- Both bills increase flexibility for the states

Laurie Matzke Outline of State Equity Plan:

- Introduction
 - Define all terms
 - Use definitions from 2006 No Child Left Behind (NCLB) as they have not changed
 - ND is in the minority nationwide with regard to the degree to which this plan is needed
 - Can always improve and identify gaps
 - State law on HQT makes ND on track with this and looks good
 - A lot of bright spots and things ND is doing well
- Stakeholder Engagement
 - On track
 - One of a few states this far along in the process
 - Another area of strength for ND
- Equity Gaps
 - Focus area today
 - Some areas ND has no gaps, which is good
 - Need to work on those gaps that are identified
- Summary
 - Identify gaps
 - Identify strategies to meet gaps and plan
 - Ongoing monitoring and support
 - ✓ Is it being useful
 - ✓ New section on consolidated application regarding teacher equity so every district will be addressing this
 - ✓ Requirement for 2015-2016 consolidated application - districts must submit professional development plan
 - Show the use of funds regarding professional development
 - ✓ Required in Title II
 - ✓ Addressing equity plan
 - ✓ Tie in state law

- Define all terms at state level/all were defined in 2006, but will need to review and revise if necessary in next meeting to ensure validity
- Data from consolidated application shows all teachers are HQ

Group Discussion:

- Do we know all teachers are HQ?
- 2011 licenses were based on major
- ND HQT if passed Praxis or major
- 2013 changed to include endorsements
- Issue licenses based on other states' approval (may or may not be HQ)
- If nonresident license states Other State Educator License (OSEL), we do not know if they are highly qualified
- More and more of these are coming in and being issued
- We can no longer say ND has 100% HQT
- Janet Welk will get data from MIS03 indicating whether these teachers are working in high poverty areas and bring to next meeting
- Will need to look at it to see if it should be another gap to review

Ellen Sherratt/Shelby Maier Root Cause Analysis:

- Required piece of the plan, but also best practice
- Why is a problem a problem?
- Connect strategies directly to root causes
- Based on data, but data is limited; therefore, stakeholders from all capacities fill in those holes
- 8 steps
- Need to revisit HQT data based on previous discussion and data regarding OSEL
- ND identifies teachers:
 - 0-3 years Inexperienced
 - 4-10 years Intermediate
 - 11+ years Experienced
- High poverty schools seem to have more inexperienced teachers
 - 5.51% difference between high poverty elementary and low poverty schools
 - 7.3% difference between high poverty secondary and low poverty schools
 - Why are there more inexperienced teachers in low poverty schools?
 - ✓ Loan forgiveness
 - ✓ Higher turnover results in more openings
 - ✓ Travel
 - ✓ Sometimes lower pay
 - ✓ More challenging as achievement is lower
 - ✓ Less desirable – older buildings, less equipped, more diversity
 - Do high poverty schools have less professional development (PD) than low poverty schools and is this a cause of teacher movement?
 - ✓ Title II data from consolidated application would indicate yes
 - ✓ Some schools get funds from other sources, so the consolidated application may not be the best source to determine if there are gaps in this area
 - ✓ Large increase since PD 10% set aside requirement of funds
 - ✓ Succeed 20/20 could possibly provide PD data from REAs
 - ✓ Schools can do a lot of PD, but is it quality and not just filling requirements
 - ✓ Gap might be the quality of PD rather than amount

- ✓ Erik Kana finished dissertation on PD:
 - It is happening, but it is not instructional PD
 - Needs to be ongoing – is it effective
 - ✓ AdvancED and evaluations have had a positive influence
 - ✓ Do not believe this is cause of a gap
- Why are low poverty schools less desirable?
 - ✓ Location (no housing, rural)
 - ✓ Older, less equipped buildings
 - ✓ Student population more challenging
 - ✓ Beginning salary lower
 - ✓ More responsibilities because of lower staff
 - ✓ Less parental support and engagement
 - ✓ Less community involvement
 - ✓ Basic needs are not being met – both physical and mental
- Why is there a problem with recruitment and retention in low poverty schools?
 - ✓ Many of the same issues as why they are less desirable
 - ✓ Teaching profession not looked at positively
 - Bashing
 - Perception is declining
- Group Discussion:
 - Needs to be more mentoring/support for teachers and principals
 - ND pays a stipend to a teacher to mentor a first-year teacher
 - Districts are not using funds for this
 - More than half choose to spend their Title II funds on class size reduction – if that goes away with reauthorization, they will have more funds to use for this
 - This is a problem for all schools, not just high poverty
- If you want to fix education problems in high poverty schools, you need to do something about the underlying problem – poverty
- Recruitment and retention in all schools is a problem
 - ✓ Low teacher autonomy
 - ✓ Teachers feel they have no voice or say
 - ✓ Teachers want to teach and don't have time because of all the requirements
 - ✓ Not treated as professionals
 - ✓ Daunting because they see less professional success
 - ✓ Low level of teacher collaboration
 - ✓ Low teacher support
 - ✓ Top down management theory
 - ✓ Need to make the profession attractive
 - ✓ There is no pipeline or feeder program
 - ✓ Teacher preparation program might be getting more strict on acceptance
 - ✓ Nick Archuleta has data from 2013 survey indicating positive community support for education in ND
- Why do we have these challenges?
 - ✓ Tax base
 - ✓ Lack of parental education and priority
 - ✓ Political will
 - ✓ Insufficient staff time and wearing of many hats

- ✓ Insufficient specialty teachers
 - ✓ Wage inequality in ND/not comparable to cost of living increases
 - ✓ Poverty is going down in ND, but the problems are increasing with less federal funding for them
 - ✓ Changing demographics lead to funding discrepancies
- Why is there lack of parental engagement?
 - ✓ Lack of teacher training on culture and getting parents involved
 - ✓ Lack of innovation to engage parents
- Why is there a problem with PD?
 - ✓ Top down mandates
 - ✓ Federal education policies to follow
 - ✓ State mandates
 - ✓ Funding
 - ✓ No statewide educator approach
- Why is there a lack of interest in teaching?
 - ✓ Not good marketing of profession
 - ✓ A lot of negatives are given – need to talk of the positives
 - ✓ No strategic approach/organization to introduce to high school students
 - No DECA equivalent for education
 - There has been in the past/lack of student time
 - ✓ Perception has declined
 - Anyone can do it
 - Warm body better than no body
 - Standards have decreased
 - Insulting to someone who is a HQT
- Why is there no data on PD quality? Problems with PD?
 - ✓ No surveys
 - ✓ PD scheduled at district level and by administrators
 - ✓ Reactionary based on requirements
 - ✓ Data is not a priority
 - ✓ No definition of what is high quality PD
 - ✓ Not meeting student needs
 - ✓ Have mandates to follow so a variety of topics in only 2 days
 - ✓ Inconsistent
 - ✓ Need more PD days which requires more funding
- Why do we have teacher burnout?
 - ✓ Lack of resources for parent/teacher conflict
 - ✓ Lack of education for teachers to deal with conflicts
 - ✓ Lack of strategies to protect teachers
 - ✓ Principals need to be effective
 - Their hands are tied
 - Not always aware of the issues
- Why is there low level teacher autonomy?
 - ✓ AYP
 - ✓ Always the teachers fault – need someone to blame
 - ✓ Trickle-down effect
 - ✓ District administrator decides everything

- ✓ Principals have no say
- ✓ Teachers feel bullied
- ✓ Low teacher collaboration
 - No time
 - No funding
- A lot of great information
- Shelby and Laurie Matzke will categorize

Laurie Matzke Next Steps:

- Running short on time, will save the Circle Back for next meeting
- 2 more meetings before the deadline
 - End of March
 - End of April/beginning of May
- Minutes will be mailed next week/please review information for completeness
- Watch for a survey on next meeting dates

Closing Comments Shelby and Laurie:

- Will work on the plan
- Will be collecting feedback and incorporate into the plan
- Very important to distribute the information to your stakeholders to get feedback
- Everyone has input on the plan
- Plan needs to be short, concise, inviting, comprehensible, and digestible filled with valuable information; not a large cumbersome book
- Meeting adjourned at 2:15 p.m.

State Equity Initiative Planning Committee Meeting Minutes – April 1, 2015

The North Dakota Department of Public Instruction (ND DPI) State Equity Initiative Planning Committee held its third meeting on Wednesday, April 1, 2015 at the Ramada Bismarck Hotel, Bismarck, N.D.

Committee members present: Kirsten Baesler (State Superintendent), Shelby Maier (McREL), Laurie Matzke (Federal Title Programs), Lyle Krueger (MREC), Janet Welk (Education Standards and Practices Board), Kris Vogel (Teacher), Nancy Fjeld (Title I Teacher), Cathy Haarstad (Pathfinder/IDEA), Lucy Fredericks (Native American Education), Larry Skogen (NDUS), Gerry Teevens (Special Education), and Peg Wagner (Academic Standards)

Committee members not present: Wayne Kutzer (NDCTE), Steve Snow (Statewide Data Systems), Merle Botone (Indian Affairs), Greg Gallagher (State Assessment), Sherry Houdek (Teacher and School Effectiveness), Robert Marthaller (Assistant Superintendent), Nick Archuleta (North Dakota United), Erik Kana (Teacher Education-MSU), Alissa Metzler (ELL), Ashley Portra (Governor's Office), Ellen Sherratt (Center for Great Teachers and Leaders), Gary Thompson (Teacher Education Programs-VCSU), Russ Ziegler (NDASSP), Aimee Copas (Council of Educational Leaders), and Jack Maus (NDASA)

Non-Committee individuals present: Shauna Greff (Federal Title Programs)

10:15 a.m. Welcome

Laurie Matzke Welcome and Opening Remarks:

- Superintendent Baesler will try to make it later as there are legislative bills this morning she is tracking
- Reauthorization is losing steam
- Possibly looking at a 2016-2017 implementation
- For 2015-2016, continue with No Child Left Behind (NCLB) so the plan will be very applicable
- No real mention of plan at federal meetings staff attended
- U.S. Department of Education (USDE) is not clear on what they will do with the plan once submitted, but it appears they are content to know they are being worked on
- The only clear message is there will be no extension past the June 1 deadline
- There is an opportunity to have North Dakota's plan reviewed by a team to get feedback: Team is comprised of the Center for Great Teachers and Leaders, Public Impact, Comprehensive Centers, etc.
- There are two options for the team to review the draft: April 7 (which won't happen) or April 27
- Goal is to be able to have a strong draft complete for the review by April 27

Shelby Maier Comments:

- North Dakota is doing great as far as where we are with the plan
- Ellen Sherratt with the Center for Great Teachers and Leaders is making North Dakota a model to show what is working because of the progress with the plan

Laurie Matzke and Shelby Maier Review Draft of Plan:

- Need to review terms: Laurie Matzke stated the need to define specific terms required in the USDE guidance
- Will go through plan section by section to fill in

- Key Terms:
 - Group discussion on terms
 - Revisions made that were acceptable to committee members
- Definition of “excellent educators” in plan because of a move from highly qualified to excellent educators
- Stakeholder Engagement
 - Started process early
 - Past practice with ESEA waiver
 - Have a good mechanism in place to receive input
 - ✓ Size of state
 - ✓ Ability to do surveys and have direct contact
 - Suggestion might be to have annual meeting to review data going forward
- Data sources
 - Did we address adequately?
 - USDE put together a profile
 - North Dakota used their data profiles, but didn’t expand on them
 - Some states mandate surveys and data collection; North Dakota doesn’t have this data or if they do it is not published or for public use
 - Some states have gone above and beyond but that is not required – they have the data and resources that North Dakota does not have
 - North Dakota legislature has not approved collecting and distributing school data for public use
 - Minimum data is included and Shelby Maier feels:
 - ✓ Usable plan
 - ✓ Requirements are met
 - ✓ Talked to Greg Gallagher and Steve Snow and used the data that is available
- Strategies
 - Look at gaps and reasons why
 - Identify strategies to make improvements in these areas
 - Is committee brainstorming enough of a metric? Should there be more data?
 - Planning Committee are experts who identified the root causes
 - Theory of action
 - ✓ Shelby’s brainstorming on what would make sense for North Dakota
 - ✓ Does it make sense or seem reasonable?
 - ✓ Human capital management is an educator pipeline – resources to retain and support educators
 - ✓ It is business model language, but could be explained
 - ✓ Include school districts, communities, and educational institutions
 - ✓ Statewide approach to making sure shortages are being filled
 - Identified Gaps
 - ✓ Group discussion
 - ✓ Strategies identified
 - ✓ Steps, responsible parties, and resources identified
- Ongoing monitoring and support
 - Data on ongoing monitoring and support
- Recommendation to stay consistent with verbiage throughout the plan (terms)

Superintendent Baesler Comments and Group Discussion:

- New rules for higher education and teacher preparation program
- Steve Snow is working with Dr. Jonas as far as data and measurements
- National teacher preparation accreditation has mirrored higher education requirements
- Use KIZ data to identify if standards are adequate
- Want to use ACT as admittance requirement
- Major changes will be coming
- 2016 implementation for CAPE
- Fall of 2015-2016 training in North Dakota
- Want three years of data
- Data agreements in place with districts and higher education institutions
- 70% of teachers are in areas not assessed
- Center for Great Teachers and Leaders can also offer trainings free of charge
- Check to see how South Dakota did it
- How was it funded?
- Active steps regarding teachers leaving the field
- Purpose of the plan is to have states talk about it rather than criticize the plan
- Not sure if they know what their expectations are
- Inequity is on our reservation schools and rural schools
- Funding streams – lines of authority are complicated

Shelby Maier Gathering Feedback form Stakeholders:

- Gauge how we are doing and what others feel
- Discuss strategies to see if we are on track
- Wait until the next draft is sent with all of the information from today's meeting so it can be shared with boards, groups, colleagues, etc.
- Need to gather the process of how feedback was gathered
 - Here is what we have done
 - Here is the feedback
 - Here is how it is incorporated into the plan
- Feedback form will be emailed with next distribution to committee members to fill out and return

Closing Comments Shelby and Laurie:

- Committee members will receive the updated draft of plan within next few weeks
- Final committee meeting the week of May 11
 - Survey forthcoming to pick exact date
 - Possibly half day meeting
 - After team review, so committee can review feedback provided
- Post on web for public comment by mid May
- Finalize plan and submit Monday, June 1st
- Meeting adjourned at 2:30 p.m.

State Equity Initiative Planning Committee Meeting Minutes –May 14, 2015

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

Stakeholders were most surprised by:

_No surprises.

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Appendix B

Documentation of Stakeholder Feedback

This form is to record the method used to collect stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*. Additionally, this form provides guidance on what feedback may be collected from stakeholders. Once feedback has been collected, please return to Laurie Matzke, Director of Federal Title Programs, at lmatzke@nd.gov by Friday, May 8, 2015. Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Organization: Office of the Governor

Organization Stakeholders: (Mark all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Educator preparation faculty (i.e., college/university faculty or professor) |
| <input type="checkbox"/> School administrators | |
| <input type="checkbox"/> District administrators | |
| <input type="checkbox"/> Pre-service teachers | <input checked="" type="checkbox"/> Other: (please identify) |
| <input type="checkbox"/> Pre-service school administrators | <u>Governor and advisor</u> |

Method for Stakeholder Feedback

On which date(s) was feedback collected? May 12, 2015

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

- Survey
 - In-person discussion(s)
 - Email solicitation
 - Phone conversations
 - Other: (please identify)
- _____

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

There wasn't any disagreement among stakeholders with the plan.

Stakeholders were most surprised by:

The diversity of the State Equity Planning Committee and that they would be consulted after the plan has been submitted. This^{is} very smart and will be beneficial to all members of the committee.

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

This plan is sound and very well done.

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Documentation of Stakeholder Feedback

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Organization: Jim Hill Middle School - Minot

Organization Stakeholders: (Mark all that apply.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teachers (6) <i>School Leadership Team</i> | <input type="checkbox"/> Educator preparation faculty (i.e., college/university faculty or professor) |
| <input checked="" type="checkbox"/> School administrators (2) | <input type="checkbox"/> Other: (please identify) |
| <input type="checkbox"/> District administrators | _____ |
| <input type="checkbox"/> Pre-service teachers | |
| <input type="checkbox"/> Pre-service school administrators | |

Method for Stakeholder Feedback

On which date(s) was feedback collected? Tuesday, May 12, 2015

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

- Survey
 - In-person discussion(s)
 - Email solicitation
 - Phone conversations
 - Other: (please identify)
- _____

How many stakeholders did you collect feedback from? 8

Stakeholder Feedback

Indicate the stakeholders' level of agreement with the North Dakota State Plan to Ensure Equitable Access to Excellent Educators.

1 2 3 4 5
Agreed Disagreed

The top three priorities that emerged from stakeholders were:

- Recruitment & Retention
- Teacher Shortage - affordable housing
provide teaching profession
- Provide daycare onsite for teachers' children

loan forgiveness
expand mentoring program
grow your own (paras, subs, student teachers)
STUDENT

When it comes to ensuring equitable access to excellent educators for all students, stakeholders were most in favor of which strategy to eliminate equity gaps:

Loan Forgiveness - Make it a selling point.

The reasons they liked this approach were:

Encourages people to go in to education/teaching.

Helps teachers w/housing costs

However, their concerns about this strategy included:

The loan forgiveness program is very unorganized and it is not being promoted. It is hard to get information about this program.

The money needs to be available right away - not one year from now.

Stakeholders also had a high level of agreement for the following strategy:

Daycare on site.

Expand mentoring program (2 or 3 yrs)

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

signing bonuses are good BUT what is our long term retention goal??

maybe offer housing bonus

Stakeholders were most surprised by:

thought there would be more parent involvement

that we don't know what ^{we} are going to do w/ this plan (beside submit it).

What additional feedback did stakeholders have about the North Dakota State Plan to Ensure Equitable Access to Excellent Educators?

university students need more time in the classroom
expand practicum
paid internship
longer student teaching
community support of schools

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the North Dakota State Plan to Ensure Equitable Access to Excellent Educators!

Root Cause: Daycare cost

Strategy: Provide daycare on site at an affordable level (Portables could be used)

Retention:

- Mentors and mentor/mentee activities structured for a minimum of two years but possible three.
- Hire Instructional coaches
- Dean of Students to handle majority of discipline/attendance freeing up principals to be instructional coaches.
- PLC time - we are fortunate at Jim Hill and MPS. Not sure other districts have this luxury especially small schools.
- Longer student teaching experience or semester of student teaching as Junior and another as a senior.

Recruitment:

- Career Fairs
- Bring in all years of experience
- Teacher Housing
- Encourage middle school and high school students who show that they have what it takes to be a great teacher. (Sometimes all it takes is to say "You would be a great teacher someday. You should really consider going into the field."). Using them as academic tutors.

Questions I have:

What is Junior Elementary Teaching System (JETS)?

I reviewed the plan you shared with me last week. I put back in your mailbox. I did put down a few notes but the I will summarize as well.

1. Increase our presence at regional career fairs. I think we need to be in Minnesota, Montana, South Dakota, ect.... Maybe even go on a larger scale and hit other areas of our country that have depressed economies and have larger number of people looking for jobs. (Michigan & Idaho for example) This would need to be reviewed from time to time. Maybe recruitment and retention results would justify increase expenses.

2. Continue to work with colleges, it seems we get a lot of MSU students, which makes sense but developing relationships and being in front of students at our other major colleges couldnt hurt.

Nothing really earth shattering here but I just feel the more proactive we are the better candidates we will attract.

Documentation of Stakeholder Feedback

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Organization: Fort Lincoln Elem - MPS

Organization Stakeholders: (Mark all that apply.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teachers | <input type="checkbox"/> Educator preparation faculty (i.e., college/university faculty or professor) |
| <input checked="" type="checkbox"/> School administrators | <input type="checkbox"/> Other: (please identify) |
| <input type="checkbox"/> District administrators | _____ |
| <input type="checkbox"/> Pre-service teachers | |
| <input type="checkbox"/> Pre-service school administrators | |

Method for Stakeholder Feedback

On which date(s) was feedback collected? May 12 '15

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Phone conversations |
| <input checked="" type="checkbox"/> In-person discussion(s) | <input type="checkbox"/> Other: (please identify) |
| <input type="checkbox"/> Email solicitation | _____ |

How many stakeholders did you collect feedback from? 6

Stakeholder Feedback

Indicate the stakeholders' level of agreement with the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*.

- | | | | | |
|----------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Agreed | | | | Disagreed |

The top three priorities that emerged from stakeholders were: (Had several ties)

1. Loan forgiveness
2. Distance Learning
3. Bring PD to districts
4. Signing Bonus
5. Provide incentives

When it comes to ensuring equitable access to excellent educators for all students, stakeholders were *most* in favor of which strategy to eliminate equity gaps:

Loan Forgiveness

The reasons they liked this approach were:

Entice college students

However, their concerns about this strategy included:

Stakeholders also had a high level of agreement for the following strategy:
Signing bonus / Provide incentives (mortgaged housing)

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

Professional Development & support - We already have ~~TOO~~ much P.D.
Retired Teachers - most leave to pursue other fields/activities in life
Cross district sharing of teachers - Teachers are already stretched too thin
Merit Pay - NOOO how can we be held responsible for "Jimmys" test achievement when he may not have gotten breakfast & saw dad hit mom on way out the door?

Stakeholders were most surprised by:

Recruiting retired teachers

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

We based our feedback on our current needs and realize other areas of the state may ^{have different} needs or wants.
(ie P.D. whereas we feel we have too much already.)

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Documentation of Stakeholder Feedback

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Organization: Higher Education

Organization Stakeholders: (Mark all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Teachers | X Educator preparation faculty (i.e., college/university faculty or professor) |
| <input type="checkbox"/> School administrators | |
| <input type="checkbox"/> District administrators | <input type="checkbox"/> Other: (please identify) |
| <input type="checkbox"/> Pre-service teachers | _____ |
| <input type="checkbox"/> Pre-service school administrators | |

Method for Stakeholder Feedback

On which date(s) was feedback collected? May 13, 2015

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

- Survey
 - In-person discussion(s)
 - x Email solicitation
 - Phone conversations
 - Other: (please identify)
- _____

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Stakeholders were most surprised by:

___ We were most surprised by the sentiment there is not “equitable access to high quality PD”. Does this mean there are not enough PD opportunities for educators? Educators are not aware of all the opportunities provided? Lack of continuity between the various PD offerings from various entities? Districts do not allow educators to leave for PD efforts and/or PD efforts to be brought in and occur during the work day?

We were not sure what that meant?

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

___ We felt the plan was good, but hope it is not something completed to simply comply but rather efforts are made to ensure strategies occur to help alleviate equity gaps in ND

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Documentation of Stakeholder Feedback

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Organization: ELL

Organization Stakeholders: (Mark all that apply.)

Teachers

School administrators

District administrators

Pre-service teachers

Pre-service school administrators

Educator preparation faculty (i.e., college/university faculty or professor)

Other: (please identify)

Method for Stakeholder Feedback

On which date(s) was feedback collected? _____

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

Survey

In-person discussion(s)

Email solicitation

Phone conversations

Other: (please identify)

- Not many rural schools have ELL certified staff. In one teachers experience, the staff that was the official ELL staff only administered the ACCESS test. They did not provide services for students. L

Collaboration Time:

- Collaboration is so important – we do not get enough time for this. There needs to be two types of collaboration to impact ELLs. 1st among ELL staff and second for ELL staff WITH the teaching staff they work with. Everyone wants QUALITY and meaningful PD. Nothing is worse than spending a day at a workshop that does not directly pertain to what you are doing every day.
- They think it is beneficial for the sharing of teachers between schools but the students would benefit the most if each ELL teacher served the entire family where possible. For example, at BPS, the ELL teacher should serve Horizon and its elem feeder schools as a key part in teaching ELL is understanding the culture, family history, and previous education of the students. This is easier to do by families.
- They feel that this would help classroom teachers and the ELL teachers with what the students' specific language needs are in the classroom and outside of the classroom. There are many times when the classroom teacher knows something that the ELL teacher should also know and visa versa and it is not relayed because there is no collaboration time within the week. It would make lesson planning easier for the ELL teacher because they could base their lessons off of what the classroom teacher is doing for the next week or following week to give pre-teaching to the ELL student. Some concerns would be that it would not be meaningful and just another initiative that is started and not used correctly. Time is always a factor, but they do believe this would make teaching for both the teachers easier. Time is precious, and they feel especially for the elementary classroom teachers who are being loaded with all the testing and CFA's, baselines, standards based report card.

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

- The funding that is available to be able to follow through with these initiatives. Especially if funding is based on current formulas for ELL students as the students who need the quality education (levels 3-5) are not the students who we receive funding for. Additionally that funding is often placed on priorities (i.e. sports) in some districts.

Stakeholders were most surprised by:

- NA

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

- They felt that the overall plan and strategies would be beneficial for the overall access to quality education and educators for all students but there were some strategies and priorities that would have greater effect than others.
- There just needs to be more general awareness and understanding on how important it is rather than pointing fingers and go into it with overall awareness.

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*!

Documentation of Stakeholder Feedback

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Organization: ___Office of Special Education/_NDDPI_____

Organization Stakeholders: (Mark all that apply.)

- Teachers
- School administrators
- District administrators
- Pre-service teachers
- Pre-service school administrators
- Educator preparation faculty (i.e., college/university faculty or professor)
- Other: (please identify) ___Special Education administrators___

Method for Stakeholder Feedback

On which date(s) was feedback collected? _____

What method(s) were used to collect feedback from stakeholders? (Mark all that apply.)

- Survey
- In-person discussion(s)
- X Email solicitation
- Phone conversations
- Other: (please identify) _____

How many stakeholders did you collect feedback from? ___3_____

Stakeholder Feedback

Indicate the stakeholders' level of agreement with the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*.

- 1
 - 2
 - 3
 - 4
 - 5
- Agreed Disagreed

The top three priorities that emerged from stakeholders were:

1. Teacher retention
2. Teacher shortage,
3. Professional development

When it comes to ensuring equitable access to excellent educators for all students, stakeholders were *most* in favor of which strategy to eliminate equity gaps:

Professional Development_____

The reasons they liked this approach were:

Professional Development is vital to keep teachers alert and aware of their engagement and teaching methods that may or may not promote equity.

Teacher retention strategies: Improving working conditions will improve employee morale and which in return should really market more teachers to come to the professional and/or area of the state also this will keep teachers teaching.

However, their concerns about this strategy included:

Hire on bonuses and loan forgiveness programs are a good way to draw in people. However, concerns were for existing teachers who may not have a need for loan forgiveness and are not eligible for sign on bonuses. Concerns that if the quality staff that already exist are not recognized this would not help towards the strategies of improving working conditions.

Stakeholders also had a high level of agreement for the following strategy:

Improving working conditions for teachers, develop education prep programs at the secondary level, and a plan to market the teaching profession in our state

Stakeholders disagreed over the following (please explain, if possible, the cause behind the disagreement):

Some disagreement over hire on bonuses.

Stakeholders were most surprised by:

Hire on bonuses inclusion.

What additional feedback did stakeholders have about the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*?

Overall in agreement with the plan.

Thank you for assisting the North Dakota Department of Public Instruction in collecting stakeholder feedback on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators!*

Nord, Lauri D.

From: Matzke, Laurie A.
Sent: Monday, May 25, 2015 11:33 AM
To: Greff, Shauna F.
Subject: FW: State Equity Plan

Laurie Matzke
Title I Director
lmatzke@nd.gov

-----Original Message-----

From: cssam@srt.com [mailto:cssam@srt.com]
Sent: Friday, May 22, 2015 3:06 PM
To: Matzke, Laurie A.
Subject: State Equity Plan

Ms. Baesler,

I have recently read in the Minot Daily Newspaper your concern to assure that all ND students are taught by excellent educators. I agree that the needs of the poor and minority children should continue to be addressed. However, the school system in ND seems to be remise of the students that prove to be gifted or of higher learning standards. These students tend to be neglected in adequate additional learning experiences.

In a recent tour of a local, over-crowded, elementary school in Minot, I was surprised to see 6 classrooms not used for classroom space but designated for troubled or slow learning/special needs children. However, the students in the gifted program, offered by the school system, met in the hallway for just 1 hour each week. These children are more likely to be the leaders of the future and yet their talents and prospects are treated with such irreverence. Therefore, my input on this subject would be that any programs offered in our public schools should provide equality at every level of learning.

Thank you,
Connie Samuelson
Minot

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 (ND DPI) 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 ND DPI 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 ND DPI 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 ND DPI 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, ND DPI 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 ND DPI is updating teacher evaluation guidelines to meet current thinking around teacher evaluation practices. The ND DPI 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 2015-16 school year.

Overview of the Equity Plan Development Process

To develop the North Dakota State Equity Plan, the ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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, ND DPI 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:

ND DPI Unit Directors	North Dakota Indian Affairs Commission
ND DPI State Superintendent	North Dakota Regional Education Associations
ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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 ND DPI staff in the development of the North Dakota State Equity Plan.

The Committee had its first meeting on December 16, 2014. At this meeting, ND DPI 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 ND DPI.

On February 19, 2015, the Committee had a second meeting. During this meeting, ND DPI 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, ND DPI 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 ND DPI for integration into the North Dakota state plan.

On May 14, 2015 the Committee had its fourth and final meeting. At this meeting, ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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 ND DPI staff.

Continued Stakeholder Engagement

The ND DPI 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 ND DPI 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 ND DPI intends to employ another strategy of joining existing meetings for ongoing engagement in the fall of 2015.

Equity Strengths and Gaps

Key Terminology

The ND DPI 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 ND DPI considers the term educators to include teachers, principals, and other school-based instructional staff. The ND DPI 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 ND DPI 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 ND DPI 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, ND DPI 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 2013-14 academic year (HQT Report) and Educator Equity Profile for North Dakota based on 2011-12 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

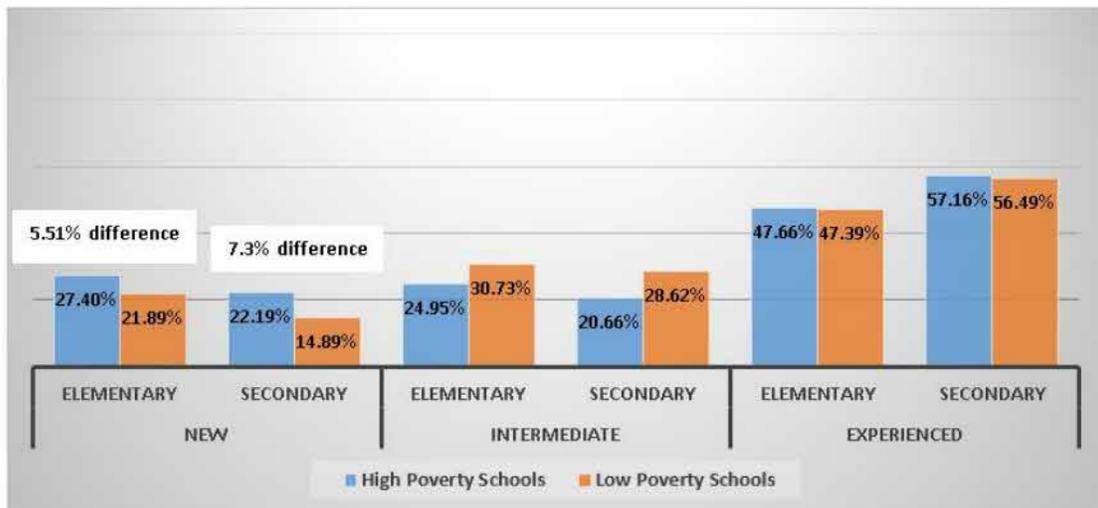
educator characteristics, such as those in their first year of teaching or not certified, within schools that have large and small populations of impoverished students.

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

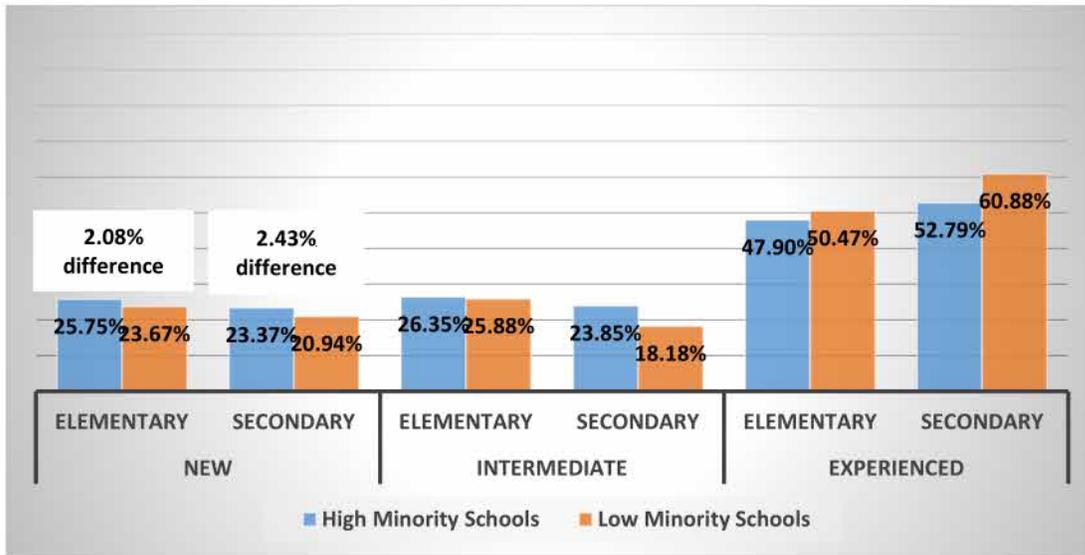
Equity strengths and gaps are revealed as the data were analyzed and the focus questions were answered. As mentioned in the key terminology, a percentage difference of $>5.0\%$ was considered an *equity gap* while a percentage difference of $\leq 5.0\%$ was considered an *equity strength*. Below are 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”?



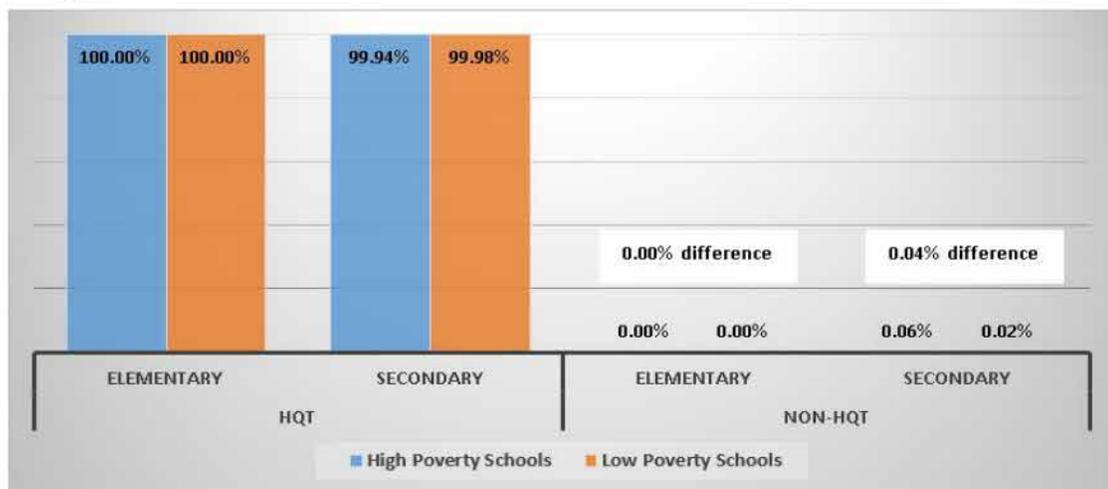
There was a 7.3% difference in high poverty secondary schools compared to low poverty secondary schools being taught by new, inexperienced teachers. There was a 5.51% difference at the elementary school level between high and low poverty schools. The State Equity Initiative Planning Committee members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

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



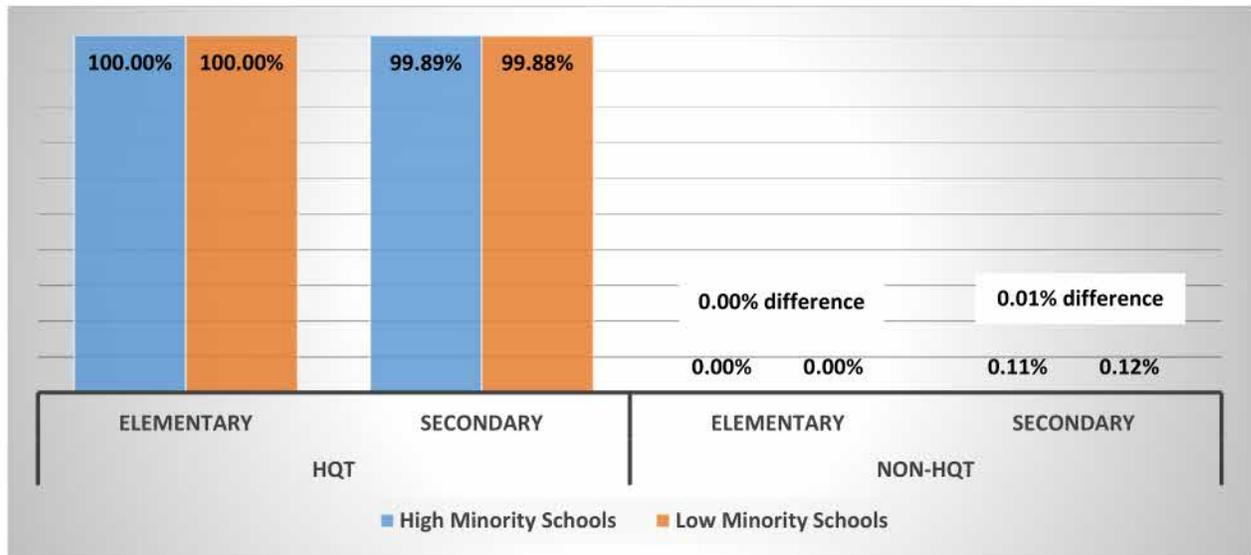
There was a 2.43% difference in high minority secondary schools compared to low minority secondary schools being taught by new, inexperienced teachers. There was a 2.08% difference at the elementary school level between high and low minority schools. The State Equity Initiative Planning Committee members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

- 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).

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 ND DPI. 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
Higher levels of new teachers teaching in high poverty schools than in low poverty schools	<p><u>High poverty schools are less desirable</u></p> <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 <p><u>Location issues</u></p> <ul style="list-style-type: none"> • No housing • Rural/no amenities
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
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
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

Equity Gap	Root Causes
	<p data-bbox="597 247 1247 275"><u>Uncertain of PD Quality to Meet Teacher and Student Needs</u></p> <ul data-bbox="597 281 1182 541" style="list-style-type: none"> <li data-bbox="597 281 854 308">• No data on PD quality <li data-bbox="597 312 1182 340">• PD not meeting student needs/informing instruction <li data-bbox="597 344 1016 371">• Implementation of PD is inconsistent <li data-bbox="597 375 1175 403">• Data collection is only the mandated data collection <li data-bbox="597 407 1143 434">• Data collected is process data; not outcome data <li data-bbox="597 438 1019 466">• Lack of funding for PD data collection <li data-bbox="597 470 1019 497">• Lack of definition of “high quality” PD <li data-bbox="597 501 1000 529">• Local control of PD implementation <p data-bbox="597 533 857 560"><u>Lack of Teacher Support</u></p> <ul data-bbox="597 567 1143 701" style="list-style-type: none"> <li data-bbox="597 567 769 594">• Silos/isolation <li data-bbox="597 598 915 625">• Lack of teacher-directed PD <li data-bbox="597 630 1143 657">• Change in role of principal to instructional leader <li data-bbox="597 661 786 688">• Lack of PD time

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"> • ND DPI • 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"> • ND DPI • 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"> • ND DPI • 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

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"> • ND DPI • 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"> • ND DPI • 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"> • ND DPI • 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"> • ND DPI • 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"> • ND DPI • 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"> • ND DPI • 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"> ND DPI 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"> ND DPI 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"> ND DPI 	<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"> ND DPI 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"> ND DPI-sponsored training regionally Utilize REAs for regional trainings Leverage collective resources to sponsor professional development 	<ul style="list-style-type: none"> ND DPI 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 	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"> ND DPI 	<ul style="list-style-type: none"> 2015-2016 School Year
	<ul style="list-style-type: none"> Data collected is process data; not outcome data Lack of funding for PD data collection 	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"> ND DPI 	<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 definition of “high quality” PD • Local control of PD implementation <u>Lack of Teacher Support</u> • Silos/isolation • 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"> • ND DPI • 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 ND DPI 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 ND DPI 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 ND DPI. 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 ND DPI. 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 ND DPI also has a significant number of human resources available to assist in the process of addressing equity statewide. Within the ND DPI, 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 ND DPI plans to keep the State Equity Initiative Planning Committee involved as we move into the implementation phase. The ND DPI 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 ND DPI 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
ND DPI 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 ND DPI will ensure ongoing monitoring and support through various data collection methods. These data collection methods will provide the ND DPI 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 ND DPI needs to understand where strategy implementation issues are occurring. The data will be reviewed by the ND DPI 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, ND DPI 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 ND DPI, but rather a self-functioning board supported by the state and teacher licensure fees. The ND DPI 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 ND DPI'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 ND DPI 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.

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 ND DPI. 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 ND DPI 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

Dr. Sherry Houdek, Director
Teacher & School Effectiveness
(701) 328-2755
shoudek@nd.gov

Specifically, these ND DPI staff will be responsible for data collection regarding the strategies that will be implemented to eliminate the equity gaps in North Dakota. In addition, ND DPI personnel are responsible for monitoring the federal Title II provisions with the ESEA. The ND DPI 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 ND DPI 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 ND DPI to provide technical assistance regarding the school district’s longer term personnel planning.

Public Reporting of Implementation Progress

When the ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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.

Performance Metrics

The ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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 ND DPI 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.