

**Minutes of the
Committee of Practitioners Meeting
Webinar/Conference Call Meeting
December 15, 2015**

Call to Order

The webinar/conference call meeting of the ESEA Committee of Practitioners was called to order by Becky Guffin at 10:37 a.m. on December 15, 2015.

Attendance

Members present were: Becky Guffin, Becky Eeten, Michelle Glodt, Joan Pribyl, Katie Mellor, Chrissy Peterson, Laura Willemsen, and Lori Bouza.

Staff persons in attendance for all or part of the meeting were: Shannon Malone, Laura Scheibe, Carla Leingang, Jan Martin, Carol Bush, Jordan Dueis, Betsy Chapman, Jenifer Palmer, Dawn Smith, Yutzil Becker, and Laura Johnson Frame.

Approval of the Agenda

Motion by Peterson, second by Bouza to approve the agenda as printed. Motion passed and the agenda was approved.

Approval of the Minutes of October 9, 2014; February 18, 2015; April 30, 2015; March 25, 2015

Motion by Peterson, second by Eeten to approve the minutes of the four meetings listed above. The motion passed.

Public Comment

No member of the public attended the meeting and no comments were received.

Committee Member Terms and Recruitment

The members of the committee reviewed the roster of members and the terms that will be ending this summer. In addition, the committee discussed recruitment of new members with specific conversation on the recruitment of a Title I parent. Suggested persons will be contacted.

Election of Chair and Vice Chair

June is considered the annual meeting of the Committee of Practitioners per the committee guidelines. The positions of chairperson and vice chairperson are to be elected annually at the annual meeting and serve a one year term. During 2015, the committee did not meet in June. The committee discussed whether it was necessary to elect new officers for a six-month term.

Motion by Eeten, second by Bouza to eliminate the election for a six month term and approve the continuation of the president and vice president in their positions until next June. The president and vice president agreed. Motion passed.

Focus/Priority Schools Update

Shannon Malone advised the committee that this year there are 29 districts with schools in priority or focus status. Several changes occurred in the schools in the focus status with several exiting the status and other schools entering the status. On October 5-6, a Focus and Priority Kick-off Conference was held. Nearly all of the schools/districts were present. The conference was an opportunity to advise the

schools of the process and the assistance that would be provided. Time was allowed for the School Support Team members to meet with their schools.

1003(a) Funds

Malone stated that the department is accepting applications for mini-grants of 1003(a) school improvement funds.

1003(g) Funds

Carol Bush told the committee that for the FY14 SIG grant, eight schools/three districts submitted applications. Five schools had been approved for FY13 grants and applied for the 2-year extension that was offered. The five FY13 grantees that were approved for an extension are Oelrichs Elementary, Junior High, High School and Wakpala Elementary and Middle School. The three new applicants are McLaughlin Elementary, High School and Wakpala High School. Wakpala has received notice that their application and budget was approved. We will have notices out to the other schools soon.

Turnaround Plan Pilots

Malone explained that Todd County and Wakpala are piloting a program (Embedded Systemic Collaboration Model) to capture their turnaround efforts. These districts will no longer use the LEAP system. Other Focus and Priority schools use SD LEAP as required by SD DOE. The new model will be implemented with the assistance of TIE and involve a continuous review of all forms of data to drive reform. We are hopeful that this process will be a more meaningful way to capture data discussed in meetings and will help drive their turnaround efforts.

McLaughlin is in the process of a whole school reform with the assistance of Heather Hoak and her team from McRel. With new administration and continued frustrations they requested a more hands on approach to their turnaround efforts. McRel works with the whole staff and provides guidance to the administration to address not only academics but the overall climate of the school. McLaughlin will no longer use the LEAP system.

Family and Community Engagement

Dawn Smith explained a few of the changes made with the reauthorization of ESEA that just occurred the prior week. All requirements for school and district level policies/plans and the home/school compact remain in the new law. Districts with a Title I grant of \$500,000 or more continue to be required to set aside at least 1% for family activities. Under the previous authorization, 95% of the 1% set aside was required to be distributed to the local schools. Under the new authorization, 90% of the 1% set aside must be distributed to the district's Title I schools. All other districts with lessor Title I awards may set aside any amount or no funds for family engagement.

SD DOE Parent Advisory Council

Smith reported that the Parent Advisory Council created by the Department will meet two times per year. The council will provide a connection among South Dakota families, communities and the Department of Education. The council's role is to provide input and perspective to the department regarding K-12 education efforts at the state level. The council is not statutorily authorized or empowered; it is advisory in nature. The council provides a vehicle to build strong family, local and state partnerships. The membership of the Parent Advisory Council encompasses parent-representatives from across geographic regions and from small, medium and large school districts. It also includes several legislators. For a list of member go to <http://doe.sd.gov/secretary/parent-advisory-council.aspx>

Delinquent Programs – Title I Part D

Laura Johnson Frame explained to the group that the neglected/delinquent programs have been reauthorized under the new law. South Dakota does not authorize neglected programs under this specific statute so we are concerned only with changes to the delinquent program. More emphasis will be placed on assisting students with obtaining regular diplomas and less on GED. The new law places emphasis on students in the justice system who have also been provided services by the welfare system. Strong transition efforts will be a priority, both transition in and out of the facility, to ensure that there is no a loss of educational time or credits because of slow record forwarding from facility to facility. American Indian children will be more prominently noted in the statute and included in at-risk programming.

McKinney-Vento Reauthorization

Johnson Frame stated that all changes to McKinney-Vento will be implemented this coming July. The Title I set aside for homeless has been more clearly defined with the removal of some language that could have been interpreted to not have the meaning intended. Schoolwide schools/plans have been required to consider homeless students for years, but more emphasis will be placed on discussion of homeless students or potential homeless numbers in district plan. Homeless students will now be an accountability subgroup. In other words, a district can no longer state they did not have homeless, they must indicate what efforts they are making to ensure that every homeless child is identified. Poverty is a good indicator. The statute also implements language requiring each State Education agency to collaborate with the state foster care department. Many of the rights pertaining to homeless will now be extended to foster children. An SEA person will need to be assigned to this position.

Lunch – The meeting was recessed for lunch at 11:45 and reconvened at 1:20 p.m.

ACCESS for English Language Learners 2.0

Yutzil Becker told the committee that in February we will begin administration of the new summative assessment for grades 1-12. This online assessment will replace the earlier paper-based assessment ACCESS for ELLs.

- Every district in South Dakota is required to test online for Grades 1-12.
- Kindergarten ACCESS and Alternate ACCESS remain paper-based and unchanged from previous years.
- Paper-based ACCESS for ELLs 2.0 is allowed for schools that don't have the technology to support the online assessment. So in South Dakota we have about 17 colonies who will be taking the paper-based ACCESS for ELLs 2.0. Paper-based assessment will also be allowed as an accommodation. And this accommodation has to be documented on an IEP or 504 plan.
- For Grades 1-3 the default response mode for the Writing domain is paper

Based on the students who are identified in Infinite Campus as LEP a file is pulled at the state level. Through our Pre-ID file we are ordering tests for schools statewide. If there were any kids that enrolled in any school after December 4, 2015, it will be the schools responsibility to upload student information to the WIDA AMS so students can test. An ACCESS for ELLs 2.0 Roadshow will be held January 19-22, more information regarding these workshops can be found on gосignmeup

Professional Development 2015-2016

- We continue to offer ELL Program Boot Camp- 15 Different topics related to ELL students.
- Building Your School District's Core ESL Program- went over program requirements and time to work on plan.

With the influx of ELLs and requests for assistance we partnered with Jane Hill at the North Central Comprehension Center and we conducted a Train-the Trainer workshop to help build our state's capacity to meet demands.

- The participants met in Sioux Falls a couple of weeks ago for the Train-the Trainer workshop based on Jane Hill's book Classroom Instruction that Works with ELLs.
- Trainers left with strategies for assisting schools and districts to not only help with their ELLs but all students in need of academic language development.

Title III Update

Becker also gave a report on the Title III program. For 2015-2016, two districts are conducting Title III programs, along with four consortiums of districts for a total of 61 districts with Title III programs.

Title III programs are held accountable for Annual measurable Achievement Objectives (AMAOs). AMAOs are performance targets for English language proficiency that programs receiving Title III funding must consider. They include:

- AMAO 1: Making progress toward English language proficiency as measured by the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners).
- AMAO 2: Attaining English language proficiency as measured by the ACCESS for ELLs.
- AMAO 3: Meeting the school-level AMOs based on the goal of reducing by half the percentage of students in the LEP subgroup.

Waiver: Requested a waiver to US Ed regarding AMAO 3

- We were granted 1 year waiver of AMAO 3.
- We used data from school year 2012-2013 for AMAO 3.
- For example- if a school made AMAO 1 and 2 from 2014-2015 ACCESS scores, but did not make AMAO 3 from 2012-2013 school year did not make AMAOs, however, due to the school district continue the same Title III interventions in the 2015-2016 school year that they implemented in 2014-2015. So we have a student who is year 4 of not meeting AMAOs, if they did not met AMAOs because of AMAO 3 then they continue to be year 4 for this school year.

AMAO Target projected for future years. **2015-2016** AMAO 1 =60%, AMAO2 = 11%; **2016-2017** AMAO 1 = 63%, AMAO 2 = 13%.

Motion by Bouza, second by Glodt to approve the projected AMAOs of **2015-2016** AMAO 1 =60%, AMAO2 = 11%; **2016-2017** AMAO 1 = 63%, AMAO 2 = 13%. Motion passed.

Assessment Update

Jan Martin informed the members that the testing schedule is posted on the SD DOE website at <http://doe.sd.gov/Assessment/>. Districts must be aware that that all students must be entered in Infinite Campus along with all demographic information. This information cannot be entered into the assessment portal. The Smarter Balanced Grade 11 testing window will start on March 9, an earlier date. South Dakota will continue to use the DakotaStep for science for two more years. Work will begin on developing a new blue print for new standards. South Dakota's core content standards are on a seven-year rotation for review. The review schedule is approved by the State Board of Education. Per the currently approved schedule, review of the English language arts standards is scheduled to begin this summer. DOE will be asking the board (at its Jan. 7, 2016, meeting) to allow for the review of the math standards at the same time.

Commission on Teaching and Learning

Carla Leingang informed the group that the Commission on Teaching and Learning met over many weekends in the last three years. She reviewed some of the current activities of the Commission on Teaching and Learning. South Dakota's Commission on Teaching and Learning developed a model system for teacher evaluation that includes a focus on professional practices and a focus on student growth as measured by student learning objectives, or SLOs. <http://doe.sd.gov/secretary/TE.aspx> Building on previous work, South Dakota's Commission on Teaching and Learning also developed principal standards and a model system for evaluating principals that includes a focus on both professional practices and student growth. <http://doe.sd.gov/secretary/PE.aspx>. Teachscape gives public school districts access to a complete online observation and evaluation management system, high-quality training over the South Dakota Framework for Teaching, and observation training and assessment for administrators. <http://doe.sd.gov/oatq/teachscape.aspx>

With reauthorization of ESEA, SD DOE will be working in the areas of endorsement for teachers, alternative certification, reciprocity with other states, and tiered licensure.

Reauthorization of ESEA

The Elementary and Secondary Education Act of 1964 was reauthorized on December 10, 2015, with Congressional passage. (President Obama signed the Every Student Succeeds Act (ESSA) on December 17, 2015.) The No Child Left Behind Act was in place for fourteen years. The committee was provided with an ESSA timeline of implementation and a comparison of changes between ESEA and ESSA.

Laura Scheibe described a few items in the new statute pertaining to accountability. School report cards will continue and will contain additional information pertaining to teacher qualifications and additional subgroups (homeless and military children). Certain additional graduation data will need to be reported. Graduation rate will become more of an emphasis. The state plan will need to be greatly revised along with district plans. More control in some areas will revert to the state level as opposed to the national level. As US ED works through the statute, further information on implementation will be provided to the states.

South Dakota ESEA Waiver

Scheibe reported that the South Dakota ESEA Waiver approved by US ED will become null on June 2016. However, there will be a period of time where there is a gap between an operational waiver and the implementation of the new law. US ED will provide us with guidance. Though ESSA does not require teacher evaluations be tied to student achievement and actually eliminates a requirement for teacher evaluation, South Dakota will continue with teacher evaluations. South Dakota's teacher evaluations were never associated with academic achievement.

Future Meeting

The committee decided to set aside June 1 as a tentative date for an in person meeting in Pierre. As more is known about reauthorization and actions required of the state, webinar/conference calls will be held.

Adjournment

Motion by Bouza, second by Pribyl to adjourn the meeting at 2:05 p.m.