

**Minutes of the
Committee of Practitioners Meeting
October 18, 2012**

Call to Order

The meeting was called to order at 9:15 a.m. at the MacKay Building in Pierre by Chairperson Becky Guffin.

Attendance

Members present were: Becky Guffin, Lori Bouza, Rebecca Eeten, Joyce Larson, and Tina Titze.

Staff members present were: Dr. Kris Harms, Beth Schiltz, Shawna Poitra, Sue Burgard, Jenifer Palmer, Betsy Chapman, Dawn Smith, and Laura Johnson Frame.

Approval of the Agenda

Harms asked the committee to add review of the two guidance documents for priority and focus schools.

Motion by Bouza, second by Eeten to approve the amended agenda. Motion passed.

Approval of Minutes – June 20, 2012

Motion by Bouza, second by Titze to approve the printed minutes of the June 20, 2012 meeting. Motion passed.

Committee Members

Appointment

Tina Titze was introduced as a newly appointed member of the committee. Ms. Titze will serve a three-year term ending in 2015 as a school board representative on the committee. Titze is an elected board member for the Stanley County School District.

Re-appointment

Lucy Grant was re-appointed through 2015 as a Title I parent representative from the Wagner Community School District.

Recruitment

The members were encouraged to continue to consider persons who may be recruited to fill all of the required positions on the committee.

School Improvement Grant

Shawna Poitra updated the COP on the status of the School Improvement Grant. Cohort I will start their 3rd and final year of the grant this fall. Seventeen schools are in Cohort I. Cohort II consisting of fourteen schools started year 2 of their 3 year grant this fall. A few of the schools were identified on the priority and focus lists under the new ESEA flexibility waiver.

SD LEAP (Indistar®)

Shawna Poitra updated the members on the implementation of SD LEAP. All priority and focus schools are required to implement SD LEAP and must attend training at a location of their choice. Of the 20

priority schools identified under the ESEA flexibility waiver, four have been trained in the use of SD LEAP through the school improvement process. The additional 16 schools will be trained along with the 33 focus schools identified under the waiver. SD LEAP trainings will be held the week of October 22 in Mobridge, Sisseton, Sioux Falls and Pierre. Trainings will be held November 1 in Rapid City, November 14 in Martin, November 15 in Rosebud, November 20 in Huron, and Mission at a future date. Priority schools will be assigned an SST member by DOE to provide support through the process. Focus schools will have the opportunity to apply for funds to contract with a trained coach for support through the process. All schools will be required to sign a Memorandum of Understanding (MOU) to maintain fidelity of the program.

Focus School Interventions

1. Utilize SD LEAP to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement.*
2. Implement the South Dakota Multi-Tiered System of Support (South Dakota Response to Intervention)*
3. Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and to design professional development which reflects those needs.*
4. Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment.*
5. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
6. Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement.
7. Implement evaluation of principal in the Focus School.
8. Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: reviewing the quality of all staff, and providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to the teacher and student needs.
9. Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting and school environment.
10. Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals.

*indicate that grants are available.

Academy of Pace Setting Districts

Beth Schiltz commented on the Academy of Pace Setting Districts process. The Pacesetting Academy is a year-long process in which district teams develop an operations manual to differentiate support to their schools. A two-day kick-off meeting will be held in Aberdeen on Nov. 8-9 and in Martin on November 15-16. Three distance learning sessions will be held during the school year with a summative meeting in the spring. Principals from Priority Schools must attend the training. Districts use research based indicators of effective practice to guide them in developing the manual.

Focus and Priority School Guidance

Schiltz reported on the creation of two guidance documents. The documents describe the required interventions, available assistance, available funding, evaluation process and exit criteria for schools identified as Focus and as Priority schools under the new ESEA Flexibility Waiver.

Focus School Guidance will be used by the bottom 10% of Title I schools contributing to the achievement gap consisting of 33 schools. Focus School are identified as:

- Title I schools that are contributing to the achievement gap in the state (GAP Group AMO).
- Title I high schools with a graduation rate below 60% for two consecutive years and are not deemed a Priority School (Graduation Rate).
- Title I schools with any subgroup whose combined reading and math proficiency rate is 75% lower than the GAP Group (Safeguard).

The Priority school Guidance will be used by the 21 priority schools consisting of the 4 School Improvement Grant schools and 17 other schools. A priority school is a:

- Title I school whose Overall Score on the School Performance Index (SPI) ranks at/or below the bottom 5% of Title I schools.
- Tier I or Tier II school under the School Improvement Grant (SIG) program that is using the SIG funds to implement a school intervention model.
- Title I or Title I eligible high school with a graduation rate of less than 60% over two consecutive years.
- The Priority status remains with a school for three (3) years. A school must show improvement in the areas to have the designation removed.

New Accountability/Assessment Report Card

Betsy Chapman described to the committee the new accountability/assessment report card. The DOE hired a new contractor to create the state and district reports for the 2012 Dakota STEP reporting. This contractor and the new report will be part of the new Longitudinal Data System under construction by the state. South Dakota DOE received federal funding through a grant to implement this data system.

The website for the state and district accountability report was made available prior to the beginning of the school year. The all assessed state and district report information was not made available until September. As the department was working with a new contractor and creating a new system, both the 2011 and 2012 data had to be incorporated into the system causing a delay in the reporting. As the data was delayed, the districts were issued guidance in how to report the information and were given a grace period for reporting to parents. During monitoring this school year, this new guidance and flexibility will be considered in determining whether the districts met the requirements.

ESEA Flexibility Waivers Update

Dr. Harms updated the committee on the current status of the Elementary and Secondary Education Act Flexibility Waivers. South Dakota's ESEA Flexibility Waiver request was approved by the U.S. Department of Education on June 29, 2012. In September 2012, the SD Department of Education submitted requests for four amendments to the waiver. Harms reviewed the four amendments.

Amendment Request #1

State Developed Recognition, Accountability and Support – See pages 38-39 of waiver. Originally, South Dakota proposed Indicator #3: College and Career Readiness of the School Performance Index for high schools to be based on three factors – 1) Percent of students taking the ACT test ; 2) Percent of ACT student scores whose math sub-score is 20 or higher; 3) Percent of ACT student scores whose English sub-score is 18 or higher.

South Dakota proposes to eliminate #1—percent of students take the ACT – from the College and Career Ready Calculation, and weight #2 and #3 equally, with each of them accounting for 50% of the points for this indicator.

South Dakota has placed emphasis on stakeholder input. Stakeholders felt that this particular component placed an unfair burden on schools that have no control over the number of students taking the ACT.

During the public hearing held before the State Board of Education on August 23 to address the state's new administrative rules for accountability, the board received several written comments encouraging the elimination of this component of the College and Career Readiness Indicator from the School Performance Index. The board was strongly encouraged to eliminate this portion and place emphasis on the scores of the ACT test rather than the percent of students taking the test. The State Board of Education voted to eliminate the percent of students taking the ACT from the Career and College Ready Calculation.

Amendment Request #2

2A(i) State Developed Recognition, Accountability and Support - See pages 38-39 of waiver. Originally South Dakota proposed Indicator #3: College and Career Readiness of the School Performance Index for high schools to be based on three factors: 1) Percent of students taking the ACT test; 2) Percent of ACT student scores whose math sub-score is 20 or higher; 3) Percent of ACT student scores whose English sub-score is 18 or higher.

South Dakota proposes to add a specific career-ready measure to the calculation of the College and Career Readiness indicator of the School Performance Index by the 2014-2015 school year.

South Dakota has placed emphasis on stakeholders input. Stakeholders felt that a specific career ready element was an essential component in this indicator. As the ACT does not measure career readiness, stakeholders strongly encourage the department to pursue additional options for this indicator.

During the public hearing held before the State Board of Education on August 23 to address the state's new administrative rules for accountability, discussion occurred encouraging the addition of a specific career readiness component to the calculations of Indicator #3: College and Career Readiness. The State board of Education voted to add a specific career ready calculation by the 2014-15 school year.

Amendment Request #3

2A.i – State Developed Recognition, Accountability and Support - See pages 34-40 of the waiver. Originally, South Dakota's plan did not incorporate the use of a confidence interval or a similar method of leveling volatility for small n-size schools when calculating the indicators within the School Performance Index.

South Dakota proposes to apply a confidence interval when calculating the indicators within the School Performance Index.

South Dakota has many small school districts, and a confidence interval will help ensure accurate representation of performance within these schools.

During the public hearing held before the State Board of Education on August 23 to address the accountability rules, the board received several written comments encouraging the inclusion of a confidence interval in the SPI calculation.

Amendment Request #4

2A.i State Developed Recognition, Accountability and Support - See page 34 of the waiver. Originally, as an incentive to encourage continuous improvement, schools whose Gap and Non-Gap Groups met their AMO targets in reading and math would earn 5 additional School Performance Index points.

South Dakota proposes to eliminate the ability for schools to earn additional SPI points.

After further consideration, we believe that the additional five points could unduly skew the rank ordering of schools based on their SPI scores.

During the public hearing held before the State Board of Education on August to address the accountability rules, the board received a written comment about this issue. The State Board of Education voted to remove the additional SPI points.

Administrative Rules to Implement the ESEA New Accountability System

Harms reviewed the South Dakota Administrative Rules created to implement the new accountability system approved through the ESEA Waivers. The rules are ARSD Article 24:42 (State accountability system) and Article 24:55 (Public school accountability system) and are posted on the DOE website. The Administrative Rules were adopted after a State Board of Education public hearing on August 23, 2012. Several written and oral comments were taken at that time. A copy of the minutes of the SD State Board of Education meeting for August 23, 2012 may be found at http://www.doe.sd.gov/board/packets/documents/0812_Mins.pdf . Also see pages 3-5 above for an explanation of the amendments to the Waiver as they also provide information about the amendments to the Rules.

Committee members asked when the SD Accountability Workbook would be updated with the revisions. Harms informed the committee that a new US ED workbook template is planned and will be forwarded to SD DOE by US ED soon.

An additional question asked by the committee refers to the SD Accountability Workbook as last approved by US ED on August 24, 2011. Critical Element 7.1 What is the State definition for the public high school graduation rate? The workbook states that students enrolled in a district for 15 or more consecutive days are included in the drop-out rate for the district. Committee members would like this reconsidered.

The committee continued while having lunch.

Parent Involvement Conference

Dawn Smith, DOE parent involvement coordinator, reported that plans are underway for the 5th Annual Parent Involvement Conference to be held October 29, 2012, at the Ramkota Inn Rapid City. This conference is sponsored in conjunction with the South Dakota Parent Information Resource Center. Topics to be included in this year's conference include bullying awareness, games and activities for families to promote learning, nutrition, and family financial literacy. The morning keynote will be

presented by Michael Dorn author of *Weakfish: Bullying through the Eyes of a Child* and will examine the critical role that parents, educators, mental health professionals, law enforcement officers and other play as role models for children. Smith explained to the committee the various ways in which the conference is being promoted and encouraged attendance for the member's districts.

SD Department of Education Reorganization

Ann Larson, the new Director of the Division of Educational Services and Support, explained the changes in the SD Department of Education. Special Education and Birth to Three have been moved back under the same office with Title I, Children and Adult Nutrition, and 21st Century Community Learning Centers. The six offices within the Department will be raised to the division level within the SD State structure to match the structure of other departments across state government. Assessment and Accountability and Certification have been moved under the same division called the Division of Assessment and Accountability.

21st Century Community Learning Centers

Sue Burgard, coordinator of the 21st Century Community Learning Centers, distributed a listing of the grants that are currently funded through the federal dollars. The Department receives 30-50 grant applications each school year by the deadline date in late February. Grants are funded for \$50,000 to \$150,000 a year and are awarded to high poverty schools of 40% or greater poverty rate or to Title I school-wide schools. The centers provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. A list of grantees can be found at http://doe.sd.gov/oatq/21cent_grantees.aspx.

A summer conference is planned each summer and is free to grantees. Other interested persons may attend with a registration fee of \$50 to cover food and supplies. This coming summer Stuart Brown, M.D. author of the book *Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul* will be the speaker. Conference information may be found in the coming months at http://doe.sd.gov/oatq/21cent_conference.aspx.

Title I, Part C - Migrant Program

Jenifer Palmer, Director of Migrant Education, reported on the June conference sponsored by the Title III-English Language Program and the Title I Part C-Migrant Program. Seventy-five teachers attended the joint conference held in Oacoma. Dr. Catherine Collier provided interactive activities for the attendees to demonstrate instructional strategies for limited English diverse learners. Collier also spoke about working with diverse families of English language learners and special needs children and making Response to Intervention strategies culturally and linguistically viable for migrant students. Dr. Sara Waring, former SD Title III director and current project director for the Language Instruction Educational Programs at edCount, spoke on the US ED Office of English Language Acquisition literature review and school site visits across the United States. The two programs are planning a second conference next summer.

The Migrant Program has increased the number of identified students from 239 three years ago to 1003 for the current year through more extensive recruiting conducted by contracted recruiters. The consortium in the Watertown area is expecting to see increased numbers of identified students with the establishment of additional dairies in the area to supply the Baby Bell plant that will be opening in Brookings.

LEA Consolidated Applications

Harms advised the committee that only a handful of consolidated applications have not been approved as of the date of the meeting. With the implementation of the waiver, some adjustment will need to be made to the consolidated application section that pertains to the district set asides for the future school years.

Next Meeting

The next meeting of the committee was planned for Thursday, June 6 in Pierre.

Adjournment

Eeten made a motion, second by Bouza that the meeting adjourn at approximately 1:30 p.m. Motion passed.