

## **SD ESSA Tribal Consultation Meeting Notes**

Monday, March 6, 2017, 11 a.m.-3 p.m. (CST)

State Library Commons, MacKay Building, 800 Governors Drive, Pierre, SD

**In attendance:** Brian O'Connor; Dr. Cherie Farlee; Steve Emery (Tribal Relations); Alissa Olson (Tribal Relations); Deborah Bordeaux\*, Rosebud Sioux Tribe; Rosemary Big; Cindy Young\*, Rosebud Sioux Tribe; Troy Heinert; Dan Shroyer\*, Lower Brule Sioux Tribe; Lana Christensen; Karen Whitney; Gina Curran\*, Yankton Sioux Tribe; and DOE staff: Laura Scheibe, Abby Javurek-Humig, Shannon Malone, Ann Larsen, Marta Neuman, Mary Stadick Smith, Mato Standing High, Melody Schopp  
Via telephone: Sherry Johnson\*, Sisseton Wahpeton Sioux Tribe and Bonnie Haines

\*Official tribal designee or 2<sup>nd</sup> official designee; tribal education director; or otherwise identified by tribe to represent temporarily or for informational purposes

### **Prayer**

Sen. Troy Heinert leads

### **Welcome**

Mato Standing High, Office of Indian Education, welcomes group and outlines plan for day.

Sen. Heinert offers brief remarks. He indicates that Tribal Relations may take up the topic of consultation between state Department of Education and tribes as part of a summer study.

Secretary Emery, SD Department of Tribal Relations, suggests that if there is going to be legislation, it could be one piece of legislation requiring state departments to promulgate rules related to tribal consultation. Each department promulgates its own rules.

General discussion on potential consultation protocols ensued.

Sen. Heinert offers an update on SB 125, the COSA accreditation bill.

### **Summary of Notes from Previous Meeting**

Laura Scheibe, Department of Education, leads review of notes/discussion from previous meeting. She identifies the following major takeaways:

- Indicator of school quality/student success: Heard that attendance is a concern; desire to see a more culturally relevant measure; importance of family engagement
- Indicator of college and career readiness: Heard that you want more options/broader pathways – things like life skills, internships, etc.;
- English Learners: Not a strong recommendation in this area
- Criterion vs. norm referenced system: Heard loudly desire to label schools in a more positive way; opportunities to de-emphasize the overall school score
- Testing: ACT not most appropriate for high school assessment since not all kids go on to college

Discussion about Smarter Balanced assessment and its appropriateness follows. Is there leeway under federal law in how we assess students? Rather than grade levels, could we test students at the level appropriate for the student based on where student is at in terms of achieving standards?

### **ESSA Questions & Discussions**

1<sup>st</sup> discussion focuses on the questions from the School Improvement section:

- We need to meet students in zone of proximal development. We need to meet students where they are, but we are testing them at a level that's not appropriate for them.
- We also know there is a lot of research related to trauma.
- We can pinpoint that our students plateau at 4<sup>th</sup> grade.
- Is there a way to use MAP, NWEA or other local level assessment scores?
- Could SD test in grade spans, rather than every student by grade? This would address customized learning approach. One individual indicated success with teaching 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders together – all to the 8<sup>th</sup> grade standards.
- State would need some sort of list for approved local tests to help identify at what grade the student should test.
- Use a combination of local and state assessment: local assessment to determine at *what grade level* students should test, and then the state assessment.
- Will a high school student working at the middle school level be eligible for high school activities?

#### RELATED TOPICS:

- Suggestion that the 15 consecutive day for drops be lowered; 15 days is too much
- Conversation about teachers and teaching:
  - Are teachers teaching appropriately? Should we be doing training for teachers as to their understanding of the standards (eg., break down the standards for teachers).
  - Challenges with teacher recruitment and retention in our schools
  - Instructional coaches are effective but among the first to get cut.
  - Is collaboration with universities to offer some instructional coaching a possibility?
- Conversation about school improvement process:
  - Could system focus more on growth/totally on growth, rather than achievement?
  - Idea of a needs assessment and that assessment should drive interventions for a school
  - Idea of an audit which would occur after school has been in improvement for four years and not made the expected progress
- College and career readiness indicator: Can we incorporate some credit for students who are getting postsecondary credits/experience while in high school?
- How can we bring in the idea of well-rounded education? How can we ensure our schools have enough options for career?
- Is there a place where we can bring in the family engagement piece? One thing currently being done is the family friendly walk-through for Priority schools.
- Incorporate the tribe in the School Improvement process?

### **Tribal Consultation**

Mato leads review of working paper sent out by Indian Education office.

Comments:

- Use positive language in the introduction (eg., gap is negative)
- Concerns about including references to NIEA since they are so membership driven

### **Next Steps**

Next meeting date: March 27, 11 a.m. to 3 p.m., in Pierre, MacKay Building, Conference Room #1

At next meeting:

- Could we talk about what's on Report Card? What information goes to parents?
- Can we get the summary from this meeting in advance?
- Who else has DOE engaged with on this topic?