

SD ESSA Tribal Consultation Meeting Notes

Monday, March 27, 2017, 11 a.m.-3 p.m. (CST)

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

In attendance: Brian O’Conner; Deb Bordeaux*, Rosebud Sioux Tribe; Rosemary Big; Karen Whitney, Alissa Olson, Tribal Relations; Dan Shroyer*, Lower Brule Sioux Tribe; Robert Taken Alive*, Standing Rock Sioux Tribe; Cherie Farlee; Emma Jean Blue Earth*, Standing Rock Sioux Tribe. DOE staff: Melody Schopp, Mato Standing High, Marta Neuman, Mary Stadick Smith, Laura Scheibe, Rob Huffman, Shannon Malone, Jordan Dueis, Ann Larsen, Abby Javurek-Humig, Jan Martin. Via telephone: Bonnie Haines

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

Welcome

Mato Standing High

Prayer

Robert Taken Alive leads

ESSA Big Ideas

- Review of stakeholder engagement and timeline for release of state plan draft (Laura Scheibe, DOE)
- Takeaways from this group for incorporation into state plan:
 - Assess students based on performance level, not grade level. Secretary Schopp indicates interest among several other states in doing competency-based assessment. Assess students based on benchmark assessments given at the local level. Looking for states or districts that could possibly pilot this concept.
 - Give credit to schools for promoting family engagement and improving school culture/climate, including the use of Oceti Sakowin standards. State will pursue an indicator along these lines with the thought of replacing chronic absenteeism indicator.
 - Rename the schools in Comprehensive and Targeted Support
 - Decreased emphasis on single summative score; let the individual indicators speak for themselves
 - Expanded view of what defines college and career readiness indicator (eg. credit for dual credit)

ESSA Report Card

Group discussed ideas for improving the SD Report Card:

- Incorporate a “fast facts” section – a quick look at the most important data
- For reporting information to tribal council, those individuals are looking for basic information, including data about progress.

- Include data regarding teachers by ethnicity
- Include information about which schools using/not using the Oceti Sakowin standards
- How about behavior issues? Under ESSA, states will be required to include behavior data on their Report Cards. This will be new for South Dakota, as we currently do not report this data. Rather, local school districts report it directly to the federal government.
- Include brief explanations of the various indicators
- Like the headlines of “Performance” and “Improvement” from another state’s Report Card, rather than SD’s “Student Achievement” and “Academic Growth”
- What about giving schools an opportunity to highlight some of the good things that schools are doing, since this data may not necessarily reflect that. Allow a district to do a highlight for each school.
- Question: Are the Bureau of Indian Education schools mixed in with SD public schools on the Report Card? Answer: No, SD Department of Education does not run Report Cards for Bureau schools.
- Question: Could the state run Bureau school report cards? Answer: Verification process would be challenging. Capacity of the state and tribes would be stretched. State currently collects only a minimal amount of data from tribes. That would be problematic and would need to check statutory authority.

Final comments: In the future, let’s include the tribal education departments in invitations to meetings for public school leaders, etc. Bureau schools and students are in limbo.

State-level Consultation Protocols

- Conversation about racism and the need to figure out how to communicate with each other.
- Rather than launching directly into writing a protocol, group seemed to agree that some training related to having hard conversations would be helpful and time well spent.
- DOE will reach out to potential trainers and seek to get more representation from other tribes (cc both the tribal education director and the Ed Committee chair).
- Include the local school districts affected by the consultation requirement in the training. Invite both school board president and superintendent.
- Some discussion of Wagner’s consultation policy and whether it could be a model for other LEAs
- Shoot for May 1 for next meeting date
 - Ask affected LEAs to bring any information about current practices related to tribal consultation for other programs