

## UPDATE ON WORK OF THE COMMISSION ON EDUCATION IMPROVEMENT

### Education Interim Committee

Monday, October 27, 2008

#### Assessment Subcommittee

- Every district would use a formative/interim assessment (approved by the NDDPI) – such as NWEA – which would be reported on the MIS03 report.
- NWEA or another formative assessment approved by the NDDPI would be required and funded.
- DPI needs to provide a list of acceptable formative assessments.
- Career Interest Inventory (CII) assessments would be required and it can be either the Choices (free) t, PLAN (\$8.50/student).
- CII Assessments would be required but not funded.
- CTE would provide list of CII assessments.
- All students would be required to take either the ACT or WorkKeys test in 11<sup>th</sup> or 12<sup>th</sup> grade and would be paid by the state. The PSAT was not addressed by the committee.
- UND and Fargo Schools conducted a statistical analysis of NWEA scores to predict a student's ACT score and the technique would be made available to every district.
- Commission discussed the State Assessment in terms of determining college readiness and reporting on a Longitudinal Data System.

#### Curriculum Subcommittee

- The Curriculum Sub-Committee presented a revised North Dakota Merit Plan which has 5 incentive options. See most recent Plan by clicking on: ND Graduation Requirement Comparison Sheet
- Proposed tuition aid has changed from \$6 million to \$40 million and will depend on how many dollars are in the grant program.
- Requiring a math class during a student's senior year has been taken off of the all of the categories except for those students who are seeking a ND Merit Diploma with Academic Honors.
- Make math a priority over science requirement as there appears a higher need to shore up math based on input from employers and those in higher education.
- Clarified that up to ½ unit of health and wellness may qualify to meet the physical education requirement.
- Incorporate the Dual Credit option with AP requirement as long as the Dual Credit class and student performance be to the level that they will receive college credit for the class (on an individualized basis).
- Maintained ½ unit of electronic distance delivery method with exceptions to be allowed or Individual Education Plans (IEP).
- Discussed incentives for students to take a more rigorous curriculum. Committee will forward a plan to provide students with financial incentives to work hard in high school so that they are eligible for funds for college. Need to determine if it will be either a flat rate to each student that qualifies or as a multiplier to the needs based grant program that we have.
- The committee will recommend adding \$5 million to transportation line item of the budget. The main reasons that transportation funding has lagged includes 1) issues with the quality of data that is reported, 2) not a constitutional requirement, 3) not deemed a part of the "instructional-costs" of education. There was general agreement that if we had a formula that more people believed in that there would be more support for increased transportation funding.
- Proposed a North Dakota Early Learning Council and Pilot Program which would:
  - Establish a council responsible for developing a comprehensive plan to serve ND's young children which would include provision for state-funded pre-kindergarten education, and;
  - Work with the NDDPI and the above Council to develop RFPs to fund 2 urban and 2-3 rural geographically balanced pre-kindergarten pilot programs at an approximate cost of \$1.5 million at a cost of approximately \$3600/child.

#### Professional Development Subcommittee

##### Addition of Student Contact and Professional Development Days to Calendar

- Add two (2) Student Contact Days (from 173 to 175 days)
- Add one (1) Professional Development Day Using Current Requirements (from 2 to 3 days).
- Add four (4) Early Dismissal Days for Profession Development.
- Accountability for PD program and quality would be tied to Accreditation process (Coordination of PD reporting with Accreditation would have to occur).
- Establish a Professional Development Monitoring Committee (would oversee random audit of PD Plans).
- Recommend additional staffing for DPI (1/2 time) for Professional Development.

#### Model Instructional Coaching/Professional Development Pilot Grants

- Provide approximately \$500,000 in state dollars for a model coaching and professional development pilot grants for the second year of the 2009-11 biennium.
- Eligibility would include but not be limited to: districts/schools from a North Dakota REAs or other geographical multi-district/school configurations.
- Pilot grants are to provide moneys on a matching basis for developing a model for a instructional coaching structure for any or all content areas as they are impacted by literacy, numeracy, and instructional strategies through professional development.
- Pilot Grant would provide salaries, benefits, supplies, materials, travel, and professional development cost for approximately 16 Instructional Coaches.
- There would be a minimum of three pilot grants awarded.
- Participation would be on a voluntary basis.
- State will provide matching grant moneys to ensure the successful implementation of the model.
- All grant dollars will flow directly through each participating district's general fund for all cost of implementing and operating the grant.

#### Model Mentorship Program Grants

- Provide approximately \$2,000,000 for the 2009-11 biennium for mentorship program grants to increase the instructional skills of the protégé (new to the profession) teacher and support school wide induction activities.
- Grant dollars would provide for a coordinator, training of mentors, stipends for mentors and protégé teachers, evaluation, conferences, and supplies.
- ESPB would administer: hiring of a state Mentoring Coordinator, assisting a statewide Mentorship advisory committee, and developing and soliciting RFP proposals from REAs or school districts.
- Funding for approximately twenty (20) projects would be done on a reimbursement bases.
- Grants based upon serving approximately 250 protégé teachers with trained mentor teachers and professional development opportunities.
- ESPB would hire coordinator, facilitate advisory committee, develop and implement training, provide trainers, provide training for mentors, develop RFP, assist in matching protégé /mentor pairs, supervise mentoring process, provide training and day to day technical assistance, document hours of mentors and protégés, provide funding to programs after review of proposals by ESPB Board/Advisory Committee, evaluate programs, audit spending, and reimburse programs.

#### Formula Committee

- Working on two models: 1) would keep current funding model and incorporates \$300 million in funding - \$100million increase and \$200 million on Property Tax Relief (PTR), and 2) a model in line with the Picus recommendation for full foundation model which would use a per pupil funding ratio and then set an appropriation based on a district's effort to reach their fair share.
- Option 1) Property Tax Relief Proposal
  - Based on a dollar for dollar reduction and the amount of mill levy reduction needs to be determined.
  - PTR dollars may need minimum and maximum mill levy reductions created by property tax relief and will need to determined these in the near future
  - Need to work toward a more uniform levy which would be a downward adjusted mill cap significantly below current cap of 185 mills.
  - Would roll into funding formula and districts weighted ADM base would be part of formula but earmarked for PRT.
  - This model would a blend in additional education dollars and the PTR calculation.
  - Need to answer the question of what happens to equity as the state funds a greater percentage of the cost.
- Option 2) Full Foundation Model Proposal
  - State has a guaranteed funding level made of a mix of local share (same amount from every district from a set mill levy e.g.135 mills) compared to the state funding level.
  - In this model the state comes up with a funding level that would guarantee an adequate education.
  - Example: 200 mill state average = 50 mill reduction = mill levy cap from 185 to 135
  - Need to determine the need for flexibility to go above 135 mills (vote of patrons or will of the board)
  - Would look at off-set for tuition and county sources as a part of the formula.
  - There would no longer be a need for tuition between districts – with the exception of Special Ed districts.
  - Super-low valuation districts would need to be addressed in formula.
  - Need to look at federal 5<sup>th</sup> percentile and 95<sup>th</sup> percentile ruling to make sure that 25% of students are OK.
  - Need to discuss a “hard” cap for full funding model
  - Need to consider what \$300 million in PRT would do to formula (\$300 million = 75 mills = mill levy cap down to