NDE/ESUCC Collaboration Meeting Agenda  
October 2, 2019  
LPS Administration Building

10:00-10:15 Networking

● Find your table (a mix of ESUCC and NDE, department, and expertise at each table)
● 4-6 at a table, need 9 tables

10:15-10:30 Introduction & Review of NDE/ESUCC Structures - (Kraig & Matt)

Powerpoint

1. New Members of ESUCC (Kraig)
   ○ John Skretta, ESU 6
   ○ Corey Dahl, ESU 8
   ○ Drew Harris, ESU 9
   ○ Andrew Dick, ESU 13
   ○ Sarah Salem, ESU 18

2. New NDE Employees/Offices (Matt)

3. Commissioner shared that there are three deputy commissioners - Deb Frisson, Brian Halstead, Steve Milliken (interim). He also introduced the Executive Administrators, Officers, Directors of NDE present.
   ○ Rule 10 & Rule 84 progress overview (Ryan Foor)
   ○ Strategic Vision Revised 060719
   ○ Strategic Vision - One pager

Ryan Foor gave an update on the revisions for Rule 10. Continue to have discussions at the NDE work session/Board meetings. Discussing moving to Standards Base Accreditations. Interest in Board members at looking to revise Rule 84 after Rule 10 is updated.

   ○ MOU Update (Kraig)

In 2016, the original MOU was written and will continue to update a new version of MOU to include all work that is done between NDE/ESUCC/ESU.

   ○ LR 63 Updates

There will be a hearing on Friday for LR63 on the ESU Study. We are prepared, invitation only for the hearing. We have a 143 letters that were delivered today to the Education Committee Letters. These lettered address the importance of ESUs in the
work of schools. Commissioner has been asked to send a written testimony of comments.

4. **Review of ESU structure (ESUCC, Affiliates, PDO)**
   Executive Director shared the ESUCC Organizational Chart.

5. **Five Bold Steps/ PDO Workgroups & Cadres**
   - Five Bold Steps
     - ESU Standards
     - Joint Decision Making
     - SIMPL Inventory
     - Value Add Metric
     - Value Proposition
   - PDO Work Groups
     - Continuous Improvement
     - Curricula/Materials
     - Customized Services
     - Educator Effectiveness/Effective Instruction
     - School Mental Health
     - Leadership
     - MTSS
   - Cadres

Executive Director shared that the NDE/ESUCC Theories of Action. Today we are going to focus on Accreditation/School Improvement

7. **Strategic Plan (Ryan Foor)**
   - Strategic Plan Quarterly Report

2017 NDE State Board implemented their Strategic Plan. Mission: To lead and support the preparation of all Nebrasskans for learning, earning, and living. This plan was revised in June 2019. They originally had 27 goals. Was tough to find their place in goals which were very specific. Revised to only have three goals: Leadership; success, Access, and Support; Teaching, Learning, and Serving. There are 9 strategies of the NDE Board.

**10:30-11:30 Information Sharing (What the following means for all of us).**

- **April 3rd**: A Quick Review (Kraig & Matt)
- **AQuESTT**, EBA, NI (Priority Schools), **CSI, TSI, ATSI**, Assessment & Other
Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives.

Objectives:
- Provide a high-level overview of assessment and accountability results
- Share reactions to TSI and ATSI designations
- Highlight supports for schools
- Describe the future of NSCAS Assessments

They gave a high level overview of student group performance in Math. Flat across the board. How do we support together to decrease the gaps. ELE numbers are fairly similar. This helps drive the designations. AQuESTT by the numbers - the numbers given are preliminary. NDE did not force the 10-40-40-10 split in classification this year.

TSI - Targeted Support and Improvement - are the students meeting the proficiency standards? There are three stages: Stage 1 - status and progress toward EL Proficiency; Stage 2 - 276 Schools - academic progress; Stage 3 - SQSS Indicators - 256 schools(Student Quality Student Success); Stage 4 - not yet released.

ATSI - Additional Targeted Support and Improvement - lowest 5% of Title 1 Schools

TSI/ATSI by the numbers:
- 763 student groups in schools identified for additional support
- 364 schools identified for TSI or ATSI
- 117 ATSI
- Special Education was largest student group identified

CSI - Comprehensive Support and Improvement - was done last year with 27 schools were identified and this is a three year program so next time will be done in 2021-2022.

There is a needs improvement school in every ESU. There is an excellent schools in every ESU.
Improvement Planning Guide - Planning guide for targeted support and improvement schools (TSI) and additional targeted support schools. Shared responses they have received. Need to continue to focus on the students success.

Schools identified to receive additional support to improve: Priority Schools; Comprehensive Support and Improvement (CSI); Targeted Support (TSI) and Additional Targeted Support and Improvement (ATSI); All schools (Excellent, Great, Good, and Needs Improvement)

ESSA calls simply for the notification of districts with TSI/ATSI schools. Districts must then develop an improvement plan. The NDE has developed resources to support schools in this process.

Leading for Equity in Our Schools Resource - Includes:
- Facilitator Guide
- Reflection Guide
- All CSI schools were required to do a comprehensive needs assessment. This tool can help guide schools in their needs. It includes “who” should be a part of this process.
- Improvement Planning Guide - resources for disaggregating data, conducting a root cause analysis, and selecting interventions or strategies.

NDE will not collect the ATSI plans, but they will continually check in on schools for progress.

Additional thoughts:
- TSI/ATSI is not meant to call out, but rather call into a conversation.
- TSI/ATSI designation are federal requirements.
- TSI/ATSI designations begins to deliver upon the NDE and State Board’s commitment to educational equity.
- Just like teachers do in the classroom with students with diverse needs, we must develop an education system that considers the differing needs of our schools.

There will be a TSI reclassification/reevaluate every year. So they can acknowledge that schools are improving. After 3 years of being a ATSI you become a CSI school. No planning, once notification is received they must act now. Think about the student in those group and what we can do for that student to improve. Include in MTSS, school routines, etc. Schools own the improvement. Connect requirements of the Reading Improvement Act.
Evolution of NSCAS - How do we utilize the current components of NSCAS and strengthen and cohesion? How we take MAP Growth and assessment so that teachers can be informed on student growth. Adaptive through model - 2021-2022. Look at the Map Growth to make sure pieces align properly. More information will be coming to the NDE website soon. Continuing to improve supports and information that we have access too. Summative test does not give enough actionable items. Not designed to do that. This evolution with Map Growth and NSCAS together to give them more information. NSCAS identifies areas of need. NSCAS through year model will include Fall, Winter, Spring. NSCAS Summative blends with NSCAS Interim (MAP Growth).

11:30-12:30 Working Lunch

- Breakout-School Data by ESU (Lane, Shirley & Marci Ostmeyer)
  - In a perfect world, what supports would CSI/TSI/ATSI schools receive?
    - Framework for understanding poverty
    - Evidence of processes or programs that work with similar demographics
    - Resources of time and money
    - Inclusive and informed leadership
    - High quality resources
    - Supports for Strong Tier 1 instruction
    - Data support
    - Skilled building level leaders
    - Comprehensive needs assessment to know what areas to focus on
    - Once looked at data and leaders in place - intensive, comprehensive classroom specific support - responses to data, what is it saying in terms of instruction,
    - Schools need help situating within the context in the district - they are told what to use or what to do
    - High quality instructional materials
    - Social emotional learning - mental and physical health supports
    - Brush over poverty - key influencer - leaders would have mindsets and disposition to have intelligent conversation around expectations and high expectations of needs of students of color
In a perfect world, what supports would STUDENTS in CSI/TSI/ATSI schools receive?
- Individualized planning
- High quality leaders
- Whatever the data says they need
- Access to high quality materials and high quality learning experiences
- High quality teachers
- Support systems - parents that are engaged or other adults that can support them
- Climate and culture to support learning - no bullying, etc.
- People care about “student”
- People care of student with high expectations
- Do students have access to grade level standards
- Alignment of all supports in the educational leadership areas - students deserve need all people in the support system - equitably distributed across the state.

Building capacity (How do we start & complete this work?)
- Time Frame
  - Group Report Out

What do NDE/ESUs collectively need to build to support schools?
- Need to ensure that there is cross training and better level of collective level of baseline knowledge and inputs on data - people signing off on data and they are not the ones supporting so key data may be omitted.
- Fight the urge to throw the baby out with bath water. Enhance what you have instead of buying new
- Moodle course - utilize ESU staff as facilitators, taking the class and tying in with high ed partners so in the end it helps teachers.
- Coherence is important - model what coherence looks like/expectations on how schools can effectively move forward
- Research - utilize data we already have and use data to what is working and working effective - bring light to what is work already.
• NDE/ESU collectively provide the professional development - teacher training on - what do they do, what can they do better. In classroom, with kids, support.
• Clearly articulate who is reasonable for what? Looks different in every school. Who is the instructional leader? Information leader? The roles come with a set of responsibilities. Define the roles and help schools to identify their roles to meet the needs.
• Simplify/align the system in order to free up time - streamline system, coordinate efforts, so they can focus on what they need to be doing.
• All work needs to be done collectively - ESUs and NDE!! The right people and the right table in the beginning so we can have shared ownership so we can evidence of time so no one person is strapped. (Joint Decision Making Bold Step 2)

12:30-12:45 Break

12:45-2:15

• **SIMPL** (Larianne & Marci) (SIMPL Inventory Bold Step3)
  Presentation
  - Brief history & why
    - What is SIMPL - Services Implementation Model Process and Log
  - Improving your SIMPL skills

Collectively demonstrate the cumulative impact that ESUs have on
- reflecting the AQuESTT tenets
- providing cost savings to school districts
- impacting continuous school improvement

Evolution
- Service Implementation Matrix Model Process and Log

History of SIMPL
1. Originated at ESU #7 in 2014
2. Process to monitor ESU services
3. Process to track District participation (39 public and nonpublic schools in 7-county region)
4. Service Implementation Model Process & Log
5. Became an ESUCC Initiative in 2017
6. 5 ESUs Piloted 2017
Part of ESUCC Bold Step #3 in 2018
Currently 8 ESUs (ESU 2, ESU 3, ESU 7, ESU 8, ESU 9, ESU 10, ESU 13, ESU 16, ESU 17) are logging and all ESUs have added their services to the directory, but not all are actively logging

Process
- Data dig
- Service Plan Development
- Implementation

Model Process
- Data Driven
- Convenes Monthly
- Balance staticity with elasticity
- Evolves, expands and improves continuously
- Identifies & aligns agency services with school district needs
- Provides specificity for the degree of support school districts need

Create Directory of Services

Logging
- Event - when people come to ESU/Register for event
- School Audience
- Logistics
- Service
- Notes & Resources

2020 -
Score Rubrics - does not happen
Implementation Objectives - pair school goals
Score each quarter if ESU is meeting the Schools Goals
Customize services to meet school needs
4 Implementation Levels - don’t do anymore
Baseline and 3 Goals
Scoring Implementation
Score Met/Not Met
Focus on Implementation goals
Focus on percentage of what goals are met
**SIMPL** - demonstration of website

**SIMPL Handout**

Front Page includes - Totals as of today from beginning of August 2019
- Statewide Services Available (344 unique services)
- Services Recipients (8,224)
- Service Hours (5,300)
- AQuESTT Tenets Alignment
- Event Attendance (2,355)
- Dollars Saved ($6,953,470)

Reports (Blue are live links) - Schools>Service Implementation
- Schools efforts towards NDE Tenets
- Service Plans - years that have been done
  - Implementation Summary
- Service Implementation Progress
- Service Catalog
- Service Hours
- Average on-site visits per schools
- Service matrix

Value of services
Reminder for ESUs to go into Adjustments to hourly rates of staff
  - Shows ESU Investment
  - Shows School Savings

Each Schools can see / Public can view also
  - Activity
  - Service
  - Event Attendance
  - Implementation Objectives
  - Qualitative Data

Next Steps - broke into two groups
- Group 1 (Marci) - ESUs 1, 5, 6, 11, 18, 19
- Group 2 (Larianne) - all others

2:15 **Next Steps & Wrap Up** (Matt & Kraig)
Between Now and Then

Keep the train rollin’ - evaluation to be sent out - Keep looking at the work ahead and keeping everyone informed. SIMPL can help provide answers on where we need to go next. Access to shared data is important. Learning how to use data effectively to help schools.

Core group to facilitate the work

ESUCC - Kraig Lofquist, Deb Paulman, Geraldine Erickson, and Brenda McNiff
NDE - Russ Masco - Shirley Vargas, Lasne Carr, and Matt Hastings (subject to change)

2:30 Adjourn at 2:16PM

Attendance:

ESU Administrators: 1 (Bill Heimann), 2 (Ted Deturk), 3 (Dan Schnoes), (Gregg Robke), 5 (Brenda McNiff), 6 (John Skretta), 7 (Larianne Polk), 8 (Corey Dahl), 9 (Drew Harris), 10 (Melissa Wheelock), 11 (Greg Barnes), 13 (Andrew Dick), 15 (Paul Calvert) 16 (Deb Paulman), 17 (Geraldine Erickson), 18 (Berthany Brunsman), 19 (Amy Vester)

NDE Leaders: Matt Blomstedt, Dr. Frisson, Cory Epler, Russ Masco, Lane Carr, Ryan Foor, Shirley Vargas, Brad Conner, Brad Dirkson, Melody Hobson, Kim Snyder, Dorann Avey, Jeremy Henniger, Sharon Davis, Bryce Wilson, Amy Rhone, Brian Halstead, Katie Graham, Beth Wooster, Matt Hastings, Steve Milliken, Melody Hobson

ESUCC Staff: Kraig Lofquist, Deb Hericks, Beth Kubes, Priscilla Quintana, Craig Peterson, Rhonda Eis

ESUPDO Representatives: PD Planning, SDA (Marci Ostmeyer, Kelly Clapp), TLT (Peg Coover), ESPD (Jean Anderson), NOC (Jamen Hall)