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BUREAU OF INDIAN EDUCATION
DRAFT AGENCY PLAN
TRIBAL CONSULTATION

DATE: Monday, April 27, 2020
TIME: 5:01 p.m.
LOCATION: Bureau of Indian Education
1849 C St NW
Washington DC 20240
REPORTED BY: Nate Riveness, Notary Public
JOB No.: 4052760

Job No. CS4052760

1 APPEARING TELEPHONICALLY:

2 DR. TAMARAH PFEIFFER, Chief Academic Officer for the
3 Bureau of Indian Education

4 DR. MAUREEN LESKY, Office of the Chief Academic
5 Officer

6 MARGO DELAUNE, Acting Associate Deputy Director for
7 the Division of Performance and Accountability

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1 P R O C E E D I N G S

2 DR. PFEIFFER: Welcome. We will begin
3 the presentation in just a few minutes. This gives an
4 overview of what we will discuss today. A copy of the
5 presentation is also available on the BIE website.

6 We want to thank everyone for taking
7 time out of your busy schedules, given the enormous
8 urgency you are addressing in your tribal communities
9 due to COVID-19 pandemic. Please stay safe and stay
10 well. We will begin in just one minute. Next.

11 As you see, we have a few reminders as
12 we begin this tribal consultation on the BIE Agency
13 Plan. Please mute your phones to conserve bandwidth.
14 We also request that you turn off the video. At the
15 close of the presentation, the moderator will call
16 upon you. Please state your full name and tribal
17 affiliation.

18 Again, this is a tribal leadership
19 call. A copy of the draft Spring 2019 plan is
20 available for your review. If you do not have that
21 draft plan, please put your email in the chat box and
22 we will send it to you at the close of this

1 presentation. Next.

2 Good afternoon, tribal leaders. My
3 name is Tamarah Pfeiffer and I'm the Chief Academic
4 Officer for the Bureau of Indian Education. My role
5 as Chief Academic Officer is to support and build
6 strong systems of support regarding standards,
7 assessment and accountability systems for the Bureau
8 of Indian Education.

9 Today I have two colleagues that will
10 be presenting alongside myself. I would first like to
11 have Dr. Lesky introduce herself, and then Ms.
12 DeLaune. Dr. Lesky?

13 DR. LESKY: Good afternoon, everyone.
14 My name is Maureen Lesky. I am a program analyst in
15 the Office of the Chief Academic Officer. My role is
16 to assist with assessments and accountability. Thank
17 you.

18 DR. PFEIFFER: Ms. DeLaune?

19 MS. DELAUNE: Hi. I'm Margo DeLaune.
20 I'm Acting Associate Deputy Director for the Division
21 of Performance and Accountability. And this office
22 has oversight responsibilities for the Every Student

1 Succeeds Act Program and the Individuals With
2 Disabilities Education Act Program. Thank you.

3 DR. PFEIFFER: Next. The Every Student
4 Succeeds Act under the Elementary and Secondary Act
5 allows for states, and in the case of the BIE, which
6 is not a state, to follow the same guidance. To look
7 at innovation and flexibility, but as the end result,
8 to provide accountability for student achievement.

9 Recently, on March 26 of this year, the
10 Final Rule was published. The link to the Rule is
11 provided. We are thankful to all tribal leaders who
12 provided guidance on the Final Rule and negotiated
13 rule-making team. This Rule is now in place under 25
14 CFR Part 30 as of today. Next.

15 The Final Rule as we share the
16 framework to the Agency Plan is the "what." It
17 defines all the parts. Some of these pieces or parts
18 include for the first time the Bureau of Indian
19 Education will have a set of unified assessments for
20 English language arts, math, science, English language
21 proficiency, and alternate.

22 The language of the Rule is aligned

1 with ESEA. The Rule outlines the process of waiving
2 in part or in whole the Final Rule by the tribal
3 governing body and school boards. The Final Rule
4 confirms that the tribes' sovereign right to develop
5 Native American language is similar to that under 34
6 CFR 200.6.

7 There is also additional language that
8 clarifies the requirement of the school comprehensive
9 support and improvement. Next.

10 The Agency Plan -- this is the "how."
11 The Agency Plan which we are asking for comments on
12 today is the "how." How will items be measured? How
13 will the BIE implement standards, assessments and
14 accountability? How will the BIE measure
15 accountability as it is outlined in the Rule?

16 We again would like to share with you
17 the draft BIE Agency Plan that is now obsolete due to
18 the fact of COVID-19 for school year 19-20. Due to
19 the current pandemic, the BIE was granted a waiver
20 under the Department of Education. Next.

21 Standards. Learning standards are the
22 learning goals that every student is expected to know

1 and be able to do at the end of the course, grade
2 level, grade span, and are the foundations for
3 teaching. The BIE recognizes that most states have
4 adopted a version of the Common Core that are now
5 college and career readiness standards.

6 Under ESSA, the law requires that all
7 states adopt standards for their given assessments for
8 English language arts, mathematics, and the standards
9 that are aligned to college and career readiness. The
10 links are provided below.

11 For science, the standards that have
12 been adopted by the BIE are the next generation
13 standards. The links for grades 4, 7 and 10 are
14 provided below. For English language proficiency
15 development, the link is also provided.

16 At this time, I'd like to turn it over
17 to Dr. Lesky.

18 DR. LESKY: Thank you, Dr. Pfeiffer.
19 Just a quick reminder. We're posting the consultation
20 protocol flight up again for a few reminders for those
21 of you who joined after we started. Please mute your
22 phones, turn off your video. When we get to the point

1 of asking questions and comments at the end of the
2 presentation, please state your full name, tribal
3 affiliation and/or organization when called upon. A
4 copy of this presentation can be found at the tribal
5 consultation page link provided. And if time allows,
6 we will address comments in the chat box.

7 I will review the next slides that are
8 related to assessments and accountability. States as
9 well as the BIE are required to administer assessments
10 in English language arts, math, science and alternate
11 assessments. ELA, math, science and alternate
12 assessments are given in grades 3 through 8 and once
13 in high school. Science is given once in the
14 following grade spans: 3 through 5, 6 through 8, and
15 high school grades.

16 States may use a nationally recognized
17 high school assessment as long as the assessment is
18 aligned to the state's standards. Those types of
19 assessments are the ACT and SAT. If you are
20 interested in viewing BIE's request for proposals, the
21 links are provided.

22 Computer adaptive assessments may be

1 used to measure students' proficiency above or below
2 grade level. The law allows states to set a limit on
3 the amount of time devoted to assessment
4 administration. This speaks to the topic of not over-
5 testing students unnecessarily. And BIE is very
6 mindful of test-taking time.

7 For accountability, ESSA requires a
8 range of indicators that include the following:
9 academic proficiency, graduation rates, English
10 language proficiency, growth or another academic
11 indicator, not less than one other non-academic
12 indicator for school quality or student success. And
13 you may hear that referred to as SQSS, as abbreviated.
14 And then lastly, schools must meet a 95 percent
15 assessment participation rate.

16 We realize this chart is difficult to
17 read, so it is provided as a resource on the link that
18 was provided earlier. The chart shows the BIE's
19 phased-in approach to implementing assessments and
20 accountability. In the beginning phase, BIE will
21 utilize an off-the-shelf assessment, and in later
22 phases, customize standards and test items within the

1 assessments for BIE's needs.

2 Notice that tribal civics will be in a
3 later phase due to the time needed to develop
4 standards, a scope of work, and also to procure an
5 assessment. And as Dr. Pfeiffer mentioned earlier,
6 the 19-20 assessments and accountability timeline are
7 obsolete due to the waiver BIE received.

8 This slide displays some questions
9 related to accountability that we would like you to
10 consider and offer feedback on at the end of the
11 presentation. I will not read these questions, but
12 allow a few minutes for you to review them, and we
13 will come back to these questions and other questions
14 at the end of the presentation.

15 At this time, I will hand over the
16 presentation to Ms. DeLaune. Thank you.

17 MS. DELAUNE: Thank you, Maureen. The
18 next following slides are going to be an overview of
19 the Every Student Succeeds Act and the Comprehensive
20 Support and Improvement School.

21 The BIE received several funding
22 allocations from the U.S. Department of Education, and

1 some of those are the Title I, Part A monies, which
2 most of you are familiar with. But it also includes
3 the 1003A school improvement monies. We have Title I,
4 Part B, which is Student Assessment Formula grant. We
5 have Title I, Part E, which is a discretionary
6 Striving Readers Comprehensive Literacy grant.

7 We have Title II, Part A, which is
8 your effective teacher and leader quality. We have
9 Title IV, Part A, which is Student Support and
10 Academic Enrichment grants. This is a formula grant.

11 We have Title IV, Part B, which is your
12 21st Century Community Learning Center discretionary
13 grant; your Title V, Part B, which is your Rural and
14 Low-Income School grant; and your Title IX, Part A,
15 which is your McKinney-Vento Homeless Education
16 Program grant, which again, is a discretionary grant.
17 Next slide.

18 Under Title I, Part A, 1003A, there are
19 two types of schools identified under this program.
20 One is the Comprehensive Support and Improvement
21 School, and these are your lowest-performing five
22 percent of Title I schools on state assessments. Or

1 it also includes high school, to have a graduation
2 rate lower than 67 percent. And also, we have
3 Targeted Support and Improvement Schools.

4 The BIE received a waiver from the U.S.
5 Department of Education so that we do not have to
6 identify Targeted Support and Improvement Schools
7 until the school year 2021-2022, due to the state
8 assessment information BIE current had, which is the
9 underperforming subgroup. That information won't be
10 available until the 2021-2022 school year. Next
11 slide.

12 With School improvement CSI- and TSI-
13 identified schools, when those schools are determining
14 what type of academic intervention and support, they
15 are going to provide their students, though supports
16 must be termed what is known as evidence based
17 intervention. Next slide.

18 The Elementary Secondary Education Act
19 of 1965 has always had a research base intervention
20 academic name known as scientifically-based research
21 when NCLB was in place. When ESEA was reauthorized as
22 Every Student Succeeds Act, or ESSA, that terminology

1 became known as evidence-based research. Next slide.

2 So with the evidence based
3 intervention, the strategies and approaches that are
4 used throughout the Title I, Part A academic
5 interventions; Title II, Part A academic
6 interventions; or Title IV, Part A academic
7 interventions only require a 1, 2, 3 Tier level, or a
8 Tier 4 level.

9 Most of the Title I programs fall under
10 Tier 4, because this is the less rigorous academic
11 intervention. But your CSI-identified schools must
12 use Tiers 1 through 3 because they are academic
13 interventions that have a higher degree of evidence
14 that provides information that supports that those
15 interventions actually help improve student
16 achievement. Next slide.

17 This is just a visual of the four tiers
18 that are used for academic interventions, the
19 evidence-based research interventions, and as you can
20 see, Tier 4 is your lower tier that's used with most
21 of your Title programs. Tier 1, 2 and 3 are your
22 strong, moderate and promising evidence-based

1 research. And so again, these are used with your CSI
2 schools, your Comprehensive Support and Improvement
3 schools. Next slide.

4 Also under ESSA, we have what is known
5 as Teacher and Leader Quality, which is Title II, Part
6 A, and these programs support in helping to attract,
7 retain or prepare or principals or leaders of the
8 school and also the teachers in the school. Next
9 slide.

10 The monies under Title II, Part A can
11 be used for teacher and school leader academies. It
12 could be also used to support other activities that
13 help support principals. It could be used for the use
14 of technology and data privacy or distance learning,
15 which we now are in a time where distance learning has
16 become very important. Or you could use it for other
17 educator workforce priorities. Next slide. Maureen?

18 DR. LESKY: Yes. Thank you, Ms.
19 DeLaune. At this time, we will briefly show questions
20 related to school improvement and teacher and leader
21 quality. Like the assessment questions we showed
22 earlier, we will circle back to these at the end of

1 the presentation. Please take a few seconds to read
2 these questions.

3 To summarize, BIE will need to make key
4 decisions around several areas to implement ESSA. We
5 talked about assessments and accountability earlier.
6 However, BIE will need to look more closely at new
7 subgroups, specifically ethnic and racial subgroups.
8 BIE will also need to make decisions on how to
9 strengthen educator effectiveness.

10 School improvement: what types of
11 interventions will schools use, how will Title funds
12 be utilized, and then how will BIE support special
13 populations such as homeless students, students in a
14 foster care system, or students that come from
15 military families?

16 The next slide shows BIE's tentative
17 transition timeline. April 27th through May 1st is
18 the tribal consultation, such as the one right now.
19 In May, BIE will provide consultation comments to the
20 U.S. Department of Education. In June, BIE will
21 review those consultation comments. July, BIE will
22 amend the BIE Agency Plan based on feedback from the

1 consultations. And in August, BIE plans to have a BIE
2 Agency Plan that is in compliance with ESSA that will
3 be implemented for school year 2020-2021.

4 Some of the communication methods BIE
5 is utilizing include the BIE website, Facebook and
6 Twitter accounts, email updates to school and tribal
7 leader contacts, webinars, meetings, and possibly the
8 Federal Register.

9 The folks who presented today are
10 listed on this slide for your reference. And now we
11 are at the end of our presentation, where we do want
12 to review some specific questions for you to get your
13 feedback.

14 I'm going to read through these
15 questions. They're questions we would like your
16 feedback on. They're sample questions. You may have
17 further questions or comments. But please take a look
18 at these as I review them and then we will turn it
19 over to the moderator.

20 What kind of waiting do you recommend
21 for academic proficiency on state assessments? What
22 graduation cohort do you think the Bureau should use,

1 a four-year cohort or five-year cohort? What are your
2 thoughts on high school graduation rates? What are
3 your thoughts on English language proficiency? What
4 type of growth model would you like to see the Bureau
5 use? Are there any other academic indicators you
6 would like to see the Bureau use? What types of non-
7 academic indicators -- also known as SQSS, School
8 Quality or Student Success -- indicators do you think
9 the Bureau should use?

10 What minimum insight do you feel is
11 appropriate, given the number of small schools within
12 the Bureau? States have a minimum ranging from 10 to
13 20, and a little bit beyond.

14 What types of summary school
15 determination descriptions do you feel is appropriate
16 to use? Some states use description such as a letter
17 grade or other types of colors or symbols, or a brief
18 written narrative description.

19 How do you prefer to have the Division
20 of Performance and Accountability communicate with
21 your schools? What types of technical assistance
22 would you like to see to support student learning?

1 When is the best time of the year for technical
2 assistance? When is the best time for training? What
3 types of teacher and leader professional development
4 would you like to see with your schools?

5 Written comments can be sent to
6 consultations@bia.gov. The Federal Register notice
7 for the Agency Plan to implement standards,
8 assessments and accountability is provided in the
9 link. And as we mentioned previously at the
10 beginning, if you would like to have a copy of the BIE
11 Agency Plan for 19-20, which is a draft which is
12 available, you may put your name and email address in
13 the chat box. And then in an earlier slide, it also
14 shows the link.

15 At this time, we will hand over the
16 presentation to the moderator, who will assist you
17 with getting into the queue to ask questions. Thank
18 you very much.

19 MODERATOR: If anyone would like to ask
20 a question or make a comment, please hit star 1 on
21 your telephone keypad, star 1, and I'll access your
22 line. There are no questions in queue. Oh, we do

1 have one question from Melanie Herne, from Salt River
2 School. Your line is live.

3 MS. HERNE: Hi, good afternoon, early
4 evening to everybody. So this is Melody Herne, H-E-R-
5 N-E. And I'm representing Salt River Pima Maricopa
6 Community Schools, and we sit out in Scottsdale,
7 Arizona. And I think mine is more probably a comment
8 then a question.

9 So our state, the State of Arizona's
10 current model for our K-8 does have those state
11 assessments weighing in at 50 percent. So a portion
12 for growth, there's a portion for straight percent
13 proficient. And I do think that that is rather high.
14 So I think that my comment would probably be more
15 along the lines of looking at not having 50 percent of
16 the -- whether it's a grade, whether it's a label
17 indicator, whatever that final indicator looks like.
18 But I do think that 50 percent is rather high, now
19 having worked with the state system for a few years.
20 Thank you.

21 MODERATOR: Just a reminder, if anyone
22 would like to make a comment or ask a question, please

1 hit star 1 on your telephone keypad, star 1, and I'll
2 access your line. There is no one in queue at this
3 time. We do have a question from Sherry Johnson.

4 DR. JOHNSON: (Introduction in native
5 language.) I'm the tribal representative for tribal
6 consultation on education matters for the Sisseton-
7 Wahpeton Oyate. And I do want to make the comment
8 that considering this tribal consultation is at this
9 time, and I finally received a copy of the
10 Consolidated Agency Plan this morning, I'd like to say
11 that I don't feel that was a timely -- did not give me
12 time to really read through this and prepare a set of
13 questions. And so I'd like to put that in the note
14 that, again, I was not provided the Agency Plan until
15 this morning, and consultation is today or tonight.
16 And I have been requesting this for quite some time.

17 So I also have a question about the N-
18 size. When you have an N-size of 10, are you talking
19 grade groups or are you talking like one grade, or for
20 instance, K2 or just kindergarten or just first grade,
21 or -- I suppose we should talk about 3rd through 8th,
22 but how are the N groups going to work?

1 DR. PFEIFFER: Hello, this is Tamarah
2 Pfeiffer again. Thank you for your comments. The
3 first one regarding the comment period, please feel
4 free to join the other tribal consultation times. We
5 have two more meeting times, one on Wednesday and one
6 on Friday, and we are open for written comments until
7 May 8. The N-size would be -- and Maureen, I'm going
8 to lean on you as well for clarification -- but we're
9 looking at grade level. So when we look across the
10 Bureau and we have small schools, some K3, some K,
11 some K6, some K8, we see some grade levels -- let's
12 just take a test level grade like a 5th grade that are
13 below an N-size, if we were to say 10 as the minimum
14 N-size, that 5th grade potentially in that school may
15 be below that. Does that clarify it?

16 DR. JOHNSON: Yes. So their test
17 scores will not matter, or how does that work? Are
18 they included anywhere else?

19 DR. PFEIFFER: I think we're looking
20 for feedback on the N-size, but also on, you know, is
21 there a potential comment around possibly looking at
22 grade spans? So we would look at a grade 3, 4, 5, and

1 6 so that we can protect PII in that case.

2 DR. JOHNSON: That's exactly what I'm
3 asking about, right there. If it doesn't say your N-
4 size is for grades or a grade span or anything. So,
5 yeah, that's exactly what I'm asking.

6 DR. PFEIFFER: And we have to take that
7 into consideration each time. So we're looking for
8 feedback as to what would make the best sense for N-
9 size, and that would probably also fold into comments
10 around growth. Maureen, do you want to elaborate at
11 all?

12 DR. LESKY: Just a little bit. So some
13 states have used grade spans to look at their minimum
14 N. So for example, they've clustered may be 3 through
15 5 together, and then some just look purely at a grade
16 level. So like Dr. Pfeiffer said, we are looking at
17 feedback on that.

18 In the past, some have rolled like a
19 three-year average if they don't meet N-size. And
20 then there's also the question if they don't meet N-
21 size, then how will those schools be -- how will the
22 performance be determined? And some of the ways

1 states have looked at small schools is to -- some have
2 looked at feeder schools, some have looked at the
3 closest schools nearby, and then others have had an
4 independent review of the school to look at their
5 performance. So those are all things that are up for
6 feedback, and we welcome those comments and
7 recommendations.

8 DR. JOHNSON: Okay. Then my next
9 question would be on your four-year adjusted
10 graduation cohort. How come the fifth year wasn't --
11 the five-year adjusted cohort wasn't even optioned in
12 here, even added or included so we could be able to
13 pick from one or the other?

14 MS. DELAUNE: I think if you look at
15 the final rule and then you look at the questions, we
16 are looking to find out what is the preference, or
17 what is the recommendation. Should it be a four-year,
18 should it be a five-year? I think the language inside
19 the rule talks about an extended year. So what would
20 be your preference? And I think also we'd be
21 interested in knowing what you're seeing currently in
22 your schools, and why one would be a preference over

1 the other. Again, we are taking all recommendations

2 DR. JOHNSON: Okay. When I do my
3 written response, I'll go through that. Then my other
4 one is in here on Page 23, again it says the
5 Continuance Improvement Plan is due in BIE's NATIVE
6 Star program. Our contract schools are not required
7 to submit into NATIVE Star.

8 DR. PFEIFFER: Margo, do you want to
9 discuss --

10 MS. DELAUNE: Sure. Are you asking are
11 schools required to submit a NATIVE Star?

12 DR. JOHNSON: No, I'm saying they are
13 not required to submit it, but then it's written into
14 this part of the Agency Plan.

15 DR. PFEIFFER: So with the NATIVE Star
16 application, schools are required under ESSA to submit
17 a BIE consolidated application plan and budget. You
18 are correct in that we cannot make schools use the
19 NATIVE Star application. But if schools do not use
20 the NATIVE Star application, they must still provide
21 the Agency, BIE, the consolidated application plan and
22 budget to the appropriate staff.

1 So right now, we have 100 percent use
2 of all schools using NATIVE Star to submit their plans
3 and their budgets, because otherwise, the onus would
4 then be on the school to assure that every staff from
5 the BIE that needed to review the plans and budgets
6 would receive those. And that would be very hard for
7 a school to do, to determine who needs to look at the
8 plans and the budgets.

9 So it is much easier for the schools to
10 submit plans and budgets under the NATIVE Star
11 application. And so that's probably why you're seeing
12 it listed there. Because the state does have to
13 provide under ESSA a format, an application, in which
14 schools may, if they choose to, use that application
15 to submit those plans and the budgets.

16 MS. DELAUNE: And Dr. Johnson, I just
17 want to remind you that that Agency Plan was a draft
18 for school year 19-20, and it currently is obsolete.
19 We're going to have to start from scratch, based on
20 our consultations. But we did want to in good faith
21 share this plan out to the U.S. Department of
22 Education and acknowledge that had we moved forward

1 for our Spring 2019 testing, this was going to be our
2 framework.

3 So please acknowledge that was a draft
4 and we want -- we need feedback from our stakeholders.
5 Thank you.

6 MODERATOR: Just a reminder, if anyone
7 would like to ask a question or make a comment, please
8 hit star 1 on your telephone keypad, star 1, and I'll
9 access your line. There is no one in queue at this
10 time.

11 (Pause)

12 MODERATOR: There is no one in queue at
13 this time.

14 (Pause)

15 DR. LESKY: Just a reminder, we did
16 pull up the slide again where to send written comments
17 to, consultation@bia.gov, with the subject line, Draft
18 BIE Agency Plan Comments.

19 (Pause)

20 MODERATOR: We do have Sherry Johnson
21 back on the line. Your line is live.

22 DR. JOHNSON: Thank you. In here it

1 talks about the comprehensive support. It says the
2 BIE will use the previous year's data, and then it
3 goes on down to say that it's going to be every three
4 years, or it goes -- in front of that, it says that
5 every three years they will identify schools for
6 comprehensive support and improvement. What does that
7 mean? It's not going to be an annual evaluation, or
8 it's only the first time and everybody is going to be
9 identified? It probably will be 2021 before we get
10 test scores and everything, and then '21, '22 before
11 we're actually identified. Is that correct? Or what
12 is the three years here? What does that mean?

13 MS. DELAUNE: Tamarah, do you want me
14 to answer this?

15 DR. PFEIFFER: Please.

16 MS. DELAUNE: So what this is is CSI
17 schools were identified for this current school year,
18 the 19-20 school year. And schools remain in CSI
19 identification for three years until they can exit the
20 CSI status. And the way to exit CSI status is to show
21 improvement on state assessment scores in a 2-3 year
22 period timeframe.

1 So because the BIE received a waiver
2 due to schools having to close early in most of the
3 states, by the time state assessments were going to be
4 provided, the U.S. Department of Education allowed all
5 states to request a waiver saying that state
6 assessments don't have to be given this year.

7 And so BIE did submit that waiver and
8 it was approved. So CSI schools who were identified
9 last year will remain in still CSI next year. And so
10 those exact same schools will be identified for the
11 upcoming 2021 school year. Does that help?

12 DR. JOHNSON: Yes, it does. And how
13 were they identified? By English --

14 MS. DELAUNE: So state assess --

15 DR. JOHNSON: Go ahead.

16 MS. DELAUNE: So state assessment
17 information was the English and math requirements that
18 the schools were taking, the state assessments they
19 were taking, and they were put in rank order from
20 looking at, reviewing that data. And so the lowest
21 five percent for the school scoring and the lowest
22 five percent were those 85 CSI schools that were

1 identified for this current school year.

2 DR. JOHNSON: And that was the lowest
3 five percent. So what happened with the schools that
4 didn't have an adequate -- and I don't know what you
5 rated the graduation rates.

6 DR. PFEIFFER: So it was schools that
7 showed than less than 67 percent graduation rates,
8 were identified as CSI schools.

9 DR. JOHNSON: Also.

10 DR. PFEIFFER: Also, yes.

11 DR. JOHNSON: Also. In addition.
12 Okay. So those were the two primary indicators for
13 CSI? And then in order to get them out, they have
14 three criteria?

15 DR. PFEIFFER: So they have to show
16 improvement each year, improvement to get themselves
17 out of that CSI status. So there's a three-year
18 timeframe where they work towards improving either
19 their state assessment academic achievement or
20 improving their graduation rates.

21 DR. JOHNSON: Okay. And then -- but I
22 see that there's a third criteria tacked on her that

1 says, demonstrate school leadership retention,
2 financial stability, no findings. Is that in line
3 with what states normally put in there? Because it
4 just seems like it's hard to measure some of these
5 things.

6 DR. PFEIFFER: So what happens is --
7 yes, so most states will have the same method in which
8 they're identifying schools. So, you know, it's
9 looking at the state assessments, it's looking at the
10 graduation rate. And then how to get out of that
11 status is usually a three-year timeframe, because it
12 has been shown that there's a three- to four-year
13 timeframe it takes for a school to show improvement
14 out of that. And so that's why we have the three-year
15 timeframe for us, as we're hoping that schools will
16 show improvement within that three-year period.

17 If they do not, then the next phase is
18 more intense intervention from the state to help see
19 and try to improve schools in getting their students
20 to improve on state assessments.

21 DR. JOHNSON: Yes. And I agree with
22 that. But you get into CSI status through academic

1 performance and then graduation rates, but in order to
2 get out of there, there's graduation rates, academic
3 performance, and then there's all these other things
4 that are just tagged on there.

5 MS. DELAUNE: So would you --

6 DR. PFEIFFER: Dr. Johnson -- I'm
7 sorry, Margo.

8 MS. DELAUNE: Dr. Johnson, I think you
9 were commenting on the Draft Agency Plan, which again,
10 that was a framework, and now we are moving into what
11 are some suggestions or elements that you think would
12 be more appropriate. So I hear some conversation that
13 might not necessarily be applicable going into the
14 next developed agency plan. If you have some more
15 specific areas as you review it, we would appreciate
16 that feedback very much.

17 DR. JOHNSON: Yes, I will comment.
18 Thank you. I'm good.

19 MODERATOR: Just a reminder, if anyone
20 would like to ask a question or make a comment, please
21 hit star 1 on your telephone keypad, star 1, and I'll
22 access your line. No one is in queue.

1 (Pause)

2 MODERATOR: There is no one else in the
3 question queue.

4 (Pause)

5 MODERATOR: Just a reminder, if anyone
6 would like to ask a question or make a comment, please
7 hit star 1 on your telephone keypad, star 1, and I'll
8 access your line.

9 (Pause)

10 MODERATOR: There is no one in the
11 question que.

12 DR. PFEIFFER: There is a question in
13 the chat box from Dr. Johnson requesting a copy of the
14 PowerPoint.

15 So we're going to go back to the slide
16 with the link, and then also we can send that to you,
17 Dr. Johnson. Let me get out of the full slideshow
18 mode here.

19 On the first page, Tribal Consultation
20 Agenda, there is the link to this presentation. And
21 I'll leave it up there so folks can copy that link.
22 And then if you would like a copy, you can also put

1 your email address in the chat box. And we do see
2 your message, Mr. Salcido. We will send it to you as
3 well.

4 (Pause)

5 DR. PFEIFFER: We are coming up on an
6 hour. We have this scheduled again several times this
7 week. We are taking comments for as long as the
8 stakeholders would like to keep this line open. I
9 would like if Dr. Lesky can move the slides back to
10 the questions.

11 We are, again, very excited about the
12 work that is going ahead with the Bureau having a
13 unified assessment under the new Final Rule. We
14 welcome your comments, your suggestions. If you have
15 samples from your state that you or your tribal nation
16 that you are saying this looks like something that we
17 would like to see inside the BIE's Agency Plan, we
18 welcome all those comments, as well as very specific
19 language that you would like to see included.

20 I know that it will take a little bit
21 of time to decipher through both the rules and the
22 sample Agency Plan, but please note that the comments

1 and questions that we are raising really do want your
2 feedback on, and we're very, very thankful for this
3 day and this time that we've had with so many of you.

4 We do have some links that we have put
5 in the chat box so that people can access them a
6 little bit better. And we have a link now for
7 consultation@bia.gov for all related comments
8 regarding this Agency Plan. We do have a due date of
9 May 8th at 11:59 PM Eastern time, but I think -- and I
10 will say this -- I think that the work that our tribal
11 leadership has contributed to supporting the BIE and
12 thinking broadly and thinking about not a one-size-
13 fits-all, but what can be supportive of the brightest
14 schools that we have out there, those responses and
15 those practices are needed by the BIE and we welcome
16 all.

17 Margo and Maureen, do you have any
18 final comments?

19 MS. DELAUNE: No, I don't. This is
20 Margo.

21 DR. LESKY: I did just type a message.
22 If anyone wants a copy of the presentation emailed to

1 them, please let Juanita Mendoza know. Her email
2 address is in the chat box, Juanita.mendoza@bie.edu.

3 And I thank you all for your
4 participation and for your attention.

5 DR. PFEIFFER: Moderator, do we have
6 any more questions in the queue?

7 MODERATOR: There are no questions in
8 the queue.

9 (Pause)

10 DR. PFEIFFER: I will then be the
11 individual at 4:00 or at the hour. I think we will
12 end this recording and pick it up again tomorrow at
13 the same time, Eastern time, 3:00-5:00 East Coast
14 time.

15 (Pause)

16 WOMAN 1: Operator?

17 MODERATOR: Yes, ma'am.

18 WOMAN 1: Hi. It's just the presenters
19 right now, correct?

20 MODERATOR: No, ma'am, you're still
21 connected with the other participants.

22 WOMAN 1: Okay. Sorry.

1 (Pause)

2 DR. LESKY: We'll wait two more minutes
3 before we end the Zoom meeting.

4 (Pause)

5 DR. LESKY: We will be ending the
6 meeting in less than one minute.

7 (Pause)

8 DR. LESKY: Thank you. We will be
9 ending the meeting right now.

10 This concludes today's call. All
11 participants may now disconnect the line. If the
12 moderators would like to stay on a moment, you may and
13 I will turn the recording off. Just one moment.

14 (Whereupon, at 6:00 p.m., the
15 proceeding was concluded.)

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CERTIFICATE OF NOTARY PUBLIC

I, NATE RIVENESS, the officer before whom the foregoing proceedings were taken, do hereby certify that any witness(es) in the foregoing proceedings, prior to testifying, were duly sworn; that the proceedings were recorded by me and thereafter reduced to typewriting by a qualified transcriptionist; that said digital audio recording of said proceedings are a true and accurate record to the best of my knowledge, skills, and ability; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this was taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.



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I, SONYA LEDANSKI HYDE, do hereby certify that this transcript was prepared from the digital audio recording of the foregoing proceeding, that said transcript is a true and accurate record of the proceedings to the best of my knowledge, skills, and ability; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this was taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

<%12151,Signature%>

SONYA LEDANSKI HYDE

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