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2 BUREAU OF INDIAN EDUCATION

3 DRAFT AGENCY PLAN

4 TRIBAL CONSULTATION

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11 Washington DC 20240

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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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P R O C E E D I N G S

DR. PFEIFFER: Good afternoon and welcome. We will begin the presentation in just a few minutes. Please not the overview of the Tribal Consultation agenda. A copy of this presentation is also available on the BIE website. We want to thank everyone for taking the time out of your busy schedule, giving the enormous urgency you are addressing with your students, staff, families and tribal communities due to this ongoing and urgent need related to the COVID-19 pandemic. Please stay safe and stay well. Next.

We have a few protocols, just a few reminders. Please mute your phones to conserve the bandwidth. We also request that you keep your video turned off. At the close of the presentation, the moderator will call upon you. Please state your full name and tribal affiliation. A copy of the draft Spring 2019 Plan is available for your review. Thank you. Next.

Good afternoon, tribal members and stakeholders. My name is Tamarah Pfeiffer and I'm the

1 Chief Academic Officer. My role as CAO is to support
2 and build strong systems of support regarding
3 standards assessment accountability system around the
4 Bureau of Indian Education.

5 Today I have two colleagues that are
6 here to present alongside myself. I would first like
7 to have Dr. Lesky introduce herself.

8 DR. LESKY: Hi. Good afternoon,
9 everyone. My name is Maureen Lesky. I am a program
10 analyst in the Office of the Chief Academic Officer,
11 and my role is to assist with assessments and
12 accountability.

13 DR. PFEIFFER: And Ms. DeLaune?

14 MS. DELAUNE: Hi. I'm Margo DeLaune
15 and I'm Acting Associate Deputy Director for the
16 Division of Performance & Accountability. And this
17 division has oversight responsibilities for the Every
18 Student Succeeds Act grant, ESSA grant, and the
19 Individuals with Disabilities Education Act grant or
20 IDEA grant. Thank you, Tamarah.

21 DR. PFEIFFER: Thank you. Again, to
22 conserve bandwidth, if you'd please turn off your

1 videos. Next. The Every Student Succeeds Act under
2 the Elementary and Secondary Act allows for states,
3 and in this case, the BIE, which is not a state, to
4 follow the same guidance. This is to look at both
5 innovation and flexibility but also as an end result
6 to provide accountability for student achievement.

7 Recently on March 26th of this year,
8 the final rule was published. A link that rule is
9 provided. We are thankful for all the tribal leaders
10 and stakeholder that provided guidance on the final
11 rule. This will now replace 25CFR Part 30. Next.

12 The final rule as we share the
13 framework for the agency plan is the what. It defines
14 all the parts and pieces. For the first time the
15 Bureau of Indian Education will have a set of unified
16 assessments for English language arts, math, science,
17 English language proficiency and alternate. The
18 language of the rule is aligned to ESEA. The rule
19 outlines the process of weighing in part or in whole
20 the final rules by tribal governing bodies and school
21 boards.

22 The final rules confirm, again, that

1 tribes as a sovereign right, have the right to develop
2 Native American language similar to that of 34CFR
3 200.6. There is also additional language that
4 clarifies the requirement of the school's
5 comprehensive support and improvement. Next.

6 The agency plan which we are asking for
7 comments on today is the how. How will items be
8 measured? How will the BIE implement standards,
9 assessments and accountabilities? How will the BIE
10 measure accountability is outlined in the final rules.

11 We would again like to share the Draft
12 BIE Agency Plan, which is now obsolete due to the
13 COVID-19 pandemic. A draft of that was set for school
14 year 1920. Due to the current pandemic, the BIE has
15 been granted a waiver under the Department of
16 Education. Next.

17 Standards. Learning standards are the
18 learning goals that every student is expected to know
19 and be able to do at the end of a course, grade level
20 or grade span and are the foundations for teaching.
21 The BIE recognizes that most states have adopted a
22 version of Common Core that are now college and career

1 readiness standards. Under ESSA, the law requires
2 that all states adopt standards for the given
3 assessments in English language arts, mathematics and
4 alternate. Those standards are aligned to the College
5 and Career Readiness Standards and we have links
6 below.

7 For science, the standards that have
8 been adopted by the BIE are the Next Generation
9 Standards. We have links for grades 4, 7 and 10. For
10 English language proficiency development, the link has
11 also been provided.

12 At this time, I'd like to turn this
13 over to Dr. Lesky.

14 DR. LESKY: Thank you, Dr. Pfeiffer.
15 Just a reminder: We're repeating the consultation
16 protocol slide here for your reference in case you
17 joined after the beginning of the presentation. So,
18 just a couple of reminders: Please mute your phone,
19 keep your video off. This is conserve bandwidth. The
20 moderator will call on you at the end of the
21 presentation for questions and comments. If you are
22 called upon, please state your full name, tribal

1 affiliation and organization. A copy of this
2 presentation can be found on the Tribal Consultation
3 page listed below. And as time allows, we will
4 address comments in the chat box.

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

14 States may use a nationally recognized
15 high school assessment as long as the assessment is
16 aligned to the state's standards. Some types of
17 assessments are the ACT or SAT. If you're interested
18 in viewing BIE's requests for proposal, the links are
19 provided below.

20 Computer adaptive assessment may be
21 used to measure a student's proficiency above or below
22 grade level. The law allows states to set a limit on

1 the amount of time devoted to assessment
2 administration. This speaks to the topic of not over-
3 testing students unnecessarily, and BIE is very
4 mindful of test taking time.

5 For accountable, ESSA requires a range
6 of indicators that include academic proficiency,
7 graduation rates, English language proficiency, growth
8 or another academic indicator, not less than one other
9 non-academic indicator for school quality or student
10 success, also known as SQSS in the abbreviated form,
11 and then schools are also required to meet a 95
12 percent assessment participation rate.

13 We realize this chart in this slide is
14 difficult to read and it will be provided as a
15 resource in the presentation that you can locate on
16 the link that we showed and we'll show again. The
17 chart shows BIE's phased in approach to implementing
18 assessments and accountability. In the beginning
19 phase, BIE will utilize an off-the-shelf assessment,
20 and in later phases customize standards and test items
21 within the assessment for BIE's needs. Notice that
22 Tribal Civics will be in a later phase due to the time

1 needed to develop standards, a scope of work and to
2 procure an assessment.

3 School year 1920 is obsolete due to the
4 waiver. On this chart it is not listed. On the draft
5 agency plan, if you took a look at it you'll see
6 school year 1920. But we just want to note that it is
7 obsolete due to a waiver by the U.S. Department of
8 Education.

9 This slide displays questions related
10 to accountability that we would like you to consider
11 and offer feedback on at the end of the presentation.
12 I will not read these questions to you but please take
13 a few seconds to review them and we will come back to
14 these questions along with more question at the end.

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

17 MS. DELAUNE: Thank you, Dr. Lesky.
18 So, the Every Student Succeeds Act or ESSA Act is
19 under the Division of Performance & Accountability, as
20 I had mentioned earlier. Some of the grants that the
21 DPA Division oversees are the ESEA Title I, Part A,
22 which also includes your 1003A school improvement

1 monies that go out to the CSI, our Comprehensive
2 Support & Improvement Schools; Title I, Part B, which
3 is our state assessment money; Title I, Part E, which
4 is the Striving Readers Comprehensive Literacy Grants
5 -- this is discretionary grant; Title II, Part A,
6 which is your Teacher & Leader Quality Grant; Title
7 IV, Part A, your Student Support and an Academic
8 Enrichment Grant; Title IV, Part B, which is your 21st
9 Century Community Learning Center Grant, and again,
10 this is a discretion grant; and Title V, Part B, which
11 is your Rural and Low-Income School Program; and Title
12 IX, Part A, your McKinney-Vento Homeless Education
13 Grants, which, again, are discretionary grants. Next
14 slide.

15 Under ESSA, states are required to
16 identify two sets of schools. The first being
17 comprehensive support and improvement schools. And
18 these are the schools who have performed in the lowest
19 5 percent on state assessment; or it could be also
20 high schools which are showing a 67 percent or less
21 graduation rate.

22 The second group of schools are your

1 targeted support and improvement schools, and these
2 schools are your underperforming subgroups. BIE did
3 receive a waiver from the U.S. Department of Education
4 so that we do not have to identify these schools until
5 the school year 2021-2022. Next slide.

6 Under ESSA, we also have what is known
7 as evidence-based interventions. So, schools
8 receiving money from the U.S. Department of Education
9 under the ESSA grants must have academic interventions
10 that show they have been known as evidence-based
11 interventions. Next slide.

12 Under the Elementary and Secondary
13 Education Act, you may remember that NCLB had the
14 terminology scientifically based research. And then
15 in 2015, when ESSA came in to effect, the terminology
16 became evidence-based interventions or research. Next
17 slide.

18 So, under the evidence-based research
19 and interventions or strategies, your Title I, Part A
20 programs, your Title II, Part A, Title IV, Part A,
21 which is your student enrichment, all must use
22 evidence-based interventions. Title I school

1 improvement programs, though -- and these are you CSI
2 schools -- must use interventions that are located in
3 Tiers 1-3. Your other title programs, though, can use
4 interventions that are in Tier 4 because these are
5 less rigorous in standards. Next slide.

6 And here we have a visual of the four
7 tiers that can be used for academic interventions with
8 any of your ESSA programs. And you'll see that Tier 4
9 is the least rigorous of the evidence-based
10 intervention, and Tiers 1, 2 and 3 are your strong,
11 moderate evidence, or promising evidence, which have
12 to be used with your CSI schools' academic
13 intervention. Next slide.

14 Also under ESSA we have Title II, Part
15 A, which is your teacher and leader quality. And
16 moneys that come from this grant can be used to help
17 attract, or retain, or support your teachers and
18 leaders in your schools. Next slide.

19 Some of the supports that could be
20 provided with Title II, Part A are teacher and leader
21 academies or activities to support principals. It
22 could also be educator training on how to use

1 technology or data privacy. It could also be distance
2 learning. And we know with the environment we are now
3 in, distance learning has become very important. Or
4 it could be other education workforce priorities that
5 your school has determined that your teachers and
6 leaders need to improve their ways of improving
7 academic achievement in their schools. Next slide.

8 DR. LESKY: Thank you, Ms. DeLaune. At
9 this time we will briefly show questions related to
10 school improvement and teacher and leader quality. We
11 will circle back to these questions along with
12 assessment and accountability questions at the end of
13 the presentation. Please take a few seconds to read
14 these questions.

15 To summarize, BIE will need to make key
16 decisions around several areas to implement ESSA. We
17 talked about assessments and accountability earlier in
18 the presentation. However, BIE will need to look more
19 closely at new subgroups, specifically ethnic and
20 racial subgroups. BIE will also need to make
21 decisions on how to strengthen educator effectiveness,
22 school improvements -- for example, what types of

1 interventions will schools use? How will title funds
2 be utilized? How does BIE support special populations
3 such as students that are homeless, students in foster
4 care systems or students that come from a military
5 dependent family?

6 The next slide outlines DIE's tentative
7 transition timeline. April 27-May 1 are tribal
8 consultations and public consultations like the one
9 that is happening now. In the month of May, BIE will
10 provide consultation comments to the U.S. Department
11 of Education. During the month of June, BIE will
12 review the consultation comments. During the month of
13 July, BIE will amend the agency plan. And in August,
14 BIE agency plan and compliance with ESSA that will be
15 implemented for school year 2020-2021.

16 Some communication methods BIE will
17 utilize are the BIE website, Facebook and Twitter
18 accounts, email updates to school and tribal leader
19 contacts, webinars, meetings and possibly the Federal
20 Register.

21 The folks who presented today are
22 listed on this slide for your reference. And now

1 we're going to circle back to some specific questions
2 that we would like you to think about and we would
3 like your input on. We will read through these
4 questions and after we review the questions, we will
5 turn over the presentation to the moderator.

6 So, some of the questions we're seeking
7 input are: What kind of weighting do you recommend
8 for academic proficiency on state assessments? What
9 graduation cohort do you think the Bureau should use?
10 A four-year cohort or a five-year cohort? What are
11 your thoughts on high school graduation rates? What
12 are your thoughts on English language proficiency?
13 What type of growth model would you like to see the
14 Bureau use? Are there other statewide academic
15 indicators that you think the Bureau should use?

16 What type of non-academic indicator or
17 SQSS do you think the Bureau should use? What minimum
18 N-size do you feel is appropriate given the small
19 number -- given the number of small schools within the
20 Bureau? So, for example, some states utilize a
21 minimum N-size of ten and then it ranges to above 20.
22 What types of summary school determination

1 descriptions do you think the Bureau should use? For
2 example, some states use a letter grade system or some
3 use symbols, colors or other narrative descriptors.

4 How do you prefer to have the Division
5 of Performance & Accountability communicate with your
6 schools? What types of technical assistance would you
7 like to see to support student learning? When is the
8 best time of the year for technical assistance? When
9 is the best time for training? And, lastly, what
10 types of teacher and leader professional development
11 would you like to see with your schools?

12 You may send written comments to
13 Consultation@bia.gov using the subject line Draft BIE
14 Agency Plan Comments. The deadline is May 8th, 11:59
15 Eastern Time. The Federal Register Notice is also
16 listed here. And, again, if you would like a copy of
17 the draft BIE agency plan, you may put your email
18 address in the chat box and it is also in the link
19 provided, and we will refer back to that link. And at
20 this time, I would like to hand over the presentation
21 to Audra, our moderator, for questions and comments.
22 Thank you very much for you time and attention.

1 MODERATOR: If you have a question or
2 comment, please press star-one on your telephone
3 keypad. Again, that is star-one on your telephone
4 keypad. We have a question or a comment from Melvina
5 Lansing.

6 DR. PFEIFFER: Yes, go ahead, Ms.
7 Melvina, this is Tamarah Pfeiffer.

8 MODERATOR: It seems like her line
9 dropped off now.

10 DR. PFEIFFER: Audra, do we have any
11 other comments from our stakeholders?

12 MODERATOR: No, there are no questions
13 on the line.

14 DR. PFEIFFER: Again, if you have any
15 questions, please raise your hand and the moderator
16 will call upon you and the -- we can answer them. Any
17 comments? I'll have Dr. Lesky go back to the
18 questions so that you can see them on your screen.

19 Again, this is Tamarah Pfeiffer, Chief
20 Academic Officer. I want to remind everyone that this
21 input is to build the BIE agency plan. Your feedback
22 is important and key to the development of this plan

1 as it will help to measure and engage with how we look
2 at our schools and our students moving forward under
3 EFDA. The last time this was done was under No Child
4 Left Behind.

5 Audra, do we have any questions on the
6 line?

7 DR. CHEE: I have a question.

8 DR. PFEIFFER: Yes, please. Please
9 introduce yourself and what school or community you're
10 from.

11 DR. CHEE: My name is Dr. Chee, I'm
12 from Tiis Nazbas Community School. Right now I'm on
13 the telephone so I'm wondering if there's a place I
14 could go to see the questions so that I may, you know,
15 look at it and then submit some input. I can't -- I'm
16 not online right now due to the hardship on the
17 internet. But is there a place I can look to look at
18 the questions?

19 DR. PFEIFFER: Okay. We can send them
20 to you. Would that be appropriate?

21 DR. CHEE: Yeah.

22 DR. PFEIFFER: Okay. And we have a

1 closing date of May 8th for this.

2 DR. CHEE: Okay.

3 DR. PFEIFFER: So, I'm sorry, your
4 first name again?

5 DR. CHEE: Terri, T-E-R-R-I.

6 DR. PFEIFFER: Okay. All right, we
7 will do that right away. And we have until May 8th to
8 respond.

9 DR. CHEE: Okay, all right. I
10 appreciate it, ma'am. Thank you.

11 MODERATOR: We have another question or
12 comment from a Beverly Payne.

13 MS. PAYNE: Yes. I'm Beverly Payne.
14 I'm the Assistant Superintendent for Cherokee Central
15 Schools. And my question has to do with the
16 standards. Currently, if -- and I don't know how this
17 applies, you know, across all the schools, but for us,
18 you know, we teach the state standards and we're a
19 part of their accountability program. And so our
20 seniors, our graduates get a North Carolina diploma.
21 Is there any implication with moving away from state
22 standards to the BIE standards, which I know they're

1 the Common Core standards, but many states have
2 modified those somewhat and I'm not sure that our
3 state would still be issuing a diploma if we're not
4 following their program. And so I'm just wondering if
5 the BIE has any information about that or any response
6 to implications on diplomas for graduates?

7 DR. PFEIFFER: Thank you for your
8 question. Under the agency plan, we acknowledge that
9 in some situations, much like yourself, we do not want
10 to put the students in jeopardy of any kind of
11 modification that might have to come through. So,
12 that might be a separate conversation when it comes to
13 the waiver, in part or in whole, to support your
14 school and your students.

15 As far as the standards, the standards,
16 like you mentioned, have all come from the Common Core
17 into the College & Career Readiness Standard and we do
18 look at school year '21, '22 -- '22 and '23 as being
19 the years that we are going to be engaging our
20 educational curriculum specialists, teachers across
21 the Bureau in modifying our standards. And I can send
22 out something specific to your concern and maybe we

1 can get together to address it before going into
2 school year 2021.

3 MS. PAYNE: Thank you.

4 DR. PFEIFFER: You're welcome. Other
5 questions, Audra?

6 MODERATOR: There are no other
7 questions on the line at this time.

8 DR. LESKY: There are a few questions
9 in the chat box. Perhaps we can look at those while
10 we wait for folks on the phone.

11 MODERATOR: Okay. Would you like to
12 read them?

13 DR. LESKY: Yes. I'm trying to go in
14 order. Thank you for your patience. I am scrolling
15 through the chat box. Okay, I'm going to have to go
16 to the most recent and work back.

17 This question is from Deborah Holgate,
18 Educational Specialist, Navajo District. "What will
19 the organizational structure for school improvement
20 look like under this plan? What will the wraparound
21 service look like?"

22 DR. PFEIFFER: Margaret, do you want to

1 address that?

2 MS. DELAUNE: Well, right now under
3 ESSA, we have for school improvement the
4 identification of the CSI and TSI schools. And so for
5 school improvement it's working out within our agency
6 to help work with the schools in improving the
7 achievement scores -- ed achievement scores for
8 students in those identified CSI or TSI schools. So,
9 that's why we are asking some of the questions that
10 you have been presented with today, to give us an idea
11 of what you would like to see happening in the schools
12 and how we might better be able to work with staff
13 either through professional development or with the
14 schools themselves in trying to improve those student
15 academic achievement scores, especially on the state
16 assessment.

17 DR. PFEIFFER: Maureen, do we have any
18 other questions? Or Audra?

19 MODERATOR: We actually do have one on
20 the line from a Deborah Holgate.

21 DR. PFEIFFER: Go ahead, Dr. Holgate.

22 DR. HOLGATE: Hi, this is Dr. Holgate.

1 Can you hear me? Hello?

2 DR. PFEIFFER: Yes.

3 DR. HOLGATE: Hi. I believe Margo
4 answered my question. That was the question I had
5 written on the chat box.

6 DR. PFEIFFER: Thank you.

7 DR. HOLGATE: Thank you.

8 DR. PFEIFFER: This is Dr. Pfeiffer
9 again. Do we have any other questions, Audra, on the
10 phone?

11 MODERATOR: No, ma'am, I'm sorry, we
12 don't have any other questions on the line.

13 DR. PFEIFFER: Dr. Lesky, any other
14 questions in the chat box?

15 DR. LESKY: Yes. There is a comment
16 from Rosie Dayzie. I don't know where she is from.
17 Maybe you can -- Rosie, if you could write where
18 you're from in the chat box. The comment is "In
19 addition to Common Core state standards, the graduates
20 vary from state to state. It puts Navajo schools in
21 following a state or BIE standard. Is there..." --
22 and I think this is a typo -- "Is there a separate

1 graduation requirement? Also meeting college
2 readiness, are the technical school vocational
3 identified in college preparedness?"

4 DR. PFEIFFER: So I'll try to address
5 part of that. This is Dr. Pfeiffer again. As far as
6 graduation requirements, we still have graduation
7 requirements that are in the 25 CFR. Those are dated.
8 We will need to go back out and get more feedback
9 around that as far as other regulations as well.

10 But I think that the key question has
11 always been -- you know, you can always add additional
12 college and career ready standards to your existing
13 portfolio as a school. That would be a school
14 decision, local decision. For example, adding native
15 language oral assessment standards. So, those are
16 going to be in addition.

17 As far as vocational and college
18 preparedness through voc-ed, I would have to go back
19 to the states. And if you had a state Perkins Grant,
20 you might need to refer back to their standards around
21 college and career readiness. I hope that answers it.
22 Margo or Maureen, do you have anything to add?

1 MS. DELAUNE: No, I don't have anything
2 to add to that, Tamarah. Thank you.

3 DR. LESKY: I do not have anything to
4 add as well.

5 DR. PFEIFFER: Audra, do we have any
6 other questions?

7 MODERATOR: There are no questions on
8 the line at this time.

9 DR. LESKY: I will continue to read
10 from the chat box. We have a comment from Monica Kahe
11 or K-A-H-E, I'm not sure where she is from. The
12 comment is "It would be helpful to know what we
13 currently use for each of these numbered items to give
14 everyone a reference point."

15 I will -- I can start with an answer,
16 and then if my colleagues want to provide any more
17 information, they can. So, the draft agency plan is
18 online. We will share that link again. Those have
19 some starting points or some examples. They're not
20 what the BIE is using for 1920 because, as we
21 mentioned, the 1920 assessment and accountability was
22 waived by the Department of Education. But you can

1 see examples in the agency plan. And what we're doing
2 now is getting your feedback on what you think should
3 be those answers to these 14 questions. But that
4 might be a helpful reference. Dr. Pfeiffer or Ms.
5 DeLaune?

6 DR. PFEIFFER: Let's go back up to one
7 of the questions above and kind of just dissect it for
8 those people that are out in the field, and we'll see
9 if we can get more feedback.

10 I'm thinking about the question around
11 a four-year cohort or an extended cohort of five
12 years. If you're an elementary teacher, you probably
13 don't hear the word cohort very often but if you have
14 a high school student, you hear it all the time. It's
15 every student that will be entering ninth grade in
16 school year 2021. That's your graduation cohort that
17 needs to graduate in four years.

18 So, when we look at question one:
19 "What graduation cohort do you think the Bureau should
20 use, a four-year or a five-year?" We kind of need your
21 input. We need your input on what would be the most
22 helpful for our students across Indian country, given

1 the fact that some students have a gap year, where
2 they don't necessarily get all their credits, let's
3 say, in tenth grade, but they come back and they're
4 ready to tackle high school and get back on track.
5 But they're going to need another year to finish all
6 their credits. And so, they would be considered a
7 five-year cohort. That's one area.

8 Question Number 3: "What are your
9 thoughts on high school graduation rates?" Here we're
10 looking at what do we expect to have all our Bureau
11 schools be able to say they've graduated their four-
12 year cohort or five-year cohort in? Do we expect 90
13 percent? There are some states that have that high
14 graduation rate. Do we expect 85 percent? Do we
15 expect 30 percent? I'm just throwing out percentages
16 because that's the range you can have, is something as
17 low as 30 percent graduate to as high as 90 percent.

18 "What are your thoughts on English
19 language proficiency?" This is not native language.
20 This is English language proficiency. This is
21 something across the bureau that we probably haven't
22 done as well as we could, meaning that people assess

1 in some schools 100 percent of their students but then
2 they give no interventions of how that student is
3 going to be proficient in the English language. So,
4 what are people's thoughts about English language
5 proficiency?

6 If we test incoming students,
7 kindergarten, and any new students, what kind of
8 intervention do we see as being something that we want
9 to look at and implement? I'll stop there. Maureen,
10 any other comments?

11 DR. LESKY: Yes --

12 MS. DELAUNE: I was just going to give
13 some information that might give them a little better
14 perspective on the graduation rate. Right now, under
15 our CSI identified schools we had 85 schools that were
16 identified as comprehensive support and improvement.
17 32 of those schools were high schools that had lower
18 than a 67 percent graduation rate. But currently we
19 have 32 high schools that graduate students below the
20 67 percent rate, and so that might help with a little
21 perspective there on the graduation rate, on the
22 percentages.

1 DR. PFEIFFER: Thank you. This is
2 Tamarah again. We have a question in the chat box
3 from Mr. or Ms. Ace Black. "What assessments will be
4 used for schools to reach the ELA and math proficiency
5 goal? Will the schools be using their own state
6 assessment?" And I think maybe this person came in a
7 little bit late in the presentation. So, if you don't
8 mind Maureen going back to the ELA assessment...

9 DR. LESKY: Yes. Let me get back to
10 that slide. All right, so I'm not sure if the person
11 asking the question can see the slide but we currently
12 have a request for a proposal out. This is a public
13 notice to vendors to bid on BIE's scope of work or
14 request for proposal in English language arts, math,
15 science and the alternative assessment.

16 So, we are waiting for that deadline to
17 close. BIE will then review the proposals and make a
18 selection on a vendor for those assessments for school
19 year 2021. So, we do not have the exact names of the
20 assessments other than the subject areas, and that
21 will be forthcoming.

22 DR. PFEIFFER: And I would just like to

1 add that came out of the final rule in the tribal
2 consultation that occurred last July with the
3 Negotiated Rulemaking Committee recommendation that
4 the BIE for the first time will have a unified
5 assessment process for our school. Audra, any other
6 comments on the line?

7 MODERATOR: We have a question or
8 comment from Terri Chee. Go ahead. Hello?

9 DR. CHEE: Hi, this is Terri Chee.
10 Several years ago, while we've been using also the
11 NWEA and from what I understood, was that the Bureau
12 was looking more at NWEA than the state testing, and
13 this is in Arizona. Was that ever the case, or is
14 that still the case, is my question.

15 DR. PFEIFFER: So, NWA (sic) was an
16 interim assessment. Unfortunately, it's not peer-
17 reviewed and so it's not an assessment that can be, at
18 this time, a statewide assessment. There are states
19 that are looking at peer reviewing portions of NWA but
20 at this time, it's more of an interim assessment in
21 which schools can, again, look at it separately. I
22 think some people also use i-Ready as an interim

1 assessment. So, I don't think at this point we can
2 look at it as a state or a districtwide assessment.

3 DR. CHEE: Okay, so was it ever at that
4 point, though? Because that was how I understood it,
5 is that BIE was looking more at NWEA at the time
6 rather than the state testing. Was that ever -- was
7 that true, or it's always been just looking at state
8 testing only?

9 DR. PFEIFFER: Looking at what we call
10 an off-the-shelf peer reviewed assessment for that
11 first year has been the Bureau's look this year.
12 Again, we've never done this as a unified assessment
13 process. So, we know that for this first year it
14 needs to be an off-the-shelf. Maureen or Margo?

15 MS. DELAUNE: No. You explained that
16 well.

17 DR. LESKY: I agree.

18 DR. CHEE: So, can you clarify when you
19 say off-the-shelf?

20 DR. PFEIFFER: Maureen?

21 DR. LESKY: Sure. Off-the-shelf, the
22 term is used for an assessment that is ready to use

1 that does not need to be field tested or validated or
2 peer reviewed. It is a type of assessment that is
3 already approved by the U.S. Department of Education
4 to use immediately with no changes.

5 DR. CHEE: Okay, thank you. I
6 appreciate that.

7 MODERATOR: We have no other questions
8 or comments on the line at this time.

9 DR. LESKY: This is Maureen Lesky. I
10 do see -- I did see a question about weighting that I
11 wanted to address. And, I'm sorry, I'm scrolling
12 through, looking for it.

13 Okay. From Evangeline Bradley-
14 Wilkinson. And I'm not sure where Evangeline is from.
15 Her question is "Please clarify weighting for the
16 academic proficiency state assessment."

17 So, the weighting is referring to the
18 way that any state and what BIE will do when you look
19 at the points or weight, you can use them
20 interchangeably, the weighting or the points you will
21 give a school on their academic achievement.

22 So, for example, in ESSA, we are going

1 to be required to give a school a determination based
2 on academic achievement proficiency, perhaps growth.
3 Another -- an SQSS or that's a nonacademic indicator.
4 And if it's a high school, a graduation rate. So, the
5 weighting would be if all of those equaled, let's just
6 say for example, 100 points, would you give academic
7 proficiency a score of 60 out of 100, or a score of 40
8 out of 100, 80 out of 100? It's the weight or the
9 points that you would give to academic proficiency.
10 And that's what we mean by weighting. Dr. Pfeiffer,
11 do you want to add anything?

12 DR. PFEIFFER: No, I think it's -- if
13 everyone's had a chance to look at the Obsolete Draft
14 Agency Plan, there is an example template that was put
15 into that plan that highlights for us that not
16 everything is equal but what you decide to put as
17 points I would just acknowledge then makes a
18 determination for that school.

19 So, when we ask about how do you
20 want to look at a school's determination, we see a lot
21 of states give a letter grade -- A, B, C, D, E, F -- I
22 don't know if they have an E, but a letter grade. If

1 we have a school -- and I'll just think about a school
2 that's right across the street from another school,
3 and these are both Bureau-funded schools, and they
4 both get a letter grade that's in a letter format.
5 We're really thinking about the audience. Is a letter
6 grade the best way to make a school's determination?
7 After they've been weighted and after they've been
8 identified, do we use a letter grade, do we use stars,
9 do we use a narrative? Any of that input would be
10 helpful for us because we don't want -- those are the
11 kinds of comments that will help the Bureau go
12 forward.

13 And, again, I'll acknowledge this
14 Obsolete Draft Plan. It's on page 20. And it gives
15 some of that weighting as an example. How would we
16 weight academic achievement, graduation rate, SQSS,
17 for those people that have a chance to do that. Thank
18 you, Maureen.

19 DR. LESKY: Are there any questions on
20 the line, Audra?

21 MODERATOR: We have one question from
22 Roselyn Beck.

1 DR. PFEIFFER: Go ahead, Ms. Beck.

2 MODERATOR: All right, I'll go on to
3 the next one. We have a question or comment from
4 Beverly Payne.

5 MS. PAYNE: Yes. Actually, two
6 questions. The first question has to do with the
7 timeline, which, you know, you've mentioned that this
8 is obsolete. And I'm just wondering if you're
9 planning on doing any kind of adjustments. Because I
10 know the way it's set up right now, this time next
11 year we would be taking this new assessment and that
12 seemed like a really quick turnaround. It may not to
13 some of you who've been working on this for years but
14 I think at the school level that's going to seem --
15 that's going to be challenging for some of our
16 teachers and administrators to implement that in this
17 upcoming year, especially since at this point we're
18 not even really sure when that new is going to start.
19 So, that's my first question.

20 And then my second question has to do
21 with the professional development. I know currently
22 our state and some of our regional consortiums in the

1 state offer quite a bit of professional development.
2 I mean, it's constant. And I'm just wondering if the
3 BIE is in a position to be able to roll out
4 professional development like that and maybe have
5 conferences and high quality virtual PD and that sort
6 of thing, to be that nimble.

7 DR. PFEIFFER: Thank you for the
8 timeline aspect. We're always backward-planning on
9 this. The rule just got published on March 26th.
10 And, Maureen, I'm going to ask you if you could go
11 back down to the slide regarding the timeline. We
12 have multiple timelines that we have to meet. Always
13 thinking about, as you mentioned, the educators that
14 are in the field supporting their students.

15 We're looking at rolling out the agency
16 plan for 2021 and beyond no later than July 2020,
17 going into school year August 2020 with the ESSA
18 compliance in effect. We have to meet another strict
19 guide -- I'm sorry -- deadline for the Department of
20 Education. They're expecting us to take all the
21 comments from the field, closing as of May 8th, and
22 compiling those comments into the draft agency plan to

1 them no later than the last week of May. So, we are
2 very aware that we need to meet these deadlines to
3 ensure that our educators out in the field have the
4 guidance.

5 As far as PDE, we are looking at
6 leadership professional development. It has not
7 rolled out yet but it is looking at building out some
8 very strong school leadership professional
9 development. On top of that we have worked into the
10 RFP for our assessment multiple ways to get test
11 coordinators, and teachers, and school leaders onboard
12 with the test requirements, not only -- and it came at
13 a very appropriate time, you know, during this
14 pandemic, thinking about how do we reach our 184
15 schools? We really -- we only knew that we needed to
16 do something that was virtual, potentially in small
17 groups, but even that has molded into more virtual.

18 So, I think your comments are well-
19 defined. We would be very interested in knowing what
20 other kinds of professional development schools would
21 need and what kind is best to meet those professional
22 developments. Margo, did you want to speak anything

1 to PD?

2 MS. DELAUNE: So, the professional
3 development that Tamarah is speaking of is more of a
4 professional development that is not just a one-time
5 sit and get and hope you do good, and go forth and do
6 good, but it's actually about a yearlong process where
7 the Bureau is working with leaders and teachers and
8 providing them support throughout the entire year.
9 And then, hopefully, those same individuals will be
10 able to provide support, not only to their schools but
11 other schools who may have questions or have issues
12 that they would like to, you know, be more developed
13 in in providing support to their schools.

14 So, hopefully, this will -- as everyone
15 else, we became at a standstill sort of for a little
16 while because of the pandemic, but we are still
17 working on providing that and going forth with it and
18 are looking forward to seeing how this particular
19 professional development will work with the teachers
20 and leaders in our schools.

21 DR. PFEIFFER: Thank you. Audra, any
22 other questions?

1 MODERATOR: There are no other
2 questions on the line at this time.

3 DR. LESKY: There are more questions in
4 the chat --

5 MODERATOR: Okay, go ahead, Maureen.

6 DR. LESKY: From Thomas Tomas:
7 "Regarding online or distance learning, we do need
8 equity. What are the plans to help provide the
9 necessary infrastructure for internet access for our
10 children and families?"

11 DR. PFEIFFER: Margo, I think I'm going
12 to let you talk about this because I think it goes
13 under the CARES Act and what's going to be rolling
14 down to schools.

15 MS. DELAUNE: Okay. So, we are looking
16 at -- BIE itself is looking at receiving an allocation
17 from the U.S. Department of Education to help schools
18 and provide them with moneys to assist them in
19 building up their technology, whether it's through the
20 actual infrastructure, or whether it's through
21 equipment, or whether it's through the training of
22 staff in order to provide a distance learning type of

1 courses through their schools. Because there's a
2 difference between classroom teaching and then the
3 assistance learning teaching.

4 So, I think with this CARES Act money
5 that's going to be rolling out to the schools, that
6 you will start seeing a lot of activity within the
7 schools, developing plans to build up their schools
8 and their staff to be able to provide more distance
9 learning and to better build up their technology, not
10 just within the schools themselves, but with the
11 students in their homes and being able to access that
12 information. Thank you, Tamarah.

13 DR. LESKY: There's another question in
14 the chat box. I think it's related to the question
15 that was just answered. "Are there any trainings
16 available to effectively implement and execute
17 distance learning?" And that's from Nita Salabye and
18 I'm not sure where she is from.

19 MS. DELAUNE: This is Margo. Do you
20 want me to go ahead and take that?

21 DR. PFEIFFER: Sure.

22 MS. DELAUNE: Okay. Sure, there are a

1 lot of trainings out there for staff to be able to
2 learn more about how to implement distance learning,
3 how to develop the curriculum for distance learning.
4 There is nothing specific right now that the BIE is
5 promoting. It's just going out and doing a lot of
6 research. A lot of the State Education Departments in
7 the country are posting resources along with the U.S.
8 Department of Education posting resources to assist
9 teachers and leaders in schools to develop curriculum
10 or distance learning plans, continuance learning
11 plans.

12 And so there's a lot of information out
13 there it's just that you have to do some research for
14 it. And I think we also on our BIE website have some
15 resources posted up there as well. But there is a
16 wealth of information out there. It's just reviewing
17 it and selecting those resources that are more
18 applicable to your school.

19 MODERATOR: We have a question on the
20 line from Roselyn Beck.

21 DR. PFEIFFER: Yes, Ms. Beck?

22 MS. BECK: Hi, can you hear me?

1 DR. PFEIFFER: Yes.

2 MS. BECK: Oh, can you hear me now?

3 DR. PFEIFFER: Yes.

4 MS. BECK: Okay, I'm scrolling to my
5 comment here. So, I'm a counselor at Tuba City
6 Boarding School and much of the professional
7 development activities are geared toward the teachers
8 and very little toward the school counselors.

9 And looking at BIE's Strategic 2 and as
10 well as what's going on across the country with the
11 pandemic activities, you know, we're necessarily going
12 to have to address the social emotional needs of
13 children. And how does the BIE plan to address the
14 Counsel of Professional Development and how do you
15 plan to address these PTSDE situations that are going
16 to -- you know, that we anticipate when school
17 resumes?

18 DR. PFEIFFER: Those are all really
19 good questions. I think that those are discussions
20 that maybe the school leaders need to have locally but
21 also through the ADDs as they're thinking about, as
22 you mentioned, social emotional, the transitional

1 support for both students, family and staff. In the
2 agency level plan, you know, it might fall into
3 looking at what is that other nonacademic indicator
4 that we could capture across the bureau that we give a
5 better picture of our native students? In the draft
6 we talked about chronic absenteeism, but is there a
7 social emotional element that we could capture around
8 school culture or...? Maureen, you've got to help me
9 here. I'm not well-versed in all the (inaudible)
10 topic.

11 MS. BECK: Ma'am? I did take a look at
12 that on the chronic absenteeism, and it addresses it
13 as unexcused absences over ten days. But in that
14 second paragraph, it talks about it being both excused
15 and unexcused, so I'm a little bit confused.

16 And the other thing about that is that
17 -- just, you know, in NASIS, the markings I don't
18 think really make a lot of sense and I think that's
19 also something that needs to be addressed centrally.
20 Because if we're going to use this as one of our
21 indicators, then we need to be unified across the
22 board, it seems to me. Thank you.

1 DR. PFEIFFER: Thank you. And if you
2 have any specific indicators that you're thinking,
3 we'd appreciate that as well. Audra, any other
4 questions.

5 MODERATOR: No other questions on the
6 line at this time.

7 DR. LESKY: There's a question in the
8 chat box from Deborah Bordeaux. Deborah Bordeaux --
9 I'm sorry, I forget where you're from. What
10 organization you're representing. "What Dr. Pfeiffer
11 is describing, is this to replace identification such
12 as basic, proficient and advanced?" I think when Dr.
13 Pfeiffer was talking about the school designations, it
14 was related to the old AYP system, that this is what
15 ESSA is replacing. I think the designations back with
16 ESEA were Met AYP, Needs Improvement and
17 Restructuring.

18 So, those are all related and those are
19 the types of school designations that we're seeking
20 your input on -- how to describe those. Dr. Pfeiffer,
21 do you have anything to add?

22 DR. PFEIFFER: Thank you for that

1 clarity. That's exactly right. We have a question in
2 the chat box from Rosie Dayzie. She's a school
3 counselor at Tuba City Boarding School. "I've looked
4 through the previous BIE plan. I do not recall
5 specifically defined college preparedness and college
6 and career readiness. Defining what it means to be
7 college ready involves three major skill areas: Core
8 academic skills, employability skills and technical
9 and job-related skills. Where is it written in the
10 plan? I just want to make sure that the school
11 counselors can access. This is important..." Sorry,
12 it got cut off. Important information.

13 I think having schools start to do some
14 backwards planning and looking at the links around
15 college and career readiness standards is one element
16 that could potentially be started now. And I think
17 that, you know, as schools are thinking about if
18 they're doing essential skills or key skills per
19 quarter or per concept in content areas, it would be
20 important for them to also dissect what are those
21 general college and career ready standards?
22 Previously, they were called Common Core.

1 Audra, are there any other questions in
2 the queue?

3 MODERATOR: There are no questions on
4 the line at this time.

5 DR. PFEIFFER: We had a lot of members
6 joint after we started. I wonder if we don't just go
7 through this briefly again for the next 15 minutes so
8 that people can see the entire PowerPoint. Maureen
9 and Margo?

10 MS. DELAUNE: I'm fine with that.

11 DR. LESKY: Yes. Let me get back to
12 the beginning. While I am getting to the beginning of
13 the presentation, Ms. Beverly Payne in the chat box
14 did ask if we could talk more about how governing
15 bodies and school boards would go about waiving part
16 or all of the agency plans.

17 DR. PFEIFFER: Good question. So,
18 inside the final rule there is language around -- "At
19 any time a tribe governing body or school board may
20 waive in part or in whole the rules." That process was
21 defined under No Child Left Behind. We did have some
22 amendments in the final rules that acknowledged that

1 when tribes have multiple schools that they oversee,
2 they become the governing body that defines what is
3 going to be waived or not waived.

4 It is a process and it can be as small
5 as waiving, for instance, the SQSS of chronic
6 absenteeism if it was in the agency plan and inserting
7 another SQSS. It could be as large as acknowledging
8 that a tribal body or a school board is looking at a
9 different type of assessment. For example, instead of
10 next generation science standards, they're going to
11 use Colorado science standards and they are going to
12 administer Science 101. I'm just making up the name.
13 That might be a little longer process.

14 In both cases, the Department of
15 Education and the Department of Interior will have to
16 review those waivers. Some are very quick, some take
17 a little bit longer time just because we have to see
18 the alignment that it meets under ESEA. Maureen or
19 Margo, anything you want to add?

20 MS. DELAUNE: No, I think you pretty
21 much covered it all.

22 DR. LESKY: No additions.

1 DR. PFEIFFER: So, we're going to take
2 the next 20 minutes and go through this again very
3 quickly. We'll give you the same meat to the
4 presentation, so those individuals that might not have
5 seen the very beginning will get a better sense of the
6 entirety.

7 The Every Student Succeeds Act under the
8 Elementary and Secondary Act allows for states, and in
9 this case, BIE, not a state, to follow the same
10 guidance. It looks at innovation and flexibility but
11 at the end, the result is in providing accountability
12 for student achievement.

13 Recently on March 26th this year, the final
14 rule was published. The link to the rule is provided.
15 We are thankful for all the tribal leaders and
16 stakeholder who provided guidance on the final rule
17 which will now replace 25CFR Part 30. Next.

18 The final rule the what. It's the
19 meat. It defines all the parts and all the pieces.
20 For the first time the Bureau of Indian Education will
21 have a set of unified assessments in English language
22 arts, math, science, English language proficiency and

1 alternate. The language of the rule is aligned to
2 ESEA. The rule outlines the process of weighing in
3 part or in whole the final rules by tribal governing
4 bodies and/or school boards.

5 The final rules confirm the tribe's
6 sovereign right to develop Native American language
7 similar to that of 34CR 200.6. There is also
8 additional language that clarifies the requirement of
9 the school's comprehensive support and improvement.
10 Next.

11 The agency plan is the how. How are we
12 going to measure things? How will the BIE implement
13 standards, assessments and accountabilities? How will
14 the BIE measure what is outlined in the final rules.

15 We again would like to share the Draft
16 BIE Agency Plan, which is now obsolete for school year
17 1920. Due to the current pandemic, the BIE was
18 granted a waiver under the Department of Education.
19 Next.

20 Standards. Learning standards are the
21 learning goals that every student is expected to know
22 and be able to do at the end of a course, grade level

1 or grade span and are the foundations for teaching.
2 The BIE recognizes that most states have adopted a
3 version of the Common Core that are now college and
4 career readiness standards. Under ESSA, the law
5 requires that all states adopt standards for their
6 given assessments for English language arts,
7 mathematics. Those standards are aligned to the
8 College and Career Readiness Standards and the links
9 are below.

10 For science, the standards that have
11 been adopted by the BIE are the Next Generation
12 Standards and the links for grades 4, 7 and 10 have
13 been provided. For English language proficiency
14 development, the link is also provided. Next. And I
15 don't think we need to go through the protocol. I
16 will turn it over to Dr. Lesky.

17 DR. LESKY: Thank you. So, for the
18 assessments and accountability slide, we discussed
19 earlier that the states are required to administer
20 assessments in English language arts, math, science
21 and alternate. English language arts, math, science
22 and alternate assessments are given in grades 3-8 and

1 once in high school.

2 Science is given once in the following
3 grade spans: 3-5, 6-8 and high school. States may
4 also use the nationally recognized high school
5 assessment that is aligned to the state standards and
6 those are known as the ACT or SAT. And the links to
7 BIE's RFPs, requests for proposals, are provided on
8 this slide.

9 Computer adaptive assessments may be
10 used to measure students' proficiency. The law also
11 allows states to set a limit on the amount of time
12 devoted to test administration. And this is to help
13 with not over-testing students.

14 In the area of accountability these are
15 the required indicators: Academic proficiency,
16 graduation rates for high school, English language
17 proficiency, growth or another academic indicator, not
18 less than one other non-academic indicator or SQSS,
19 and a 95 percent participation rate in administration
20 of assessment.

21 The timeline shows the phased in
22 approach that BIE will take to implement assessments

1 and accountability. In the beginning phase,
2 BIE will utilize an off-the-shelf assessment, and we
3 explained earlier that an off-the-shelf assessment
4 means an assessment that is ready to use, already
5 approved by the Department of Education, that has
6 already been peer reviewed, and has already been
7 determined to be reliable and valid.

8 So, that will be in the beginning
9 phase. And then in the later phases, BIE will work
10 towards customizing standards and also test items.
11 Tribal Civics will be phased in at a later time, and
12 this is due to the time needed to develop standards,
13 the scope of work, and to procure the assessment.

14 We have the questions here. I'm going
15 to skip through that. We'll show them at the end.
16 And then, Ms. DeLaune?

17 MS. DELAUNE: So, the next couple of
18 slides are just going to provide some background
19 information on the Every Student Succeeds Act. The
20 Division of Performance & Accountability has oversight
21 of the ESEA grants. And some of those ESEA grants
22 that re providing grant money to schools are the Title

1 I, Part A, which also includes the 1003A School
2 Improvement monies, and this is monies for the schools
3 identified as comprehensive support and improvement or
4 targeted support and improvement; Title I, Part B,
5 which is our State Assessment money; Title I, Part E,
6 which is Striving Readers Comprehensive Literacy
7 Grants, they're discretionary grants; Title II, Part
8 A, which is our Teacher & Leader Quality; Title IV,
9 Part A, which is the Student Support and Academic
10 Enrichment Grants; Title IV, Part B, which is a 21st
11 Century Community Learning Center Grant, which is a
12 discretionary grant; Title V, Part B, which is the
13 Rural and Low Income School Program monies; and Title
14 IX, Part A, which is our McKinney-Vento Homeless
15 Education Grant programs, again, which is a
16 discretionary grant. Next slide.

17 So, ESSA requires the state to identify
18 two types of schools: One of those is the
19 Comprehensive Support and Improvement schools -- and
20 these are schools who are in the lowest 5 percent of
21 Title I schools that have been identified for state
22 assessment. And then the high school group is those

1 high schools that have a 67 percent or lower
2 graduation rate. Targeted Support and Improvement
3 schools are schools that have underperforming
4 subgroups. But the Bureau of Indian Education
5 received a waiver from the U.S. Department of
6 Education so that the BIE does not have to identify
7 TSI schools until school year 2021-2022. Next slide.

8 Under ESSA, we have academic
9 interventions known as evidence-based interventions.
10 So, schools must use academic interventions that
11 definitely show evidence that whatever they're
12 implementing has produced results in students better
13 achieving. Next slide.

14 Some of you who have students in your
15 schools under the Elementary & Secondary Education
16 Act, when NCLB was in place, may have heard
17 scientifically based research as academic
18 interventions. But when ESSA came into effect in
19 2015, those researches became known as evidence-based
20 research and that's what's now used under ESSA. Next
21 slide.

22 Under the title programs there are four

1 categories of evidence-based research. The less
2 rigorous standards are in Tier IV, and most of our
3 Title I's Part A programs use this as well as Title
4 II, Part A and the Student Enrichment Grant. But
5 schools who are identified as CSI schools must use
6 interventions that are in Tier I, II, or III. Next
7 slide.

8 This is just a visual showing the
9 different tiers of evidence-based research. So, Tiers
10 I, II and III are used with CS high schools because
11 they are more rigorous in standards. They are known
12 as Strong Evidence, Moderate Evidence or Promising
13 Evidence based research. And then Tier IV, of course,
14 is your less rigorous standards and that is used in
15 your general Title I, Part A academic intervention.
16 Next slide.

17 Also under ASSA, we have Title II, Part
18 A, which is your teacher and leader quality. And this
19 grant money is used by schools to help attract or
20 retain or support effective teachers and leaders in
21 their school. Next slide.

22 Title II, Part A monies can be used to

1 provide teacher and school leader academies, or it
2 might provide other support to principals. It could
3 also provide training on the use of technology or data
4 privacy and, of course, distance learning, which we
5 know now in this present time has become more
6 important. It could also be used for other education
7 workforce priorities. Next slide.

8 DR. LESKY: Here are some of the
9 questions that are related to school improvement and
10 teacher and leader quality. These are also compiled
11 at the end of the presentation. Take a few seconds to
12 review these questions.

13 And to summarize, BIE will need to make
14 key decisions around several areas to implement ESSA.
15 We talked about assessments and accountability. BIE
16 will need to make key decisions around several areas
17 to implement ESSA. WE talked about assessments and
18 accountabilities. BIE will also look more closely at
19 new subgroups, specifically ethnic/racial subgroups,
20 how to strengthen educator effectiveness, school
21 improvement -- for example, what types of
22 interventions will schools use? How will title funds

1 be utilized? How will BIE support special
2 populations, such as homeless students, students in
3 foster care system, students from military family?

4 Again, BIE's tentative transition
5 timeline is outlined on this slide. We have tribal
6 consultation, April 27th through May 1st, the rest of
7 this week. We have another public consultation on
8 Thursday, if you would also like to join during that
9 time. During May we will submit comments to the U.S.
10 Department of Education, review comments in June,
11 amend the agency plan in July and have a final agency
12 plan in compliance with ESSA to implement during
13 school year '20-'21 and that will be August.

14 We are utilizing different methods for
15 communication, such as the website, Facebook, Twitter,
16 email, webinars, meetings and the Federal Register.
17 And we are back to the questions.

18 At this time I'd like to turn it over
19 to Audra, the moderator, if there are any questions on
20 the line.

21 MODERATOR: There are no questions on
22 the line at this time. Actually we do have a

1 question. It looks like from Deborah Holgate.

2 DR. HOLGATE: Yes. It's not really a
3 question. It's input to the question on the English
4 language proficiency. Earlier, Dr. Pfeiffer made a
5 statement about perhaps BIE isn't doing enough in this
6 area. I just wanted to comment. I do agree that
7 perhaps we aren't doing enough to address the
8 intervention, the strategies to develop the language
9 of English. We all know, those of us -- to look at
10 research, it tells us that in order for students to
11 read at a comprehensive level, their listening, their
12 speaking, their writing, all areas have to be
13 addressed as far as developing those areas.

14 So, when it comes to -- when schools at
15 the local level -- from observation -- school
16 improvement, I'm wondering how much consideration is
17 given during student data analyzation. Is this data
18 being considered, and to what extent? And then you
19 look at the data, you look at the academic data, for
20 instance, part ELA, and then you look at the LIDA, it
21 has data.

22 So, my thought is the connection and

1 the alignment of this data perhaps to the schoolwide
2 plan or tightening up the assessment so that the
3 practices are evident in the classroom. So, that's
4 common. I wanted to make -- of course, I don't know
5 what the needs are regionally. I can only speak for
6 the needs in the area in the central reservation on
7 the Navajo district. Thank you.

8 DR. PFEIFFER: Thank you, Dr. Holgate.

9 MODERATOR: No other questions on the
10 line at this time.

11 DR. LESKY: There's a question.

12 DR. PFEIFFER: Okay, go ahead.

13 DR. LESKY: In the chat box from Ace
14 Black. "On the ELA baseline data school year '18-'19
15 shows that all students are at 15 percent. Where or
16 what are the percentage data before that school year?
17 What assessment was this based from?"

18 DR. PFEIFFER: I'll try to tackle this.
19 Maureen, I'll ask you to chime in. So, again, we want
20 to acknowledge that this is an obsolete plan. We had
21 to initiate some kind of conversation with the U.S.
22 Department of Ed that we were looking at our data

1 across the bureau, and our data is only as good as the
2 -- what's input at the school level.

3 At the state level when we pull our
4 data, we have to be very conscientious that we are not
5 pulling any data that we cannot collect from the
6 school. And so I'm trying to -- I'm sorry, I can't
7 find the page that that data chart was on regarding
8 the English language proficiency. But that data was
9 pulled for what we call EDFacts reporting purposes.
10 So, when the data research analysts pulled that data,
11 they scrubbed it for their school level. If there
12 were holes, they tried to reach back over to the
13 schools to find out if it was input or not. But it
14 was only as good as what the schools had provided at
15 that time.

16 So, that's the normal process. It's
17 pulled up from the school for submission into EDFacts,
18 and that's where we pull the percentages. Dr. Lesky?

19 DR. LESKY: I can add just a little bit
20 more to what Dr. Pfeiffer said. So, I'm looking at
21 page 13 of the draft or what is now the obsolete BIE
22 agency plan and that 15 percent for a baseline for

1 '18-'19, that would've been taken, like Dr. Pfeiffer
2 said, from data provided from the schools. But also
3 keep in mind that was also during our 23-part
4 assessment -- our 23-part assessment program. So,
5 that would include data from parts, smarter balance,
6 from state assessments that were more geared towards
7 that state. For example, maybe the AZ Merit, the
8 Arizona, or the Maine, or the Oklahoma. So, it
9 would've been a mixture of different vendors or
10 different assessments for ELA.

11 So, moving towards the unified
12 assessment system, we expect the data to be more
13 accurate and it will come from the same vendor. So,
14 please keep in mind that that baseline data was based
15 on the 23-part system and we will have to recognize or
16 identify a new baseline when we do get a unified
17 assessment.

18 DR. PFEIFFER: Audra, any other
19 questions on the line?

20 MODERATOR: There are no questions on
21 the line at this time.

22 DR. PFEIFFER: We do have some

1 questions in the chat box but they seem to be very
2 specific to a region. So, I might suggest that the
3 questions be posed to the educational program
4 administrator, their school leader, or the active ADB
5 or AUD of that region.

6 Dr. Lesky, can I ask you to move to the
7 slide that acknowledges where they submitted and the
8 timeframes?

9 DR. LESKY: Yes.

10 DR. PFEIFFER: So, we do have a comment
11 period until May 8th for comments to come in in
12 written form or email to Consultation@BIE.gov. That's
13 at 11:59 East Coast Time. We welcome written
14 comments. The more specific and suggestive that you
15 can make the comments regarding -- I heard comments
16 around English language proficiency, around
17 professional development, around standards, modified
18 assessment, SQSS. We would greatly appreciate it,
19 because that's how we make and develop the Bureau's
20 agency plan going forward. We know that it's going to
21 take everyone's input to make it a strong and
22 developed plan.

1 The important thing also to note is
2 that many states will go back and amend their plans
3 with time and with the input from stakeholders as
4 things start to solidify around a particular area.
5 So, at no time is this plan static and, you know,
6 we're really looking forward to building it out so
7 that school leaders and educators across the Bureau
8 have something that they can use as they look at
9 student achievement for school year '20-'21 and
10 beyond. Audra, are there any more comments?

11 MODERATOR: There are no questions or
12 comments on the line at this time.

13 DR. PFEIFFER: We will keep it open for
14 another two minutes, and then at that time we will
15 close it at 4:45. For all the stakeholders who are on
16 the call, we want to thank you for giving up this
17 time. I really appreciate all the comments that came
18 in and recognize during this time, this is very
19 difficult to attend and so we appreciate your effort
20 to make this time during this day to give us such
21 great feedback.

22 DR. LESKY: Just a reminder. If you

1 joined the presentation late, there will be another
2 public consultation this Thursday at the same time,
3 and that is listed on BIE's website.

4 DR. PFEIFFER: At this time I want to
5 thank the moderator and court reporter, and we will
6 close this meeting. Thank you.

7 DR. LESKY: Thank you.

8 MODERATOR: All lines can disconnect.

9
10 (Whereupon, at 6:45 p.m., the
11 proceeding was concluded.)
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1 CERTIFICATE OF NOTARY PUBLIC

2 I, NATE RIVENESS, the officer before whom
3 the foregoing proceedings were taken, do hereby
4 certify that any witness(es) in the foregoing
5 proceedings, prior to testifying, were duly sworn;
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9 said proceedings are a true and accurate record to the
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11 neither counsel for, related to, nor employed by any
12 of the parties to the action in which this was taken;
13 and, further, that I am not a relative or employee of
14 any counsel or attorney employed by the parties
15 hereto, nor financially or otherwise interested in the
16 outcome of this action.

17 

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20 DISTRICT OF COLUMBIA
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10 relative or employee of any counsel or attorney
11 employed by the parties hereto, nor financially or
12 otherwise interested in the outcome of this action.

13 
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15 SONYA LEDANSKI HYDE
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