

ND Schools & Picus Report Element Breakdown

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Introductions

Dr. Aimee Copas - Executive Director –
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Leaders

Learning Targets

Legislative leaders will be able to....

- * Get a historical perspective of Picus Report.
- * Understand an introduction to research on drivers of education
- * Gain an understanding of the NDASA Legislative Focus group
- * Understand the gaps between what the Picus model suggests and where we are currently in ND.
- * Discuss what elements of the report may or may not be advantageous for North Dakota students.

NDASA Legislative Focus Group Representation for presentation

Dr. Aimee Copas - Executive Director – North Dakota
Council of Educational Leaders

Dr. David Flowers – Superintendent West Fargo Public
Schools

Mr. Mark Lemer – Business Manager West Fargo Public
Schools

Mr. Rob Lech – Superintendent Jamestown Public
Schools

What is the NDASA Legislative Focus Group?

- * The NDASA Legislative Focus Group was developed at the request of the NDCEL board to be a nimble, solutions orientated group that can provide timely and important information to the legislature relating to education, schools, and our students.
- * The makeup of the group includes 12 district superintendents, including the state superintendent
- * It also includes an ex-officio resource team including Executive Directors from NDCEL, NDSBA, NDU, NDSOS, district business officials, the and the Governor's office.

Intro to Gap Analysis

- * Gap Analysis spreadsheet provided by Picus group. NDASA Focus group undertook the process of providing data at each classification size in the model to provide example data of how the Picus Model (if implemented with fidelity) would impact different types of ND Schools
- * 4 schools of each size met to organize their data, then to choose which of those schools in that size category would be an adequate example of how it might also impact other schools similar in nature.

School Samples

- * Large: Mandan
- * Mid/Large: Jamestown
- * Mid: Grafton
- * Small: Ellendale
- * Micro: Anamoose

The Gap Analysis

- * Each school size saw the similar challenges
- * These examples are a sample of impacts that cross geography and school size – there are other variables not on this slide.

Need to eliminate	Large	Mid/Large	Mid	Small	Micro
Specialist Teachers	22.13		6.33	2.09	0.95
SPED Teachers	24.87	18.68	13.17	2.05	0.68
Instructional Aids	29.53	8.48	2	0.73	1.96
SPED Aids	60.13	32.27	19.17	0.83	0.66
Core teachers	0	8.01	0.55	6.68	1.47
Need to Add					
Instructional Coaches	15.05	7.64	2.25	1.33	0.4
Core Teachers	35.35(core)				
Non-Academic Pupil Support	7.79		4.01	0.35	0.72
Nurses	4.06	2.35	0.73	0.42	0.13
Supervisory Aids	11.7	7.75	3.91	1.39	0.45

Picus Elements Focus

- * Core Teachers/Class Size
 - * Extreme shift
 - * Shifting of capital from high school to elementary school.
 - * Page 87 (resources for small schools/districts)/prototypical school size
 - * Loss of high number of elective teachers/courses/programs
 - * CTE, Arts, etc.
 - * Lack of emphasis on Middle School Model
 - * School District capital costs very high to implement
 - * Reaching classroom size requested daunting
 - * Extreme pressure on rural schools

Focus

Average Salary as input

- * Use of average salary as component to arrive at dollar amount
 - * Certain districts have higher salaries based on necessity to attract and retain high quality educators. Issue compounded with a higher than average CPI which 70% must be devoted to increasing new teacher salaries.
 - * Regional cost factor may help North Dakota arrive at a more accurate and effective number.

Focus

Block vs. Traditional Schedule

- * Picus Model is built upon the full adoption of a block schedule which less than 5% of our schools utilize.
- * Transition to this model without proper implementation, training and buy-in would result in a negative impact on student achievement.
- * This would additionally shift us farther away from our successful Middle School Model

Focus

Professional Development

- * PD should be driven at the local level. Locally they can determine what type of PD is needed, effective, and would positively impact learning.
- * Should involve a wide variety of job-embedded learning (not limited to a summer academy)
- * Should help our state move forward with a 21st century learning model

Learning Forward Standards for Professional Development

- * **Learning Communities**

- * **Professional learning that increases educator effectiveness and results for all students** occurs within learning communities committed to continuous improvement, collective responsibility, and goal attainment.

- * **Leadership**

- * **Professional learning that increases educator effectiveness and results for all students** requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- * **Resources**

- * **Professional learning that increases educator effectiveness and results for all students** requires prioritizing, monitoring, and coordinating resources for educator learning.

- * **Data**

- * **Professional learning that increases educator effectiveness and results for all students** uses a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning.

- * **Learning Designs**

- * **Professional learning that increases educator effectiveness and results for all students** integrates theories, research, and models of human learning to achieve its intended outcomes.

- * **Implementation**

- * **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.

- * **Outcomes**

- * **Professional learning that increases educator effectiveness and results for all students** aligns its outcomes with educator performance and student curriculum standards.

Focus – Support Staff

- * Without increased revenue most school districts do not have the funds to implement the requested student support and family outreach requirements
 - * School nurses
 - * ELL supports
 - * Mental Health
 - * Blood Glucose Testing Lab Coordinators

Focus – Special Education

- * Dr. Odden created the model based on 100% funding of 2% of most severe. This is not the current model in ND. Currently ND assists with payment for the 1% most severe students **only after** the cost for that student has increased to above 4x times the state average cost of education. (In excess of \$42,000)
- * Tremendous increase in migration of new students – general increase in behavioral and academic needs.
- * Amounts in Special Education are currently inadequate to meet needs, this is not corrected in model.

Conditionally Accept where appropriate & advantageous

- * Extended- day programs (at appropriate schools)
- * Summer School (at appropriate schools)
- * English Language Learners
- * Alternative Schools (at appropriate schools)
- * Gifted, Talented, Able and Ambitious Students
- * Aides
- * Principal/Assistant Principal
- * Central Office Admin
- * Operations and Maintenance

Support when effectively funded

- * Full Day Kindergarten
- * Instructional Coaches
- * Tutors
- * Substitute teachers
- * Librarians
- * School Site Secretarial staff
- * Instructional Materials and Formative Assessments

Handouts

- * Presentation
- * History
- * Learning Forward Standards