



# ESSA Standards, Assessment, Accountability and Reporting Subcommittee Minutes

**Tuesday November 22, 2016 | 8:30 AM – 4:30 PM | State Capitol – Pioneer Room**

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Shauna Greff	
Meeting Convened	Meeting Adjourned	Breakout Room
8:30 AM	4:25 PM	

### Attendance Planning Committee Members

<input checked="" type="checkbox"/>	Sonja Butenhoff	<input checked="" type="checkbox"/>	Tracy Friesen	<input checked="" type="checkbox"/>	Tracy Korsmo
<input checked="" type="checkbox"/>	Aimee Copas	<input type="checkbox"/>	Robert Grosz	<input checked="" type="checkbox"/>	Wayne Kutzer
<input checked="" type="checkbox"/>	Teresa Desai	<input checked="" type="checkbox"/>	Cheryl Hagar	<input type="checkbox"/>	Richard Rothaus
<input checked="" type="checkbox"/>	Jeff Fastnacht	<input checked="" type="checkbox"/>	Julie Jaeger	<input checked="" type="checkbox"/>	L Anita Thomas
<input checked="" type="checkbox"/>	Jennifer Fremstad	<input checked="" type="checkbox"/>	Melanie Kathrein	<input checked="" type="checkbox"/>	Russ Ziegler
<input checked="" type="checkbox"/>	Travis Thorvilson				

### NDDPI Ex Officio Members

<input checked="" type="checkbox"/>	Lodee Arnold	<input checked="" type="checkbox"/>	Lucy Fredericks	<input checked="" type="checkbox"/>	Gerry Teevens
<input type="checkbox"/>	Kirsten Baesler	<input checked="" type="checkbox"/>	Greg Gallagher	<input checked="" type="checkbox"/>	Rob Bauer
<input checked="" type="checkbox"/>	Ann Ellefson	<input checked="" type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Tammy Mayer
<input checked="" type="checkbox"/>	Valerie Fischer	<input checked="" type="checkbox"/>	Laurie Matzke	<input checked="" type="checkbox"/>	Beth Larson-Steckler

Topic: Overview of Agenda and Summary of ESSA trainings in MN & MD	Presenter: Laurie Matzke
<p>Welcome and introductions:</p> <ul style="list-style-type: none"> <li>• Aimee Copas representing ND Council of Ed Leaders</li> <li>• Jeff Fastnacht representing Small Districts</li> <li>• Jennifer Fremstad representing ND High School Principals Assn</li> <li>• Cheryl Hagar representing Title I Targeted</li> <li>• Teresa Desai representing Schoolwide</li> <li>• Melanie Kathrien representing Curriculum Coordination</li> <li>• Tracy Korsmo representing NDSLDS</li> <li>• Tracy Friesen representing ND Non-public Schools</li> <li>• Julie Jaeger representing ND Assn for Gifted Children</li> <li>• Wayne Kutzer representing ND Career and Tech Ed</li> <li>• Anita Thomas representing ND School Boards Assn</li> <li>• Russ Zieger representing ND Council of Ed Leaders</li> <li>• NDDPI employees introduced themselves</li> </ul> <p>Laurie M. provided overview of MN and MD meetings recently attended:</p> <ul style="list-style-type: none"> <li>• USDE is still planning to release final regulations</li> <li>• USDE still holding Dec. 12-13 meeting – team of four NDDPI staff will be attending</li> <li>• No one really knows what is going to happen</li> <li>• We need to be flexible</li> <li>• NDDPI is still planning on submitting according to the established timeline</li> <li>• Most important thing is states should continue to draft the plan based on the statute</li> </ul>	
Topic: Discussion on High School Graduation Rate	Presenters: Greg Gallagher/ Valerie Fischer
<p>Two basic definitions:</p> <ol style="list-style-type: none"> <li>1. Four-year adjusted cohort</li> <li>2. Extended-year adjusted cohort</li> </ol> <p>Past graduation rates were based on:</p> <ul style="list-style-type: none"> <li>• Rules Since 2005</li> <li>• Historical Goal</li> <li>• Data Compilation</li> <li>• Date Validation</li> <li>• Multi-year Cohorts</li> <li>• Demographic Data</li> <li>• Sample Size Determination</li> <li>• Graduation Requirements</li> <li>• Graduation Growth</li> </ul> <p>Graduation Decision Points:</p> <ul style="list-style-type: none"> <li>• Four-year Cohort – Do you want to retain a straight four-year cohort?</li> <li>• Multi-year Cohort – Must have a four-year but can have additional years.</li> <li>• Long-term Goal – Currently at 89%; should state go higher? What would be an acceptable level?</li> <li>• Interim Goals – Could set interim goals within your long-term goals.</li> <li>• Sample Size Determination – Nine and below is non-reportable. Must be consistent across the board.</li> <li>• Reliability Test – A rate is a rate; however, do we consider a pure rate or incorporate a statistical test to ensure stability?</li> <li>• Growth Model – Comparing one year to the next.</li> <li>• Introduce a Completion Rate Metric – GED is not identified as a metric. If bring in GED, would lead to discussion of regulatory review. Option to bring it in separately as a completion rate.</li> </ul> <p>Val gave an overview of GED:</p> <ul style="list-style-type: none"> <li>• 92% pass rate</li> <li>• Average age of 22 – biggest population is 17-18 year olds</li> <li>• Opportunity to include GED offers flexibility and validates efforts</li> <li>• It is a rigorous test</li> <li>• GED prepares a student to be Choice Ready</li> </ul>	

Many questions and details on how we want this to look.

Four issues for committee to consider:

1. Are we comfortable with historical practice? Yes
2. Do we want to look at growth? Any concerns? Are the BIE schools going to be on the top of the list for comprehensive support?  
If look at GED extender and growth, it could help.  
Ok with language on using growth and extender model with understanding we want to look at this with regard to reporting.
3. Do we want to consider the GED extender? South Dakota has done it.
4. What do we want as our long-term goal for graduation rates?

What is the reliability of our graduation rate? Seat time requirement unfortunately.

The law says a four-year cohort and then state discretion, up to seven-year.

How do you honor the definition of the law and also give value to what your state wants?

GED is state-by-state but could do a memorandum of understanding with surrounding states.

Topic: Additional School Quality Indicator – Climate and Culture

Presenters: Heather Kinsey/Valerie Fischer/Trish Arnold

Heather Kinsey presented a PowerPoint on the status of development of AdvancED.

Need to understand what we are measuring and how we define it.

List of 7 school quality factors.

New set of Climate and Culture surveys.

New diagnostic tools.

How to measure student engagement?

ELEOT classroom observation tool was used and came up with seven key learning environments.

Developed a student engagement survey. Need to measure quality and level of student learning process.

Three types of engagement:

Cognitive

Behavioral

Emotional (Affective)

Additional measures of quality of engagement:

Committed

Compliant

Disengaged

School quality and performance standards directly related to surveys.

School quality factors must be used state-wide so we are lucky to have AdvancED statewide.

Surveys are being used to measure climate.

Harder to measure culture.

Have not piloted the survey but are in the process.

Have research that shows there is a direct correlation to student outcome based on Eliot.

Might be comfortable to actually see the survey before we agree to it. Heather will send to Laurie to disseminate.

Student engagement is directly correlated to Climate and Culture.

Content for new climate/culture AdvancED surveys will be given to committee to review.

Heather will ask if the developers can use these surveys as a measure for accountability because that was not the original intent.

Can be vague on details but need the frame within the plan.

Testing done on surveys before January.

Accountability reporting should drive improvement.

There are surveys that can be used for accountability and can be scored.

Val Fischer/Trish Arnold presented on Measuring Climate and Engagement – PowerPoint

Is there a survey that can be used to measure? Yes, but they are lengthy. One has a fee and one is free. Shouldn't we be using a metric of participation of students who are engaged in the survey and school improvement process?

We should have, at a minimum, participation.

Student engagement in academia and extracurricular are critical.

Need to focus on accountability for our plan.

School improvement is already part of this plan.

What process can we use to encompass all?

Need to have validity and reliability.

Need one consistent state-wide indicator and then each school can have more.  
Whether we like the survey will depend on the number of questions – should not be cumbersome.  
Crosswalk of surveys may be helpful as a next step.  
Interested in the compendium? Yes, it will be sent out.

Topic: Assessment

Presenters: Bob Marhaller/  
Greg Gallagher

Copy of the pre-filed bill draft was handed out by Bob Marthaller.  
Greg Gallagher discussed handout on Assessment Consideration Points.  
Reaffirms states set their own academic standards.  
Driven by requirements of the law.  
The test is aligned to the standards.  
The old test was aligned to standards in 2002 and restated in 2006.  
Question of how to move forward with the reports that will provide the data we need.  
There should be correlation of standards assessment data to the grade the student is receiving.  
Schools need to be transparent; however, there are other factors that impact the data.  
Much of this section in the plan includes the story of how we got here, where we are at, and where we are headed.  
Decisions:  
Use ACT instead of Smarter Balanced  
What are we going to use to measure growth?  
What grade are we going to assess?  
Handout on pros/cons chart for discussion.

Pros/Cons Grade Tested in High School Handout and Discussion:  
If tested in 9<sup>th</sup> grade, would assessment be at 9<sup>th</sup> grade level. Yes  
Is it possible to use cohort for growth? Yes  
Full Academic Year (FAY) is practical issue and has validity.  
Looking at one year to test.  
Voting took place regarding which grade the committee would like to see testing done:  
Do not want 12<sup>th</sup> grade but the other grades are not an obvious decision.  
At 11<sup>th</sup> grade, they could choose ACT or NDSA but if they want growth, the ACT doesn't include that.  
If choose 11<sup>th</sup> grade, some schools will only test once regardless of growth.  
Redefining Ready will be the indicator on how our students are doing. It is not and should not be based on testing.  
Not against testing in 9<sup>th</sup> grade as long as there is an indicator at the end of 12<sup>th</sup> grade like ACT or Redefining Ready.  
ACT and NDSA take so much time. If they were not so time intensive would it make a difference?  
Very split between whether to choose 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade.  
Is it best practice to move it? There are a lot of other changes; this is just one small piece of the puzzle.  
The option of another test does change the picture.  
Teachers will teach to standards or teach to ACT.  
The option to give either test should not be there. They should have to take both so we can measure growth.  
Growth would give some schools an opportunity to not be identified for supports.  
Whatever you do to the whole group, it also affects the subgroup.  
There is a chance for growth and the state defines what that growth looks like.  
Hard to know until we run the data to see how it all plays out before we actually go live with our decisions.  
Need to decide on the option of ACT and on grade level for NDSA.  
9<sup>th</sup> and 12<sup>th</sup> grades are not the grades to test.  
Decision is either 10<sup>th</sup> or 11<sup>th</sup> grade and this needs more discussion.  
What would help make this decision?  
What does the data show?  
An idea would be to present to the large group on our discussion and indecision and allow for discussion and voting from the large group.  
We need to choose a grade for assessment. Schools will not have this choice.  
What do we want our state assessment to measure? ACT does not measure what we value.  
Would like to give our principals an opportunity to share their views on what they would choose? Then, shortly before the full meeting, report out what our colleagues decided.  
10<sup>th</sup> or 11<sup>th</sup> grade?  
ACT or not?

Timeframe of testing?

Discussion on timeframe of when to test.  
We can ask for a shorter test and results back quickly.

Topic: Establishing Long Term Goals

Presenter: Laurie Matzke

Incremental increments make the goal more achievable.  
Need to set an end goal to establish a reference point.  
Should we meet earlier next week due to the number of decisions to make?  
Do not want to make these decisions just to rush through the agenda.  
Further discussion at meeting prior to large committee meeting next week at the Baymont.

Topic: College and Career Ready

Table discussion until next meeting prior to large meeting at Baymont next week.

Topic: School Dashboard/Elements to Include in Accountability System

Presenters: Sam Unruh/Ross Roemmich/Tracy Korsmo

Presentation:

Twelve questions arose when going through the AdvancED module.  
Could go into SLDS to get data but it wasn't in a usable format.  
Created a method of efficient analysis of the data.  
Several methods of data retrieval and viewing were presented.

Name	Organization	Scope of Presentation
Nathan Anderson	SLDS	SLDS cube (AdvancED reports)
Sam Unruh	SLDS	Data Explorer
Steve Derzi	SLDS	New.NET SLDS interface including data dashboard
David Lamitina	SLDS	Potential analytics
Tracy Korsmo	SLDS	Student/parent portal

Could be updated daily with current information.  
Confidence in the data from the SLDS system is high.  
Schools will be able to customize their dashboard based on the information they desire.  
Could be shared on the dashboard? Live and interactive data.  
Would like to eventually get there. Challenges exist but they are working on it.  
Ross provided a handout on the State Support Team and the resources available.  
Next Steps on Dashboard:  
Next week put out Request for Information (RFI) and allow three weeks' turnaround  
Time is essential and all other deliverables  
Decide then to put out the full RFP in January  
February/March timeframe to decide  
Data turned over by June  
Dashboard ready by October  
Work to identify schools for supports  
Meet with them to go over requirements and plans  
July 1, 2018 fully implement law for supports  
The entity we contract with will have the ability to tap into the SLDS data.  
Question on ownership of the data.  
There still must be a state view of the data.  
Concerns will hopefully be addressed from the information from the RFI.  
This committee will need to decide based in the RFI which vendors would be able to accommodate the state requirements and needs.

Topic: Equity Discussion/EL Updates

Presenter: Lodee Arnold

Ran out of time – no discussion  
EL Updates:  
Handout with the updates from the English Learner Advisory Committee Meeting/ESSA Recommendations.  
No concerns on information presented.  
Do we feel comfortable recommending ELPAC recommendations as submitted?

Yes, all were in agreement.					
Topic: Advanced Student Subgroup Discussion					
Ran out of time – no discussion					
Topic: Review Draft ESSA Template – Application Sections				Presenter: Laurie Matzke	
Three sections of the template were handed out (1.0, 3.0, and 4.0). Homework is to review them and provide feedback.					
Next Steps:					
<ul style="list-style-type: none"> <li>• Meet at 8:00 AM at Baymont prior to large committee meeting to discuss <ul style="list-style-type: none"> <li>▪ Setting goals</li> <li>▪ Determining test grade, option of ACT, and timeframe of testing</li> <li>▪ College and Career Ready – Redefining Ready – Share link with this subgroup</li> </ul> </li> <li>• Provide feedback on template sections</li> <li>• Follow-up email tomorrow with information from Heather and Jeff, a one-page summary, and meeting reminder for the 8:00 AM meeting prior to full committee meeting</li> <li>• One or several members to report out: <ul style="list-style-type: none"> <li>▪ Historical data on graduation rate</li> <li>▪ Climate engagement – Jeff Fastnacht</li> <li>▪ Redefining Ready – Jeff Fastnacht</li> <li>▪ Assessment topic – Jennifer Fremstad</li> <li>▪ EL Update – Sonja Butenhoff</li> </ul> </li> </ul>					
<b>Date:</b>	November 30, 2016	<b>Location:</b>	Baymont, Mandan	<b>Time:</b>	8:00 AM