



ESSA Standards, Assessment, Accountability and Reporting Subcommittee Minutes

Wednesday, December 21, 2016 | 8:15 AM | Comfort Inn, Bismarck

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Shauna Greff	
Meeting Convened	Meeting Adjourned	Breakout Room
8:30 AM	12:55 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 checked="" type="checkbox"/>	Robert Grosz	<input checked="" type="checkbox"/>	Wayne Kutzer
<input checked="" type="checkbox"/>	Teresa Desai	<input checked="" type="checkbox"/>	Cheryl Hagar	<input checked="" type="checkbox"/>	L Anita Thomas
<input checked="" type="checkbox"/>	Jeff Fastnacht	<input checked="" type="checkbox"/>	Julie Jaeger	<input checked="" type="checkbox"/>	Travis Thorvilson
<input checked="" type="checkbox"/>	Jennifer Fremstad	<input checked="" type="checkbox"/>	Melanie Kathrein	<input checked="" type="checkbox"/>	Russ Ziegler

NDDPI Ex Officio Members

<input checked="" type="checkbox"/>	Lodee Arnold	<input checked="" type="checkbox"/>	Lucy Fredericks	<input type="checkbox"/>	Gerry Teevens
<input checked="" 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"/>	Leah Kugel	<input checked="" type="checkbox"/>	Tammy Mayer
<input checked="" type="checkbox"/>	Valerie Fischer	<input checked="" type="checkbox"/>	Laurie Matzke	<input type="checkbox"/>	Beth Larson-Steckler
<input checked="" type="checkbox"/>	Robert Marthaller	<input checked="" type="checkbox"/>	Ross Roemmich	<input checked="" type="checkbox"/>	Joe Kolosky

Topic: Welcome and Overview of Agenda	Presenter: Laurie Matzke
<p>Envision one more meeting in January for this subcommittee Present:</p> <ul style="list-style-type: none"> • Bob Gross representing Standards and Assessment • Sonja Butenhoff representing EL • Jennifer Fremstad representing High School Principals • Cheryl Hagar representing Title I Targeted • Teresa Desai representing Schoolwide • Tracy Friesen representing Non-public schools • Wayne Kutzer representing Career and Tech Ed • Russ Zeigler representing ND Council Ed Leaders • Aimee Copas representing ND Council Ed Leaders • Jeff Fastnacht representing Small Districts • Julie Jaeger representing ND Assn for Gifted Children • Tracy Korsmo representing ND ITD • L Anita Thomas representing School Board Assn • Travis Thorvilson representing ND EL • Melanie Kathrein representing Curriculum Coordinators • NDDPI employees 	
Topic: Assessment – Grade Tested in High School	
<p>Unless a waiver or given special permission, the grade selected in the plan would be for the whole state Dr. Elgart's model for testing at grade nine is a great option, as a system and using Choice Ready to measure growth Discussion on using grade nine or ten for NDSA PD planning currently is not based on NDSA so that should not be a factor The standards remain important, just not using the state assessment to validate instruction or PD Doing more than one interim assessment within their high schools Tenth grade takes Aspire and Pre-ACT Any negatives for going with grade nine? Could the math be specific and not include geometry or be more algebra based? If ninth grade, the issue of science would need to be changed Limiting the intent of the standards if you remove geometry Assessments overall design of curriculum and where do our students stand What is the balance of what the standards are trying to put forth? Just because we are not testing specific courses does not mean that those subjects are not being taught Standards are interwoven; however, they are not a driving force in our high schools Redefining Ready is a measure of assessment – measures all of things that we value It is a different measurement of assessment but needs to be looked at and valued Interim assessments are great for engagement and measurement Need to balance a common measurement against common standards on a common goal What is the appropriate tools needed to accomplish our goals? If test early, it removes University Systems data for placement There are many ways to assess our students on standards State assessment is a measure for College Ready but not Choice Ready How does assessment fit into Choice Ready and multiple measures? It is not a single measure but we need to figure out where it fits and should be used Students success needs to be measured by multiple indicators, not just one All paths matter not just one There will be pros and cons for any grade we choose Need to figure out which grade to use for accountability We have already reduced the weight of the test as far as accountability Are we ready to vote? Jennifer has a conference call planned for early January of stakeholders If a recommendation is made, we can still change it, but it would be necessary to voice opinion Table discussions: Would like to steer away from eleventh grade Not sure ninth grade could show growth If math could be more aligned with algebra, ninth grade would work Concern of public relations aspect – State Assessment is still being viewed as accountability measure People that make the decisions and hold the purse strings still look at assessment - we need to inform them that it is only one measure</p>	

Quite a few new members on the Education Committee of the legislature so now is the time to provide information
Are we stuck within our design structure and thought process?

Can we come up with a hybrid of a system that would provide smaller assessments still tightly held to assessments to drive instruction?

What if instead of one assessment, we package what we feel is necessary for learning

District's responsibility when it is appropriate to give assessments

Different tracks of learning: traditional or non-traditional

Could we do this with interim assessments? They are not directly linked to our standards

This has been in discussion for several years

Focused tests per grade level that gets banked and provides opportunity for summative score

Not a well-tested approach but does open the door for opportunity

Need to design and sell this approach

Two options:

Use the interim like Smarter Balance that aligns to standards

Use modules through the years with the summative to be used in the 11th grade for reporting

Concerns would be cost – limited dollars for assessment and we need to pay for the dashboard with these funds

The other issue would be the transient population – how would we track?

Possibly assess as student enters your system so earlier modules would not need to be taken?

For math, could our assessment be more subject based rather than how it is now?

Put forth the recommendation of how to proceed but have this as an optional package in an RFP for assessments to figure out costs and what would be needed

Giving the student the assessment close to instruction as chunked would help to use the data to drive instruction which would drive competency based education

Huge hill to educate others on this because we would be going from one assessment to three

However, these would be smaller and not such a huge test

Other states are proceeding with this process

This is a process we should pursue but we need to make decisions today

University Systems decision to use assessment for placement, it is based in assessment being used

Innovative Learning initiative is being worked on and fits nicely into this

From a parent perspective, my goal is to have them be college ready and access to other school's data to compare

There were no comments in the survey valuing ninth over tenth or vice versa

Vote taken on grade level:

- 9 – 6
- 10 – 8
- 11 – 0
- 12 – 0

Jennifer will run this by her group on the conference call and indicate the voting result and see what their views are
Start with RFP

Should Greg draft something preliminary to bring to January meeting?

Or create a focus group to help Greg put the parameters together?

Go with grade ten for state plan however, this would be a pilot idea to put on the RFP to determine cost and if it is possible to use multiple years

Greg recommends drafting something and then bring to committee to review and discuss

Topic: College and Career Ready – Potential Indicators

Many different kinds of kids so we need to be diverse and prepare them the best we can

We will be able to show different measures

Opportunity to show growth at the high school

Concern that state assessment wasn't reflected so it has been added for discussion

Also examples regarding industry credential and also technical assessment under military

Discussion on handout:

All support the concept

Are we in agreement on the three categories and what's within them?

Like Choice Ready and could add Life Ready at some point

Need to be able to track these

Struggle with including NDSA

Isn't it better for them to have more choices to use?

It is an option to demonstrate readiness so it makes sense to include

Discussion on handout on Choice Ready

- PowerSchool is tool that is used
- Students need to identify a pathway
- Work with a counselor

Discussion on 98% attendance – should it be lowered?

- Excused absences are different from school board to school board
- Having schools report what the absence was for
- This tool is in PowerSchool and data we can attain
- Drill down data to school absences
- Every school determines whether it is excused or unexcused
- Schools need to report all absences even if excused
- Message is important that attendance is important
- This would count non-school related absences; however, PowerSchool is not configured this way
- Working group could work out these details from PowerSchool
- For kids with medical needs, this should be optional instead of mandatory
- The attendance calculation is for the entire high school career
- Learning toward this factor being optional at 98%
- PowerSchool would need a check to indicate that they have identified a career cluster at some time in their high school career

Kids could be ready for all three choices and shouldn't be just one

Where do ELs and Special Ed fall into these categories

Do we want conversation on how to make this work for these two areas?

Yes, and bring back information that could be added and also for GED

This is not per student; it is to show schools where their school is

This does not indicate whether a student will be accepted into college, it is to determine how a school is doing

Student engagement is also a large piece of readiness

Need to empower kids, we do not need any more training on identifying, we need to teach resiliency

Data was given with regard to percentages of graduation rates in both high schools and colleges

Discussion on bullets under Military Ready discussed

Topic: Advanced Student Subgroup Discussion

Presenter: Julie Jaeger

Should we include this as a subgroup?

Provide them an accelerated activity

Levels of Service have been used

Move away from this to identify or serve the Gifted and Talented group because there is no cohesiveness

There are screeners available but are we in a position to do it

Want to give an idea of questions:

- How are we going to identify?
- What are short and long term goals?
- Funding?

Have kids who are on an IEP but IQ is very high

In a regular classroom situation, these kids do not do well

Need to be identified by a qualified professional

Finances received for this subgroup are minimal

95% and above would be considered Gifted

Do not call it Gifted and Talented

Do not call it High Achiever because identification would be hard

There are different characteristics of gifted students:

Creative Learner

Gifted

High Achiever

Whatever is done, it needs to be sure and include growth

Some have positive behaviors but others have negative behaviors

A lot of socio-emotional issues

Standardized tests are much different than the cognitive test given to identify these students

Funding:

\$400,000 per year

Special Education request these funds

Mostly large districts

No separate line item for this

Do we want to put something in our plan on this and are we prepared to do this or should there be more research and possibly include in the future?

There are pieces all over the state in both large and small districts that have plans in place

We need to be able to support this so more information is needed

Topic: Elements to Include in the Accountability System – Pie Chart

Feedback on the handout pie chart

This graphic will be illustrated so do we need to change verbiage?

Dashboard will show different information – this graphic is behind the scenes percentages

This graphic is to determine weight of factors

Dashboard will have a lot of parent friendly information and will give links so parents can always find additional information

It is not a parent training tool

Do we want to signify which factors are academic and can we asterisk or flag them?

Or use a key sentence at bottom to signify which are academic

Once Climate/Engagement are defined, parents will understand more clearly

Topic: Establishing Long Term Goals

Discussion of goals chart

Goals for state assessment

Greg advises removing Novice, Proficient as they are not appropriate

Would level I, II, III, IV?

Yes, but with definition as to what each level is

Discussion on scatter plot charts

Are goals used for identification – no they are not

This should be as minimalistic as possible and meets the law but not to put much focus on this

Can we use the growth rate from the past five years, chart it, and project it forward?

We need to be realistic and aggressive

Use some statisticians to look at what the numbers should look like

We will put information into the template and bring that to the January meeting

NEXT STEPS:

- One-page summary
- Minutes
- Doodle for January meeting
- Same for full group meeting; minutes and doodle

For January meeting:

- Report from Jennifer
- Bring data regarding goals
- Met with military so have information for Choice Ready
- Need to make decisions on additional school quality factor
- Decide whether to move forward with climate and add engagement when ready?

Next Meeting:	January based on doodle	Location:	TBD	Time:	TBD
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