

ESSA Standards, Assessment, Accountability and Reporting Subcommittee Minutes

Monday, September 19, 2016 | 10:00 AM – 3:00 PM | State Capitol – Sakakawea Room

Facilitator	Note Taker	Bucket Leader
Laurie Matzke	Angie Thomas	
Meeting Convened	Meeting Adjourned	Breakout Room
10:00 am	3:00 pm	Sakakawea Room

Attendance Planning Committee Members

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

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 type="checkbox"/>	Beth Larson-Steckler

Topic: Overview of Agenda	Presenter: Laurie Matzke
Review of Timeline handout: <ul style="list-style-type: none"> • Does meeting once a month September through December seem realistic in terms of having enough time to discuss/make recommendations to the large ESSA group? <ul style="list-style-type: none"> ○ Determined timeline seemed reasonable at this time. Will tweak if needed. ○ Decided to extend the length of the meeting to a full day versus 4 hours. 	
Topic: Subcommittee Roles, Responsibilities & Expectations	Presenter: Laurie Matzke
A handout was provided listing the roles and characteristics of a facilitator, attributes of effective committee members, and the purpose of each workgroup. Each subcommittee will have a spokesperson who will present information back to the large ESSA group regarding committee recommendations. Bob Grosz agreed to be this subcommittee's representative.	
Topic: Overview of Section 1.0 Goals & Measures of Progress	Presenter: Laurie Matzke
Suggested Goals/Measures of Progress: <ul style="list-style-type: none"> • Long term achievement goals • Graduation rate • English Language proficiency 	
Topic: Overview of Section 3.0 Standards & Assessment	Presenter: Laurie Matzke
<ul style="list-style-type: none"> • Review content and structure of current state academic content standards • State assessments 	
Topic: Overview of Section 4.0 Accountability, Support, & Improvement for Schools	Presenter: Laurie Matzke
Suggested methods of identifying accountability/school improvement: <ul style="list-style-type: none"> • School dashboard • Report card • Additional school quality factors 	

ESSA requires that we establish an accountability system based on multiple indicators:

- Academic achievement
- Another academic indicator (which must include graduation rates at the high school level)
- English proficiency
- At least one other valid, reliable, comparable, and statewide indicator of school quality or student success

The survey results for additional school quality factors resulted in 25 additional factors. From those it was broken down further into ten factors:

- Commitment to school improvement
- Use of evidence for planning, organizational learning, and accountability
- Student engagement
- Approaches to curriculum and instruction
- School climate/culture
- Teacher quality/qualifications
- School connectedness/sense of belonging
- Job-embedded, meaningful professional development
- School leader quality/qualifications
- Infrastructure alignment/resource allocation

To help narrow the recommendations even further, we must ask ourselves:

- Can valid & reliable data be collected statewide for all school types/classifications?
- Is there evidence that improving this measure will directly impact student achievement?
- Will this measure allow for meaningful differentiation?
- Can results be disaggregated by student groups?
- Does this measure align with ND's vision?
- Does it promote continuous improvement?

Narrowing the recommendations

School Climate/Culture:

- **PROS**
 - Critical factor of school quality
 - Actionable & meaningful data
 - Surveys currently part of ND continuous improvement/accreditation
 - Cost effective
- **CONS**
 - Perception data-relative to situational context & normative expectations
 - Potential motivation/pressure to inflate response to improve school standing
 - Limited ability to disaggregate by student population

Additional Points/Comments:

- Need to define the difference between climate and culture.
- How would we make this relatable to all schools?
- Positive climate would equal positive culture?
- Need to find the right tool to measure so schools don't feel threatened and will report the actual response.
- Students, parents and staff are important to climate/culture.

Student Attendance:

- **PROS**
 - Important factor-especially for ND lowest performing schools
 - Actionable & meaningful data
 - Currently collected
 - Cost effective
- **CONS**
 - Potential motivation/pressure to falsify data to improve school standing
 - Limited school/district control
 - Limited use of opportunity afforded under ESSA

Additional Points/Comments:

- Attendance is a critical issue and a key driver to student success.
- Potential of having cost involved as this requires new data collection points.
- Will require student engagement to collect valuable and reliable data.

Student Suspension/Expulsion:

- **PROS**
 - Important factor
 - Actionable & meaningful data
 - Currently collected
 - Cost effective
- **CONS**
 - Potential motivation/pressure to falsify data to improve school standing
 - Limited use of opportunity afforded under ESSA?

Additional Points/Comments:

- We can control suspension/expulsion versus attendance and it is measurable.
- Tracking truancy can tie to dropout prevention.
- Having control over suspension/expulsion will assist in helping us keep those students in school.
- Getting schools/buildings to agree on what suspension/expulsion means is challenging.
- Which can we truly control out of attendance, suspension/expulsion, and student engagement?
Attendance is more of a parent control, but we can control suspension/expulsion-do what we can to keep the student in school.

Student Engagement:

- **PROS**
 - Driving factor of student success & school quality
 - Actionable & meaningful data
 - Directly aligned with ND continuous improvement/accreditation
 - Innovative use of ESSA Flexibility
 - Experience vs. Perception
- **CONS**
 - New data collection requirement
 - Potential motivation/pressure to inflate response to improve school standing-especially if linked to student identifier
 - Cost?

Additional Points/Comments:

- Student engagement is the strongest driver to get student success-more likely to come to school if engaged. Providing this data to schools/teachers will drive change in the classroom.
- Other states are currently piloting student engagement surveys.
- Changing climate/culture can have immediate impact in the classroom and on student engagement.
- All are tied together.

Polls for School Quality:

Truancy? 8-No; 1-Yes

Attendance? 5-No; 4-Yes

Climate? Unanimous Yes

Student Engagement? Unanimous Yes

Suspension/Expulsion? 8 No; 1 Yes

- We need to focus on where the system is broken and which areas need the most support and resources.
- Move forward with those items we feel passionate about.
- Want school dashboard to be positive.

Topic: Discussion on Section 3.0 Standards Update

Presenter: Greg Gallagher

Under States application:

- Expectation to have section on standards & assessment
- Academic expectations and the manner in which they measure them
- Peer Review for state assessment and state's alternate assessment
 - Smarter Balance for general
 - DLM for alternate
 - Submitted and so far so good
- Submit template in March
- Final release in July
- RFP going out after March, resolution by August

Constitutional Mandates:

- Uniform system of free public schools throughout the state
- To prevent illiteracy, secure a reasonable degree of uniformity in the course of study

Legislative Mandates:

- All approved schools must meet curricular requirements set forth in state law (NDCC 15.1-06-06)
- Each instructional unit in approved high schools will meet or exceed the state content standards (NDCC 15.1-21-02)

Committee Activity Summary:

- Two committees: one for English language arts/literacy & one for mathematics
- These committees will study the effects of implementing the 2011 approved academic content standards in each content area and draft any revisions to improve the structure and content

Content Standards Committee Structure:

- General education, K-12
- Special education settings, K-12
- Higher education
- English learner settings
- Career technical education
- Title I schoolwide and targeted assistance schools

Committee Member Duties:

- Review content and structure of standards
- Review standards from other sources
- Examine and set structural design for proper articulation, breadth of inclusion, depth of knowledge, internal and cross-grade integrity, presentation of sequence, and support documentation of content standards
- Discussion, voting, preparing multiple drafts, etc.

Every Student Succeeds Act, 2015

- This act is the reauthorization of the Elementary and Secondary Education Act of 1965
- Reaffirms the requirement for states to develop own academic content standards
- Requires states to adopt content standards aligned to college and career readiness expectations
- Each state shall provide an assurance that the State has adopted challenging academic content standards and aligned academic achievement standards (align curriculum to content standards)
- Each State shall demonstrate that the State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education and relevant State career and technical education standards
- The Secretary shall not have authority to mandate, direct, control, coerce, or exercise any direction or supervision over the standards adopted or implemented

Purpose of Academic Content Standards:

- Present concise statements of what students are expected to know/do within a subject at a specified grade level
- Establish guidelines for local school district curriculum
- Content standards are NOT curriculum
- The State establishes these standards
- Local school districts determine local curriculum

Additional Points/Comments:

- Greg suggested adding alignment activity to the report card-statement of assurance.
- This committee doesn't need to do anything regarding the template for standards but may want to incorporate the meaning of standards for accountability.
- Do superintendents, teachers, etc. want to see an option in ESSA where they can choose to give either the state assessment or ACT/SAT?

Topic: Discussion on Section 4.0 Dashboards & Report Cards

Presenter: Laurie Matzke

Dashboard: Reveals and reflects the school's progress toward the vision for the state education system (Summary or Overview)

- Achievement on state assessment
- High school graduation rates
- Progress of ELs in achieving proficiency
- At least one additional measure of school quality
- Need to be publicly available and transparent

Report Card: Detailed information and data that serves as the compliance reporting instrument in support of federal and state regulations (In Depth)

- Achievement on state assessment
- High school graduation rates
- Progress of ELs in achieving proficiency
- Achievement by subgroup
- 95% participation rate
- Need to be publicly available and transparent

Additional Points/Comments:

- What additional elements on dashboard beyond what is required? Minimal funding available
- What methods do we want to use on our dashboard?
- Numbers, words, letter grades, symbols, colors, etc.
- Accessibility requirements important and will be built into RFP.

Likes:

- Staff attendance has high rating for impact
- Important for schools/teachers to own the dashboard
- Colors are useful/graphics are nice
- Equal amount of white space
- Showing progression is good
- Modesto City dashboard is well liked-3 year comparison is nice
- Graphs/charts
- Core was liked as well without school quality index number
- Trends and arrows are liked

Dislikes:

- Do not like letter grades
- Too many items (not sure what they all mean)
- Don't want repetitive charts, graphs, etc.
- Colors-need to choose colors wisely (yellow proceed with caution?)

Learning Opportunities: (a bucket for more flexibility to include)

- Criteria
- Attendance
- AP Courses
- Suspension

Follow-up survey on what was liked/disliked on the example dashboards will be sent out

Next Steps:

- Next meeting: Will discuss dashboards & assessments
- Homework: Read the ND Assessment Task Force Final Report and be prepared to discuss at next meeting
- Next meeting is large ESSA group meeting on September 30, 2016 at the Baymont Inn in Mandan.
- Bob Grosz agreed to be the spokesperson to report back to the large ESSA group regarding additional school quality factors.

Date:	October	Location:		Time:	
--------------	---------	------------------	--	--------------	--