Minutes of the
Committee of Practitioners Meeting
September 20, 2010
AmericInn, Fort Pierre, SD

Call to Order

The meeting was called to order at 8:32 am by Chairperson Becky Guffin.

Attendance

Members present were: Becky Guffin, Mary Schwab, Joyce Larsen, Rebecca Eeten, Liz Venenga and Lori Bouza.

The following Department of Education (DOE) staff persons were in attendance: Diane Lowery, Janet Ricketts, Betsy Chapman, Beth Schiltz, Jenifer Palmer, Jodi Bechard, Judy Merriman, Tom Morth, Laura Ellenbecker, Teri Jung, and Laura Johnson Frame.

Dakota STEP, Dakota STEP-Alt, SAT-10, eMetric Policy Document

Dr. Diane Lowery, NCLB Title I Director, asked the committee members to review the document entitled *Dakota STEP, Dakota STEP-Alt, SAT 10 (home school) Assessment, eMetric* that was prepared and discussed at the most recent DOE NCLB team meeting. These policies pertain to internal procedures or Accountability Workbook requirements. The team asked that the draft be sent to the committee for comment.

Guffin led the discussion of the following items.

1. Pertains to the "Attemptness Rule" and what constitutes an attempt. A student must answer at least one question in each testing section to qualify as a testing participant in that subject.
2. Pertains to dually enrolled students – home school and public school. A student with majority enrollment in the district must take the Dakota STEP and a student with majority enrollment as home school must take the SAT 10. A district must not dually enroll a student with a 50-50 split in Infinite Campus and, if this is done, the DOE will make the decision as to the required test for the district. The committee provided some language editing.
3. Pertains to students who are 21 years old and whether they are required to take the state assessment. They are not. The committee edited the language to state "21 years old or older as of July 1" to clarify the age of the student.
4. Pertains to students who move from one district to another during the testing window. Students tested in one district in a session(s) and then moving to another during the testing window would not be required to be retested. If a student is retested, the first score will be the official score and enrollment date will be determined via Infinite Campus. This policy is found in Critical Element 2.3 of the Accountability Workbook.
5. Pertains to the state writing test. The committee asked that the administrative rule be reviewed as to the two grade levels tested.
6. Pertains to students enrolled in South Dakota districts through their high school careers and having not taken the Dakota STEP test in the 11th grade. The new

th grade, if they have not taken the test in the 11th grade. The committee discussed issues that involved students on accelerated tracks and students recovering credit. Also, it was stated that a district can not see how students were enrolled in Infinite Campus prior to coming to the school. The committee asked that additional consideration be made on this policy.

7. Pertains to returning the Dakota STEP and Dakota STEP-Alt to the vendor by the designated time. AYP determination will be made for public school/districts without test scores when the lack of scores is a result of the district not returning the tests to the vendor for scoring. Are there any sanctions for schools that do not turn in their testing materials on time?
8. Pertains to a breach in the testing procedure. The committee changed the language to the district will receive a "non-participant" status for any student involved in a testing breach. Districts must maintain control of the teaching staff and access to the eMetric website. Title I addresses invalid tests in the statute. The committee asked that state law be check in this area also.
9. Pertains to home school students' requirement to take the basic skills portion of the SAT 10 or another norm referenced assessment. The committee stated that it would be helpful for the sections of the test to be named so that a district administrator can easily ascertain the sections.
10. Pertains to students who are in their first year in the country and the ACCESS and W-APT tests and also the Dakota STEP assessment in determining AYP for the LEP subgroup, school, district, grade span, and the state. Title I offers flexibility by allowing one test administration rather than one calendar year when considering a 1st year in country student. This pertains to Critical Element 5.4 in the Accountability Workbook.
11. Pertains to distribution of individual student assessment reports to the parents for all of the various assessments. The policy states that individual student reports must be distributed within 30 days from the beginning of the school year per current procedure.
12. Pertains to requiring districts to provide the parents/guardians with the results of their child's writing assessment each testing window. The committee discussed that this would be a burden on the districts to provide the reports this frequently and the amount of paperwork involved.
13. Pertains to placing a copy of the Dakota STEP and Dakota STEP-Alt results in each student's cumulative file. The committee discussed whether this refers to a paper copy or an electronic copy as some districts are all electronic.
14. Pertains to the breach of security by anyone in the district viewing the assessment. The committee suggested that this item be combined with #8 above.
15. Pertains to requiring testing coordinators to attend training before administering the test and how to post the testing security agreement/affidavit to the department. The committee suggested that this procedure should be implemented, however, stating the reasoning for the procedure was not necessary to be consistent with the remainder of the document.
16. Pertains to district policy in providing district staff access to the eMetric website. The committee thought that this could be combined with #8 and #14 above.

The committee comments will be provided to the NCLB team and the various offices involved.

Accountability Workbook

Judy Merriman, Data Management Administrator for DOE, asked the committee to consider revising and including various items in the Consolidated State Application Accountability Workbook approved by USDOE on May 25, 2010 when it is submitted to US ED for review in January 2011.

- Graduation Rate: The DOE will propose additional language on Critical Element 7.1 pertaining to students who do not complete high school within four years of their start date. The committee was asked for direction on how to calculate the graduation rate for AYP purposes when considering students completing high school in five years – should the graduation determination lag one year behind for AYP? The committee stated that DOE should not lag the graduation rate one year behind.

  Page 30 (center) change the language to "Transfer students enrolled equal to or greater than ~~20~~ 15 days will be counted as a drop for the serving school. If the student has been in the newly enrolled school less than ~~20~~ 15 days, the drop would count at state level only."

- Race/Ethnicity Subgroups: US ED will be implementing additional categories of race/ethnicity into required reportable data. These include expanded categories of Hispanic and country of origin of Hispanic persons and a multi-racial category. The DOE asked the committee whether the expanded subgroups should be used for accountability purposes. After discussion of the impact of the additional subgroups, the committee decided that all of the new subgroups should be included in the assessment and accountability reporting and determination. This impacts Critical Elements 1.5, 3.1, and 5.1.

- Recognition of Distinguished Schools: The committee was informed that a change in Critical Element 1.6 pertaining to rewards and sanctions for schools and districts had an unintended consequent for small districts with small grade numbers. The committee was asked whether all schools and districts no matter the size be rewarded for the "all" subgroup. The committee discussed rewards and sanctions.

  The committee agreed by consensus that Critical Element 1.6 should be revised: Page 9 Recognition of Distinguished Schools subsection "c" last sentence be revised as follows: "To be eligible for the Distinguished Schools award, a school must have ~~25~~ 10 or more students in the grades tested in that school," and Page 10 Recognition subsection "b" last sentence be revised as follows: "To be eligible for the Distinguished District award, a district must have ~~75~~ 30 or more students

in each of the 3-5 and 6-8 grade spans and ~~25~~ 10 or more students in the 11th grade."

- Critical Element 3.1: The wording will be amended to add the term "safe harbor" to the first paragraph to help districts better understand the language and "school improvement" will be changed to "substantial improvement" on page 14.

- Critical Element 5.3: The wording will be revised to establish the definition of a full academic year for former students with disabilities to December 1 through the testing window.

- Critical Element 7.2: The DOE will seek language that will help in determination of the attendance rate when considering medical exemptions and home or hospital bound students.

- School for the Deaf: As the School for the Deaf is not operating as a physical entity and the students are now provided services in various districts, the DOE will create guidance on how to include those students into the state accountability system.

All changes will be provided to the committee in a document for review of the specific language at a future date and meeting so that the Workbook may be completed by the January submission date.

Approval of Minutes – June 7, 2010
The committee discussed the minutes of June 7, 2010 meeting and determined that one correction be made in the election of the vice chair. The vice chair elected was Mary Schwab.

Motion by Bouza, second by Venenga to approve the corrected minutes of June 7, 2010. Motion passed.

Re-appointment of Committee Members
The following committee members were re-appointed to the committee by Secretary Oster to serve a three year term ending 2013:

Susan Beukelman was appointed as a representative of a school district in the eastern area of the state and as a representative of a private school.

Dr. Becky Guffin was appointed as a representative of a school district in the eastern area of the state and as a representative administrator.

Joyce Larsen was appointed as a representative of a school district in the central area of the state and as a representative teacher.

Recruitment of Committee Members

Frame reported to the committee the need to recruit more members to meet the requirements in the statutes. The committee has many positions filled and needs to fill others. The committee will need to recruit an additional parent, more than one school board member, and pupil service personnel. An article was placed in the September Title I Update seeking nominations to the committee. Members were asked to continue to recruit members and forward names to the DOE for follow-up.

Federal Monitoring
The committee was advised that the DOE has received notification that the department will be monitored in May of 2011 for Title I, Title I Part D, and Education of Homeless Children and Youth programs. The monitoring indicators for 2010-2011 have been published by US ED and the DOE has been reviewing the indicators and preparing for the monitoring. US ED will visit districts as part of the state monitoring though it is not known which districts have been selected at this point. The department was last monitored in 2007.

State Plan for Education of Students Experiencing Homelessness
Frame briefly explained to the committee members the State Plan that is a requirement under the McKinney-Vento Education of Homeless Children and Youth Act reauthorized by Title X under ESEA as amended 2001. The current state plan was developed in 2008 and reviewed by the committee at that time. Frame has now updated the plan listing the current status of the activities in the plan and adding new activities pertaining to technical assistance found under the various requirements of the statute. Two significant additions were made to the plan. 1) The incorporation of more emphasis in state level technical assistance to districts in developing the district's needs assessment for the consolidated application and at the school level in the schoolwide plans. Districts and schools are to assess their student populations by identifying and incorporating homeless students and awareness that homeless students may be present and not identified by looking at poverty data and the presence of community resources for homeless students; such as domestic violence shelters, homeless shelters, shelters for runaway youth, community pantries or community banquets, etc. 2) The State Coordinator will investigate approaches to build a more effective State and local program. The Coordinator will use tools prepared by the National Center for Homeless Education in determining program effectiveness through a needs assessment process. Areas to study include policies/procedures, identification/ enrollment access, student success, awareness within department staff and within state government, collaboration internally and externally, resources/capacity, and guidance/monitoring.

Retirement of NCLB Title I Director
Dr. Diane Lowery will resign on October 1 from state government and go into private sector employment. The committee wished Dr. Lowery the best in her new position and regretted her leaving the department because of her expertise and knowledge of NCLB. The committee presented her with a card of congratulations on her retirement.

The committee recessed for a few minutes to eat lunch at 12:30 and resumed the meeting at 12:50 pm.

Core Standards and Assessments
Becky Nelson from the Office Curriculum, Career, Technical Education gave the committee an overview of the Common Core Standards (CoreStandards.org) developed the past year through the National Governors Association along with the Council of Chief State School Officers as a state-led initiative. The K-12 standards in Mathematics and English/language arts have been posted. Two-thirds of the states have adopted the standards at this time; South Dakota has not adopted the standards. South Dakota is waiting until further development of the assessment portion to make the decision. The Committee asked for an update on the content standards and assessment portion at the next meeting.

Gay Pickner, Assessment Director, indicated the assessment that will be required under the common core standards will be required to be implemented in 2015. South Dakota is currently serving in an advisory role only during the state adoption process as a consortium is developing the assessment tool. The State Board of Education will receive an update at the November meeting.

District Peer Review
Janet Ricketts, Director of the Office of Educational Support and Services, explained that the DOE will implement a program of monitoring for districts with a small Title I allocation. During 2011-2012, the department will establish regional meetings and invite all of the small allocation districts in that region to attend. The district will bring all of their documents required under the Title I statutes for peer review by their fellow districts. This process will assist the districts in understanding the requirements, revising the documents, and receiving technical assistance from the DOE. This new process should also be time saving for both the district and the department.

Review of English Language Learners Policy
Lowery informed the committee that the DOE NCLB team had asked the committee to review policies and procedures pertaining to English Language Learners, Title III and WIDA (W-APT and ACCESS) language comprehension and acquisition assessments.

Guffin directed the committee through a document of proposed policies and procedures.

1. South Dakota school districts are required to administer a Home Language Survey (HLS) to all new students who enroll in the school district. The survey must include specific questions where a response that is any language other than English requires follow-up by the district. The survey must be kept in the student cumulative folder.
2. When the district questions the accuracy of the Home Language Survey, the district must make a follow-up phone call to the parent/guardian clarifying the purpose of the HLS and requesting clarification. If the district determines that the questions were misunderstood and/or incorrectly responded to, a note of follow-up should be made to the parent regarding the HLS with specifics of contact and

3. South Dakota uses the W-APT as the English Language Learner screener to identify language proficiency. The screener must be administered with thirty days of the start of the academic school year and within two weeks for students starting after the first day of the school year. Kindergarteners must not be administered the K-W-APT prior to the May before the child begins school. Documentation of the results of these screeners must be kept in the cumulative file for each student. The committee discussed whether this policy requires a paper copy or whether an electronic copy is sufficient.
4. South Dakota has established the W-APT criteria to classify 1-12 grade students as ELL as a composite score lower than a 5.0. K-W-APT pre-kindergarten combined raw score for listening and speaking is 29. K-W-APT criteria for second semester kindergarten and first semester first grade is combined listening and speaking raw score of 19, etc. The committee recommended a flow chart as a follow to make this information more easily understood.
5. The policy gives direction to districts in how to handle Home Language Survey and screener reports and language acquisition plans when a student transfers into the district from another district or another state.
6. This policy directs districts to follow the South Dakota World-Class Instructional Design and Assessment criteria for qualifying a student or exiting a student not the criteria established by another state when students transfer in from another WIDA state.
7. This policy allows a student to be re-identified as not an English Language Proficient student. The policy gives guidelines on the proper identification of ELL students and refers to students who may have exited the US and then returned. Guidelines are also provided in ascertaining why English proficient students may be lacking academic progress.
8. This point refers to the criteria for re-identification and determining appropriate services.
9. This information describes how DOE will make a decision as to the misidentification of a student as LEP.
10. Districts are required to keep the Language Acquisition Plans in the student cumulative files and in the school/district offices. The district must update the plan annually based on the individual student's ACCESS results.
11. Districts must maintain the ACCESS reports in the cumulative files and in the school/district office.
12. Anyone administering the ACCESS or W-APT must be either a certified teacher or aide.
13. Administrators of the ACCESS assessment must be trained and receive follow-up training by DOE each year. Teachers must take the speaking portion of the online quizzes annually and other portions as they wish.
14. The criteria for the ACCESS assessment that establishes a student as proficient and allows a student to exit is receiving 4.8 or higher composite score with no lower than a 4.0 in the domains of reading and writing.

The committee decided that the document is a procedural document pertaining to the Limited English Proficient student and establishes the students in the LEP subgroup. The document does not propose a change in Dakota STEP proficiency levels or AMAO. The document would not need to be incorporated in the Accountability Workbook.

State Plan for Title I Part D – Neglected/Delinquent Programs
Frame reviewed the revisions to the State Plan for Title I Part D. She distributed a list of programs funded under the two funding streams for these programs, Subpart 1 (state agencies) and Subpart 2 (district programs). The program statute has three main purposes and the state is currently aligning the state plan goals more closely with the statute and revising the objectives and performance indicators. The plan will incorporate an improved transition component concentrating on state agency and district transition and technical assistance provided by the DOE. The third major component of the plan is the program outline – qualifying for funding, awarding of funds, data, evaluation of effectiveness of the programs. The Committee was asked for input. Staff will continue to work on the plan and provide the plan to the committee during a conference call in December or January.

Next Meeting
The committee tentatively planned the next face-to-face meeting as June 1, 2011 in Pierre. A conference call meeting to discuss the Accountability Workbook and other items will be held in December or early January to meet the deadline date of submission of the Workbook to US ED.

Adjournment
Motion by Larsen, second by Schwab to adjourn the meeting at 3:15. Motion passed.