

**Report to
EDUCATION FUNDING COMMITTEE
By Bob Marthaller, Assistant Superintendent
Department of Public Instruction
August 1, 2014**

Mr. Chairman and Members of the Education Funding Committee:

I am Bob Marthaller, Assistant Superintendent, with the Department of Public Instruction. The Department submits the following report regarding the administration of the 2013-14 North Dakota State Assessment (NDSA) and the various reports generated from these assessments. This report provides an overview of the testing procedures employed, the summative data generated, and the technical documentation provided to confirm the validity and reliability of the 2013-14 NDSA. This report also presents an overall summary of statewide academic achievement data that provide insight on the current performance of our students.

I. Administration of North Dakota State Assessment Program

During 2013-14, the North Dakota Department of Public Instruction (NDDPI) administered various assessments which comprise the North Dakota State Assessment system, including general assessments (the NDSA), assessments for students with significant cognitive disabilities (the North Dakota Alternate Assessment based on alternate achievement standards, or NDAA1), and assessments for students with persistent learning difficulties (the North Dakota Alternate Assessment based on modified achievement standards, or NDAA2). The NDSA, NDAA1, and NDAA2 are each comprised of reading, language arts, and mathematics in grades 3-8 and 11 and science in grades 4, 8, and 11. Each of these grade- and subject-specific assessments must meet certain rigorous specifications in design and administration in order to be considered valid and reliable assessments of their subject matter. The U.S. Department of Education (ED), through its established peer review process, independently reviewed the technical specifications of the NDSA system to verify all claims for validity and reliability. The state's assessment system has operated in full compliance with the operational rules and guidance of the ED peer review process.

The NDSA is administered in part under a contract with CTB/McGraw-Hill, LLC, a private, long-standing publishing and assessment company, which specializes in large-scale student achievement assessments. The NDAA1 and NDAA2 are administered in part under a separate grant with the assistance of North Dakota State University. The

NDDPI stipulates, following an independent review of the NDSA by the state's technical advisory committee in January 2014, that the state's assessment system provides valid and reliable information regarding student achievement in terms of the state's academic content and achievement standards.

The 2013-14 technical manual for the NDSA provides extensive documentation regarding the design and performance of all of the various assessments administered within the state's general assessment system. The NDSA *technical manual* can be accessed at the NDDPI's website (<http://www.dpi.state.nd.us/testing/assess/NDSAFall2013TechReport.pdf>). The technical manual provides supporting evidence that the state's various assessments do perform according to design and that these assessments are valid and reliable.

The cut scores that define these achievement levels on a given assessment's scoring scale are determined by committees of state educators through a reputable standard-setting process. The NDSA *Standard-Setting Technical Manual* presents a detailed analysis of the state's achievement levels for reading and mathematics (<http://www.dpi.state.nd.us/testing/assess/standard/secA-E.pdf>), for language arts (<http://www.dpi.state.nd.us/testing/assess/tech-report2011.pdf>), and for science (<http://www.dpi.state.nd.us/testing/assess/cut.pdf>).

Approximately 56,300 students participated in the administration of the state's various academic achievement assessments during 2013-14. Approximately 2,262 students participated in either the NDAA1 or NDAA2 during 2013-14, based on each student's individualized education program. The participation rates of students with disabilities in the NDSA, NDAA1, and NDAA2 can be accessed at the Department's website (http://www.dpi.state.nd.us/dpi/reports/Profile/1314/SpecialEd/State_Participation.pdf). Overall, approximately 98.5% of all eligible students participated in the NDSA, NDAA1, and NDAA2.

II. Student Academic Achievement Results

The state's education system uses a variety of measures to assess overall student academic achievement. These measures include graduation rates, general proficiency rates and specific standards-level performance on the North Dakota State Assessments (including the NDSA, NDAA1, and NDAA2), junior and senior college readiness on the ACT and SAT, state-level performance on the National Assessment of

Educational Progress (NAEP), various reading and language proficiency assessments, and district-defined interim and formative assessments. School personnel have various student achievement data upon which to assess individual student achievement and growth patterns and overall curricular and school improvement efforts.

Among these various measures, the North Dakota State Assessments (NDSA, NDAA1, and NDAA2) represent the primary measures for assessing overall student achievement in terms of the state's challenging content and achievement standards as specified within state and federal law. It is the state's expressed instructional goal that all students progress steadily to achieve a proficient or advanced standing on the North Dakota State Assessments.

Overall student achievement data indicate that North Dakota students, over recent years, have evidenced generally stable reading results and general improvements in mathematics. The Department issues an extensive annual summary of student performance on the state's assessments. The 2013-14 Profile Reports for every public school, public school district, and the state have been finalized, validated and posted on the NDDPI's website

(<http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>). Statewide student academic achievement summary charts are provided at the end of this testimony.

III. School and School District Performance

Student academic achievement results form the basis for measuring the overall performance of schools and school districts, specifically as defined by the operational rules for generating annual adequate yearly progress reports for every public school, school district, and the state. For these reports, a school is defined as a public school plant organized within a designated grade span as determined by a local public school district.

In May 2014, the Department of Public Instruction released final adequate yearly progress reports that present the level of relative achievement among our state's public schools according to established regulations specified within the *Elementary and Secondary Education Act*. These adequate yearly progress reports were reviewed for accuracy by public school districts prior to their final certification and release by the NDDPI. All adequate yearly progress reports follow the rules established within the federally approved North Dakota Accountability Plan, which can be accessed at the Department's website (<http://www.dpi.state.nd.us/grants/proposal2011.pdf>). An

instructional guide that explains the state's accountability rules can be accessed at the Department's website (<http://www.dpi.state.nd.us/testing/account/AYP1314.pdf>).

The 2013-14 *Annual Adequate Yearly Progress* report for every reportable public school, public school district, and the state can be accessed at the NDDPI's website (<http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm>). The NDDPI issued a general press release on May 28, 2014 (<http://www.dpi.state.nd.us/news/2014/AYP-press-release2014.pdf>), summarizing a variety of information related to this annual report. Adequate yearly progress summary charts are provided at the end of this testimony.

Mr. Chairman, this completes my presentation regarding the current status of the state's assessment and accountability system.

**ND Public Schools' Adequate Yearly Progress (AYP)
Identification Status
(Number of Schools)***

	Number of Schools											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Met AYP	451	442	444	436	437	301	350	338	215	204	189	77
Did not meet AYP	46	46	42	41	41	169	115	122	242	251	267	378
Total	497	488	486	477	478	470	465	460	457	455	456	455

*Variances in the number of schools are the result of school reorganizations.

**Reasons Leading to Identification of Not Making
Adequate Yearly Progress (n= 378 schools)***

Indicators	Primary Indicators: Achievement and Participation				Secondary Indicator: Graduation
	Reading		Math		
	Achievement	Participation	Achievement	Participation	
Overall	279	0	273	0	3
White	253	0	244	0	0
Native American	81	0	68	0	4
Black	43	0	31	0	0
Hispanic	34	0	33	0	0
Asian	15	0	11	0	0
Students with Limited English Proficiency (LEP)	40	0	43	0	0
Low Income	230	0	213	0	3
Students with Disabilities (IEP)	169	0	149	0	0
Total	1144	0	1065	0	10
	Secondary Indicator: Attendance				
Attendance Rate	0				

*Schools may be identified for more than one reason.

For a complete listing of the public schools that did not make adequate yearly progress and the reasons for this identification, refer to the following web address:

<http://www.dpi.state.nd.us/dpi/reports/Profile/1314/ProfileDistrict/PlantAchieve.pdf>.

**ND Public School District Adequate Yearly Progress (AYP)
Identification Status
(Number of Districts)***

	Number of Districts											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Met AYP	178	174	181	176	169	114	141	131	77	67	51	13
Did not meet AYP	33	33	21	21	26	73	42	50	102	111	126	162
Total	211	207	202	197	195	187	183	181	179	178	177	175

*Variances in the number of school districts are the result of school district reorganizations.

**Reasons Leading to Identification of Not Making
Adequate Yearly Progress (n=162 districts)***

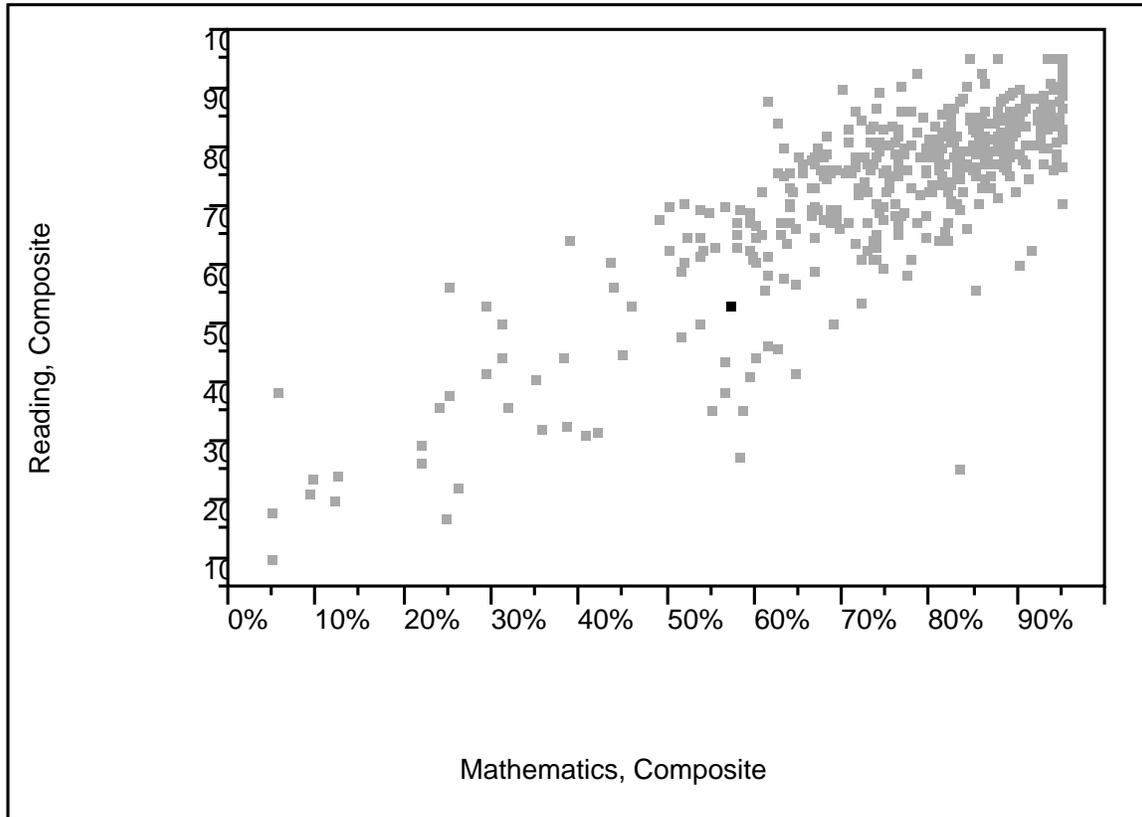
Indicators	Primary Indicators: Achievement and Participation				Secondary Indicator: Graduation
	Reading		Math		
	Achievement	Participation	Achievement	Participation	
Overall	127	0	128	0	4
White	113	0	115	0	0
Native American	32	0	34	0	5
Black	13	0	9	0	0
Hispanic	19	0	18	0	0
Asian	7	0	4	0	0
Students with Limited English Proficiency (LEP)	17	0	20	0	0
Low Income	110	0	105	0	5
Students with Disabilities (IEP)	81	0	92	0	0
Total	519	0	525	0	14
Secondary Indicator: Attendance					
Attendance Rate	0				

*School districts may be identified for more than one reason.

For a complete listing of the public school districts that did not make adequate yearly progress and the reasons for this identification, refer to the following web address:

<http://www.dpi.state.nd.us/dpi/reports/Profile/1314/ProfileDistrict/DistrictAchieve.pdf>.

Distribution of Composite Reading and Mathematics Proficiency Rates by School, 2013-14 North Dakota Adequate Yearly Progress Results



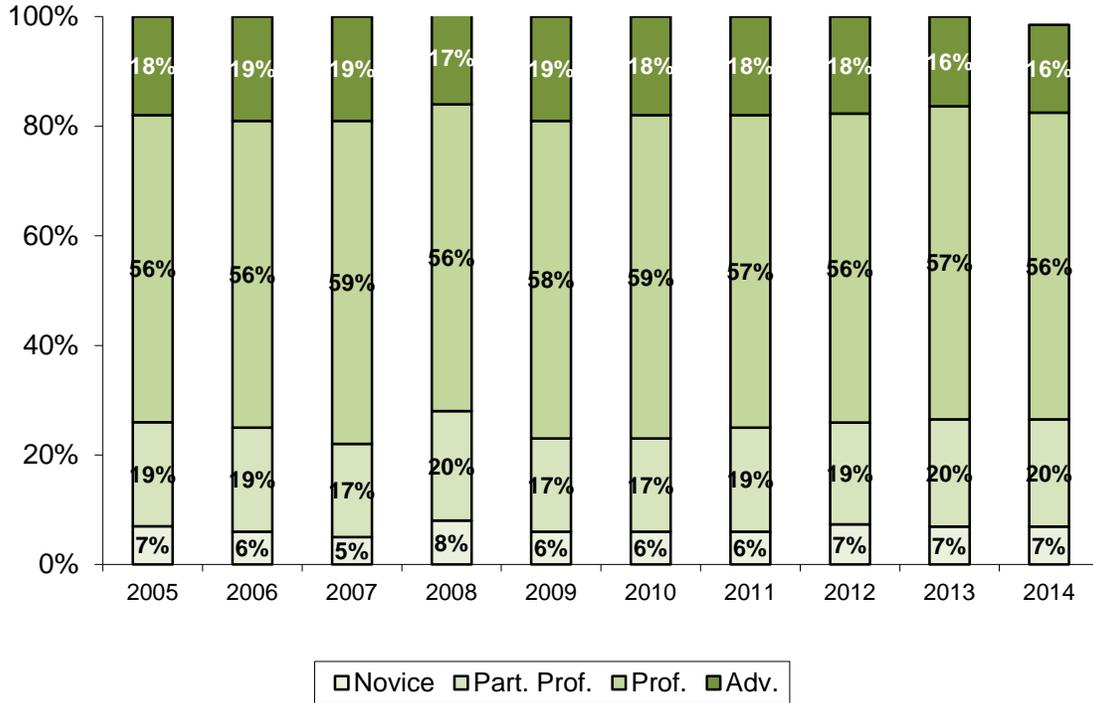
This chart presents the distribution of schools statewide by composite reading and mathematics proficiency rates, where each point represents a school and displays that school's overall reading and mathematics proficiency rate. This illustrates the wide spread of school achievement among our individual school plants, based on 2013-14 North Dakota Adequate Yearly Progress results.

It is the expressed goal within the No Child Left Behind Act that schools support all students to achieve proficient or advanced achievement levels in reading and mathematics. Schools with lower levels of composite achievement must prepare and implement school improvement plans to move themselves toward steady gains in overall achievement.

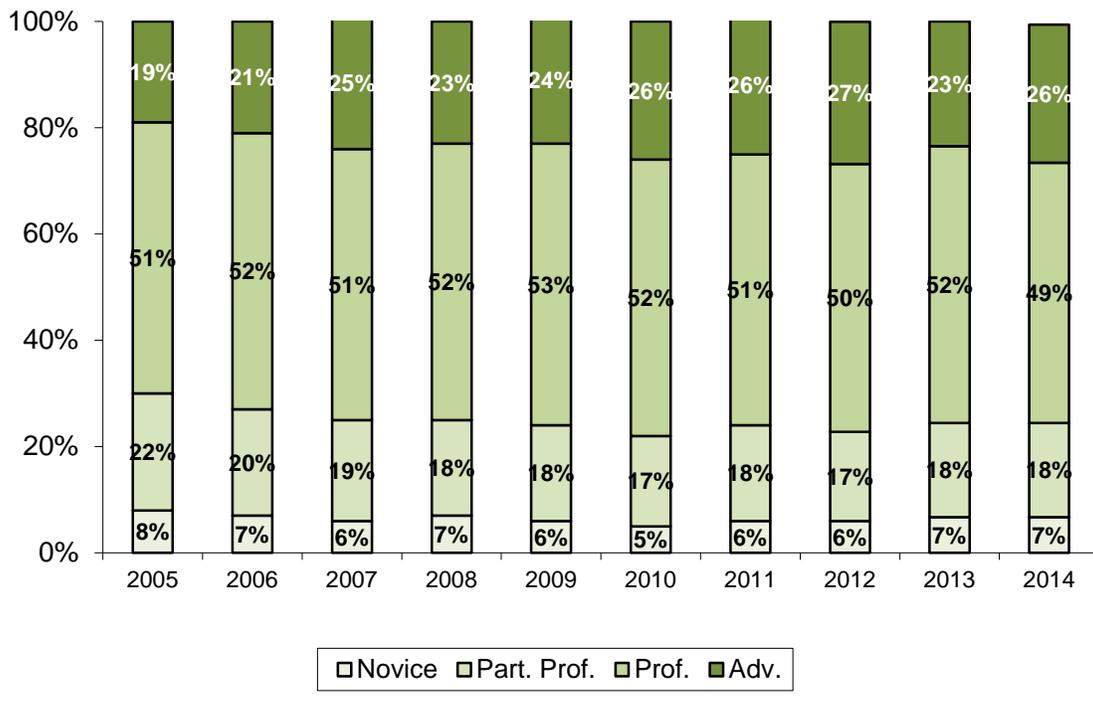
A statewide comparison of composite school reading proficiency rates is posted at: http://www.dpi.state.nd.us/dpi/reports/Profile/1314/compare/school/read_all.pdf.

A statewide comparison of composite school math proficiency rates is posted at: http://www.dpi.state.nd.us/dpi/reports/Profile/1314/compare/school/math_all.pdf.

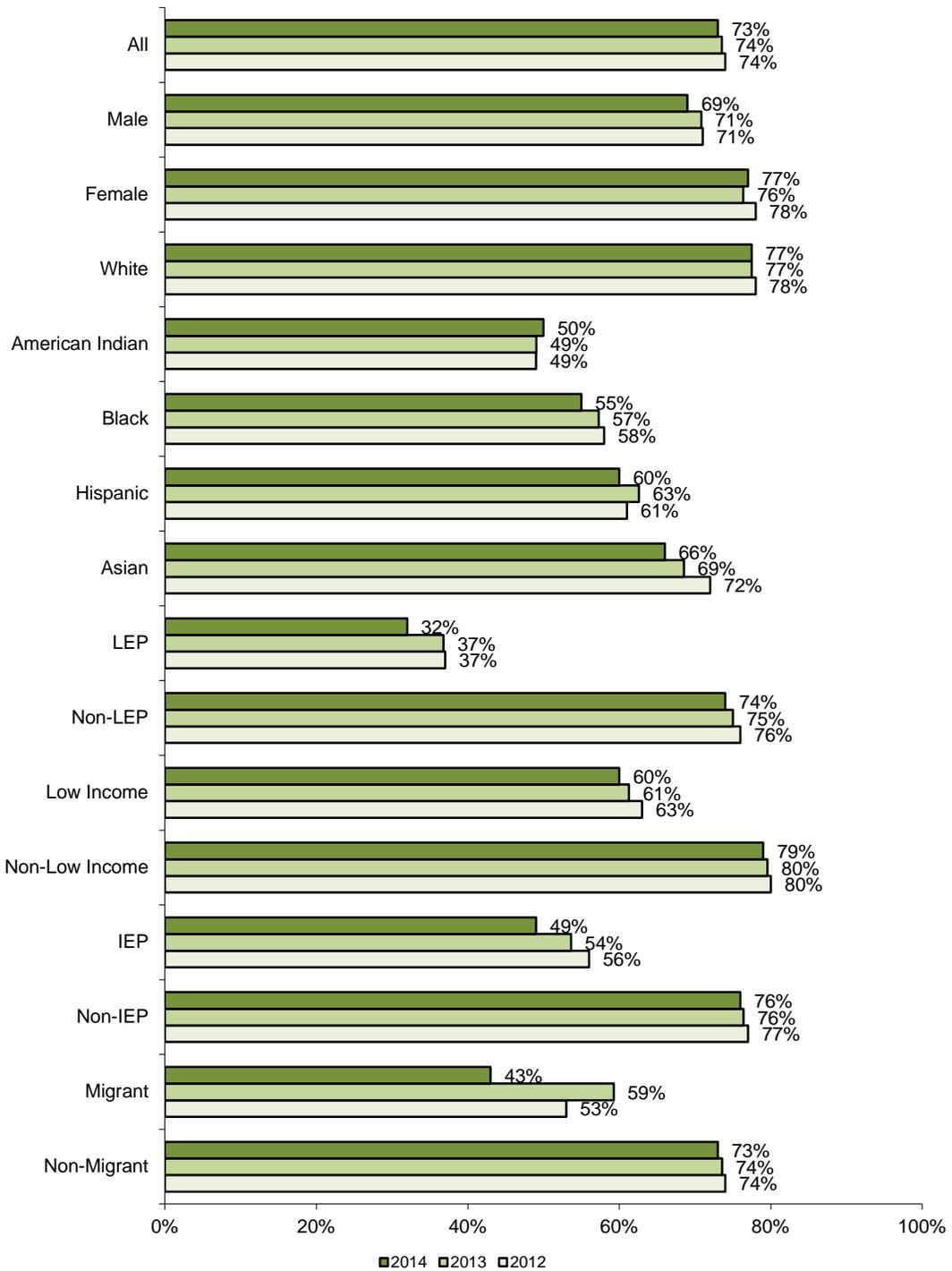
**North Dakota State Testing:
Percent Scoring in Each Achievement Category
Reading Across Grades, 2005-14**



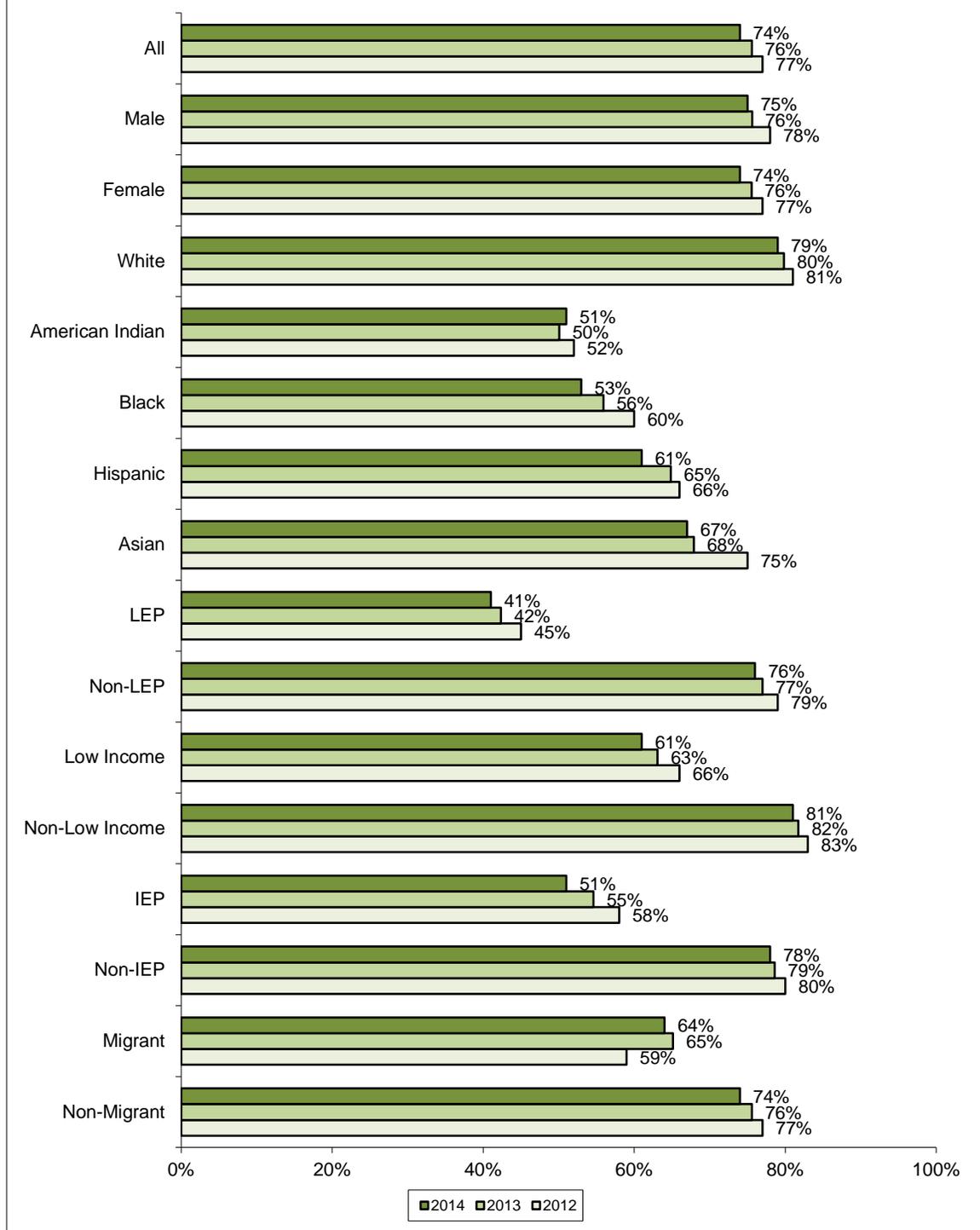
**North Dakota State Testing:
Percent Scoring in Each Achievement Category
Math Across Grades, 2005-14**



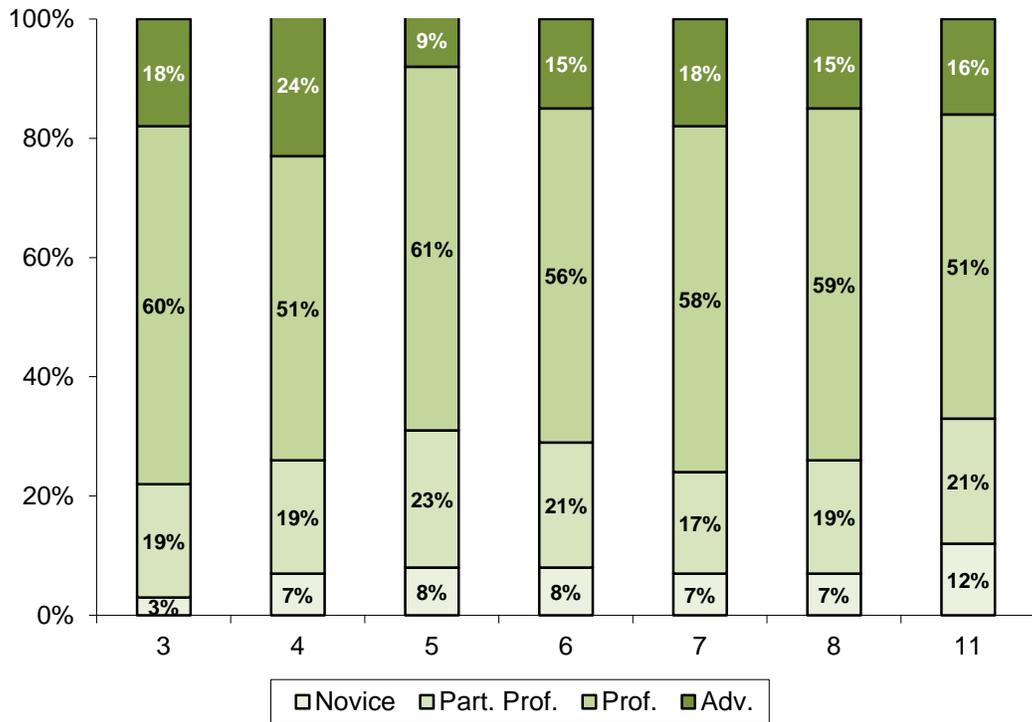
**North Dakota State Testing: Reading Results Over Time (Across Grades)
Results for 2012, 2013, and 2014
Percent Proficient/Advanced**



**North Dakota State Testing: Math Results Over Time (Across Grades)
Results for 2012, 2013, and 2014
Percent Proficient/Advanced**



**North Dakota State Testing: Reading Results in 2014
Percent Scoring in Each Achievement Category
By Grade**



**North Dakota State Testing: Math Results in 2014
Percent Scoring in Each Achievement Category
By Grade**

