



**Assessment
Advisory Committee
Report 2005**

July 2005

**FY 2005
Report
To the
Legislature**

**As required by
Minn. Stat. §
120B.365**

COMMISSIONER:

Alice Seagren

**Assessment
Advisory
Committee
Report
2005**

FOR MORE INFORMATION CONTACT:

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Upon request, this report can be made available in alternative formats.

Estimate Cost of Preparing This Report

This report provides information on the proceedings of the Assessment Advisory Committee, as established by Minnesota Statutes 2004, 120B.365. The cost of preparing the report does not include the costs associated with conducting the meetings.

Special funding was not provided for this committee or task.

Estimated cost for the report is \$400.00.

Background

Minnesota Statute 120B.365 established an Assessment Advisory Committee to advise the commissioner on statewide assessment issues. The committee may consist of up to 11 members. The committee will make recommendations to the commissioner and/or the legislature about issues involving statewide assessment.

This report provides background and summary of the Assessment Advisory Committee's deliberations for the past 14 months. The committee is chaired by the Director of State Assessments and meets approximately every 3 to 4 months.

Current Members

Glenn Dorfmann
COO
MN Association of Realtors

Rick Ellingworth
Superintendent
Redwood Falls Public Schools

Roger Giroux
Superintendent
Anoka-Hennepin School District

Jerry Hanson
Principal
Roosevelt Elementary School

Sandra Johnson
Associate Professor of Mathematics
St. Cloud State University

Yusef, Mgeni
Director, Office of Educational Equity
St. Paul Public Schools

Dr. Valerie Pace
State Manager
IBM Corporate Community Relations

Virginia Richardson
Director, Parent Training
Pacer Center

Craig Swan
V. Provost, Undergraduate Educ.
University of Minnesota

Sara Van Der Werf
Clara Barton Open School
Minneapolis Public Schools

Neil Witikko
Teacher
Hermantown Sr. High School

Timothy R. Vansickle, Ph.D.
Director of Assessments
Minnesota Department of Education

Proceedings

The Assessment Advisory Committee has met five times in the previous 14 months. The dates and times of the meeting are listed below.

5/4/2004 12:30-4:00 PM

8/4/2004 1:00-3:30 PM

10/13/2004 9:00-12:00 PM

1/12/2005 9:00-12:00 PM

4/13/2005 9:00-12:00 PM

The committee addressed many topics regarding assessment issues in Minnesota. The most important or significant included the purpose of the Minnesota Assessment System, assessing LEP/ELL students, use of technology in assessment, single reporting date for test scores and AYP results, the long range assessment plan through 2010, the transition to the MCA-IIs, the raising of graduation requirements, and value-added and growth models.

Summary of Recommendations

Given the large number of topics discussed, the committee did make the following recommendations or supported the concept or design.

Long-range Assessment Plan

In general, the committee was enthusiastic about having a long-range assessment plan. They questioned whether schools would have the technology available to conduct high-stakes accountability testing using computer-based tests by the planned date of 2009. In general, it was thought that schools would not have enough technology infrastructure to support large-scale computer-based testing. In addition, most computer labs emphasize cooperation in the lab arrangement and will most likely be a test security issue.

Raising Graduation Requirements

The committee was supportive of the idea of raising graduation standards. The committee was cognizant of the ramifications of raising the requirements and suggested a phasing in of the standards or endorsements rather than withholding a diploma.

Value-added Models

The committee was supportive of growth models that emphasized the growth of individual students. Additionally, the committee favored aggregating these individual student measures at the school and district level, not the teacher level. A concern about special populations and growth models was raised and the need for additional focus groups prior to implementing a growth model for special populations. Lastly, that whatever growth model is adopted to demonstrate value-added by schools and districts be transparent to the various stakeholders.

Conclusion

This report summarizes the deliberations of the Assessment Advisory Committee as required by 120B.365. The committee will continue to meet on an approximately quarterly basis.