

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Date: Tuesday, May 8, 2018 (General Session: 10:00 a.m. CT; Joint Session: 2:00 p.m. CT)

Location: *General Session:*
University of South Dakota, Old Main Building, Farber Hall
414 E. Clark Street, Vermillion South Dakota

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1-866-410-8397/conference code: 8381998525

Joint Session with South Dakota Board of Regents:
University of South Dakota, Muenster University Center, MUC Ballroom
414 E. Clark Street, Vermillion, SD

For live streaming of meeting: www.live.usd.edu

Present: Sue Aguilar, President
Gopal Vyas, Vice-President
Dr. Rebecca Guffin, Member
Scott Herman, Member
Kay Schallenkamp, Member
Jacqueline Sly, Member
Gopal Vyas, Member
Lori Wagner, Member

Absent: None

**DOE staff
in attendance:** Don Kirkegaard, Linda Turner, Abby Javurek, Becky Nelson, Andrea Diehm, Erin Larsen,
Holly Farris, and Ferne Haddock.

**Others in
attendance:** Dr. Paul Turman, Rich Aguilar, Rich Mittelstedt, Ashley Digmann, Joe Roidt, and other
members of the public in attendance in person or via telephone.

GENERAL SESSION

Call to Order, Pledge of Allegiance, and Roll Call:

President Aguilar called the meeting to order at approximately 10:00 a.m. Central Time.

Adoption of Agenda:

Motion by Vyas, second by Sly, to adopt the May 8, 2018, proposed agenda. Voice vote, all present
voted in favor. Motion carried.

Approval of Minutes:

Motion by Wagner, second by Vyas, to approve the March 19, 2018, minutes as presented. Voice vote, all present voted in favor. Motion carried.

Conflicts disclosures (SDCL 3-23-3):

Holly Farris, Board legal counsel, noted that no requests for conflict of interest waivers were presented prior to the meeting. Therefore, no action is required by the board for this agenda item. No board members disclosed any additional contracts or conflicts of interest at this time.

Secretary's Report

Secretary Kirkegaard provided the secretary's report and updated the Board on the end of the contract for the Smarter Balanced assessment and the Department's timeline for information-gathering and issuance of the request for proposals for a new assessment tool. Kirkegaard also discussed the DOE's application for a federal grant to support mental health in school districts, as well as DOE participation in a policy academy on work-based learning. Kirkegaard noted that he was visiting Pine Ridge Reservation later in the week, which would conclude his efforts to visit all reservations after assuming his appointment as Secretary.

In response to Board questions, Kirkegaard noted an issue he found in common while visiting tribal schools was the schools' wish to get a new assessment tool. Kirkegaard also provided some additional detail about the mental health grant application and South Dakota's eligibility.

Public Hearing—Administrative Rules

Chapter 24:43:02 (State Accreditation and Approval System)

Proponent testimony:

Abby Javurek, director of the Division of Accountability Systems, testified in support of the proposed rules. Javurek stated that the proposed changes to the rules will allow the DOE to distribute the number of accreditation reviews evenly across a five-year cycle. The ideal result is for the DOE to conduct approximately 45 accreditation reviews per year, instead of uneven number such as 100 in one year and as few as 15 in others. The proposed changes will allow the DOE to ensure reviews are conducted with due diligence and schools are provided with adequate and meaningful technical support as part of the accreditation process.

Javurek stated that by the 2022 school year, the accreditation schedule would be equalized going forward, if the proposed rules are approved. The DOE will work with school districts throughout this process to develop the accreditation schedule for transition and the final schedule. The DOE will utilize information from prior accreditation reviews, such as existing concerns or ongoing needs of school districts, to prioritize the transitional reviews and supports. The DOE will also work with other accrediting bodies as needed. Work on the transitional schedule of accreditation reviews will be developed immediately if the proposed rules are approved.

Public comment:

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No public comments were submitted regarding the proposed rules.

Opponent testimony:

There was no opponent testimony.

Motion by Guffin, second by Schallenkamp, to adopt the rules as proposed. Voice vote, all present voted in favor. Motion carried.

Article 24:55 (Public School Accountability System)

Proponent testimony:

Abby Javurek, director of the Division of Accountability Systems, testified in support of the proposed rules. Javurek stated that the proposed rules make minor changes to the existing accountability system rules, which were approved in conjunction with the DOE's submission of the state ESSA (Every Student Succeeds Act) plan to the U.S. Department of Education (USDOE). During the approval process for the state plan, USDOE required some adjustments to the state plan prior to final approval. The intent of the plan remained the same, but some small changes to the rules are required to make sure the rules reflect the content of the finalized, approved plan.

The proposed rules update some definitions, most significantly the definition of "attendance rate" to make sure it aligns with the approved plan and the federal OCR (Office of Civil Rights) requirement of 90 percent. Other changes to the definitions clarify how students who do not attend at least half of the student's last year while enrolled in high school are counted. South Dakota is taking advantage of the flexibility offered in this area to allow that a student to be counted toward the high school where the student spent the majority of the student's high school career, for the purpose of high school completion and graduation rates.

Javurek stated that the proposed change to 24:55:02:06 clarifies the calculation of student achievement points. The differential points for gap groups and nongap groups would be eliminated and the points would be based on all students. USDOE specifically noted the necessity of this requirement. The proposed change is also reflected in the appendix illustrating the calculation of student achievement points.

The proposed rules further clarify which students are included in the college and career readiness calculation. The original state plan proposed the inclusion of students that had graduated in the prior year, but the federal requirement is to include every student in each indicator at some point during their high school career. Options for implementing this requirement were to use the four-year cohort rate or the completer rate. South Dakota chose to use the completer rate, which credits schools as long as a student is served. This provides additional chances to provide recognition for student progress such as dual credit enrollment or NCRC certification. The cohort rate provided that if a student took longer than four years to graduate, the student and school were not recognized for progress made in the student's additional enrollment beyond the fourth year.

The proposed changes to 24:55:02:12 and appendix M reflect that the full academic year calculation will be utilized for students when determining credits for elementary and middle schools in academic growth.

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The proposed changes to 24:55:02:15 and appendix N state that in the English language progress indicator, students will count when enrolled long enough to show progress. English language learners are those students whose primary language is not English and who are not yet proficient in the English language. Most English learner students will be counted in their second year of identification as an English learner. Students in their first year of identification will not be counted unless the student was identified for services and made enough progress to exit this identification status in the first year. Proposed changes to appendix E clarify that, in the attendance rate calculation, the whole academic year provisions apply to which students are counted as part of the indicator.

Javurek stated that the proposed changes to 24:55:03:08 make clear which year schools will be designated for targeted support. The original ESSA state plan proposal indicated the designation would occur in the 2018-2019 or 2019-2020 school years. However, USDOE indicated that ESSA required the designations to be based on the 2017-2018 school year data, so that change is reflected in the proposed rules. Additionally, other changes to chapter 24:55:04 cleans up language regarding support for targeted support and intervention schools and how those supports are different for comprehensive support and intervention schools.

Finally, proposed changes to 24:55:017 clarify how the 95 percent participation rate provisions in federal law will count in the state's accountability system. Under the prior system, if a school did not have at least 95 percent participation in state assessments, the school did not receive any points for student achievement. This was detrimental to schools. Under the current system, if a school does not have at least a 95 percent participation rate, the students that are not tested are not counted as proficient in the student achievement indicator, but all other students are counted at their respective proficiency level. The new requirement is much less severe but still holds schools accountable for testing 95 percent of their students. Additionally, federal law is clear that the size of the school does not matter, all schools must utilize the 95 percent participation rate requirement. Thus, the provision in the rules providing an exemption for small schools not testing up to two students does not apply anymore and must be removed.

Other proposed changes are clean-up of typographical errors or spellings.

In response to Board questions, Javurek discussed the definition of "full academic year" and its impact on schools with high turnover of students. Javurek stated that a full academic year was previously used in assessment data and other indicators. South Dakota defines a full academic year student as a student continually attending a school from October 1 through May 1. The student is there for the majority of the year and that school has the primary impact on the student's learning for the year, so that school is responsible for that student. While there are additional challenges that come with students moving in and out of districts, the purpose of this implementation is to ensure that school districts are being held responsible for the necessary students.

Javurek also discussed the high school completion and graduation indicators in response to questions. The accountability system looks at the cohort of students that can be counted as graduates, completers, or dropouts. If a student does not attend at least 50 percent of the last year the student was enrolled in one district, the student's academic record would be consulted and the student would count back to the school where the student spent the majority of their high school career. If there were two schools that were hypothetically even in attendance periods, the student would count back to the most recently

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attended school. This is a new area of flexibility that the state plan workgroups felt should be particularly utilized.

Public Comment:

One public comment was submitted under the proposed changes to Article 24:55. Upon review, the comment's content was actually regarding the proposed changes to the high school graduation requirements which were being discussed under a different board agenda item as a first reading. Because it was submitted under the title and heading of this rule packet, however, Javurek noted the comment's submission and that it was being referred to the correct DOE office for review and consideration of public comments pertaining to the high school graduation requirement rules.

Opponent testimony:

There was no opponent testimony.

Motion by Sly, second by Guffin, to adopt the rules as proposed. Voice vote, all present voted in favor. Motion carried.

The rules hearing closed at approximately 10:31 Central Time.

First reading—Administrative Rules:

ARSD 24:10 (Career and Technical Education)

Erin Larsen, DOE division of career and technical education, presented a first reading of proposed changes to ARSD 24:10. With the passage of SB 65 and the creation of the Board of Technical Education, changes to the rules governing post-secondary education in South Dakota are necessary. The Board of Technical Education has worked to transfer pertinent rules to the new chapter 24:59, for post-secondary technical institutes. The Interim Rules Review Committee determined that the most appropriate route for the rules currently in ARSD 24:10 was for the Board of Education Standards to exercise its authority over the rules in 24:10 and repeal them. Larsen outlined the rules that would be repealed and noted where the new versions of those rules were found in the new chapter applicable to post-secondary technical institutes.

ARSD 24:28 (Educator Certification)

Erin Larsen presented a first reading of proposed changes to ARSD 24:28. Two years have passed since the Division of Career and Technical Education passed changes in November 2015 regarding these rules. New feedback from the field indicates that those seeking CTE permits or alternative certification find it difficult to complete the required four-credit mentored internship within the first year of employment. The DOE is therefore proposing to eliminate the need to complete the requirement within the current one-year period.

The additional proposed changes to 24:28 add a new CTE endorsement for teachers in the Government and Administration career cluster. During the most recent content standards hearing, the Board approved new standards in these areas, but no endorsement for teaching the cluster existed. This addresses that need.

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In response to Board questions, Larsen stated that seeking CTE permits or alternative certification would then have a three-year timeframe to complete the mentored internship.

ARSD 24:05 (Individualized Education Programs) and 24:42 (Accreditation and School Improvement—Curriculum)

Andrea Diehm, DOE division of career and technical education, and Linda Turner, DOE director of special education programs, presented a first reading of proposed changes to ARSD 24:05 and 24:28. Diehm noted that reference documents were provided to the Board along with a draft of the proposed rules, and she would utilize both.

The current high school graduation requirements were passed in 2009. In Fall 2017, a group of superintendents came forward with the position that the current take on requirements did not meet the needs of all students. This proposal works to address those concerns, as well as aligns with the Governor's workforce initiatives to make sure all students are prepared to enter the workforce. The DOE has gone through the process of meeting with various educators from public, private, and tribal schools for feedback and comment.

Diehm stated that the current rules require 22 total credits. That is the same number as the proposed changes. The proposed base high school diploma would require four units of English, which is the same as the current graduation requirements. However, the proposed requirements offer additional flexibility to schools and students in how the four credits are achieved. Instead of 1.5 units of writing, there is one unit proposed. The speech requirement remains the same. Once unit of literature is being proposed, adjusted from the current requirement of 1.5 units.

Diehm explained the proposed changes to the math requirements for the diploma. Three credits are required under the proposed graduation requirements, which is the same as the current graduation requirement rules. The proposal requires Algebra I and students would have the flexibility to meet the additional two units in various ways, such as advanced math courses or other courses, depending on the skill level of the student.

Diehm explained the proposed changes to the science requirements for the base diploma. Under the proposed rules, three total units of science would be required, with biology being one. This is the same as the current number of credits required.

Diehm discussed the proposed changes to the social studies requirements for a diploma. Three units are currently required, which is the same number as the proposed rules. However, the required courses in the proposed rules are one unit of U.S. History and one-half unit of U.S. Government.

Fine arts, physical education, health integration, personal finance or economics, and any combination of career and technical education, world language, or a capstone experience, and other electives would remain the same under the proposed requirements as in the current requirements.

Linda Turner discussed the proposed changes to rules addressing individual education plan team modifications of graduation requirements. Currently, IEP team members can modify the credits that a student must take through coursework to receive a diploma. In some cases, special education students are not held to the same academic standards or rigor that all students are. Under new federal reporting guidelines, under ESSA and special education reporting guidelines, those students, if waived from

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different credits, do not meet the same requirements as other students, they cannot be counted as a graduate for those purposes. That would impact both state- and district-level reporting.

With the flexibility provided by the proposed high school graduation requirements, Turner stated that students with disabilities would be held to the same standards all students are expected to meet for high school graduation. However, some students currently have credits waived, so there is a rule that would allow those students to complete those courses as currently outlined. If the IEP team had already determined to award a diploma, the student would continue that path.

Diehm stated that completion of the advanced endorsement includes a notation that a state-approved advanced computer science course may be substituted for one unit of science, but not including biology. In the base high school graduation requirements, as well as the advanced career endorsement, a student could use an advanced computer science course to replace a science elective. An example course would be networking technologies.

Diehm then discussed the proposed rules regarding diploma endorsements. The proposed endorsements are the advanced endorsement, advanced career endorsement, and advanced honors endorsement. Diehm outlined the advanced endorsement signifies that a student completed courses meeting the general admission course criteria for a public university in South Dakota. The specific courses required for this endorsement, in addition to the base graduation requirements, are one unit of geometry and one unit of Algebra II. Those are the only unique differences from the base diploma requirements.

An advanced career endorsement signifies that a student has gone above and beyond to put some rigor into career preparation in a specific, focused area. The specific courses required for this endorsement, in addition to the base graduation requirements, are completion of two units of a combination of CTE courses within the same career cluster, and/or a capstone experience course. An example of earning this endorsement could be completion of two additional courses in agriculture CTE, or an agriculture CTE course and a youth internship, which is a capstone experience course. In addition, the student would be required to earn an industry-recognized credential, such as the National Career Readiness Certificate of silver or higher, or a credential specific to the area they are pursuing. For example, a beef quality assurance certificate would fulfill such a requirement. The electives within this endorsement total 4.5 electives, rather than 5.5.

Diehm outlined the proposed rule changes regarding the advanced honors endorsement and the requirements which would be addition to the base graduation requirements. Students would need to complete courses with a C or higher within this endorsement, which signifies that a student is working to meet the eligibility criteria for the South Dakota Opportunity Scholarship. The specific English courses required for this endorsement include 1.5 unites of writing, one-half unit of speech, an additional one-half unit of literature, and one-half unit of a language arts elective. The specific math courses required for this endorsement include one unit of geometry, one unit of Algebra II, and one unit of an advanced mathematics course. The specific science requirements required for the advanced honors endorsement, in addition to one unit of biology, are one unit of a physical science, one unit of chemistry or physics, and another science elective. The specific social studies courses required for this endorsement include an additional half unit geography, one-half unit of world history, and a half unit of a social studies elective. The additional electives for this endorsement would be 2.5 total. The inclusion of two units in a combination of an approved CTE course or a modern or classical language is also incorporated.

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Definitions for advanced computer science and the various endorsements are also included in the proposed rules. The term “preapprenticeship” is being changed to “youth apprenticeship,” and service learning is being moved under the umbrella of capstone experiences. A repeal of the definition for “distinguished high school program” is no longer needed, so a repeal is proposed.

The proposal also includes the repeal of a portion of the ARSD 24:43:11:01 pertaining to English Language learners. As the base diploma requirements allow more flexibility, and given the proposed IEP rule changes, students labeled as English learners could utilize the base diploma flexibility, as well as take advantage of the transfer student provision of this rule to potentially waive out of credits required due to time constraints but not due to course failure. The proposal also includes a provision to require a student to earn a diploma that aligns to the coursework within the student’s personal learning plan.

The proposal sets out that as of July 1, 2020, any advanced endorsement earned must be reflected on a student’s transcript. Repeal of 24:43:11:10 is also proposed, as those rules regard completion of the standard or recommended high school program. These rules are out-of-date and no longer necessary.

In response to Board questions, Diehm stated that the DOE does not have data to track which students are preparing for the Opportunity Scholarship. Diehm also stated that course waivers are documented at a local level, regarding student waivers of specific course requirements.

Secretary Kirkegaard commented that schools can go above and beyond the requirements set out in rule on a district-by-district basis. Kirkegaard also noted that the DOE would make efforts to gather public comment as early as possible, with consideration of the comments potentially resulting in proposed amendments.

In response to additional board questions, Diehm stated that schools are currently required to offer a select number of courses every two years. This requirement is not changing and is one way for schools to address the offering of courses other than Algebra I for students looking at an endorsement. Students would also be able to seek opportunities via the South Dakota Virtual School or dual credit courses. Districts would undertake a local decision on whether to count such courses as meeting requirements or as an elective.

Secretary Kirkegaard noted that school districts will likely try to be flexible around the needs of the students in offering courses, particularly in math. He also noted that the proposed endorsements put an emphasis back on schools and parents to be stewards of education and to ensure that students are not merely taking the path of least resistance. Kirkegaard believes many students will graduate with one or more endorsements.

In response to additional board questions, Diehm stated that school districts would ultimately decision which courses are offered, other than the certain courses that must be offered every other two years. Kirkegaard also noted that schools will have to look for the flexibility to offer other courses or look for outside opportunities, like the E-Learning Center at Northern.

Diehm and Kirkegaard also discussed the titles of the various endorsements, and that the advanced career endorsement is not considered the designated technical school endorsement. It gives credentialing and workforce skills. Counselors will be critical in guiding students through the various endorsements to ensure understanding of the resulting qualifications and endorsements. Board

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members also discussed the possibility of renaming to endorsements to avoid confusion about what the endorsements could result in.

Motion by Vyas, second by Guffin, to move the proposed rules to a public hearing. Voice vote, all present voted in favor. Motion carried.

President Aguilar declared a recess at 11:36 a.m. CT.

President Aguilar brought the meeting back into session at 11:43 a.m. CT.

Academic Content Standards Revision Timeline

Becky Nelson, DOE director of learning and instruction, presented a revised content standards timeline for board approval. Nelson stated that one change is to review math and English language arts standards at the same time, due to the new assessment that will result from the upcoming RFP process. Secondly, the revisions note that the CTE standards are on a five-year cycle, with core content standards on a seven-year revision cycle. Some standards were also spread out over additional years. For example, science standards and fine arts standards were both last adopted in 2015 and will now be on different review cycles. This is due to capacity within the Department to lead reviews of those standards areas. If additional changes to this timeline become necessary down the road, the DOE may revisit this timeline with the Board. Currently, the proposed revisions schedule the cycles through 2026.

Motion by Schallenkamp, second by Sly, to accept the revised content standards timeline. Voice vote, all present voted in favor.

Paraprofessional Certification

Abby Javurek presented a request for Board direction on revisiting the paraprofessional certification requirement rules. Javurek noted that the Board adopted the requirements in 2017, with final implementation to occur in 2019. In the meantime, stakeholder feedback has raised concerns with various parts of the requirements, such as the \$25 fee for a five-year permit.

In response to Board consensus, the Department will prepare proposed administrative rule changes and present a first reading of those proposed changes in July.

Educator Preparation Program Approval

Abby Javurek presented information on approval of educator preparation programs at Mount Marty College and Dakota Wesleyan University. The programs go through a review process every seven years. Mount Marty was reviewed in October 2017 and Dakota Wesleyan was reviewed in March 2018. Higher education experts are consulted and resulting documents factor in aspects of the programs including program missions, overall frameworks, the process for selecting and preparing candidates, assessment systems and self-evaluations for continuous improvement, and an in-depth look at field experiences and clinical practices.

Javurek noted that both programs met all requirements in rule for continued program approval. Javurek requested that the board approve a seven-year program approval for both programs.

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Motion by Vyas, second by Sly, to approve the educator program approval for Mount Marty College for a seven-year period. Voice vote, all present voted in favor. Motion carried.

Motion by Wagener, second by Guffin, to approve the educator program approval for Dakota Wesleyan University for a seven-year period. Voice vote, all present voted in favor. Vyas abstained. Motion carried.

President Aguilar declared a recess at 12:00 p.m. CT and stated that the Board would come back into session at 2:00 p.m. CT for a joint session with the South Dakota Board of Regents in the Muenster University Center Ballroom.

JOINT SESSION

President Aguilar declared the Board back in session at 2:00 p.m. CT. Present for the afternoon joint session were Aguilar, Vyas, Guffin, Herman, Schallenkamp, Sly, and Wagner.

Special Schools Update

Dr. Marje Kaiser, Superintendent of the South Dakota School for the Deaf (SDSD) and South Dakota School for the Blind and Visually Impaired (SDSBVI), and Linda Turner, SD Department of Education (DOE) Special Education Director, provided an overview of the proposed changes to the interagency agreement involving the Board of Regents and Board of Education Standards. Dr. Kaiser and Ms. Turner updated the boards regarding the requirements of HB 1155 for the coming year. Turner stated the interagency agreement will be regularly reviewed and shared with the boards and other special education advisory panels for input or recommended updates.

Proposed South Dakota High School Graduation Requirements

Dr. Paul Turman, System Vice President for Academic Affairs, and Erin Larson, Assistant Director of Secondary CTE with the SD Department of Education (DOE), provided an overview of the Department's proposed graduation requirement revisions. After gathering feedback from principals, school counselors, and superintendents, the DOE consulted the Board of Regents on potential changes and how these changes would align with Board of Regents' admissions criteria. These possible changes included removing the word "lab" science from the course science requirements, taking an advanced computer science course in lieu of one of a lab science, and removing the listing specific to world history and geography on the postsecondary endorsement. Several board members discussed math requirements and whether students who complete all math requirements earlier in their high school career are less prepared for college-level work. Sly suggested there might be a recommendation, not a requirement, to encourage students to take a mathematics course in their senior year. Turman also said there is the potential to require math in the senior year of high school as part of the Opportunity Scholarship requirements. He noted that would require a legislative change.

Regents' Scholar Diploma

Dr. Paul Turman, System Vice President for Academic Affairs, presented information on the Regents' Scholar Diploma. He stated that the Regents' Scholar Diploma curriculum mirrored the original curriculum for the South Dakota Opportunity Scholarship program until CTE coursework was added as an option to modern or classical languages in 2010. School districts note some confusion between the

two curriculum models, Regents' Scholar Diploma and "Advanced Academic Preparation" certificate. With the proposed updates to the South Dakota high school graduation requirements, the "Advanced Academic Preparation" designation would be assigned on the student high school transcript at the point of graduation. The distinction between these two designations are that students can enroll in approved CTE coursework rather than complete two units of modern or classical languages for the Advanced Academic Preparation. Turman explained that Board staff support aligning the Regents' Scholar Diploma with the "Advanced Academic Preparation" certificate.

Opportunity Scholarship Statute Changes

Dr. Paul Turman, System Vice President for Academic Affairs, presented information on potential changes to the Opportunity Scholarship statutes. During testimony on SB 94 in the 2018 legislative session, legislators discussed the creation of the Opportunity Scholarship Program. At the time, some legislators said they felt the Board of Regents had overreached in its administrative rule-making authority by suggesting that the required "C or higher," GPA of 3.0, or curriculum review at the district level were never originally intended. Board of Regents' staff suggested the removal of this particular administrative rule requirement. This would result in a significant added expense. In addition to changes to the removal of the administrative rule requirement mentioned above, BOR central office staff presented other proposed revisions to the state statutes and administrative rules governing the program. These minor revisions to the statute governing the program included eliminating the curriculum requirements referencing those graduating prior to 2010. Additionally, if there is a desire to develop an option for home-schooled students, Dr. Turman explained that the section of statute implemented in response to House Bill 1160 would also need to be repealed.

FAFSA Data Portal Demonstration

Dr. Paul Turman, System Vice President for Academic Affairs, provided a demonstration of the FAFSA data portal tools.

BOR Interactive Dashboards Demonstration

Dr. Paul Turman, System Vice President for Academic Affairs, provided a demonstration of the BOR Interactive Dashboard to the joint boards.

Smarter Balanced Consortium Update

Dr. Paul Turman, System Vice President for Academic Affairs, and Abby Javurek, DOE director Director of Assessment and Accountability, provided a brief overview of the Smarter Balanced Assessment. An increased reliance on Smarter Balanced scores for determining student placement and admission in the regental system was discussed. Future developments related to sharing scores across states, and the implications for high school accountability were also discussed. Secretary Kirkegaard explained that the state would soon engage in a process to rebid its assessment system. Continued use of the Smarter Balanced assessment will depend on the outcome of that process.

Adjournment:

Motion by Sly, second by Guffin, to adjourn the meeting. Voice vote, all present voted in favor. Meeting adjourned at 5:00 p.m. CT.