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## EDUCATION POLICY COMMITTEE

Friday, September 9, 2022  
Roughrider Room, State Capitol  
Bismarck, North Dakota

Representative Cynthia Schreiber-Beck, Chairman, called the meeting to order at 10:00 a.m.

**Members present:** Representatives Cynthia Schreiber-Beck, Patrick Hatlestad\*, Pat D. Heinert\*, Jeff A. Hoverson\*, Donald Longmuir\*, Andrew Marschall\*, David Monson\*, David Richter\*; Senators David A. Clemens\*, Cole Conley\*, Jay R. Elkin\*, Diane Larson, Michael A. Wobbema\*

**Members absent:** Representative LaurieBeth Hager; Senators Doug Larsen, Richard Marcellais, Jonathan L. Sickler

**Others present:** Senator Donald Schaible\*, Mott, member of the Legislative Management  
See [Appendix A](#) for additional persons present  
*\*Attended remotely*

**It was moved by Representative Longmuir, seconded by Representative Hatlestad, and carried on a voice vote that the minutes of the August 18, 2022, meeting be approved as distributed.**

### INTERIM ASSESSMENT BILL DRAFTS

Ms. Jill Grossman, Counsel, Legislative Council, reviewed a bill draft [[23.0146.01000](#)] and revised bill draft [[23.0146.02000](#)] relating to interim assessments. She noted the only difference between the two bill drafts was a minor clarification in subsection 3 based on committee member feedback.

In response to questions from committee members, Mr. Stan Schauer, Director of Assessment, Department of Public Instruction, noted:

- Data collection of interim assessments across the state is difficult due to the large number of vendors being used and because only a few vendors will share assessment data with the statewide longitudinal data system.
- The proposed legislation would allow schools to use a state-provided interim assessment, at no cost to the district, and the Department of Public Instruction could analyze the data provided by the vendor. The department's data analysis could benefit smaller schools, particularly which may not have sufficient personnel or resources to evaluate the data.
- An interim assessment evaluates data at the classroom level while the state summative assessment can compare school districts across the state or state standards over the years.
- Historically, interim assessments have been paid for by the individual school districts.

In response to questions from committee members, Ms. Kirsten Baesler, Superintendent of Public Instruction, noted:

- Legislation previously required school districts to administer an interim assessment using a particular vendor or an interim assessment approved by the Superintendent of Public Instruction. Administrative rules to select approved vendors were never adopted under previous administrations, resulting in a variety of vendors being used across the state.
- During the 2021 legislative session, the statute requiring interim assessments was repealed, and the Superintendent of Public Instruction was directed to study interim education assessment systems with various stakeholders to reinstate better parameters and guidelines.

- Instead of mandating a specific interim assessment vendor, stakeholders involved in the study wanted to allow school districts to maintain the ability to choose an interim assessment vendor and hoped the cost savings of utilizing the state-provided interim assessment would incentivize school districts to choose that vendor.

Some committee members expressed concern with the proposed legislation based on feedback received from school administrators.

In response to a question from a committee member, Ms. Baesler noted the department has received positive feedback on the proposed legislation, particularly regarding the availability of statewide data.

**It was moved by Senator Larson, seconded by Representative Monson, and carried on a roll call vote that bill draft [23.0146.02000] relating to interim assessments be approved and recommended to the Legislative Management.** Representatives Schreiber-Beck, Hatlestad, Heinert, Longmuir, Monson, and Richter and Senators Clemens, Conley, Elkin, Larson, and Wobbema voted "aye." Representatives Hoverson and Marschall voted "nay."

### COMPUTER SCIENCE AND CYBERSECURITY BILL DRAFTS

Ms. Grossman reviewed a bill draft [23.0148.01000] and revised bill draft [23.0148.02000] relating to mandatory computer science and cybersecurity instruction and minimum requirements for high school graduation. She noted the only difference between the two bill drafts is a minor change on page 7 to provide clarification based on feedback received from the Department of Public Instruction.

Senator Schaible noted he participated on the task force to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum, and numerous stakeholders, including educators, were involved. He noted computer science and cybersecurity instruction is relevant and important, but he opposed the proposed legislation during the task force's discussions because he viewed the proposed legislation as a mandate.

In response to a question from a committee member, Ms. Baesler noted the proposed legislation only would require high schools to offer computer science and cybersecurity instruction, and schools would have different options on how to provide such instruction, including using the Center for Distance Education.

Some committee members expressed concern the proposed timeline for adding an additional computer science and cybersecurity requirement for high school graduation was too tight for schools to implement, and smaller schools may have difficulty finding staff willing to complete additional training or teach additional courses. Some committee members noted school administrators had contacted them with similar concerns.

Ms. Baesler encouraged the committee to recommend the proposed legislation to allow further vetting and discussions with all interested stakeholders during the upcoming legislative session. She noted:

- Cybersecurity instruction for students is vital because students in kindergarten through grade twelve compose the largest number of users on the state's network, and cybersecurity attacks could impact state funds.
- Most jobs require computer science and cybersecurity training, and the proposed legislation aligns with the goal of having students be choice ready upon graduation.
- Numerous stakeholders are impacted by the proposed legislation, and all stakeholders' input should be taken into consideration, rather than only those in the education realm.

Some committee members expressed a desire to have the Department of Public Instruction scale back the proposed legislation to make it more palatable to school districts and educators and to have the department introduce a revised bill draft during the upcoming legislative session.

Ms. Baesler noted legislation passed during the special session in November 2021 required collaboration with various stakeholders on how to integrate computer science and cybersecurity into curriculum, the task force worked for the last 6 months on the proposed legislation, and committee members are now bringing concerns raised from individuals who had representation on the task force. She noted she will continue to collaborate with interested stakeholders, and encouraged individuals who raised concerns about the proposed bill drafts to visit with her.

It was moved by Senator Larson, seconded by Representative Monson, and carried on a roll call vote that bill draft [23.0148.02000] relating to computer science and cybersecurity instruction not be approved or recommended to the Legislative Management. Representatives Hatlestad, Heinert, Hoverson, Longmuir, Marschall, Monson, and Richter and Senators Clemens, Conley, Elkin, Larson, and Wobbema voted "aye." Representatives Schreiber-Beck and Hoverson voted "nay."

### **COMPREHENSIVE SCHOOL IMPROVEMENT AND TARGETED SCHOOL IMPROVEMENT**

Ms. Amanda Peterson, Director, Educational Improvement and Support, Department of Public Instruction, provided testimony ([Appendix B](#)) regarding comprehensive school improvement and targeted school improvement.

In response to a question from a committee member, Ms. Peterson noted it may be too early to determine if the program is effective. She noted most targeted schools want to improve, but a few schools are not as cooperative.

### **COMMITTEE BUSINESS**

It was moved by Senator Elkin, seconded by Senator Larson, and carried on a voice vote that the Chairman and the Legislative Council staff be requested to prepare a report and the bill draft recommended by the committee and present the report and recommended bill draft to the Legislative Management.

It was moved by Senator Elkin, seconded by Senator Larson, and carried on a voice vote that the committee be adjourned sine die.

No further business appearing, Chairman Schreiber-Beck adjourned the committee sine die at 1:10 p.m.

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Jill Grossman  
Counsel

ATTACH:2