

**Bureau of Indian Education  
Negotiated Rulemaking Committee Survey Summary of Committee Member  
Interest in Technical Topics**

**Introduction:** This document summarizes Committee member responses to a survey distributed to get insight into what subject matter topics the Committee needs additional information on in order to develop draft regulations. The agency will endeavor to be responsive to the Committee's questions and technical expertise needs, giving priority to topics directly related to the draft regulations. However, some matters not directly relevant to the work of the Committee may not be fully addressed.

Eleven members responded to the survey.

**Question 1.** Which of the following focus areas do you have questions regarding or a need for more information on (check all that apply):

ANSWER CHOICES	% RESPONSES	
An overview of what academic standards are	14.29%	N = 1
Information on the process of creating and/or revising academic standards	28.57%	N = 2
Information on standards alignment	57.14%	N = 4
Information on the connection between standards, assessment, and curriculum/instruction	42.86%	N = 3
Information on standards implementation	0.00%	N = 0
Total Respondents: 7, Skipped: 4		

**Question 2:** If you have specific questions you want answers to please write them in below. Please be a detailed and specific as possible. Answered: 0 Skipped: 11

**Question 3:** Which of the following focus areas do you have questions regarding or a need for more information on (check all that apply):

ANSWER CHOICES	% RESPONSES	
An overview of what accountability systems are	27.27%	N = 3
Information on n-size and what it means in relation to accountability systems	63.64%	N = 7
Information on accountability indicators, potential options and how indicators fit within accountability systems	45.45%	N = 5
Information on weighting accountability indicators, and the impact indicator weights have on accountability systems (annual meaningful differentiation)	90.91%	N = 10
Information on how accountability systems identify schools for targeted and comprehensive support	72.73%	N = 8
Total Respondents: 11		

**Question 4.** If you have specific questions you want answers to please write them in below. Please be a detailed and specific as possible. Answered: 1 Skipped: 10

*Comment 1: Overall, wondering if these are actual areas that we will have any direct input or just recommendations? I think to have knowledge of the current weights and identity processes is key.*

**Question 5.** Which of the following focus areas do you have questions regarding or a need for more information on (check all that apply):

ANSWER CHOICES	% RESPONSES	
An overview of what Universal Design for Learning is	40.00%	N = 4
Information on Universal Design for Learning as it relates to assessment	80.00%	N = 8
Information on Universal Design for Learning as it relates to curriculum & instruction	30.00%	N = 3
Total Respondents: 10, Skipped: 1		

**Question 6.** If you have specific questions you want answers to please write them in below. Please be a detailed and specific as possible. Answered: 2 Skipped: 9

Comment 1: *This particular topic always brings STAR School, Leupp, AZ, NN to mind. Think all rez schools could be this innovative, but HOW?*

Comment 2: *The key point of the regulation is it has to be universal in meeting all the dynamics of individual tribes and individual states.*

**Question 7:** Which of the following focus areas do you have questions regarding or a need for more information on (check all that apply):

ANSWER CHOICES	% RESPONSES	
An overview on the development and current use of assessment in languages other than English	60.00%	N = 3
An overview on the development and current use of Native Language proficiency assessments	60.00%	N = 3
An overview on the development and current use of oral proficiency assessments	60.00%	N= 3
An overview on the development and current use of culturally relevant academic standards	60.00%	N= 3
An overview on the development and current use of culturally relevant assessments	100.00%	N = 5
Total Respondents: 5, Skipped: 6		

**Question 8.** If you have specific questions you want answers to please write them in below. Please be a detailed and specific as possible. Answered: 2, Skipped: 9

Comment 1: *This area requires out of the box thinking. What degree do we actually spend on it because you cannot expect ALL tribal schools to learn ALL Native languages, but can we implement an intertribal academic history or government class? That is relevant to All tribal schools? Or do we just provide language that allows tribes and local school boards to implement their own programs/assessments? Then it's back to equity in measuring standards/growth/proficiency...Where can we really go with this within the system that is going to meet our overall goal of providing consistency of tying 23 systems together? Keeping in mind, that some schools are not serving single tribal members but many.*

Comment 2: *This needs to be open to the individual tribes and give them the freedom to establish individual programming.*

**Question 9.** Which of the following focus areas do you have questions regarding or a need for more information on (check all that apply):

ANSWER CHOICES	% RESPONSES	
An overview of the Innovative Assessment Demonstration Authority under ESSA	60.00%	N = 6
An overview of the development and current use of non-traditional assessments	60.00%	N = 6
Information on the development and current use of interim assessments	70.00%	N = 7
Information on the development and current use of performance assessments	50.00%	N = 5
Information on the development and current use of portfolio assessments	60.00%	N = 6
Total Respondents: 10, Skipped 1		

**Question10.** If you have specific questions you want answers to please write them in below. Please be a detailed and specific as possible. Answered: 2, Skipped: 9

Comment 1: *I'm unsure what Innovative Assessment Demonstration Authority under ESSA is?*

Comment 2: *all of these identify possible alternative assessment that should be incorporated into draft regulation. keeping in mind the qualitative/quantitative bench marks required in ESSA.*

**Question 11.** If you have additional topics or questions that were not previously addressed we invite you to write them in below. Please be a detailed and specific as possible. Answered: 4, Skipped: 7

Comment 1: *Thank you for the opportunity to provide input. However, I am not certain this survey assesses the intended outcome. I understood the outcome to be identification of technical assistance for the committee to develop each of the four areas (standards, assessments, accountability and waivers). This survey assessed my knowledge but not necessarily my needs as a committee member to assist me in making a knowledgeable recommendation. For example, statistician who can desegregate the data. Or a professor who has done research over the last decade (or more) in native education or indigenous peoples that can recommend further research or recommendations. Or a demographer who can assist with projections and forecasting. These are a few examples of technical assistance that would be helpful. My own knowledge, I am responsible for.*

Comment 2: *I think it would be critical for the members to know that we aren't developing standards, assessment, waiver and accountability workbook for the BIE, we are writing a*

*regulation that provides steps on deciding on standards, assessment, waiver and accountability workbooks so the BIE staff can make those decisions.*

*Comment 3: How do we make all these assessments fit into our own culturally relevant standards*

*Comment 4: It may be good to develop sub group surveys from the sub groups of the committee not specif[ic] to your assigned group.*