Technical Advisory Committee
Nebraska Department of Education
May 6, 2014
Cornhusker Marriott Hotel Lincoln, NE 8:30 am-3:00 pm

8:30 AM   **Welcome and Introductions- Valorie**

8:40   **Approve Minutes of December 4, 2013– Brian**   (Document 1)

8:40-9:45   **NeSA-Writing at Grades 8 and 11- [NeSA= Nebraska State Accountability tests]**(Document 2)

The NeSA-Writing window for the 2013-2014 year took place January 20- February 7, 2014. Students in grades 8 and 11 encountered technology issues with the online engine, INSIGHT, provided by Data Recognition Corporation. NeSA-Writing scores for individual students were made available to districts through DRC's management system, eDIRECT on April 17th; however, at the request of NDE, no summary information was provided. The individual student scores were coded to identify technology problems that students encountered. Research was conducted to determine which, if any, technology issues affected scores and if particular schools and districts were affected disproportionately.

Question: *What recommendation does the TAC give for release of the NeSA-Writing scores for 2013-2014 at Grades 8 and 11?*

9:45-10:00   **Break**

10:00-11:30   **Nebraska Performance Accountability System [NePAS]**(Document 3)

Nebraska Statute 79-760-06 established a legal requirement for an accountability model derived from NeSA scores, participation in NeSA and graduation rates. Based on the statute, the current NePAS system was adopted by the Nebraska State Board of Education in August 2012. Due to several factors, NePAS has several changes slated for its future. In January 2014 the Nebraska State Board of Education adopted Background and Framework--NePAS 1.1. In April 2014, after a two-year process, a revised system for accountability, as included in LB438, was passed by the Nebraska Legislature and the Governor approved it.

Since March 2014, a Task Force of Nebraska educators and Nebraska Department of Education staff has been developing recommendations for an accountability model to be provided to the State Board of Education. The Task Force members read articles, reviewed other states' models, reviewed research for Nebraska, participated in discussions, and determined recommendations on facets of the accountability system. In the April meeting, the Task Force developed drafts of performance level characteristics and policy statements.

Question: *Looking at the Task Force Synthesis, performance level characteristics, and the policy statements—all developed by the Task Force, does TAC have comment on the recommendations and the models developed? Does the TAC see inherent difficulties or advantages in any aspect of the models?*

11:30-12:30 Working Lunch—Recommendation for calculation of growth in <u>current</u> NePAS system- (Document 4)

For the current NePAS system, the Assessment Department at the Nebraska Department of Education has been reviewing the measurement of growth, which is a measure of simple scale score growth, based on the premise that a growth of 0 for an individual student represents one year of growth. The measure of growth was discussed at the December 2013 TAC meeting, and further research has been completed on a potential revised growth measure for NePAS, using Z scores. The State of the Schools Report published in fall of 2014 will include the final reporting year of the current NePAS accountability system. The 2014-2015 State of the Schools Report will transition to the NePAS system being developed to meet the requirements of LB438.

Question: *Considering that the accountability model will significantly change in 2014-2015, does TAC recommend using the simple model for growth that NePAS has reported the past two years or using the Z-score model, which would only be in place for one year?*
Report out after lunch-

12:30-1:30 Input from TAC on two Task Force Recommendations Under Consideration-Question A-(Document 5)

    A. <u>Student Growth Percentile</u>—The NePAS 1.1 Task Force has indicated an interest in using Student Growth Percentiles as the measure of growth, rather than growth based on the simple scale score or Z-Score.

Question*: What guidance can TAC offer on the advantages and disadvantages of using Student Growth Percentiles as an indicator to improve school/district performance in an accountability system?*

1:30-1:45 Break

1:45-2:45 Input from TAC on two Task Force Recommendations Under Consideration-Question B- (Document 6)

B: <u>Super/Subgroup Composition</u>: Much discussion has taken place at the Task Force meetings on the topic of inclusion of subgroups in the accountability model. A point on which members agree is that an unduplicated count is most desirable. But the group members have had differing opinions on the best method to determine the subgroups. At the most recent meeting, members considered the pros and cons of:

1. Using a three-tiered model with multiple passes:
   - Use subgroups if enough number, (Non-duplicated count)
     - Combine sub-groups into supergroup
       - Use non-proficient as a supergroup
2. Using a supergroup of Special Education identified, English Language Learners, and Free-and-Reduced Lunch identified, (Non-duplicated count)
3. Using the non-proficient as a subgroup

In addition, because Nebraska has a wide difference between number of students in very small schools and number in very large schools, the decision of subgroup/supergroup also affects how many schools and districts will be included in NePAS, based on number of students included in the reporting group(s) selected due to Minimum N.

Not yet taken into consideration are groups identified by the seven Federal categories of race and ethnicity.

Question*: What guidance can TAC offer to NDE on the advantages and disadvantages of any particular super/subgroup inclusion in the NePAS 1.1 accountability model? If a tiered model is used, would larger schools and districts with more diverse populations be disadvantaged as they would have the potential to have negative impact from three groups, while districts with lower number of at-risk students would use a supergroup, having only one potential of negative impact? What insight can TAC offer on the impact of the various methods of identifying subgroups? What insight can TAC offer on ways in which the configuration of subgroup information has most effectively impacted learning for at-risk students?*

2:45-3:00   Wrap up and next steps.