

Technical Advisory Committee
Nebraska Department of Education
December 9, 2014
Cornhusker Marriott Hotel Lincoln, NE 8:30 am-3:00 pm
Tentative Agenda

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

8:40 **Approve Minutes of May 6, 2014– Brian Document 1**

The full morning discussion will revolve around Nebraska accountability system:
Accountability for a Quality Education System, Today and Tomorrow (A QuESTT) and will be divided into three discussion components as given below. See Background and Discussion of A QuESTT--Systems to Support Every Student, Every Day Document 2

8:40-9:40 **A QuESTT Discussion Part I: the A QuESTT Classification Model**

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 Nebraska Performance Accountability System was adopted by the Nebraska State Board of Education in August 2012. Due to several factors, NePAS has evolved. 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. (Statute 79-760.06 and 79-760.07)

Since passage of the statute two major processes have been ongoing:

- Development of A QuESTT—Accountability for a Quality Education System Today and Tomorrow.
- Within A QuESTT , the development of a classification component:
 - To place every Nebraska school and district in a performance level of
 - Excellent,
 - Great,
 - Good, or
 - Needs Improvement and
 - To identify the three priority schools required by statute.

A QuESTT Discussion Part I-- **Question:** *What recommendations can TAC give as input into the A QuESTT classification component as developed thus far as the recommendation from the Task Force to place schools and districts into performance levels?*

9:40-9:55 **Break**

9:55-10:45 A QuESTT Discussion Part II: Additional Indicators

- A QuESTT Discussion Part II--**Question:** *Are there other indicators besides the ones currently included in the A QuESTT classification component that could be included in the first pass to determine the placement of schools in performance levels?*
Current indicators include:
 - *NeSA Status Scores on NeSA-Writing, NeSA-Reading, NeSA-Math, and NeSA-Science*
 - *NeSA Improvement Scores on NeSA-Writing, NeSA-Reading, NeSA-Math, and NeSA-Science*
 - *NeSA-Growth Scores on NeSA-Reading, and NeSA Math (available Grades 4-8 only)*
 - *NeSA Status Improvement or Decline for Supergroup made of the Non-proficient students in each school and district.*
 - *Graduation Rate*
- *After the performance levels of schools are determined in the first pass, are there additional indicators that could be used as a second pass to identify priority schools from among the schools in Needs Improvement?*
- *Attendance and Mobility are two indicators specifically suggested at the policy forums for inclusion in the classification component. What can the TAC share about the use of these two pieces of data in the classification component of an accountability system?*

10:45-11:30 A QuESTT Discussion Part III: Measurement of Additional Indicators

Several of the indicators that could be used in the A QuESTT classification component are qualitative rather than quantitative in measurement.

A QuESTT Discussion Part III--**Question:** *What recommendations can TAC give for measuring indicators that are more qualitative than the quantitative assessment data if they are to be included in the A QuESTT classification component?*

11:30-12:30 Working Lunch

Table Discussion-What are suggestions for clear communication during the transition for A QuESTT?

12:30-1:15 Report on Evaluation of the ACT Pilot Project Based on College-Going rates and the Correlation of ACT and NeSA Assessment scores: The Nebraska Department of Education commissioned the Nebraska Coordinating Commission for Postsecondary Education to conduct two statistical studies designed to evaluate the Nebraska ACT pilot project based on college-going rates and the correlation of scores on the ACT and the Nebraska Accountability (NeSA) assessments. The report on the Correlations of ACT and NeSA scores was provided in November 2014. At the policy forums and in other public meetings, some Nebraska educators have indicated a preference to use ACT as the high school assessment for accountability.

Document 3A -Research Proposal and
Document 3B-Progress Report on the Evaluation of the ACT Pilot project Based on
Correlation of ACT and NeSA Assessment Scores

Question: *What information can TAC provide on the use of ACT as a state test or component of state test for reporting at the high school level? Where is ACT in the process of Federal peer review for use of its assessment for state accountability?*

1:15-1:30 **Break**

1:30 - 2:20 **Assessment Transition:** In August 2014, the Nebraska State Board of Education passed a revised set of English Language Arts College and Career Ready standards. The current Nebraska State Accountability assessment for language arts is a measurement of reading standards and is comprised of multiple choice items only. NDE plans to transition the current NeSA-Reading test of multiple choice items to a NeSA-English Language Arts assessment based on the new standards and including additional types of items to better assesses higher order thinking skills represented in the revised ELA standards. Assessment staff at NDE has been working with its testing vendor Data Recognition Corporation to develop an assessment transition.

Document 4

Question: *What input can TAC give into the assessment transition plan developed by NDE and DRC?*

2:20-2:50 **Norm-referenced testing:** Norm-referenced testing is required in Nebraska by state statute 79-760.03, “The state board shall recommend national assessment instruments for the purpose of national comparison. Each school district shall report individual student data for scores and sub-scores according to procedures established by the state board and department pursuant to 79-760.05” (reporting requirements). NDE is responsible for providing the recommendations of national assessment instruments.

During the STARS (School-based, Teacher-led Assessment and Reporting System) process in Nebraska (2000-2008), NDE provided a recommendation of national assessment instruments based on the criteria, “Match to Standards,” under the premise that districts could choose to use norm-referenced tests to fulfill the requirements of locally assessing state standards and reporting them to the state. At the time NDE made four recommendations and provided a list of the match-to-standards. A fifth norm-referenced test was added at a later date.

Since that time Nebraska has transitioned from the STARS system to the Nebraska State Accountability (NeSA) system of testing for accountability. In addition, since the last evaluation of norm-referenced tests in Nebraska, new norm-referenced tests have been published, *Aspire* being an example. School districts have asked NDE to update its recommendations. To do so under the former criteria, match-to-standards does not necessarily match the current purpose, “for national comparison.” Nebraska State

Accountability (NeSA) assessments provide the measure of state standards for schools and districts.

Question: *What can TAC recommend as a process by which to evaluate norm-referenced tests and by what criteria should they be evaluated?*

2:50-3:00 Wrap up and next steps.