

Technical Advisory Committee

Wednesday November 2, 2011

Embassy Suites

8:30-3:30 PM

Present: **TAC members:** Brian Gong, Wayne Camara, Linda Poole, Dallas Watkins, Richard Sawyer sent comments and notes but was not present.
DRC/CAL Staff: Patricia Johnson, Ron Mead, Chris McCullough, Janet Hensley, Linette McJunkin, Stacey Reasoner
NDE Staff: John Moon, Ed Foy, Freida Lange, Scott Swisher, Roger Breed (PM), Brian Halstead (PM), Sameano Porchea (AM)
Consultant: Bill Auty

8:30 AM Welcome and Introductions - Pat
Open Meetings Act

8:45 AM Approve May meeting summary (Document 01) – Brian
Summary was approved.

8:55-10:15 AM **Updates and Follow up:**

NeSA Results – State of the Schools Report (Documents 2, 3, 4) - Pat

The group discussed the results that were released October 19th and the sub group percentages. The paper charts do not reflect all of the information found on the web-based State of the Schools Report, such as “n” sizes, differentiation between results of students with disabilities and results of those without disabilities. Suggestions were made about the value of creating some specific resources that would be helpful to districts. One such example was suggested by Wayne Camara. This would be a document that would help district folks to understand the “significance” of the differences in the percentages over time. Wayne Camara provided a sample display used by the College Board entitled “Differences that Matter” as an example of a resource Nebraska could provide to districts in future.

The group discussed the various research questions that could be generated with these data. Examples of research questions might include an analysis of the success of ELL and SPED students and the movement out of their classifications as they proceed through school. Other investigations might include such things as “Why do results drop in certain grades?”. Questions about the success of foster children and their results in the system might be

explored. As Nebraska is transitioning the data team to research and evaluation, research questions such as these can be explored with the state data being collected.

Mathematics Standard Setting Report* - Pat/DRC

NDE reported to the TAC that the standard setting for mathematics proceeded smoothly. A brief discussion was held about the value of the combined methods and the way NAEP and ACT data were used to inform both the panelists and state board members and to benchmark the NeSA results. The group discussed the State Board's response to the cut score recommendations and inquired about the board's discussion which was only briefly described in the technical report. It was concluded that the science standard setting, scheduled for June 2012 should include the same procedures.

Mathematics Technical Manual* – Pat/DRC

The mathematics technical manual captured the processes from item development through standard setting. The TAC reviewed it and had little comment. NDE will be referencing many sections of it in the federal peer review process.

10:15-10:30 AM

Break

10:30-11:30 AM

Update: NeSA-Writing Developments (Document 5) – Pat, Ed, DRC

The group discussed the changes being made in the writing assessment in grades 8 and 11. Those include a switch to "on-demand" writing, analytic scoring, and online administration. The pilot in 2011 with grade 11 went very well, and both students and teachers responded favorably. The grade 4 writing remains a two day, timed, paper/pencil test.

The group discussed the analytic scoring model and NDE updated the TAC on the scale score change from 0-200 to 0-70. The change was made based upon the TAC's May recommendation that a smaller scale would provide more precision in the score points. The group suggested that NDE pay attention to the different combinations that end in the composite score. Additionally, the TAC advised to examine the distribution of the scores, the correlation between the domains and the agreement scores.

The TAC addressed the cut score process that will be applied in the spring of 2012 for both the 8th and 11th grade NeSA-Writing. They suggested that a profile method could be applied as well as a scale score bookmark method. Professional development for teachers of writing in grades 8 and 11 has been underway for the last year. Sessions occurred in January, in July, and are resuming again in November. In these sessions, teachers are shown the revised rubric, the scoring method, and then have the opportunity to practice scoring papers. Professional development for teachers in grade 4 will begin in the summer of 2012 as those teachers transition to the analytic scoring process. The administration of 4th grade writing will continue in the paper/pencil mode.

The CAL staff presented a demonstration of the NeSA-Writing practice test and the tools available with the online system. TAC members asked about the collection of writing data – such as the time taken on testing online and at what point in the testing were students editing their drafts. All of these data are being collected and available to NDE.

11:30-12:00 Noon

Update and Demonstration: Check 4 Learning (C4L) – – Jan and Janet Hensley

The Check 4Learning System is being built as an instructional tool for districts. Teachers will be able to embed test items directly into their instruction. A district would also have the ability to generate building or district interim tests pulled from the state-level item bank being developed. Over 75% of the districts have signed up to participate in C4L and that means districts are submitting items and attending the required professional development sessions.

CAL staff provided a demo of the Check4Learning system that is under development. Although it has not been populated with Nebraska items yet, that will happen in December and the NDE is getting ready for the content review of the items in late November and early December. Large numbers of teachers were trained in item development/submission in September.

Training in the use of the system will be underway in December. The TAC suggested that the NDE develop several scenarios to illustrate for districts the various ways the system could be used. C4L will be ready in January for district use.

12:00-12:45 PM

Lunch

12:45 – 1:30 PM

Mathematics Mode Comparability Study –(Doc 6) John Moon and Bill Auty

The preliminary results of the mathematics mode comparability study were presented to the TAC. Richard Sawyer who was unable to attend the meeting suggested several things that should be considered for the final report including descriptive statistics of several student distributions, a more complete description of the rules or policies for the selection of mode, and a discussion of the results. The TAC pointed out that in examining the numbers of special education students who were tested that including speech classifications within the special education classifications tended to misrepresent the numbers of students with disabilities.

Because the NDE wants to assure that the scores for both online and paper/pencil testing are fair, and if the scores between the two modes are far apart, then adjustments are needed. The TAC went on to point out that if the NDE wants to standardize the process, then the mode of testing should be standardized as well. The results of the preliminary analysis of mode comparability indicates a significant advantage to online testing in most grades.

It is the recommendation of the TAC to adjust the policy approach and require – in future – that districts participate in online test administration. The exception to that would be those students whose IEP specify and require paper/pencil test administration.

1: 30-3:00 PM

Nebraska Performance Accountability System – Ne-PAS (Document 7,8, 9) – Pat and Bill Auty

The TAC reviewed the Nebraska Performance Accountability System (NePAS) System. The group discussed the differences in the score ranges of the various performance indicators and discussed the “range equalizer” that had been developed and applied to the data. Upon running the data on the range of scores – rather than the absolute scores, the NDE discovered little difference in the ranges of scores. Because the range equalizer added what the board felt was an unnecessary complexity, the state board subcommittee decided to move forward without the “range equalizer” and use the policy weights to adjust the importance of each performance indicator. The board subcommittee agreed that the data should be examined annually to determine that accurate classifications are being made.

The TAC discussed the fact that the policy weights do favor status, yet honor both improvement and growth. Further the TAC agreed that the data should be

examined each year, and indicated that the model “will work.” Brian Gong, TAC chair indicated that the model was a “Skillful translation of Board values– direct and straightforward.”

3:00-3:30 PM

Wrap up

In summary, the TAC stated, discussed, recommended, and acted on all issues. The TAC:

- Was supportive of the work that had been done with NeSA thus far as presented in the standard setting and the technical report.
- Provided suggestions on approaches to presenting and using data.
- Offered suggestions of research questions that could be asked of state data.
- Reviewed the analytic scoring for NeSA-W and provided suggestions regarding the standard setting to occur in the spring of 2012.
- Viewed the C4L system and emphasized that we offer suggestions to districts to use the tool in an instructional way.
- Suggested some additions to the comparability study.
- Recommended a policy change to require online testing in reading, mathematics and science except for those students whose IEPs require paper/pencil testing.
- Recommended that NDE move forward with the implementation of the NePAS accountability model, but recommended that data be examined every year to assure appropriate classification decisions.

Meeting dates - 2012

Two meeting dates have been set in 2012. Tuesday May 15th and Wednesday November 7th. The NDE will plan for a Webinar for the morning of May 15th rather than a face-to-face meeting.