

Technical Advisory Committee
Nebraska Department of Education
March 10, 2017

Approve Minutes of December 17, 2015

No changes

Overview of NeSA-W 2015-2016

Technology Interruptions and the Effect on Scores

- DRC presented an Overview of Technology Issues document
- Gathering additional data on accommodations may allow for further research when issues occur.
- No need to add qualifying statement to scores during reporting.
- Data was well analyzed to detect possible effects on student scores.

Overall Validity of Scores

- Reviewed scoring processes and verification process.
- Common concern from the field about the validity of scores.
- Since verification is easy to submit and can only be beneficial there might be an accumulation of positive effects over the years—may mitigate growth trends.
- Sameness of scores seems to be a statewide trend.
 - Could be caused on the scoring side, but the validity of papers does not support this conclusion.
 - Could be caused by instruction that targets domains that receive lower scores, thus causing the scores to become more alike over time.
- Processes and analysis seem to be solid, no definitive evidence as to the cause.
- Lower state scores might be a combination of factors because all score processes seem to have been followed and adhere to best practice.
- NDE's process for verification should be reexamined to align with the goal of verifying scores. The current practice is really an appeals process where scores can only be raised.

Text-Dependent Analysis (TDA)

Analysis of analytic vs. holistic Scoring

- DRC conclusion—a more in-depth study needs to be done to see if analytic scoring is the best option.
- Educators would prefer analytic scoring to better inform instruction.
- TAC Recommends further studies. Could consider different sampling. Make sure rubric is stable before continuing studies.

- Consider field testing more prompts at one time. Consider motivation if you field test at a different time of year.
- Must balance costs and information gained. Also, weigh the confidence from the field in the scoring methods when making decisions.

TDA at Grades 3-4

- Overview of the technology pilot. Concern from educators about the difficulty of the task.
- Questions were raised about the newness of the task and if students were prepared instructionally.
- Allow more time for instruction to catch up before making a decision.
- Consider writing tighter and more deliberate test specifications that show learning progression from grade to grade as you are using the same rubric. Exemplars may also be a way to communicate the expectations to the field.
- Consider gathering feedback from more than just rangefinders, could be in the form of a survey.
- Some testing programs have found that expandable box was an issue on their online testing. You may want to focus communication about this functionality and encourage districts to take advantage of practice opportunities.

Standards Setting

College Entrance Exam

- If we use the vendor benchmarks the proficiency rates are very different from NeSA historically.
- States are considering many options when setting standards for college entrance exams:
 - Readiness
 - College
 - Career
 - Admission
 - Placement into credit bearing courses
 - Perseverance to return after first semester or year
 - GPA
 - Graduation eligible
 - Career pathways
- It's more defensible to set high school cuts at career ready, not just college ready. They are very different.
- Could do articulation for college entrance exam and ELA together. Or you could do them apart. The standard setting should be similarly timed. Also the standards setting panel should be expert at what they do--asking teachers to make the policy decisions is not their expertise. Content is their expertise. Impact is a policy decision.

NeSA-English Language Arts

- Methodologically, DRC's proposed standard setting in fine but 1) have an intentional back up plan, and 2) see historical proficiency rates to see where they need to line up.
- Set HS first and let it inform the others...but the HS test may not be as closely aligned to the state standards as the NeSA is. Let the work with 3-8 inform the content perspective. DRC may need to be flexible to coordinate with the standard setting for the college entrance exam

Accountability and AQuESTT

Evidence Based Analysis (EBA)

- Provided an Overview of AQuESTT & EBA
- NDE could use some outcome variables as the first pass, and then the EBA could be used as an evaluation piece—that way you have a filtering process in place. Try not keep these two things separate.
- To address 'gaming the system', you could tell districts that a random number of schools will be checked every year. You don't want to have too much in the EBA because schools can't focus on too many things at once. Also, you can take many of the things in the EBA and ask students if they are experiencing the things on the EBA. You could also ask parents. You need to think of non-response because that will be an issue with parents.
- When changing the system to account for new CCR standards we need to be careful if we are telling parents that their students are now held to a higher standard, we have to find middle ground because if we don't, it's a credibility issue with them. You need to have a graduated system.
- How new CCR aligned tests are phased in depends on how quickly you want to see the impact of more rigorous standards on the classification system. If growth is your measurement, then you want to phase in the impact early and then see progress over time.
- Accountability has several parts. NDE could put a hold on the classification system and then decide if you want to transition or reset.
- Could provide your scores based on the old measurement and the new so stakeholders could compare the impact of new CCR standards.
- The role of the EBA—people suggest several different roles-1) provides a better picture of school, non-overlapping with raw classifications, 2) to determine capacity of schools in determining need of support so that raw classifications can improve, 3) maybe raw classifications and EBA are connected. Knowing which of these directions we want to go would help us determine which direction we want to go with our classification system. Also, there is external and internal accountability. The EBA is internal. This justifies why the self-report is there.
- Districts may not be able to improve EBA scores without more systemic support for schools.
- In one state that is using a student survey they expected schools to 'game the system', but after three years, the scores have remained fairly consistent.

ESSA Plan

- Rules and regulations are in draft and wouldn't suggest making major modifications to what you are thinking right now until you have looked at what is happening in other states. Also, consult CCSSO.
- Propose the system that you want and go with it. Be ready to negotiate.
- Look at assessment regulations—they are open until Sept. Provide feedback to the USDE based on what you would like based on your current model, AQuESTT.