

Minutes- Nebraska Technical Advisory Committee meeting of March 10, 2017

**Location and Time:**

Cornhusker Hotel, Lincoln, NE-8:30 am-3:30 pm

**Attendance:**

TAC Committee- Brian Gong- Chair, Linda Poole, Pete Goldschmidt, Chad Buckendahl

**Approve Minutes August 11, 2016**

Minor changes/additions

Approved as amended

**Alignment**

- Reviewed plans for independent alignment for NeSA-ELA and ACT-set up the responsibility of NDE to create a coherent system
- Be careful determining validity claims and identify the evidence you will need to collect
- One could expect a great deal of overlap between ACT and the content standard; they might serve as two companion pieces. Be thoughtful about messaging and how the transition effects AQuESTT
- To validate ACT, it needs to align for who uses it (colleges). If the purpose is to predict as long as we have a prediction is that ok? Thinking about the standard setting as well.

**Independent Alignment of the ACT to Nebraska Standards**

- ACT proposed using three forms for an independent alignment study this year.
- NDE is attempting to build a validity claim not on alignment to NE standards but based on the fact that it is ACT and that is what we are using.
- Carefully consider claims, what has been accepted and rejected by USDOE.
- Look at blueprints to see what targets are then can say whether the forms match. If the ACT and targets do not match. Do not make it more complicated than necessary.
- Work to narrow the claims and then focus alignment on collecting evidence. Consider getting feedback from higher education.
- Grade 11 is being treated as a cumulative test, so 9 & 10 is important. Do not put grade 12 in a grade 11 test.
- Make sure ACT can document what the forms are and how they are selected
- Writing an intended process. Do not back yourself in a corner with ACT. Have a process that could be used with SAT as well as ACT
- Department works with ACS Ventures on a grid of outcomes. Want to make sure we have a communication plan.

**NeSA-English Language Arts Independent Alignment**

- Presented the ELA Independent Alignment
- Process was good. Make decisions about inclusion in peer review based on the evidence you need to present.

**Standard Setting Plan—ACT and NeSA**

- NDE & DRC presented Standard Setting plan for NeSA-ELA
- ACT presented information about ACT Standard Setting.
- Shift in definition for what proficient means in what grades 3-8 grade. Suggest grade 8 is the critical bridge. May be able to look at kids taking ACT grade 11 and map back to grade 8 in order to gather information.
- Would recommend that the NDE get some guidelines of what the acceptable ranges are
- You could bring 8<sup>th</sup> grade panelists in and then bring in the rest of the grades.
- Consider the levels and definitions.
- Could survey 2-year and 4-year institutions and provide that information.
- Could consider inviting observers from the legislature.

**ACT Standard Setting PowerPoint (ACT) and Additional ACT documents**

- If the percent of student in one category is high, you may need more categories. If a decision has been made to use ACT nation benchmarks. Basic, proficiency, advanced. It is a very streamlined process. But if you are not sure about it this is a thing that you can decide ahead of time. If you are sure then design your standard setting ahead of time. If you are going to let people change it then you need to build that process in.
- Using an empirical method makes sense if that is the policy decision.
- May need to have something about content performance for panelist
- Since the approach is different from traditional standard setting, be careful with PLDs as they mislead panelists.
- Different performance levels should be consistent in their ability to predict based on ACT research. The information from the alignment might help decide what information/impact data to use in the standard setting.
- Write PLDs based on all the forms used.

**Working Lunch—small group discussion around ESSA guidance**

**Psychometric Analysis and Recommendations for Revision of the AQuESTT Evidence-Based Analysis School and District Questionnaires**

- NDE has been working with researchers to provide psychometric review of the AQuESTT EBA to guide modifications and enhancements to strengthen the psychometric properties of the EBA and/or its fielding methodology.
- Concerns about self-reported nature and lack of audits. Concern from the field about what is being measured and comparability.
- Continue to research, refine and improve the tool (improved rubrics). Also, continue to check the coherence of the EBA with other indicators.
- Consider audits tied to CSI cycle.
- Worthwhile endeavor to include quality of schools in accountability. Continue to improve instrument and validating the self-reported information. As you consider changes be sure to run models to understand the changes and if changes are worthwhile and cause improvements.
- Consider calibration training for district/school users. Also, consider asking the clients (students).

### **Raw Classification Revision**

- NDE presented information about needed revisions to raw AQuESTT Classification due to changes in assessments.
- Run models once you have data and then make policy determinations about when and how to adjust. Might make sense to wait until other ESSA changes are enacted.
- Since the content is theatrically more rigorous, breaking the scale is appropriate because we are not claiming the same thing.
- Would recommend relooking at HS expectations instead of trying to tie it to the old test and expectations.
- ESSA decisions will have impact, submit your plan in Sept. and continue to work on implementation. Bill Auty- It is not arbitrary.
- The Raw Classification Business Rules will need to be adjusted because of the change in assessments.

### **ESSA Plan**

- Reviewed ESSA Plan Draft
- Start with [assessment] peer review guidance as your starting point. Ask DRC and ACT as vendors to provide technical documents
- Suggest that NDE starts doing some data analysis modeling as soon as possible.
- Be careful not to overload the system, consider resources available for assisting systems and write rules that stay within those resource needs.
- Do what is the best interest of the state then comply with federal
- May want to add ELPA 21 score [to status] and divide by assessment. This one option that is self-weighting. Allows you to take care of N size.
- Can add the EL scores into status or put into growth. The status counts much more than your growth.
- Regardless of the method, Nebraska will still need to report on subgroups

### **Adjourn**