

**Governor's Technical Advisory Committee Meeting
Nebraska Department of Education
October 31, 2017**

**Cornhusker Hotel, Lincoln, NE
8:00 am-3:30 pm
Annotated Agenda**

8:00-8:30: Check-in- Breakfast

8:30-8:40 Welcome and Introductions- Valorie Foy Introductions

8:40 Approve Minutes- Approve Minutes of March 10, 2017 [Document 1](#)
Chair- Brian Gong

8:40-9:10 Development of Performance Level Descriptors (NDE-ACT) [Document 2](#)

Nebraska Department of Education administered the ACT for the high school statewide summative assessment for the first time in spring 2017. The following content areas are being reported at the state level.

- ACT English Language Arts
- ACT Mathematics
- ACT Science

Because the state cut scores do not align with the PLDs already developed by ACT, the plan is to develop PLDs aligned to ACT's College and Career Readiness Standards.

1. *Does TAC have comment on developing PLDs using ACT's College and Career Readiness standards?*
2. *Does TAC have suggestions for the plan for PLD development aligned to ACT's College and Career Readiness Standards?*
3. *Is there a suggestion from TAC for the process or after the process in order to improve instruction related to ACT and Nebraska's College and Career Ready Standards through use of the PLDs?*

9:10-9:55 Validity Argument ACT Peer Review (NDE-Bill Auty) [Document 3-A, 3-B](#)

In December 2018 Nebraska Department of Education is submitting Peer Review for Grade 11 summative assessment for spring 2017 for the following content areas:

- ACT English Language Arts

- ACT Mathematics
- ACT Science

Document 3-A: Validity Argument for Using the ACT as Nebraska’s High School Assessment of Achievement under ESSA

Document 3-B: NE ACT Alignment Study

1. *Is the logic of the validity argument sound?*
2. *What additional research studies should be conducted to confirm the validity of using the ACT?*

9:55-10:10 Break

10:10-11:00 Background documents NDE, Nebraska, NWEA Summative Assessment Planning Documents 4-A, 4-B, 4-C, 4-D, 4-E (NDE-NWEA)

NDE, Nebraska, NWEA Standard Setting Design (NWEA) Document 5-A, 5-B, 5-C

NDE will be engaged in various standard setting and standards validation activities in 2017–2018. The mathematics standard setting plan using the ID Matching method, ELA cut score review, and contrasting groups cut score validation are presented in Documents 5-A, 5-B, and 5-C.

Document 5-A: Mathematics ID Matching Standard Setting Workshop

1. *Does the TAC have any feedback on the Policy PLDs? Might TAC suggest broad, system intended actions?*
2. *Does the TAC have any feedback on the ID Matching standard setting workshop plan?*
3. *May NDE/NWEA move forward with this approach?*

Document 5-B: ELA Cut Score Review

1. *Does the TAC believe this plan is sufficient for a standards review of ELA?*
2. *Does the TAC have feedback on how large the threshold region should be? If we set a minimum size of the threshold region, is it necessary to have expert matches?*
3. *Is it necessary to conduct three rounds of judgments during a cut score review?*

Document 5-C: Contrasting Groups

1. *When should contrasting groups analyses be conducted?*
 - a. *If completed too early, before ID Matching, teachers may not have a clear picture of students’ skills.*
 - b. *If completed just prior to test administration, there is a time difference between when those judgments are captured versus judgments during the ID Matching procedure.*
 - c. *If conducted during the ID Matching timeframe, teachers may not remember individual student skills or their judgments may be influenced by their perceptions of student performance on the test.*

2. *What materials should be used to train teachers in making ratings?*
3. *How do we resolve differences between contrasting groups and existing cuts and/or newly established cut scores?*

11:00-11:30 CAT Configurations NDE, Nebraska, NWEA Document 6 (NDE-NWEA)

Document 6: CAT Configuration

Historic item parameters will be used to adapt the ELA and mathematics tests for the Spring 2018 CAT operational administration, although scores will not be immediately reported. Following the Spring 2018 administration, vertical and horizontal linking will be established so that pre-equated scoring can be applied starting in Spring 2019. All items across Grades 3–8 will be placed on the same scale through vertical linking. All items administered in Spring 2018 will be equated on the common scale through horizontal linking. Scores will be reported in September 2018. Each student will see 48 items, with 41 operational and seven non-operational items (i.e., vertical linking or field test).

1. *Does the TAC have questions regarding the CAT configurations NDE/NWEA is proposing?*
2. *Does the TAC have any configuration suggestions for Spring 2018?*

11:30-12:15 Working Lunch- Peer Review Discussion

12:15-1:15 Item Bank Evaluation NDE, Nebraska, NWEA Document 7-A, 7-B, 7-C (NDE-NWEA)

Document 7-A, 7-B, 7-C: Item Bank Evaluation

All items from DRC aligned to the current standards are included in the item bank. Reading items from 2009 – 2016 were transformed to the 2017 ELA scale using 29 common items per grade. Mathematics items from 2009 – 2016 were re-aligned based on the new standards. Items were examined to determine if there are enough items to meet the blueprints and to look at the range of item difficulties.

1. *Given that we cannot adapt by indicator at this time, NWEA recommends that simulations begin at the standard level. What does the TAC advise the NDE regarding moving back to indicators as soon as the bank supports this desired goal?*
2. *Does the TAC have any feedback on item development given that the bank for each grade and content area, in general, is easier than the ability of the average student?*

1:15-2:15 Guidance on research studies NDE, Nebraska, NWEA Document 8-A, 8-B

Document 8A: Transition and Replication

NWEA/NDE requested and received transition materials from DRC to ensure that we have what we need for a successful Spring 2018 administration. As NWEA found issues around materials, we communicated with DRC to fix them. NWEA is currently having difficulty in replicating the 2017 ELA conversion tables.

1. *Does the TAC have any feedback on the differences of one raw score point?*

Document 8-B: Peer Review

The ELA assessment is changing with the 2017–2018 administration. Although ELA performance standards were set in July 2017, the 2018 administration is changing and some consideration needs to be given as to how to prepare for peer review.

1. *Does the TAC believe the changes to ELA are insignificant as defined by the United States Department of Education in its peer review guidance?*
2. *What evidence could be used to demonstrate that the change is insignificant?*
3. *If the change is not insignificant, what studies may be used to support that the cut score review is sufficient to support a set of aligned achievement standards? (% of students whose classification changed with and without writing, correlation of students' grades with ELA scores, contrasting groups validation of standards)*

Other potential topics are:

- Mode effect study (Paper/pencil vs. computer studies and across digital environments)
- Accommodation
- Alignment (especially for a CAT)
- Security

2:15-2:45

Accountability Classification (Gale Hamilton) Document 9-A, 9-B, 9-C, 9-D, 9-E, 9-F, 9-G, 9-H, 9-I, 9-J, 9-K, 9-L

Due to changes in assessment instruments, (ELA- ELPA21- ACT) and the addition of Chronic Absenteeism as an additional indicator of a School's success NDE needs to adjust Business Rules as outlined in AQuESTT. Further, the desire to have a more "holistic" measure of a school's effectiveness beyond assessment scores requires a discussion about how such measures can be used in an accountability model.

Document 9-A: 2013 Growth Models

Document 9-B: AQUESTT Classification System

Document 9-C: Bellwether Grading Schools

Document 9-D: CCSSO NCSA RAEL symposium PPT

Document 9-E: Chronic Absence Press Release
Document 9-F: Absenteeism Report
Document 9-G: Lessons about the Design of State Accountability Systems
Document 9-H: Next Generation Accountability Report
Document 9-I: Re-Balancing Assessment
Document 9-J: Roadmap for Next-Generation Accountability Systems
Document 9-K: Student Achievement Starts with Attendance
Document 9-L: Test Scores Don't Tell the Whole Story

1. *What suggestions does TAC have to move Nebraska from reliance on assessment scores, growth and improvement to classify schools as 1-Needs Improvement, 2-Good, 3-Great and 4-Excellent, knowing Nebraska constituents wish to use interim assessments, college and career readiness, local grades, attendance and career certification and placement rates over standardized test scores to measure student success?*
2. *What recommended procedures does TAC have that will help NDE identify the lowest 5% of schools while recognizing individual school systems for the work they are doing which may not be demonstrated by high or even improving test scores?*
3. *How can NDE create a system that rewards schools for their "good-work" while at the same time freeing them to be transparent about weaknesses they may have regarding sub-group progress?*
4. *What suggestions does TAC have regarding the addition of chronic absenteeism as an indicator of a school's success? How can NDE best utilize this new indicator to help schools identify students that are in this category and how should it impact a school's classification?*
5. *What would be the best way to include the EL growth indicator in the AQuESTT system; given that many schools will have very low numbers or no EL students?*
6. *NDE did not specify how long a school would have to be in "Targeted Support and Improvement" before it would receive "Comprehensive Support." Does TAC have a suggestion about how to measure progress or compare progress of targeted subgroups across the state, which may or may not be similar?*
7. *What steps would TAC suggest NDE take if NDE desired to have an interim assessment become a large part of the state accountability system as a means of determining growth? Example: NWEA-MAP*
8. *Would it work to identify the lowest 15%, next 30%, 30% top 25% and form them into groups before applying any adjustments for growth, improvement, ELPA21 results, Grad Rate and EBA?*

2:45-3:15

Introduction to the Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) Project (Chad Buckendahl)

The Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) project is funded by the US Department of Education's Enhanced Assessment Instruments Grant Program. As lead state and

grantee, the Nebraska Department of Education is working in collaboration with two other state education agencies, four organizations, and a technical advisory panel of 10 experts to support implementation of the project. SCILLSS has two overarching project goals: 1) strengthen a shared knowledge base among stakeholders for using principled-design approaches to create and evaluate quality science assessments that generate meaningful and useful scores; and 2) establish a way for states to connect statewide assessment results with local assessments and instruction in a coherent, standards-based system. Chad Buckendahl, Ph.D., will provide an introduction to the project and summarize key tasks and updates since its inception in April 2017.

3:15-3:30 Wrap Up and Set October 2018 TAC date