

Technical Advisory Committee  
**Nebraska Department of Education**  
**June 30, 2015**  
**Cornhusker Marriott Hotel Lincoln, NE 8:30 am-3:00 pm**  
**Agenda**

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

**Approve Minutes of December 9, 2014– Brian    Document 1**

**8:40-9:15**            **NeSA-Writing Validation –Document 2**

Data Recognition Corporation, the firm that provides the administration and scoring of the NeSA-Writing test, provides internal validation of the scoring results. The process DRC uses is described in Document 2. Scores have increased at grades 8 and 11 over the past three years. However, the grade 4 scores have remained at the same proficiency level statewide three years in a row, causing some questioning from districts of the validity of the scoring.

*Question: Should the Nebraska Department of Education have an independent validation conducted of the NeSA-Writing scoring, or do the current internal DRC processes suffice? If external validation is needed, what recommendations does TAC have for the type and frequency of the validation?*

**Document 2**—NeSA-Writing Scores and Processes/Data Recognition Corporation Validation Process

**9:15-11:30**            **AQuESTT Classification Component**  
**With 15-minute break between Part I and Part II**

Nebraska Statute 79-760.06 established a legal requirement for an accountability model derived from NeSA scores, participation in NeSA and graduation rates. Other indicators could be added by Nebraska Department of Education in development of the accountability model. The first public release of the AQuESTT Accountability Component will occur in the fall of 2015.

Part I: Based on the statute, work within the department, and efforts of the Accountability Task Force, a raw classification model has been developed. The model was reviewed by TAC in December of 2014. Some changes have occurred due to application of the December recommendations of TAC, ongoing internal review, and final recommendations from the Task Force.

**Question:** *What recommendations can TAC give as input into the current AQuESTT raw classification component?*

**Document 3**—Raw Classification Business Rules and summary of changes made since December 2014

Part II: In addition, work has continued to add indicators to the classification component.

Statutory requirements for public school and district accountability (79-760.06 R.S.S) prescribe indicators of performance that have been included in the raw classification model ( i.e., NeSA status, growth, improvement, participation, and graduation rates) “and other indicators of the performance of public schools and school districts as established by the state board.” Based on the statute and the input of the state board, the raw classification model is being further developed to include additional indicators the state board feels will provide a broader understanding of school and district performance.

**Question:** *What recommendations can TAC give as input into the development of the broader AQuESTT classification model for school and district performance?*

**Document 4**—Additional Indicators of AQuESTT Classification Component

**11:30-12:15**      **Lunch Discussion**-Communication of AQuESTT Classification Component

**12:15-1:45**      **Nebraska State Accountability Reading and Writing transition to English Language Arts**

With the adoption of College and Career Ready English Language Arts standards by the State Board of Education in September 2015, the NDE Assessment Department has worked with its assessment company Data Recognition Corporation to prepare for transition of the NeSA-Reading assessment to a NeSA-English Language Arts assessment in order to meet the requirements of the newly adopted standards.

**Questions:**

- *Does TAC have any recommendations on the proposed item types and overall test design?*
- *What is TAC’s experience with Text-Dependent Analysis? Can TAC give a recommendation for the lowest grade level at which students can successfully participate in TDA? Can TAC give a recommendation for the lowest grade level at which students can successfully participate in TDA? Online?*
- *Does TAC have suggestions for the proposed third and fourth-grade Test-Dependent Analysis field test or analysis of results?*
- *Third and fourth grade will have a three-year transition rather than two-year transition proposed for grades 5-8 and 11.*
  - *Can NDE maintain the reading scale at grades 3 and 4 for 2016 and 2017?*
  - *Does standard setting have to be conducted in 2017 and in 2018 at grades 3 and 4?*
  - *Are there alternatives to having two standard settings?*

- *Can and should the current scale 200-point scale be maintained over the course of the transition and used for the 2017 NeSA-ELA assessment?*
- *By what method can NDE reasonably predict the drop in NeSA scores in order to better prepare educators, the public, and policy makers?*

**Document 5: Transition Plan and Information**

**1:45-2:00**      **Break**

**2:00-2:25**      **ACT/NeSA Regression Analysis**

The Nebraska Department of Education Assessment department is in the process of revising the NeSA-Reading to transition it to a NeSA-English Language Arts assessment. If the College and Career Ready math standards are adopted by the Nebraska State Board in fall of 2015, the same process will follow for NeSA-Math. In order to provide adequate coverage of English Language Arts and math to measure college and career ready standards, testing time will increase.

The need for increased time is juxtaposed with the concern of educators, parents, and policy makers about too much time spent on testing. In Nebraska, 84% of eleventh graders participated in the ACT in 2013. In order to increase the relevance of the results of the NeSA tests, Data Recognition Corporation and NDE plan to partner to provide a regression analysis of ACT results for individual students compared to their NeSA results. Knowing that NeSA scores are predictive of students' future ACT would increase the value of NeSA testing for students, parents, and policy makers, and the time spent on NeSA would be recognized as more worthwhile.

**Question:** *What recommendations can TAC give as input into the planned regression study of ACT and NeSA scores?*

**Document 6- NeSA/ACT Study Proposal**

**2:25-2:50**      **Procedural Change for release of Nebraska State Accountability (NeSA) Data**

The Nebraska Department of Education has provided a public release of preliminary NeSA data each year, usually the third week in August, and has provided public access to scores of all districts. A press conference has been held each year to announce statewide scores and bring attention to the public release. Schools and districts have had access to their own scores at least one to two months prior to the public release, but districts were asked to *embargo* information until the public release, meaning the information could be shared and used internally, but not publically.

NDE is currently considering changing its practices about embargoed data—allowing districts to release information when they receive it. NDE is interested in promoting focus on school improvement and systemic and systematic processes for improving learning, rather than focusing on a single year—or even two years' of NeSA data.

The results would be:

- That districts would be free to release their data to whomever they choose, such as their school boards, their patrons, or media.
- That the state would be able to provide media with statewide results, but would not have data for individual districts prepared for release until months after districts may have released their data.

**Question:** *Can TAC provide comment on Nebraska changing its process? What might be unforeseen consequences?*

**Document 7:** Description of Current NeSA Public Release Practices

**2:50-3:00**

**Wrap-up**