**Nebraska Technical Advisory Committee Meeting**

**Nebraska Department of Education**

**March 13, 2020**

**Haymarket Courtyard Marriott, Lincoln, NE**

**8:00 a.m. – 3:30 p.m.**

**8:00 – 8:30: Check-in, Introductions, & Breakfast**

**8:30 – 8:40: Welcome & Introductions (Jeremy)**

**8:40:** **Approve Minutes (Chair, Chad Buckendahl, Document 1)**

**8:40 – 9:00:** **Introduction to Through-Year Adaptive Model**

*Recording 1:* [*NSCAS Innovations Presentation*](https://youtu.be/LCXsyKomlEU)*– YouTube Video, Time: 1:00:21*

*Document 2:* [*Evolution of NSCAS*](https://cdn.education.ne.gov/wp-content/uploads/2019/11/NSCAS-Through-Year-One-Sheet-NOV19.pdf)

*Document 3: Through-Year FAQ Sheet*

**9:00 – 11:00:** **Linking Study between NSCAS and MAP Growth**

The Nebraska through-year assessment will include items from both the NSCAS Summative and NWEA MAP Growth interim assessments. To ensure a successful transition to a through-year solution, a linking study between NSCAS and MAP Growth will allow items from both tests to be placed on the same scale so that scores on both scales can be reported in the through-year assessment. This study is part of the following series of research studies intended to investigate the transition of NSCAS Summative assessment to a through-year test design:

1. Score comparability of MAP Growth on the CBE, known as Project Altair
2. **Linking study between NSCAS and MAP Growth**
3. Simulations
4. Modified MAP Growth pilot
5. Stability of the through-year test to Rasch Unit (RIT) scores

NWEA conducted a common person linking study between NSCAS and MAP Growth using spring 2019 archival data. However, this study produced anomalous results. Based on these findings and the NSCAS schedules, NWEA recommends conducting a common item linking study between MAP Growth and NSCAS instead using spring 2020 data. To conduct this study, MAP Growth items will be added to the spring 2020 NSCAS test forms in the last five item slots. NSCAS and MAP Growth use different item players with different formatting and item display settings. As a result, embedding MAP Growth items directly into the NSCAS player would not allow the linking constant from NSCAS to MAP Growth to be obtained. Therefore, a subset of items on the MAP Growth tests that are the least different in formatting from NSCAS were selected for the common item linking study. Simulations were ran with these MAP Growth items included to verify the administration. Common item linking will be conducted in summer 2020 following a similar analysis procedure used for common person linking.

*Document 4: Through-Year Common Person Linking Study Results*

1. To what degree should one expect projected MAP Growth scores to be able to hold the longitudinal growth interpretations on the RIT scale?
2. What do the success criteria look like for NSCAS-to-RIT linking?
3. If educators use NSCAS scores for instruction, what are the appropriate uses for educators and districts for projected MAP Growth scores?
4. Should NWEA use equipercentile linking if IRT linking fails?

*Document 5: MAP Growth Item Selection, Simulations, and Linking Plan*

1. Does the TAC have any feedback on the MAP Growth item selection process?
2. Does the TAC have any feedback on the simulation results with MAP Growth items?
3. Does the TAC have any recommendation for the common item linking?

**11:00 – 11:15: Break**

**11:15 – 12:15: Through-Year Research Studies for Year 4 (2020–2021)**

Research and development of the Nebraska through-year solution began in 2019–2020 and will continue through 2020–2021 (i.e., Year 3 and Year 4 of the Nebraska contract), with the goal of administering the through-year assessment in 2021–2022 (Year 5). As part of the research and development process, NWEA is conducting a series of research studies intended to investigate the transition of the NSCAS Summative assessment to a through-year test design. Study 1 and Study 2 have already begun and are ongoing, and Studies 3, 4, and 5 will be conducted in 2020–2021 (Year 4). Study 3 will occur in Fall 2020 to evaluate the modified MAP Growth item bank, Study 4 will occur in Winter 2020–2021 during the MAP Growth test window to tryout the modified MAP Growth pilot, and Study 5 will be conducted in Spring 2021 to evaluate if scores from the through-year and traditional MAP Growth assessments are comparable.

*Document 6a: Through-Year Research Studies in Year 4*

*Document 6b: Through-Year Design Considerations*

*Document 6c: Through-Year Literature Review*

1. Does the TAC have any recommendation for the studies?

**12:15 – 1:00: Lunch: Through-Year Adaptive Training & Communication**

**1:00 – 1:45: Spring 2020 NSCAS Science Field Test Update**

A full-scale standalone field test with approximately 22,000 students will be administered in Spring 2020 to collect information about how well the new NSCAS Science test design and newly developed performance tasks function prior to the operational launch in Spring 2021. At the September 2019 TAC meeting, NWEA presented the field test design and results from a dimensionality study conducted to evaluate potential measurement models. This document presents the most recent approach to the spring 2020 field test and the psychometric analysis plan to evaluate the quality of the performance tasks and prompts and calibrate all prompts. NWEA will also continue the dimensionality study to determine a measurement model that captures the patterns within the data and is most appropriate to be used in an operational setting. This analysis will extend the previous measurement model investigations by using field test data that better resembles the operational test and evaluating additional measurement models to make a final model recommendation.

The new NSCAS Science assessment is designed to measure three-dimensional science learning, incorporating elements of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs) from the Nebraska College and Career Ready Standards for Science (NCCRS-S). Each grade has three test forms, each with seven tasks and 4–8 associated prompts. Each form will be completed by approximately 7,300 students. Forms were constructed to balance as much as possible the DCIs, SEPs, and CCCs. Linking tasks are also included in each form.

*Document 7: Spring 2020 NSCAS Science Field Test and Analysis Plan*

1. Does the TAC have any recommendations for the planned psychometric analyses and the measurement models to be investigated?

**1:45 – 3:15: AQuESTT Accountability Topics (Work in Break)**

**Review ESSA Designation Filter**

Share numbers from October designation, and show how each stage of system filtered schools. Seek recommendations for improvement. Discuss high school issue, and seek recommendations*.*

*Document 8: ESSA Designation Filter Analysis*

*Document 9: 2018-2019 CSI, TSI, and ATSI Designation Business Rules*

1. In what ways can the NDE improve the designation filters?
2. Are there better comparison groups than Title I schools?
3. How can we address the fact that we had so few high schools identified for TSI or ATSI?

**Analyze Early Work on Student Growth Percentiles**

The AQuESTT Accountability System currently uses a simple gain score model for the Growth Indicator. NDE has been exploring and analyzing data with new growth measures that will eventually replace the simple gain score model.

*Document 10: TAC-SGP Presentation*

*Document 11: AQuESTT Indicator Interaction*

*Document 12: 2018-2019 AQuESTT Classification Business Rules*

1. What benefits or cautions should NDE contemplate as we consider adding SGP as another growth indicator?
2. Do we need to have a weighting scheme between the simple gain and the SGP methods?

**3:15 – 3:30: Next Meeting/Adjourn**