

**Nebraska's Technical Advisory Committee Meeting**  
**Nebraska Department of Education**  
**March 22, 2019**

**Cornhusker Hotel, Lincoln, NE**  
**8:00 a.m. – 3:30 p.m.**

**8:00 – 8:30: Check-in & Breakfast**

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

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

**8:40 – 9:10: NSCAS Summative General: Implementation and Support of Vertical Scale**

Following the Spring 2018 administration, vertical scales were established for the first time for the NSCAS Summative ELA and Mathematics assessments. Vertical linking items were used to establish the vertical scale to show growth across grades, and horizontal linking items were used to establish a new base scale for each grade. In this way, pre-equated scores can be available for the Spring 2019 administration.

*Document 2: 2018 Vertical Scaling*

1. Does the TAC have advice for NDE on helping districts interpret and use information provided by the vertical scales?
2. Are there common misuses of vertical scales that NDE should help districts avoid?
3. Are there recommended technical checks that should be run on the vertical scales in Year 3 and/or beyond prior to the release of scores?

**9:10 – 10:15: NSCAS Summative General: Paper-Pencil (PP) Fixed-Form Construction**

The 2018 fixed-form test construction process focused on the strand-level content distribution (i.e., the external PP blueprints were the reference for the PP item selection for both operational and anchor items). The percentage of item distribution was kept within 10% of difference in terms of DOK and item type using the 2017 PP forms as the content references. As for the statistical references, the 2017 PP forms were used to compare the TCC and means of the IRT difficulty parameter. The construction of the 2019 fixed forms was the same as the 2018 process in general, but the anchor set was not included in the PP forms (i.e., the external blueprint was the reference and the 2018 PP form was used as both a content and statistical reference when selecting the 2019 PP items).

*Document 3: Fixed Form Construction*

1. What does the TAC recommend for the PP item selection for 2020 and later in ELA and Mathematics?
2. What does the TAC recommend for the anchor item selection for 2020 and later in ELA and Mathematics?

**10:15 – 10:30: Break**

**10:30 – 11:30: NSCAS Summative General: Proof of Concept Simulation**

During the February 2018 TAC meeting, TAC members requested a simulation of the constraint engine at the strand level to provide more insight into the flexibility of item pools. These simulation results include a comparison of two different constraints (i.e., indicator vs. strand level) in terms of content coverage, student ability estimation accuracy, and item exposure.

*Document 4: 2019 Strand vs. Indicator Level Simulations Report*

1. Does the TAC have questions regarding the simulation study NWEA provided?
2. Which constraint level(s) does the TAC recommend for the 2020 simulation?

**11:30 – 12:15: Working Lunch (Year 2 Research Studies)**

**Study on Accommodations - specifically zoom**

- This study will include a focus on student use of the zoom functionality. The methodology will include an observation protocol and student interviews. (NWEA staff could potentially conduct observations while staff are onsite for TAC)
  - Timeline = completion in early Winter (November)

**Device Comparability Study**

- Timeline = completion in early Winter (November)

**Literature Review of Accommodations**

- This is needed for Peer Review
  - Timeline = completion in July

**12:15 – 1:30: NSCAS Evaluation Plan**

The NSCAS just completed the first year of implementation. NDE is interested in a comprehensive evaluation program that examines whether the program is meeting expectations and provides pathways toward improvement.

1. What metrics and processes does the TAC recommend for the NSCAS evaluation plan?
2. Who should be involved in the evaluation process?
3. What lessons and challenges from other programs can be leveraged in the creation of the NSCAS evaluation plan?

**1:30 – 1:45: Break**

**1:45 – 3:15: AQuESTT Accountability System**

*Growth Measure:* With a new vertical scale for NSCAS, and in an effort to continuously improve AQuESTT, NDE is seeking input on measures of student progress. Currently, AQuESTT uses a progression table to indicate growth, as well as measures of improvement, and reduction in non-proficiency.

*Document 5 (Primary): 2017-2018 AQuESTT Classification Rules*

*Document 6 (Primary): Data Quality Campaign Growth Resources*

*Document 7 (Primary): Growth Model Comparison Study Summary*

*Document 8 (Supplementary): Growth Model Comparison Study Complete*

1. What are the benefits and drawbacks to this system?
2. What are alternative measures of growth that could be considered (EVASS, Student Growth Percentiles, alternative growth measure)?
3. Should we implement these now or keep the system stable for another year?

*Stability and Additional Indicators*

1. How can we ensure a stable system (e.g., so schools do not go from Excellent to Needs Improvement just because they have small N-size)?
2. As we consider alternative measures aligned to the tenets of AQuESTT, what do we need to keep in mind? What is promising and concerning about the potential expansion?

**3:15 – 3:30: 2019-20 TAC Date Discussion - Please bring calendars**