

Technical Advisory Committee
Tuesday October 19, 2010
Embassy Suites Hotel
8:30 – 3:30 PM

8:30 AM Welcome and Introductions – Pat

8:45 AM Approve Minutes (Document 01) – Brian

All TAC members are encouraged to read all of the information, but because of the great volume of information, it might not be possible for all TAC members to study each section. So, for that reason, TAC members have been asked to briefly comment report on certain sections of the documentation.

8:55-9:30 Update: NeSA Reading Test Score Release (Document 02) – Pat – Dallas- Linda

The release of the NeSA-R test scores was completed in stages. School districts received their test score reports including proficiency levels and scale scores on August 16th. The first release of state scale scores and proficiency levels to the media was August 23rd and to the public on August 25th. Disaggregated data with accountability decisions were released on October 13th. Several tools were developed for parents during the release including a brochure in both Spanish and English and a video in both languages. The NDE in partnership with the Educational Service Units are planning collaborative professional sessions to be delivered across the state entitled: *Leadership in the use of NeSA Data*.

Questions: What observations do the TAC members have regarding the NeSA results? What trends should Nebraska expect in future scores? What recommendations do you have for future data releases? As the professional development sessions using NeSA data are delivered across the state, what points should be stressed with school districts?

9:30-10:00 Update: Long Range Assessment Plan (Document 03) - Richard and Jessica
Item Bank Report- (Document 04) – Richard and Jessica

As requested by the TAC in June, DRC will present updated planning with the NDE that has occurred in the last few months.

Questions: Does the TAC have any questions about the current long range assessment plan or the number of items in the bank?

10:00-10:15 Break

10:15-11:30 Update: The NeSA-R Technical Report (Document 05) – Richard, Wayne and DRC
The Final Standard Setting Report (Document 6) – Wayne and DRC
The NeSA Mode Comparability Report (Document 07) – Brian and John

The first operational NeSA testing occurred in the spring of 2010. The technical documentation has been completed for the NeSA-R including sections on item development, forms construction, validity and reliability, performance standards, and embedded field testing. The submission of the technical report will be a large component of the NCLB peer review evidence to be submitted by December 1, 2010.

The NDE and CAL are planning a more comprehensive comparability report in 2011 than was completed in 2010. The 2011 study will include the comparison of specific disaggregated groups for mode effect. For 2010, the attached report provides an initial look at mode effect, and essentially answers the question as to whether there was a difference for students taking the test online or paper/pencil. The preliminary report released at this time is just a beginning analysis, showing that for 92.2% of the items, there was essentially no difference. NDE has a plan to examine the items to determine possible reasons why for 7.8% of the items (N=26) there was a mode effect.

Questions: Are there questions or concerns about any of the evidence presented in the technical report? Does the technical report meet the expectations of the TAC? What recommendations would the TAC have as we go forth with the mathematics test development? Are there any issues in the comparability study that need to be addressed prior to the more complete study in 2011?

11:30-12:00 Lunch – Begin the discussion of Statewide Writing

12:00-1:15 Transition of the NeSA-writing assessment – (Documents 08, 09, 10) Pat, Linda, and Dallas

The statewide writing assessment has been in place for the last 10 years, and relatively little has changed. However, the reading and writing standards were revised in that time, and the revised standards require a more complete measurement of the qualities of writing than the current holistic approach provided. Further the State Board of Education voiced support for analytic scoring. With the push for online testing from some districts and from the business community, it was decided to put together a transition plan for statewide writing and that this was the appropriate time for change.

An RFP was issued and posted at the end of May, and all vendors were invited to submit proposals. Five potential contractors responded with their proposals. An evaluation team examined all of the proposals, scored them, and determined in July that the contract should be awarded to DRC. Since that time, the NDE and DRC have been making plans to integrate all assessed subjects under one umbrella: reading, mathematics, science, AND writing.

Many of the steps in the writing process will continue to involve the NDE and the teachers in Nebraska: rubric development, prompt development, field testing, scoring of prompts, the appeals process, and professional development. The delivery of scannable test booklets, scoring, and the generation of scoring reports will be handled by DRC.

As noted in the writing plan and accompanying documents very little changes in 2011 with the writing process in grades 4 and 8, but the changes begin in grade 11 with the online field testing and analytic scoring.

Questions: What issues should Nebraska consider in the transition of holistic to analytic scoring? What recommendations does the TAC have for Nebraska regarding online test administration? What type of study would the TAC recommend to determine whether 4th graders are ready for online testing? When would that study be best conducted?

1:15-1:30 Break

1:30-3:00 State Accountability Model (Documents 11,12,13,14) – Pat, Bill, and Brian

For the past several months a subcommittee of the State Board of Education has been working on developing a new State Accountability Model. The board has wanted to be sure that accountability decisions about Nebraska schools meet Nebraska goals and are not limited to only the federal accountability decisions of AYP (Adequate Yearly Progress) and Persistently Low Performing Schools (PLAS).

Using the checklist for State Accountability Systems obtained from a recent CCSSO publication on accountability, the subcommittee used the questions to reach consensus regarding a proposed accountability framework for Nebraska. The board committee has agreed upon high level goals, values, and belief statements, but intends to allow the implementation details to unfold over time as each new NeSA test is added and data validated. What is being presented at this meeting is the most recent document - a “work in progress.”

At this time the board is proposing that the implementation includes a multi-indicator model using NeSA test scores, participation rates, a growth factor in the elementary

grades and a graduation rate in the high school. The committee is interested in the model being simple, especially in light of the fact that in future years the Common Core system will likely include an accountability component. The subcommittee intends to bring the proposed state accountability framework to the full board for discussion. One of the most important aspects of the system design is how growth and improvement over time should be calculated.

Questions: What are the TAC's views about the approach of agreeing upon core principals and then letting the implementation follow to math those goals, values, and belief statements? What general recommendations would the TAC offer for the calculation of growth and improvement over time? If the model proceeds using differences between scale scores to measure growth, what will Nebraska need in the assessment results to insure valid measurement? What considerations should the board keep in mind as this framework is released and shared with school districts and the public?

3:00-3:30 Wrap up and next steps
Next meeting dates