

**National Advisory Committee**  
**Friday, June 25, 2010**  
**Cornhusker Marriott Hotel**  
**8:30-3:30 PM**

- 8:30 AM Welcome and Introductions – Pat
- 8:45 AM Approve Minutes (Document 1) – Brian
- 8:55-10:00 Update 2010: NeSA-Test Statistics and Customer Service Recap  
Operational Report (Document 2) – DRC (Patricia and Ron)

The 2010 NeSA testing window was March 27-April 30<sup>th</sup>. Both the reading operational tests in grades 3-8, 11 were administered as well as the field testing of mathematics in the same grades. The vast majority of students were tested online, and reports from the districts were positive. In addition to daily feedback and an observation process scheduled in 64 districts, online surveys provided feedback from teachers and administrators regarding the testing.

*Questions for the NAC:*

*What does the NAC observe about the descriptive statistics in operational reading that will help us plan for future years?*

*Are these preliminary reading numbers appropriate given the purposes of NeSA?*

*Do you see anything in the mathematics field test statistics that will help us in building operational mathematics forms for 2011?*

*We are on track to have both reading and mathematics operational and to field test science in the spring of 2011. What suggestions or alerts would you suggest as we move forward?*

- 10:00-10:15 Update: Standard Setting – (Document 3) --DRC

The NAC endorsed a multi-step process for the NeSA standard setting at its October meeting. Two of the steps have taken place including a meeting in February when a group of policy makers, media, and community members were provided an overview of the cut score processes to be applied to NeSA. Secondly, a Contrasting Group Method was undertaken in March with approximately 500 teachers responding to a survey with their professional judgment about the levels their students would achieve on the reading test. The third step, the Bookmark Method, the method of record, will occur June 28-30<sup>th</sup>. Panelists with expertise in reading content and experience with students in their respective grade levels will be participating in this process. The Bookmark

panelists will be provided impact data including the earlier survey information from teachers as well as NAEP and ACT impact data.

*Questions for the NAC:*

*Does the NAC have any recommendations about how this information should be shared with the State Board of Education in July as they approve the cut scores?*

*Are there suggestions about how cut score information should be shared with the school districts and with the public?*

10:15-10:30 Break

10:30-11:30 Long Range Assessment Schedule (Document 4) – DRC – Jessica Tickle

At a recent planning meeting, the NDE and DRC met to discuss the long range testing development schedule for reading, mathematics, and science. The discussion included the numbers of items and forms needed along with the plan for equating tests across years.

*Questions for the NAC:*

*Does the plan look sound and “doable?”*

*Are there suggestions you would have to strengthen this plan?*

11:30-12:15 Working lunch

Update: Reporting NeSA Results (Documents 5, 6, 7) – Pat

At the October meeting the NAC made some important suggestions about the reporting forms to be provided to parents and to schools in the NeSA release. Those changes were made in the report forms. Documents 5 and 6 are individual student reports for parents and a sample of the interpretative materials.

School districts should receive their first NeSA results in mid August, and following that, the NDE is planning an online display of building and district average scale scores. The full release of NeSA information including disaggregated groups and AYP accountability will follow in the fall with the release of the State of the Schools Report. Document 7 is a draft of the display report that will appear on the State of the Schools Report.

*Questions for the NAC:*

*As the NDE is releasing scale scores on its first-ever state test, are there additional steps that could be taken to better inform parents about their child’s score on NeSA?*

*Do you have any suggestions for the school and district summaries?*

*Do the draft displays of the State of the Schools Report emphasize the information appropriately?*

*Does the NAC have any suggestions or recommendations for the first public release of state reading test scores?*

12:15-1:00 Comparability Study (Document 8) -- DRC/CAL

Since NeSA tests were administered in both an online testing mode and paper/pencil, a comparability study is scheduled to determine whether the construct of the tests was fair to students regardless of mode. The study is due in September, so the NAC will be able to see it at the October meeting.

*Questions for the NAC:*

*Does the NAC have any questions about the methodology being used for the comparability study?*

*Is there a point (75%, 80%, 90%) at which the high percentage of students taking the test online removes the need for a formal comparability study?*

1:00-2:00 PM State Accountability – Next Steps – (Document 9 – timeline, Document 8 – Study Proposal) --Pat and Bill Auty (by phone)

The NAC indicated at earlier meetings that it is important for Nebraska to define its purpose for an accountability system and then design accordingly. In the past few months a sub-committee of the State Board of Education has been meeting to discuss the purpose and design of the state accountability system that will evolve over the next few years as state data becomes available. The State Board of Education has directed the Commissioner and the NDE to present a proposal for a state accountability model for board's consideration by September. Document 9 provides a proposed timeline of the next steps.

In addition to clearly reporting and displaying student results for the purpose of finding areas of strong performance and the areas where improvement is needed, the State Board of Education wants to include student growth over time as a component in the state accountability system. One model under consideration is the student growth percentile model used in the state of Colorado developed by Damian Bentenbetter. The model does not require that the state tests be vertically scaled, and it allows for the reporting of both status and growth. Document 10 presents an overview of the study plan.

*Questions for the NAC:*

*Does the timeline seem reasonable? What additional steps might be required?*

*The NDE will analyze past local district test results to investigate reading growth across local and NeSA assessments. Does the NAC have suggestions about the methodology of the proposed pilot studies to be conducted?*

*Should the study analyze every grade, or is a sample sufficient?*

*Besides student performance, graduation rate, and a growth component, what additional data sources might be recommended for use in state accountability systems?*

*Is the timeline reasonable for implementation?*

*What overall recommendations does the NAC have for the proposal to be presented in September?*

2:00-2:15 Break – DRC will be asked to leave the room

2:15-2:45 Discussion: Statewide Writing Assessment (materials will be handed out at the meeting)

2:45-3:15 Discussion: Common Core Assessment (Document 11, 12) –Pat

Nebraska State Accountability required the revision of state standards in the four core subject areas. Both the reading and mathematics standards have been revised, validated by external sources, and adopted by the State Board of Education. The science standards are on target for final work this summer and social studies is scheduled to begin in the winter.

At the same time both the Common Core Standards and assessment discussion has been going on and several Nebraskans have been involved in the development process. In addition to providing feedback to the Common Core Standards, Nebraska has been participating in the SMARTER Balanced assessment consortium. This group of states includes 30+ member states and is working on a proposal for a common core assessment including computer adaptive testing, performance assessment, and formative assessment process that involve teachers across all of the member states in the consortium. Documents 11 and 12 include the theory of action and assessment design of the Common Core Assessment.

*Questions for the NAC:*

*In light of the national discussion what steps NDE should be considering now in the development of the Nebraska State Accountability? Did the plan for long-range test development ensure that Nebraska has appropriate assessment until the RTTT assessments are ready?*

*What is the NAC's opinion of computer adaptive testing? Through-course assessment?*

*What considerations should be made for large scale performance assessments?*

3:15-3:30      Wrap up and next steps – Brian and Pat

*Questions for the NAC:*

*What observations does the NAC have about the overall development and process of Nebraska State Accountability?*

*Are there steps the NDE can take to improve the process?*

*What will be the next key steps we should consider?*

*What dates will work for meeting in 2011?*

*Next Scheduled Meeting: Tuesday, October 19<sup>th</sup>, 2010 - Embassy Suites-Lincoln*