

**Nebraska Technical Advisory Committee Meeting
Nebraska Department of Education
September 20, 2019**

**Hilton Garden Inn, Lincoln, NE
8:00 a.m. – 3:30 p.m.**

8:00 – 8:30: Check-in & Breakfast

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

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

8:40 – 9:40: Science Measurement Model

NWEA conducted a study that examined the appropriateness of different measurement models for the new NSCAS Science assessment based on the Spring 2019 pilot test data. Preliminary results suggest potential multidimensionality of the data in terms of the three dimensions of the Nebraska College and Career Ready Standards for Science (NCCRS-S). However, a unidimensional IRT model might be preferred when considering the report goal, item level fitness, reliability, and the time required for model convergence. NWEA is conducting a simulation study to explore the robustness of a unidimensional IRT model with simulated multidimensional data under various conditions.

Document 2: NSCAS Science measurement model analyses

1. Does the TAC have recommendations for the final measurement model?
2. Do the TAC and NDE have advice for the design of the simulation study?

9:40 – 10:40: Science Field Test Approach

Eleven Grade 5 tasks and 10 Grade 8 tasks were developed in Summer 2019. Each of these scenario-based science tasks are based on a phenomena, include three or four prompts, and will be field tested in Spring 2020 in a standalone field test to calibrate the prompts and create a science scale for the operational tests at Grades 5 and 8. An embedded approach will then be used to field test new tasks starting in Spring 2021.

Document 3: NSCAS Science field test approach

1. Does the TAC have any concerns that should be addressed in the field test?
2. What field test design(s) does the TAC suggest would be most appropriate for NSCAS Science?
3. For the Spring 2020 standalone field test, which design approach is likely to be most successful? What are the issues that must be attended to in implementing each design?
4. For the ongoing embedded field testing beginning in Spring 2021, how effective is the proposed approach in being able to estimate how the new science tasks are likely to function operationally? What are the issues that must be attended to in implementing this design?

10:40 – 11:00: Break

11:00 – 11:45: Test Security

NDE annually updates a comprehensive plan for test security for the NSCAS system. Part of the security plan includes services provided by Caveon, a leader in large-scale assessment security. NDE is considering how to communicate services provided by Caveon as well as the best way to use data provided by Caveon.

Document 4: Caveon Capabilities for NDE

1. How should Nebraska use the test security incident information they collect? What kinds of test security incident information do you feel meets the burden for initiating investigations? Do you have recommendations for the NDE when test security investigations should be conducted? What summary of test security incident information do you think the NDE should publish and disseminate?
2. Does the TAC have any other feedback or advice for NDE?

11:45 – 12:45: Lunch

12:45 – 1:30: NSCAS Alternate Science

NDE will be conducting a NSCAS Alternate Science Field Test in Spring 2020. The field test is in preparation for an operational test aligned to Nebraska College and Career Ready Extended Standards for Science in Spring 2021.

Document 5: Caveon Capabilities for NDE

1. Does the TAC have any feedback for the processes described in preparation for the operational test in 2021?

1:30 – 1:45: Break

1:45 – 2:30: ESSA Business Rules Review

In an effort to focus resources to the schools most needing support and improvement and to ensure compliance with federal accountability requirements, the NDE designates schools for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI). These designations follow outlined policies written in the ESSA plan, and share the AQuESTT indicators used for classification.

Document 6: CSI & TSI Business Rules

1. Do the attached business rules align with the NDE's ESSA plan?
2. Are there suggestions for adding clarity to the business rules?

2:30 – 3:15: AQuESTT Future Indicators

Implemented for the first time in 2015, the Accountability for a Quality Education System, Today and Tomorrow (AQuESTT), was born out of the Nebraska Quality Education Act of 2012. During its development, the Nebraska State Board of Education envisioned a broader, bolder, better system of accountability focused on six tenets - Assessment; Educator Effectiveness; College, Career, and Civic Ready; Positive Partnerships and Relationships; Educational Opportunities and Access; and Transitions.

Three major changes have spurred enhancements to the AQuESTT system. First, the State Board's 2016 Strategic Vision and Direction set ambitious, long-term goals aligned to the tenets of AQuESTT. Nearly simultaneously, the state embarked upon higher, more rigorous college and career ready standards and assessments. Finally, the passage of the Every Student Succeeds Act provided significantly more flexibility for states to innovate with their school accountability systems. Taken together, these three changes provide a window to achieve the broader vision of accountability, and to signal progress toward schools in meeting the State Board's aspirational goals outlined in the Strategic Vision and Direction.

Document 7: AQuESTT Indicators

1. These descriptions are written at a high-level. When operationalized what are concerns you may have?
2. How might these indicators affect schools of varying sizes differently?
3. What will the inclusion of these indicators do to the stability of the system?
4. Are there any additional indicators that should be considered?
5. What do you need to see by your next TAC meeting that would help add clarity? (ex. Business rules, preliminary data on these indicators)

3:15 – 3:30: Next Meeting/Adjourn