

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, March 2, 2023 2:30 PM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** The Lincoln Marriott Cornhusker Hotel  
Lancaster 1, 2, 3  
333 South 13th Street  
Lincoln, NE 68508
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/stateboard/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Friday Thursday, March 2, 2023, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER  
President Gubbels
  - 1.1. Roll Call  
President Gubbels
  - 1.2. Pledge of Allegiance  
President Gubbels
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President Gubbels
2. BUSINESS  
President Gubbels
  - 2.1. Statewide assessment information

3. ADJOURNMENT  
President Gubbels

The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. tomorrow in this room.



# Assessment

State Board of Education

Work Session

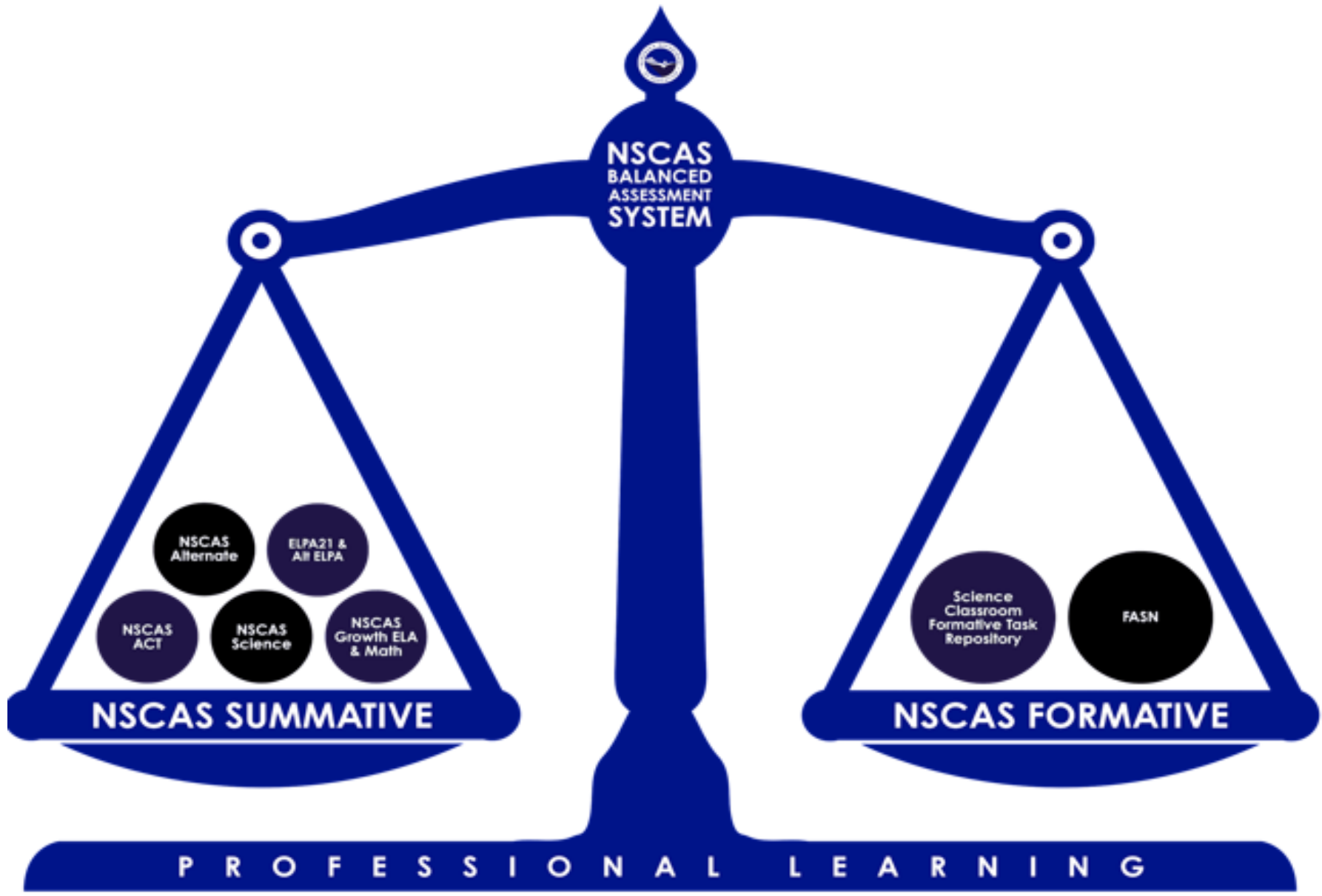
March 2, 2023

# Agenda

- Purpose
- Assessment
  - Types of assessment
  - Why do we assess?
  - What do we assess?
  - How do we assess?
  - Who do we assess?
  - With whom do we contract?
- Assessment and Accountability
- State Board actions - 2008-2022
- NSCAS
- NSCAS Growth
- MAP Growth
- RIT vs Scale Score
- How Teachers Can Use NSCAS Growth
- Through-year Assessment
- Request for Proposal (RFP)

## Purpose

To provide clarity regarding the Nebraska assessment system, known as NSCAS.





# Assessment

# Types of Assessment

- **Diagnostic:** An assessment that occurs before the learning activity, these are called diagnostic because the results can be used to *diagnose* problem areas to focus on during the teaching to come. This is often referred to as an interim assessment.
- **Formative:** An assessment process that occurs during the learning process, these are called formative because the results can be used to *inform* what to do next for students as learning is occurring. Assessment *for* learning.
- **Summative:** When assessments happen after the learning activity, these are called summative because the results are a summation *of* learning that has occurred.

# Assessment – Why do we assess at the federal level?

- The Elementary and Secondary Education Act (ESEA) of 1965 made standardized testing a requirement in public schools.
- The Every Student Succeeds Act reauthorized the ESEA.
  - Federal testing requirements under section 1111(b)(2)(B)(v)(I)–(II), to assess all students in a State annually in reading/ language arts and mathematics in grades 3–8 and once in grades 9–12 and to assess all students in the State in science at least once in each grade span (i.e., grades 3–5, 6–9, and 10–12).

# Assessment – Why do we assess at the state level?

- **State Statute:** Nebraska Revised Statutes 79-760.03
  - Beginning with the 2009-2010 school year, the State Board of Education shall implement a statewide system for the assessment of student learning...
  - Adopt a plan for assessment
  - The Governor appoints a technical advisory committee
  - Identifies content areas for assessment and grades assessed
  - Reporting expectations

# Assessment – What do we assess?

- ELA and Math - Grades 3-8 and 3<sup>rd</sup> year cohort
- Science - Grades 5, 8 and 3<sup>rd</sup> year cohort

# Assessment – How do we assess?

- NSCAS Growth assesses ELA & Math, grades 3-8
- NSCAS General Science assesses Science, grades 5 and 8
- The ACT assesses ELA, Math, and Science, the 3<sup>rd</sup> year cohort (generally grade 11)
- Alternate test versions of NSCAS assessments assesses students with significant cognitive disabilities, grades 3-8 and 11
- ELPA21 assesses English Language Learners, K-12. If students are on an IEP, they may be assessed using the ALT ELPA.

# Assessment - Who do we assess?

- Public School Students Tested in Grades 3-8 in Spring 2022: 140,296 (includes Alternate students)
- Public School Students Tested in 3<sup>rd</sup> year cohort: 22,387
- Public School Students Tested NSCAS Growth Fall 2022: 27,806
- Public School Students Tested NSCAS Growth Winter 2022-23: 37,850

# Assessment - Who do we assess?

- Regarding testing of our students who have significant cognitive disabilities, ESSA placed a threshold of 1% of our student population who could be tested using an alternate assessment.
- Regarding testing our English Language Learners, ESSA requires all students in K-12 to be assessed. Accommodations are available for these students if they have an IEP or 504. This includes foreign exchange students.
- Only students in public schools are required to test under 79-760.03. This includes students in Rule 18 schools.

# Assessment – With Whom Do We Contract?

- NWEA – 2017-2024
  - NSCAS then NSCAS Growth
  - MAP Growth
- DRC – 2008-2024
  - Alternate
  - NeSA (2008-2018)
- ACT – 2009-2026
  - College reportable
- Cambium (associated with Federal Programs) – since 2015
  - ELPA21 and ALT ELPA
  - Prior to ELPA21, NE had the ELDA as the statewide ELP assessment



# Assessment and Accountability

# Assessment and Accountability

**Assessment is the process of gathering evidence of student learning to inform education-related decisions.** The quality of both the assessment and associated practices determines the quality of the evidence gathered, which in turn affects the impact of those decisions.

State and federal law **requires states to hold schools accountable for how students achieve.** This means we are responsible for having a plan in place to identify schools that are underperforming. Under the law, there are specific things that must be in the state's accountability system.

# Assessment and Accountability

Statewide assessments are one piece of the accountability system. Specifically, ESSA requires that the accountability system includes a measure of proficiency on the annual assessments **and** a measure of student growth.

Proficiency and growth are included in AQuESTT status and progress indicators. (Other indicators in the Nebraska accountability system include graduation rate, progress toward English Language Proficiency and Chronic absenteeism).

For peer review purposes, statewide assessments must measure how well students perform on assessments measuring grade-level content standards. This is why MAP Growth cannot be used as a statewide assessment.

# Peer Review

- Assessment peer review is the process through which a State demonstrates the technical soundness of its assessment system.
- The U.S. Department's review of State assessment systems is an evidence-based, peer review process for which each State submits evidence to demonstrate that its assessment system meets a set of established criteria, called critical elements.
- A State implementing new assessments or a State that has made significant changes to previously reviewed assessments should submit its assessment system for assessment peer review approximately six months after the first operational administration of its new or significantly changed assessments, or the next available scheduled peer review and prior to the second administration of the new or revised assessments



# State Board Actions 2008-2024

# State Board Actions 2008-2022

- June 2008 – adopted content standards
- September 2008 – approved statewide test grades and norm-referenced tests
- December 2008 – contracted with DRC for statewide assessment (NeSA) as a result of the RFP
- May 2009 – contracted with DRC for statewide assessment
- August 2009 – authorized ACT as high school assessment
- July 2010 – approved cut scores for NeSA assessments

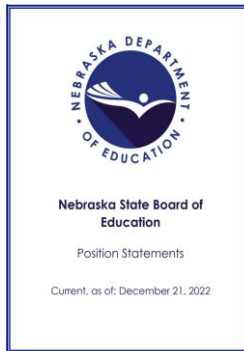
# State Board Actions 2008-2022



- Dec 2016 – Adopts Strategic Vision & Direction – includes Goal 6.2: *By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.*
- May 2017 – contracted with NWEA and DRC for statewide assessment resulting from RFP
- August 2017 – approved cut scores for NeSA ELA
- September 2017 – approved cut scores for ACT

# State Board Actions 2008-2022

- August 2018 – approved cut scores for NSCAS Math
- December 2018 – Approved assessment plan
- October 2019 – Given update on NSCAS innovation and evolution (transition to through-year adaptive assessments)
- March 2020 – adopted 7.1.B. Position Statement S12, Assessment of Student Learning
- June 2020 – extended contracts for the three assessment vendors
- December 2020 – approved assessment plan that outlined the *transition to through-year adaptive assessments*



# State Board Actions 2008-2022

- June 2021 – extended contracts for the three assessment vendors – included description of NSCAS Growth
- June 2022 – extended NWEA and DRC contracts
- August 2022 – approved cut scores for NSCAS Science
- October 2022 – extended NWEA and DRC contracts to 2024
- January 2023 – extended MAP Growth to 2024

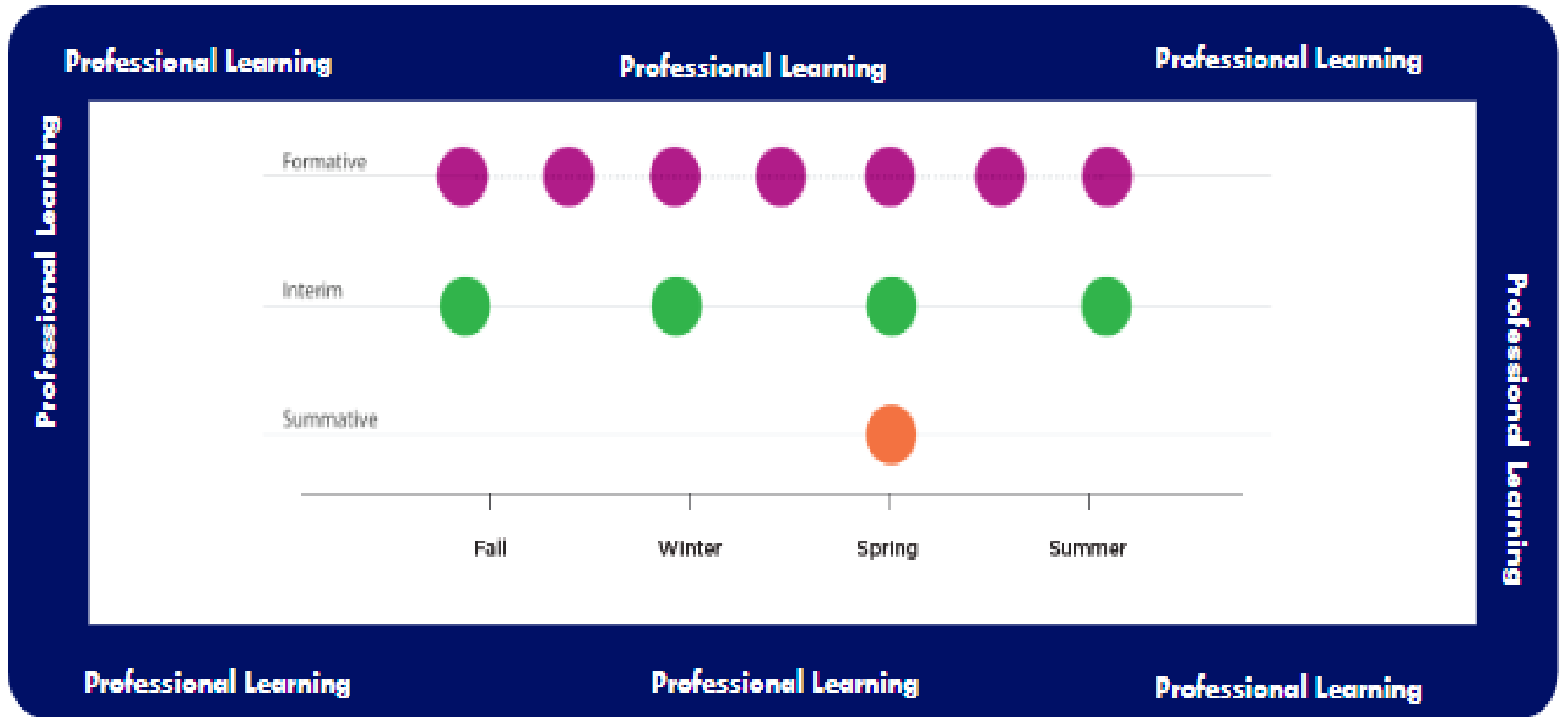


**Questions?**



**NSCAS**

# NSCAS Summative





# NSCAS Growth

# The Beginnings of NSCAS Growth

- ESSA provided states with opportunities to explore new assessment systems.
- In 2018, the NDE partnered with NWEA to design and build a component of the new assessment system, NSCAS Growth. NDE and NWEA engaged with thousands of educators across Nebraska.
- Together we united around a computer-adaptive assessment administered three times a year -- in the fall, winter (optional), and the spring – that measures student mastery towards state standards and produces a spring summative achievement and norm-referenced growth score for each student.

*ESSA is signed into law, providing states with an opportunity to develop new, innovative assessments.*

**2015**

*Ten-year strategic plan enacted, which included using the use of assessments to improve instruction.*

**2017**

*The NDE continued to work with NWEA to develop NSCAS Growth and provide professional learning to educators across Nebraska.*

**2019-2021**

*The NDE will continue to offer NSCAS Growth in the fall and winter, with a fully-operationalized assessment in the spring.*

**2022-2024**

**2016**

*The NDE and the Board embark on a journey to develop a new strategic plan.*

**2018**

*Began partnering with NWEA to develop NSCAS Growth and implemented a new statewide summative assessment.*

**2021- 2022**

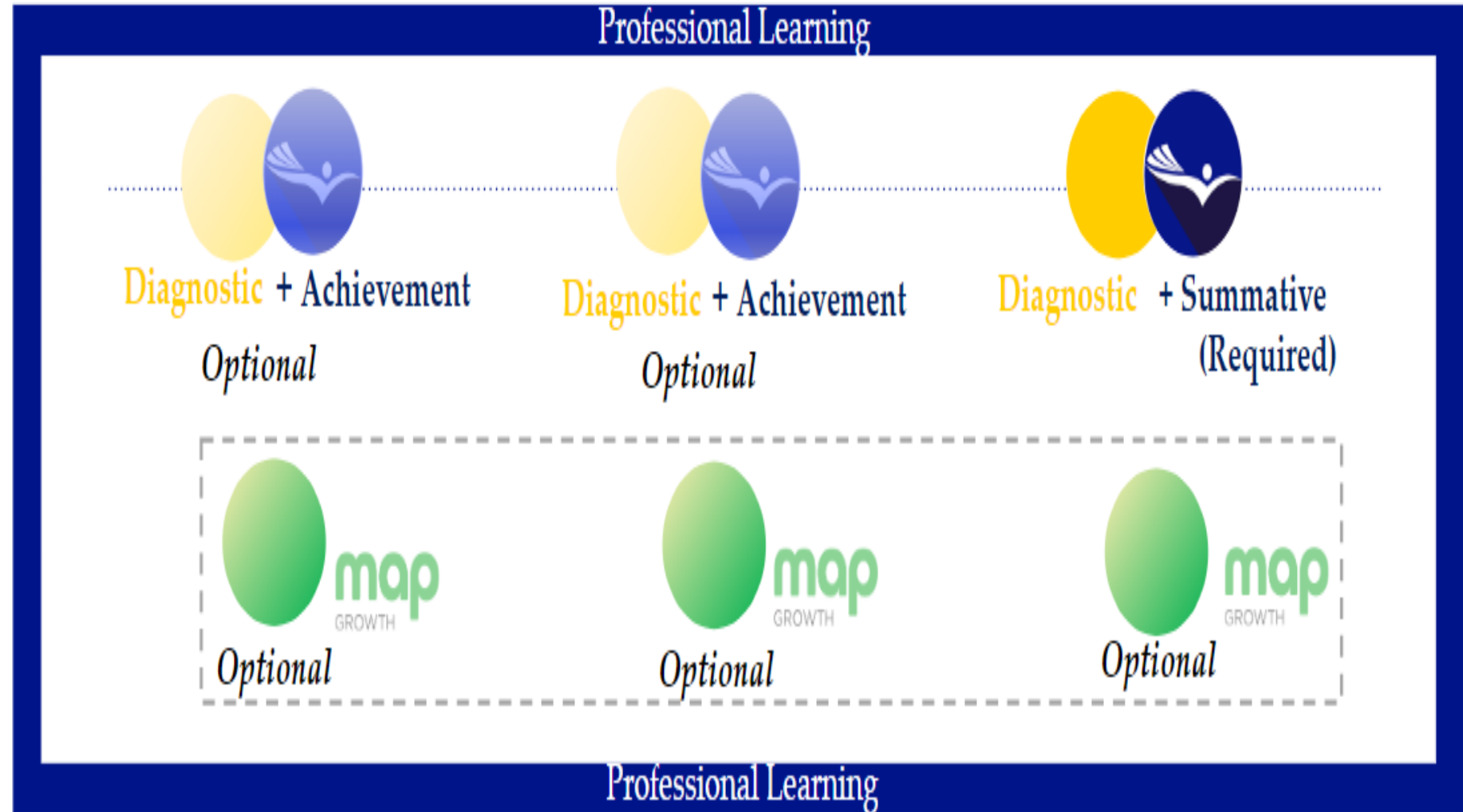
*The NDE administered the first NSCAS Growth pilot in Winter and a fully operationalized assessment in spring*

# Original Vision and Value of NSCAS Growth

- Increase actionable data on student progress throughout the school year
- Integrate the best of interim and summative assessments
  - Effectiveness: Inform instruction and meet accountability needs
  - Ease: Measure growth and proficiency on one platform
  - Efficiency: Reduce testing time
- Test “smarter” using previous results to personalize the test experience for each student in the computer adaptive model

# NSCAS Growth

NSCAS  
Growth  
2022- 2024



# NSCAS Growth

## **Allows multiple measures from one model and:**

- Summative proficiency scores once/year for accountability purposes.
- Grade-level performance data up to three times a year – in time for districts to adjust instruction.
- Growth as year-to-year changes in aggregate summative performance.
- Growth as how much each student learns during the year, regardless of achievement level.

# NSCAS Growth

- Scale score derived from on-grade level items aligned to state standards
  - Students see a scale score and an achievement level descriptor
    - Scale score for ELA – 2220 - 2890
    - Scale score for Math – 1000 - 1550
    - Scale score for Science – 3000 - 3250
    - Achievement Level Descriptor – based on cut scores determined by NE educators and approved by the state board
      - Developing – Developing learners do not yet demonstrate proficient knowledge & skills necessary at this grade level. Results provide evidence the student may need additional support for academic success at the next grade level.
      - ❖ On Track – On track learners demonstrate proficiency in the knowledge & skills necessary at this grade level. Results provide evidence the student will likely be ready for academic success at the next grade level.
      - ❖ Advanced – Advanced learners demonstrate high levels of proficiency in the knowledge and skills necessary at this grade level. These results provide evidence that the student will likely be ready for academic success at the next grade level.

# NSCAS Growth

- Growth/diagnostic score derived from all items. MAP Growth items are aligned to state standards.
  - Students see a growth score – equal interval scale – that can be compared across grades and time
    - RIT based on student performance for time specific interval (i.e., fall, winter, spring, summer)

# NSCAS Growth

NSCAS Growth is both a criterion-referenced test and a norm-referenced test

- Criterion-referenced – measure a student’s knowledge and skills against a set of standards or benchmarks (i.e., NeSA, NSCAS, NSCAS Growth, NAEP)
- Norm-referenced – measures a student’s knowledge and skills against other students, same age/grade, in the nation (i.e., MAP Growth, ACT)

Note: The ACT, a norm-referenced test, is recognized by the federal and state governments as a standard college admission test.



# MAP Growth

# MAP Growth

MAP Growth is an NWEA diagnostic/interim assessment

- Students earn a RIT score for reading, language arts, mathematics, and general science
- Compared with other students of same grade and at the same time of year
- Not aligned to state standards (for this reason, MAP Growth cannot be used as a statewide summative assessment)



# RIT vs Scale Score

# RIT vs Scale Score

The RIT (Rasch Unit) and the NSCAS Growth score are based on the foundational scale, as is all other scale scores. Both are actually “scale scores”. They both are a representation of the total number of correct answers (also known as raw scores) a student has provided that has been converted onto a consistent and standardized scale. For MAP Growth, the range is 100 to 300. For NSCAS Growth, the range varies depending on the content area (i.e., ELA: 2220 – 2890, Math: 1000 – 1550, Science: 3000 – 3250).

# MAP Growth RIT & NSCAS Growth RIT

- Using rigorous psychometric procedures, the two scores have very similar measurement properties.
- NWEA's analyses in Nebraska for the vast majority of students have found that the RIT score is within  $\pm 1$  RIT Score point.
- Assuming no special differences in the factors that affect students getting different scores from testing twice, the RIT score derived from NSCAS Growth can be used as the RIT score that comes from MAP Growth.

# Standard Error of Measurement (SEM)

- Tells how much a score could actually vary due to measurement error.
- SEM is similar to a confidence interval, where a score could be more or less some number of points.
- NWEA found the SEM for RIT and NSCAS Growth scores to be practically identical on the foundational scale.
- Because the scales vary in range, 3 points on one scale is not the same as 3 points on the *other*.



# How Teachers Can Use NSCAS Growth

# How Teachers Can Use NSCAS Growth

- NSCAS data can be used to:
  - Place students in the groups according to their achievement level, or in flexible groups for various purposes
  - Use the content subgroups, like Geometry, to identify standards to re-teach or create groups of students with similar academic needs.
  - Teachers use the student report that identifies the standard, item type, & item difficulty of each question and which questions the student answers correctly.
    - Helps teachers understand where each child is in their learning.

# How Teachers Can Use NSCAS Growth

- NSCAS data can be used to:
  - Teachers use the Achievement Level Explorer statements, along with classroom data & curriculum, to focus instruction for students. The ALE tool also helps identify skills students can work toward. <https://ald-explorer.nwea.org/display-skills>
  - The NSCAS Growth RIT is comparable to MAP Growth – can be used to make instructional decisions

# NSCAS Growth compared to MAP Growth: Information from the assessments

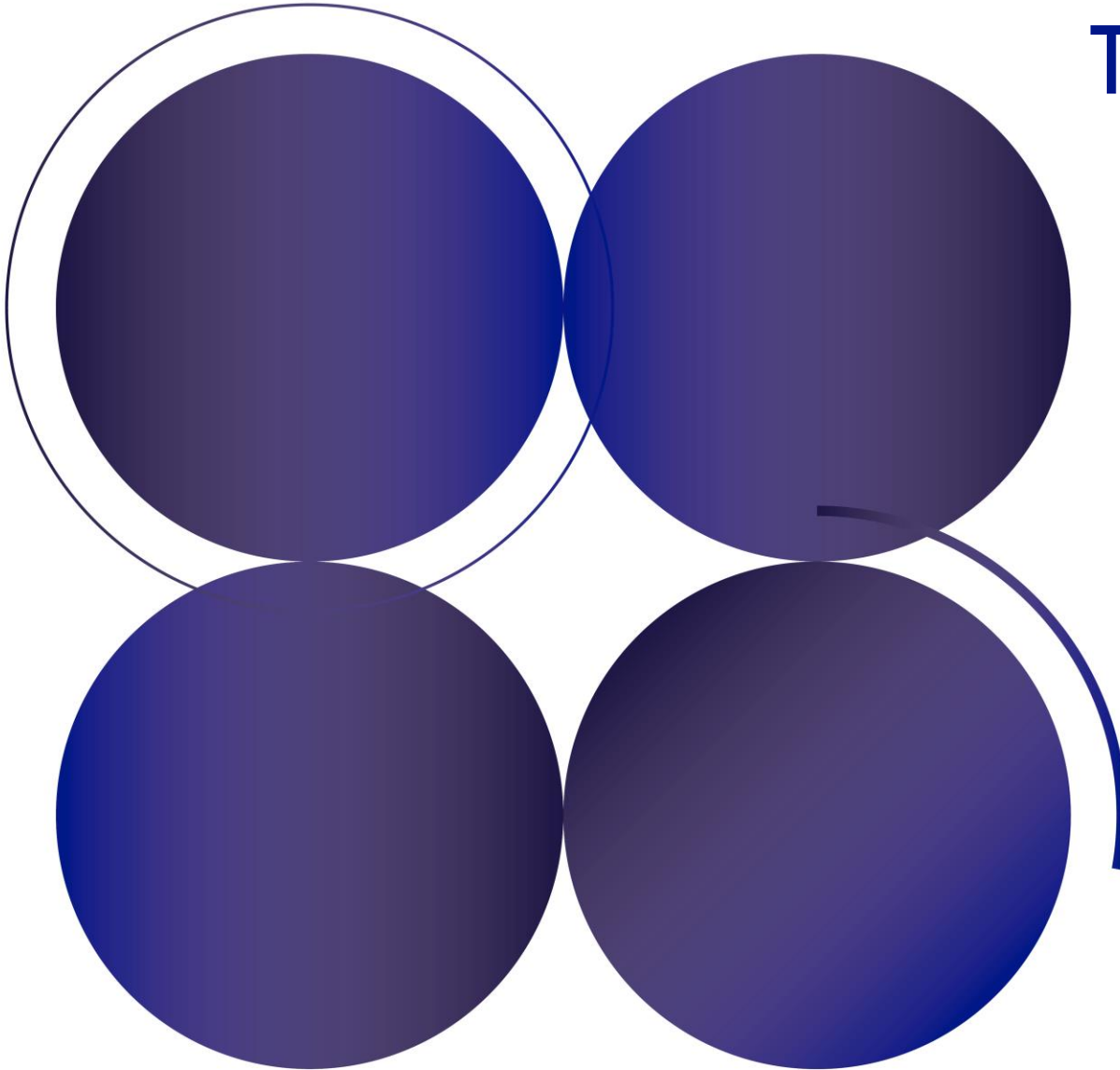
NSCAS Growth		MAP Growth	
Yes	Normative Data	Yes	
Yes	Criterion Data	No	
Yes	Growth Data	Yes	
Yes (coming in spring 2023)	MAP Growth Reports	Yes	
Yes	Summative Test Score	No	
Yes	Grade-level Achievement	No	
Yes	NSCAS Scale Score Growth	No	
Yes	Summative Reports	No	
No	Learning Continuum	Yes	
Yes	Achievement Level Explorer	No	
Yes (coming in spring 2023)	Instructional Connections	Yes	
Yes <a href="#">NSCAS Growth PL Sessions</a>	Professional Learning for Educators	Yes	42



# Through-year Assessment

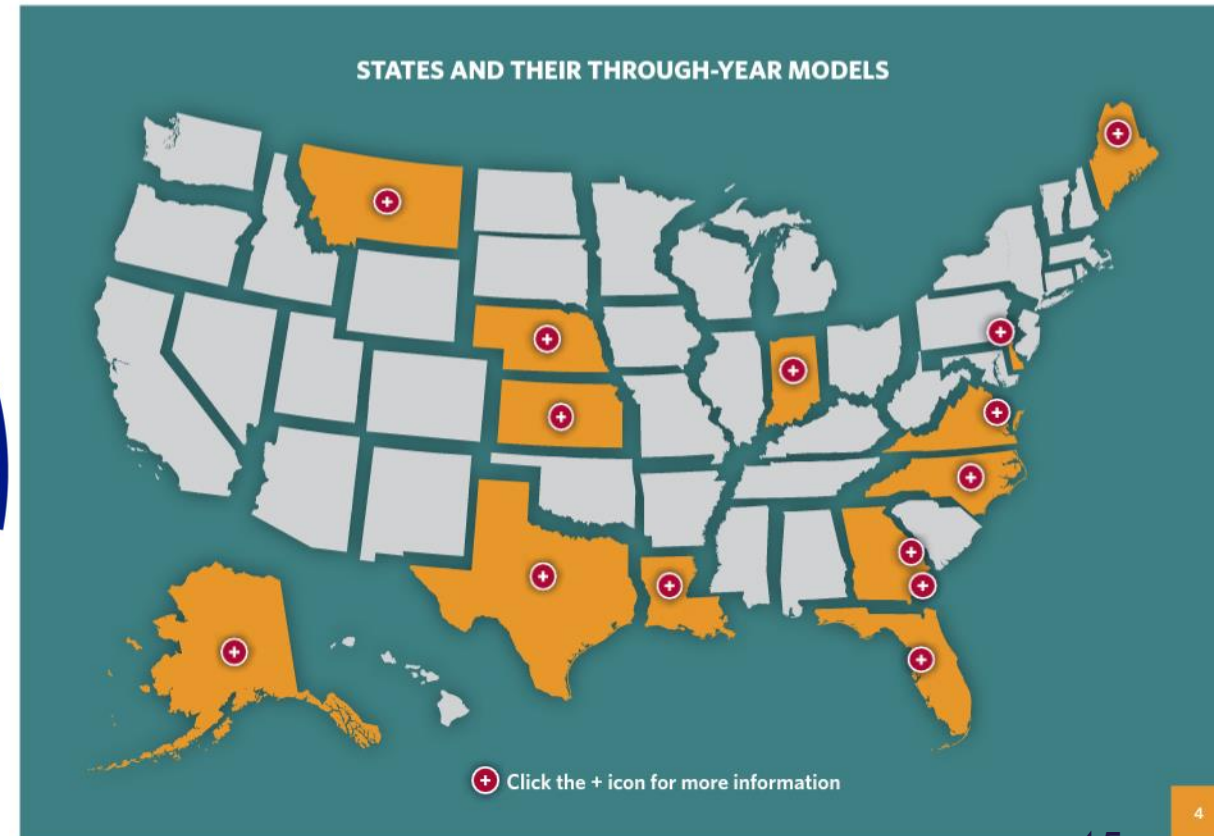
# Through-year Assessment

The Every Student Succeeds—  
Innovative Assessment  
Demonstration Authority provided  
the way forward to move away  
from the traditional summative  
testing experience for students at  
the end of the year.



# Through-year Assessment

- At least 13 other states are conducting a through-year assessment.



<https://www.education-first.com/wp-content/uploads/2023/01/What-are-Through-year-Assessments-1.pdf>

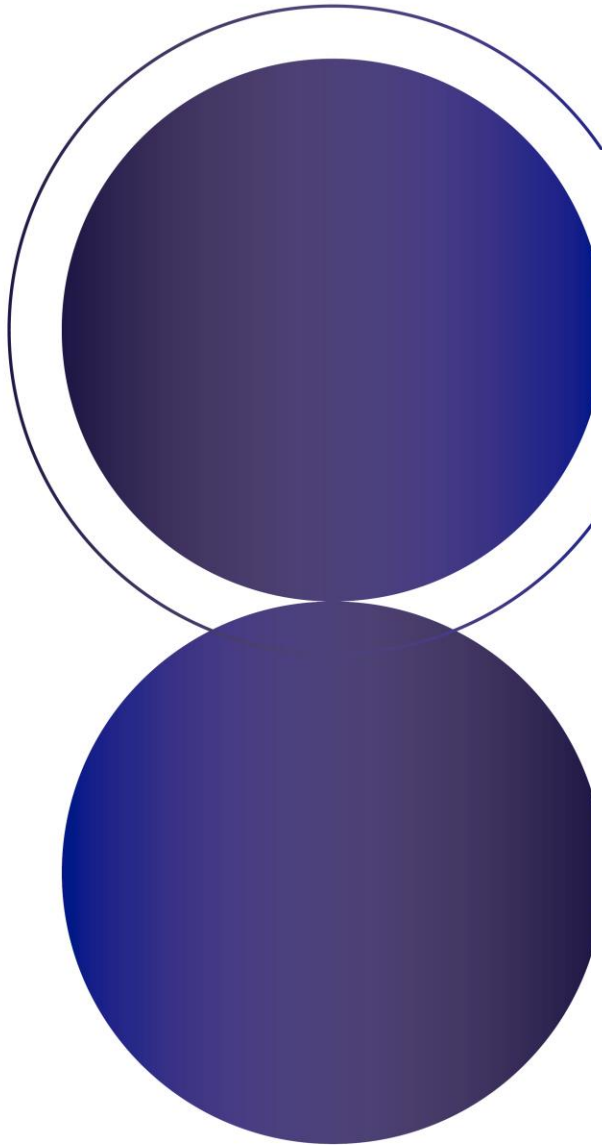
# Through-year Assessment

**Table 3: Comparative summary of states' design choices and other assessment model features.**

FEATURE	AK	DE	FL	GA <sup>1</sup>	GA <sup>2</sup>	IN	KS	LA <sup>3</sup>	ME	MT <sup>4</sup>	NE	NC	TX	VA
Assesses all grade-level standards each time	✓		✓		✓	✓	✓	✓	✓		✓		✓	✓
Assesses a subset of standards each time		✓		✓						✓		✓		
Syncs test with learning or scope and sequence		✓		✓		✓		✓		✓		✓		
Curriculum- connected								✓						
Summative score based on final test	✓		✓		✓	✓	✓		✓		✓	✓	✓	✓
Aggregates tests to create summative score		✓		✓				✓		✓				
Multi-stage or Phase adaptive					✓						✓	✓	✓	
Item-level adaptive	✓		✓		✓				✓		✓			✓
Provides more regular data to educators and families	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**1:** Georgia's Navy System; **2:** Georgia's GMAP consortium; **3:** Louisiana's curriculum-connected assessments; **4:** Louisiana is piloting IAAS in math

# Through-Year Assessment



## What information the test provides

- Normative Data
- Growth Data
- MAP Growth Reports
- MAP Growth Items
- NE Educator Items
  
- MAP Growth Items + NE Educator Items
- Personalized Starting Point
- Summative Test Score
- Grade-level Achievement
- NE Grade-Level Content Standards
- NSCAS Scale Score Growth
- Summative Reports
- Achievement Level Explorer

NSCAS Growth	MAP Growth
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### Diagnostic

<u>F,W,S</u>	<u>F,W,S</u>
<u>F,W,S</u>	<u>F,W,S</u>
<u>F,W,S</u>	<u>F,W,S</u>
<u>F,W,S</u>	<u>F,W,S</u>
<u>F,W,S</u>	

### Achievement

<u>F,W,S</u>
<u>F,W,S</u>
<u>F,W,S</u>
<u>F,W,S</u>
<u>F,W,S</u>
<u>F,W,S</u>
<u>F,W,S</u>

<p>F = Fall W = Winter S = Spring</p>
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# Request for Proposal

# Request for Proposal (RFP)

- A request for proposal (RFP) elicits bids for a project or product, like a statewide assessment.
- The assessment team plans to release an RFP in June 2023 to elicit proposals/bids for a statewide assessment. Five proposals are anticipated.
- The deliverables will be determined by input from the Commissioner and stakeholders.
- The entire process normally takes 6 months.

