

**New Hampshire Department of Education (NHED)****Technical Advisory Committee Meeting****Hilton Garden Inn****July 23-24, 2024****Agenda**

Materials for the meeting can be accessed at the Center's Sharefile site [here](#). If you need assistance accessing Sharefile, please email Scott: [smarion@nciaa.org](mailto:smarion@nciaa.org).

**Invitees:**

- **NHED:** Kristen Crawford, Nate Greene, Kyu-Ryung Hwang, David Harrison, and Kelly Ickes
- **TAC Members:** Christine Landwehrle, Jade Caines Lee, Ric Luecht, Mike Russell, and Nathan Dadey
- **Center for Assessment:** Scott Marion, Andrew Krist
- **Cambium:** Carsten Wilmes, Mengyao Cui, Julie Benson, Pamela Trantham, Heather MacRae, Evelyn Chester, Sharif Jico, and Sue Lottridge
- **College Board:** John Fallon, Denna Johnson, James Wilson

**July 23, 2024****Day 1 Zoom link:**

<https://us02web.zoom.us/j/82068722240?pwd=PPJXwl5tie4B66G8gceVnVX9ybSbbl.1&from=addon>

Meeting ID: 820 6872 2240 Passcode: 081267

One tap mobile

+16465588656,,82068722240# US (New York)

**8:30 Breakfast available****9:00 Welcome and Introductions**

- Kristen Crawford, Nate Greene, NHED, and Scott Marion, Center for Assessment

**9:15 NH policy and contextual updates**

- Kristen Crawford, Nate Greene, NHED
  - Updates on Department Team and New Positions
  - State Policy and Legislation Updates
    - SB 378, HB 542 (ITL), HB1015 (passed), HB1160 (passed House), HB 166 (ITL), HB1677 (ITL), HB1682 (interim study), SB266 (passed/adopted),

**9:30 Review of 2024 Preliminary NH SAS Results**

- Pamela Trantham, Cambium

The presentation listed in the materials section below portrays preliminary results from this year's NH SAS administration. As can be seen, there is slightly more recovery in student scores math than ELA. These data also will be analyzed by Damian Betebenner

using a growth framework. The presentation also includes analyses that will be incorporated into this year's technical documentation.

### Materials

1. NH\_TAC\_TR\_July 2024.ppt

### Questions for TAC

1. Do TAC members have any question about the 2024 results and recommendations for additional analyses?
2. It appears that the relatively shortened test length has not had a negative effect on conditional standard errors of measurement and classification accuracy and consistency. Does the TAC agree and would the TAC suggest any additional analyses?

## **10:30 Break**

## **10:45 New Writing Prompts**

- Kristen Crawford, NHED, and Julie Benson, CAI  
Currently, writing prompts are assigned randomly. NHED is wondering about the advantages and disadvantages of shifting to assigning specific genres to specific grades. Additionally, the NH SAS only included informational and argumentative/opinion prompts previously, but the assessment now includes narrative prompts. Scoring is still ongoing, but Cambium will share preliminary results with the TAC.

### Materials

1. NH-ELA-Blueprints.PDF
2. NH\_TAC\_Reading and Writing.pptx
3. Writing rubrics—informational, argumentative, narrative, and opinion

### Questions for TAC

1. What advice does the TAC for analyses that should be conducted to understand how the new writing prompts are functioning?

## **11:30 New Writing Rubrics**

- Kristen Crawford, NHED, Julie Benson and Sue Lottridge, CAI  
Cambium is proposing new rubrics for writing, and has suggested that each state's TAC propose potential evidence, data, studies, etc. that they would want to see for state's to move in the direction of adopting these new rubrics in place of the current ones.

### Materials

1. Writing rubrics—informational, argumentative, narrative, and opinion

### Questions for TAC

1. What advice does the TAC have regarding shifting to the new rubrics and the studies necessary to support the change?

2. What advice does the TAC have for making this change as seamlessly as possible and to avoid another delay in score reporting?

## **12:15 Lunch**

### **1:15 ELA Subscores**

- Kristen Crawford, NHED, and Pamela Trantham, Cambium  
NHED would like to be able to report a reading and writing subscore from the ELA test. However, the shortened blueprint makes this challenging. NHED would like the TAC's advice about the tradeoffs associated with reporting reading and writing subscores.

#### **Materials**

1. NH-ELA-Blueprints.PDF
2. NH\_TAC\_Reading and Writing.pptx

#### **Questions for TAC**

1. What is the TAC's advice regarding the opportunities and risks (e.g., misinterpretation of reporting ELA subscores)?
2. If NHED is committed to reporting subscores, what advice does the TAC have for doing so as credibly and usefully as possible?

### **2:00 Science Assessment**

- Nate Greene, NHED, and Mengyao Cui and Heather MacRae, Cambium
  - Update on NH Science Item development
  - Change to the Science blueprint

NHED is interested in shifting its science assessment blueprint from covering all domains in each grade level to having defined content domains (e.g., life science) tested at specific grades.

### **2:30 Break**

### **2:45 Item Banking**

- Mengyao Cui and Heather MacRae, Cambium

Cambium is proposing an item bank maintenance project for science, and then separately for math and ELA. NHED would like to weigh in on Cambium's item bank plans and offer advice for how NHED can ensure that its students experience the highest quality items possible.

#### **Materials**

1. Item Bank Maintenance Overview for TAC.PDF

#### **Questions for TAC**

1. What advice does the TAC have regarding shifting to the new rubrics and the studies necessary to support the change?

2. What advice does the TAC have for making this change as seamlessly as possible and to avoid another delay in score reporting?

### 3:30 Accountability Topics

- Kyu-Ryung Hwang, NHED, Andrew Krist, Scott Marion, and Nathan Dadey, Center for Assessment
  - Accountability change for first-year EL learners in high school
  - Accountability System Evaluation

The Center for Assessment is assisting the New Hampshire Department of Education in evaluating the quality of New Hampshire’s school accountability system. All state accountability systems that are used to meet the requirements of the Every Student Succeeds Act (ESSA) must document their accountability plans in their Consolidated State Plan and have these plans reviewed by the U.S. Department of Education (USED). Additionally, states must report their annual results to (USED). However, these systems rarely undergo a formative (continuous improvement) or summative evaluation.

#### **Identify guiding questions and key claims to investigate**

In consultation with NHED, we have identified the following questions guiding this evaluation.

1. Is the accountability system identifying the “right schools” for federal designations?
2. To what extent are resources being differentially distributed to identified or non-identified schools based on information from the accountability system, and are these resources adequate for establishing improvement programs?
3. Is the accountability system producing useful information for improving schools?
4. Do identified schools improve, and do they do so at a faster rate than non-identified schools?

For today’s discussion, we are focusing primarily on the first question.

The advantage of NH’s system for identifying schools for the various support and improvement designations is the transparency of the profile approach associated with the identification compared with a more complex weighted composite system used in many states. For example, when schools score at Level 1 for all indicators, there is no question that they will be and likely should be identified. However, this system might place more of a burden on the reliability associated with each of the indicators, particularly the growth and achievement indicators.

This presentation will report on the reliability of each of the indicators in the system. Next, relying on technical work with other profile systems (e.g., The National Board for Professional Teaching Standards), we report on the reliability/consistency of the overall decision.

#### **Materials**

1. NH TAC Report – CSI Consistency.PDF

2. NHTAC Presentation\_July 24.pptx

### Questions for TAC

1. Does the TAC have suggestions regarding the methods and analyses used to evaluate the consistency and accuracy of the accountability designations?
2. Does the TAC have recommendations for the rest of the accountability evaluation?
3. Does the TAC have advice for how NH can best address the challenges associated with EL students first identified in high school?

### **5:00 Adjourn for July 23**

### **6:30 NH Fisher Cats vs. the Reading Fighting Phils (Stadium is adjacent to the hotel)**

- I will distribute tickets ahead of time so folks can make their way to the seats whenever you want. I will head over around 6:15.

### **July 24, 2024**

#### **Day 2 Zoom Link:**

<https://us02web.zoom.us/j/86462442472?pwd=yzIYfWb26h2jEgqZhcPRBoQUStdIDN.1&from=addon>

Meeting ID: 864 6244 2472 Passcode: 907037

One tap mobile +13092053325,,86462442472# US

### **8:30 Breakfast available**

### **9:00 Review of 2024 and Results and Implications of the Transition to the Digital SAT**

- Kristen Crawford, NHED, and John Fallon, Dena Johnson, James Wilson College Board

As many of you know, the SAT switched from a fixed form to a stage adaptive test for this past year's administration. There were several other changes to the test as well (e.g., changing from a CTT to an IRT model) and, perhaps not surprisingly, there were some differences in aggregate scores compared to prior years. NHED will appreciate the TAC's discussion and recommendations for how best to message these score differences. Importantly, NHED would like advice about whether and how NHED might make adjustments to the high school accountability system in light of the lower mathematics scores.

### **Materials**

1. Spring SAT Suite Score Messaging.pdf
2. NH\_Spring SAT School Day 24 Score Headlines.pptx

### **Questions for TAC**

1. Does the TAC have suggestions for additional analyses that either the College Board or NHED should undertake to be better able to explain the score changes?
2. Does the TAC have recommendations regarding whether/how adjustments should be made to the HS accountability system?

3. Does the TAC have advice for how NH can best address the challenges associated with EL students first identified in high school?

**10:30 Break**

**10:45 Peer Review**

- NHED received feedback from USED on its recent peer review submittal. USED insisted that NHED conduct some type of comparability study that demonstrates the comparability of the Spanish and braille forms of the test. NHED would like to solicit the TAC's advice regarding the types of analyses NHED should conduct/sponsor to satisfy this requirement in case USED continues to push on this item.

**Materials**

1. USED peer review feedback

**11:30 Implications and wrap-up**

- Each TAC member will offer brief reflections on the meeting and offer 1-2 take-home recommendations for NHED

**Noon Adjourn**