

SELECTION OF CRITERION-REFERENCED ASSESSMENTS

**Presentation to the
Council to Establish Academic Standards**

October 27, 2021

Presenters

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Alignment to STIP

GOAL 3: ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH

- Access to Quality – Support Schools to Exit Designation Status
- Inclusivity – Increase percentage of students attending 3, 4, or 5-star schools

GOAL 4: ALL STUDENTS GRADUATE FUTURE-READY AND GLOBALLY PREPARED FOR POSTSECONDARY SUCCESS AND CIVIC LIFE

- Success – Reduce graduation rate opportunity gaps
- Community – Increase College Enrolment

THE NEVADA STATE ASSESSMENT SYSTEM

Defining Educational Equity

The Nevada Department of Education defines **educational equity** to mean that the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

Equity and Opportunity

Every Student Succeeds Act (ESSA) – Equity and Opportunity

- ESSA represents an opportunity for the states, districts, and schools to ensure that the students who have historically been underserved by our education systems receive a high-quality education.
- ESSA contains several provisions that can be used to advance equity and excellence throughout our state's schools for students of all racial backgrounds, socio-economic status, English learners, students with disabilities, and those who are homeless or in foster care. One of those provisions is the use of multiple measures for accountability, including the assessing of students' progress.

Assessment Requirements

Every Student Succeeds Act (ESSA) – Assessment requirements

- ESSA maintains the requirement that states test students **annually in reading or English language arts and mathematics** in grades 3-8 and **once in grades 10-12**, and in science once in each of the following grade spans: 3-5, 6-9 and 10-12. States must provide alternate assessments to the 1 percent of students with severe cognitive disabilities. Additionally, ESSA requires that English Learners (ELs) in all three school levels are measured annually for English Language Proficiency.

The Nevada School Performance Framework (NSPF) – Use of Assessments

- The Academic Achievement (AA) Indicator includes mathematics and English Language Arts (ELA) proficiency for all school levels (elementary, middle, and high schools). Science proficiency is also reported under the AA Indicator for all school levels. A Read-By-Grade-3 measure that examines third grade proficiency in ELA is also included for elementary schools. The AA Indicator will contribute 20% to 25% to the school's total index score.
- The Growth Indicator and the Closing Opportunity Gaps Indicator are calculated using mathematics and ELA results data
- **The College and Career Readiness (CCR) Indicator uses ACT results data**
- The English Language Proficiency Indicator uses WIDA results data

Read by Grade 3 (RBG3)

- Senate Bill (SB) 391, Nevada's Read by Grade 3 Act requires all K-3 students to have their reading proficiency assessed



The Nevada State Assessment System

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Brigance	█													
MAP		█												
Smarter					█									
Science							█			█		█		
ACT 													█	
NAA					█									
WIDA		█												

There are two assessments required by State law that are not included within the Nevada Assessment System as these assessments are administered locally within individual school districts and charter schools with the results of the assessment also maintained locally. The first is the Civics Assessment, governed by Nevada Revised Statutes (NRS) 389.009 and administered to public high school students. The second assessment is End of Course (EOC) examinations, governed by NRS 390.700 and Nevada Administrative Code (NAC) 390.220.

Administration of Criterion-Referenced Assessments

Nevada Revised Statutes [\(NRS\) 390.105](#)

1. The State Board shall, in consultation with the Council to Establish Academic Standards for Public Schools, prescribe examinations that comply with 20 U.S.C. § 6311(b)(2) and that measure the achievement and proficiency of pupils:
 - (a) For grades 3, 4, 5, 6, 7 and 8 in the standards of content established by the Council for the subjects of English language arts and mathematics.
 - (b) For grades 5 and 8, in the standards of content established by the Council for the subject of science.
 - (c) For grades 9, 10, 11 and 12, in the standards of content established by the Council for the subjects required to comply with 20 U.S.C. § 6311(b)(2). The examinations prescribed pursuant to this subsection must be written, developed, printed and scored by a nationally recognized testing company.

2. In addition to the examinations prescribed pursuant to subsection 1, the State Board shall, in consultation with the Council to Establish Academic Standards for Public Schools, prescribe a writing examination for grades 5 and 8.

State Board Selection of College and Career Readiness Assessment

Nevada Revised Statutes [\(NRS\) 390.610](#)

1. The state board shall select a college and career readiness assessment for administration to pupils who are enrolled in grade 11 and public high schools.
2. Except as otherwise provided in this subsection, a pupil must take the college and career readiness assessment to receive a standard high school diploma. A pupil with a disability may, in accordance with his or her Individualized Education Program, be exempt from the requirement to take the college and career readiness assessment.
3. The results of a pupil on the college and career readiness assessment:
 - a) Must not be used in the determination of whether the pupil satisfies the requirement for receipt of standard high school diploma.
 - b) May be used as a determination of whether the pupil satisfies the requirements for receipt of a college and career ready high school diploma.
4. The assessment selected pursuant to subsection one must be:
 - a) Administered at the same time during the school year by the board of trustees of each school district of pupils enrolled in grade 11 and all public high schools of the school district and by the governing body of each charter school for pupils in grade 11.
 - b) Administered in accordance with the plan adopted by the department pursuant to NRS 392.270.

The Nevada State Assessment System and State Purchasing

Spring of 2019

- State Purchasing notified NDE that the following assessment contracts would require a solicitation:
 - (a) For grades 3, 4, 5, 6, 7 and 8 in the standards of content established by the Council for the subjects of English language arts and mathematics.
 - (b) For grades 5 and 8, in the standards of content established by the Council for the subject of science.
 - (c) For grades 9, 10, 11 and 12, in the standards of content established by the Council for the subjects required to comply with 20 U.S.C. § 6311(b)(2).**

The Nevada State Assessment System and State Purchasing, cont'd

In order to comply with State Purchasing guidance and ensure minimal disruption to students and educators across the State, the following schedule was developed:

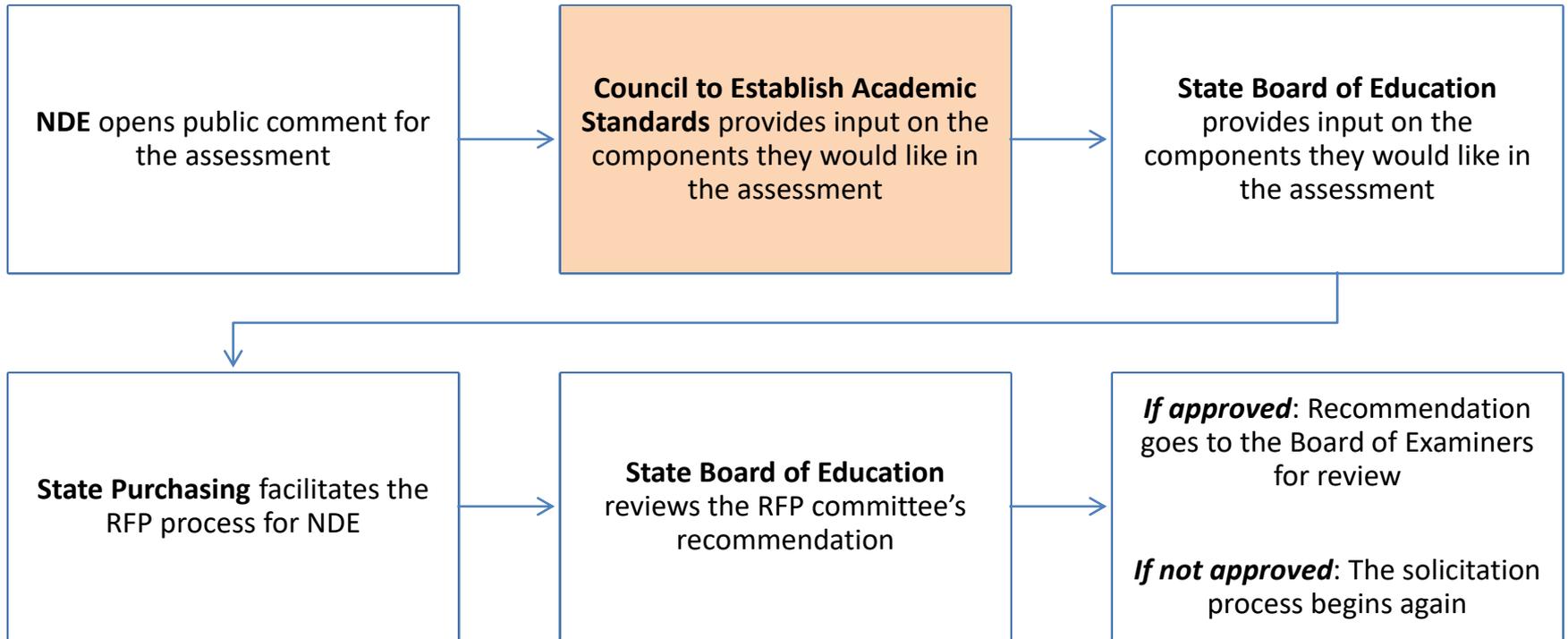
Current Assessment Vendor	Anticipated RFP Release Date	Anticipated Award Date	Anticipated Implementation Date of Selected Assessment
ACT	Fall 2021 *	Winter/Spring 2022 **	School Year 2022-23
DRC	Fall 2023 *	Winter/Spring 2023 **	School Year 2024-25



** This timeline was delayed due to NDE's response to COVID-19 in support of students, educators, parents and families*

***The anticipated award date is subject to the timelines and guidance established by State Purchasing*

Assessment Selection Process



STAKEHOLDER ENGAGEMENT AROUND THE COLLEGE AND CAREER READINESS ASSESSMENT

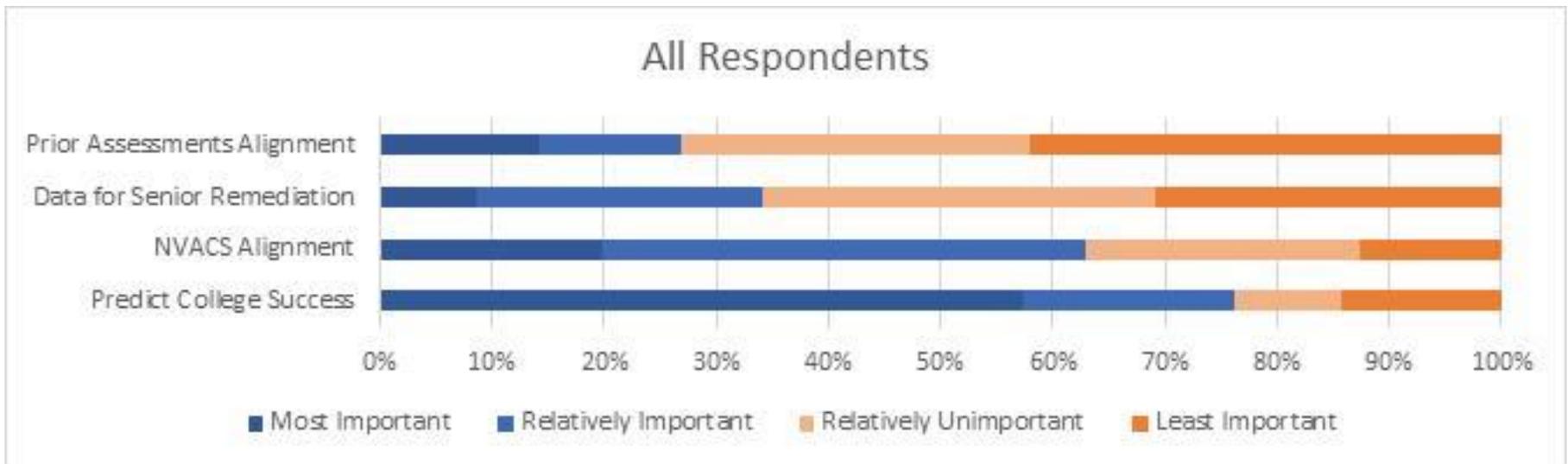
CCR: Assessment Survey Summary

- ❖ **May 2021:** NDE released a survey for teachers, administrators, and the public to gather feedback on the CCR Assessment
 - **197 Unique Respondents Participated**
 - 48.2% identified as Parent/Guardians/Families
 - 66.4% identified affiliation with the Clark County School District
 - 12 of the 17 school districts were represented among the respondents
 - The State Public Charter School Authority was also represented with respondents across multiple schools
 - The survey data resulted in several predominant themes about this assessment:
 - **Assessment should demonstrate clear alignment to the Nevada Academic Content Standards.**
 - Computer-adaptive format is preferable, online fixed-form delivery is acceptable.
 - Preparatory content in as many forms as possible, including but not limited to instructional support materials for teachers, interim and/or practice tests, and interpretive guides or other documentation to utilize interim/practice data for remediation.
 - Provide logistical and technical supports for assessment implementation at state, district, and school levels, in the form of manuals, technical documentation, and helpdesk or other support personnel.
 - Provide student data in formats tailored to the use of each stakeholder group to which it is being provided.

Alignment & Purpose:

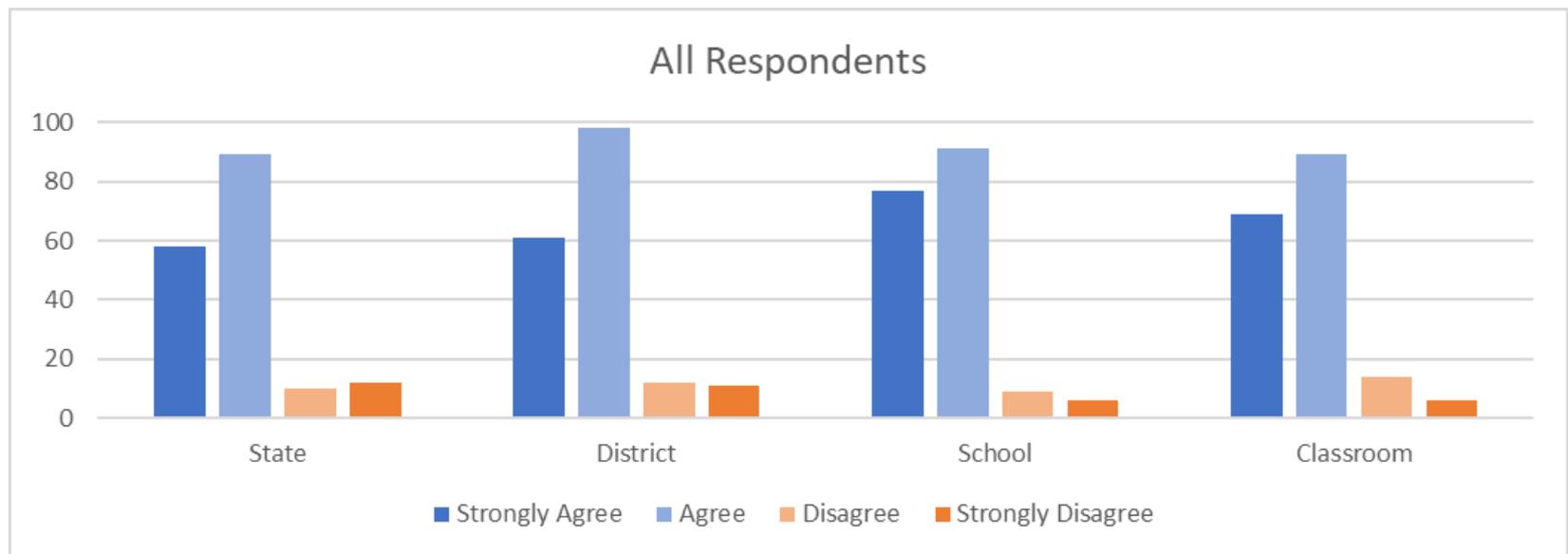
What Should a CCR Assessment Do?

Any CCR assessment must meet ESSA large-scale data requirements, but may also serve other, more student-focused functions. Four potential functions of a CCR assessment were presented to respondents, with instruction to rank them in order of importance.



Application and Data/Score Reporting: What Should We Be Able To Do With a CCR Assessment?

Respondents were asked to rate their level of agreement with the use of assessment data to develop educational policy at various levels of the education system. Strong majorities in all populations agreed with this application.



Technical Advisory Committee (TAC)

TAC Considerations

- Equity – CCR assessment developers must be able to show evidence of how equity was incorporated into the test development cycle and have examples of how equity has been analyzed in their assessment results.
- CCR assessment must have supports and accommodations to meet the needs of all Nevada students.
- CCR assessment results information must be readily and easily understood by all stakeholders including parents, guardians, caregivers, and students.

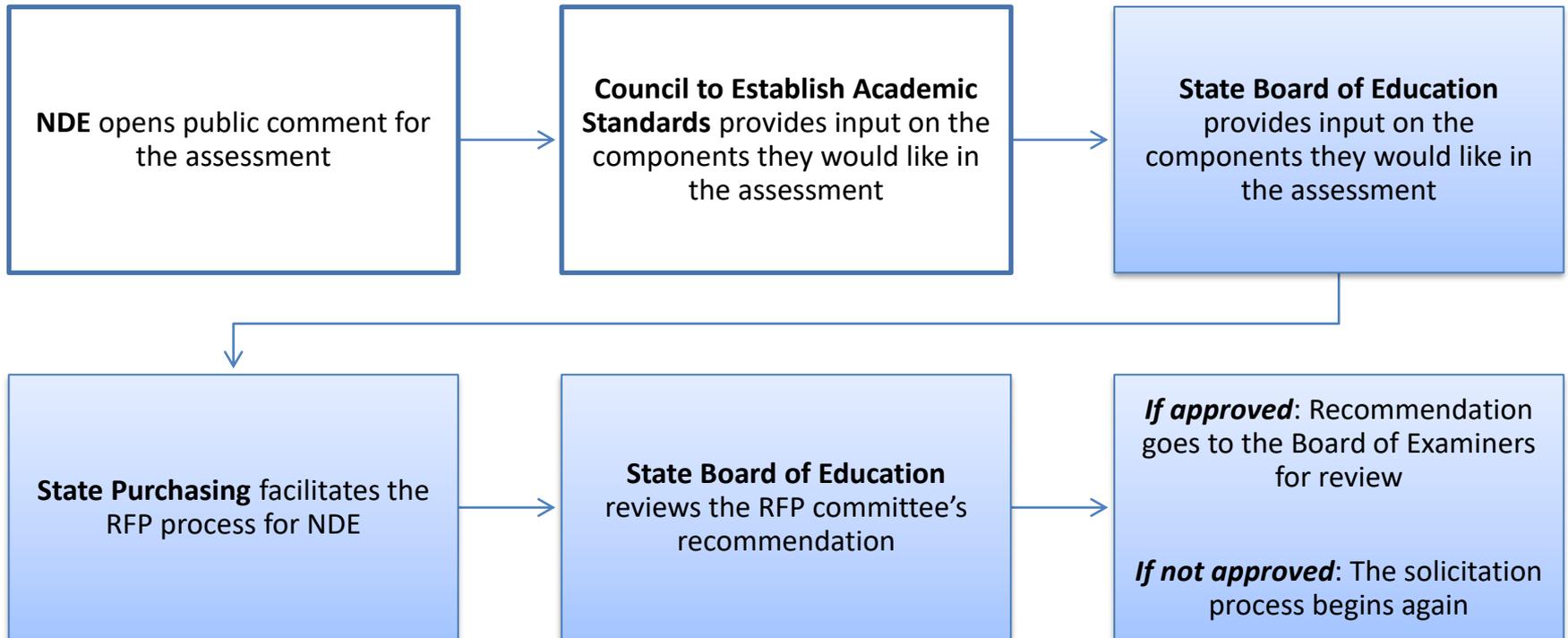
TAC Membership

- **Dr. Laine Bradshaw**, Associate Professor, University of Georgia
- **Dr. Chad Buckendahl**, Partner, ACS Ventures
- **Dr. Elena Diaz-Bilello**, Associate Director, CADRE-University of Colorado Boulder
- **Dr. Chris Domaleski**, Associate Director, The National Center for the Improvement of Educational Assessment
- **Dr. Jennifer Randall**, Director of Evaluation, Center for Educational Assessment-University of Massachusetts Amherst

Additional Considerations

- ✓ Equity
- ✓ Supports for student groups
- ✓ Resources for professional learning
- ✓ Resources for families and stakeholders
- ✓ Access to post-secondary opportunities
- ✓ Access to workforce opportunities

Next Steps



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NEVADA'S COLLEGE AND CAREER READINESS ASSESSMENT

College and Career Readiness (CCR) Assessment: Implementation History

- **2013:** Assembly Bill 288 mandated the selection of a College and Career Readiness Assessment
- **2014:** State Board selected ACT with Writing as the College and Career Readiness Assessment
- **2015:** First statewide administration of the ACT with Writing
- **2017:** ACT selected as Nevada's high school criterion-referenced (CRT) assessment for mathematics and English Language Arts

ACT

- Administered to all students in Grade 11 on one day each spring
- Helps to ensure that students are on track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world
- Meets State and federal reporting laws
- The ACT assesses the domains of ELA, Math, Reading, Science, and Writing
- The State-day testing, or census day testing, is used for State and federal reporting
- Participation on the ACT is a graduation requirement per NRS 390.610, however there is not a minimum scored required for graduation