

2024 Educational Scholarship Assessment

Report

January 16, 2025



For submission to:

The Governor's Office, Legislative Counsel Bureau, and the State Board of
Education

Nevada Department of Education, Office of Student and School Supports

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Overview

Nevada Administrative Code (NAC) 388D.110 requires schools to annually assess students participating in the Educational Choice Scholarship program. Additionally, NAC 388D.120 mandates that, by December 15 of each even-numbered year, the Nevada Department of Education (NDE) submit a report containing aggregated assessment data to the Office of the Governor, the State Board of Education, and the Director of the Legislative Counsel Bureau. This report fulfills statutory requirements.

NDE analyzed student performance, on four different series of assessments: the Iowa Assessment, Measure of Academic Progress (MAP), Terra Nova, and the Preliminary Scholastic Aptitude Test/SAT battery of assessments. Year-to-year progress was measured when a school administered the same assessment during two consecutive years. Assessments are self-selected by individual schools and the assessments mentioned above were the assessments most selected by schools that had students who participated in the Educational Choice Scholarship program. Only the assessment results of students who participated in the scholarship program are included in this report.

The assessment results used in this report are for students who were enrolled at the same school for two or more consecutive years and who took the same assessment in each of the two or more consecutive years. Please note that assessments were suspended for school years 2019-2020 and 2020-2021. Assessment results have been aggregated by race/ethnicity and grade levels, when possible, for all assessments.

The difference in the number of individual student assessment results for English/Language Arts (ELA) and Math was due to in part to student absences, disputed scores, or scores that were incomplete (students may have completed one content area, but did not complete the entire assessment).

To comply with the state law, schools were free to choose assessments for students in grades Kindergarten through 12th grade from a list of assessments approved by the Department of Education.

It should be noted that private schools are not required to follow the NDE's Test Security Procedures; however, many schools have voluntarily chosen to do so. The Department conducted a survey on testing procedures, targeting administrators from schools represented in this report. The survey received an 81 percent response rate.

- 64 percent reported that their schools adhered to the NDE's test security procedures.
- 28 percent reported that while they did not follow the NDE's procedures, they adhered strictly to the testing procedures outlined by the assessments themselves.
- 8 percent reported that they followed the relevant assessment procedures but also implemented additional, school-specific testing protocols.

Table 1: Progress Data for School Years 2022-2023 and 2023-2024

Student results in the same assessment between two school years. The numbers in the table reflect the number of students who participated in the Iowa, MAP, Terra Nova, and/or PSAT/SAT assessments for two consecutive school years.

Assessment	Increased ELA	Decreased ELA	Unchanged ELA	Increased Math	Decreased Math	Unchanged Math
Iowa	166	32	2	165	26	4
MAP	63	12	1	63	11	2
Terra Nova	57	22	2	64	16	1
PSAT/SAT	29	12	5	27	17	2
Totals	315	78	10	319	70	9

Table 2: Percentage Change Year-Over-Year

Change year-to-year reported as a percentage for students who took the same assessments for two consecutive school years.

Assessment	Increased ELA	Decreased ELA	Unchanged ELA	Increased Math	Decreased Math	Unchanged Math
Iowa	82%	16%	2%	85%	13%	2%
MAP	83%	16%	1%	83%	14%	3%
Terra Nova	70%	27%	3%	79%	20%	1%
PSAT/SAT	63%	26%	11%	59%	37%	4%
Average	75%	21%	4%	80%	21%	3%

Table 3: Progress by Race/Ethnicity

Assessment results comparing student performance between the school year 2022-2023 and 2023-2024 disaggregated by race/ethnicity.

Race/ Ethnicity	Increased ELA	Decreased ELA	Unchanged ELA	Increased Math	Decreased Math	Unchanged Math
African American	66	17	0	65	10	2
Asian	22	8	1	24	5	1
Caucasian	101	22	3	94	27	3
Hispanic	77	24	1	85	20	1
Native American	2	0	0	2	0	0
Native Hawaiian/Pacific Islander	2	2	0	3	1	0
Mixed Race	19	2	2	20	3	1
Not Reported	26	3	3	26	4	1
Totals	315	78	10	319	70	9

Table 4: Progress by Grade Level

Count of students in each grade whose scores increased, decreased or were unchanged.

Grade	Increased ELA	Decreased ELA	Unchanged ELA	Increased Math	Decreased Math	Unchanged Math
1	14	3	0	14	4	0
2	33	3	0	33	3	0
3	42	4	0	41	5	0
4	40	8	0	38	7	2
5	46	9	1	43	8	2
6	42	16	2	45	10	2
7	29	8	2	36	4	0
8	27	8	0	32	3	0
9	10	5	2	12	4	1
10	6	1	0	4	3	0
11	13	10	2	12	11	2
12	13	3	1	9	8	0
Totals	315	78	10	319	70	9

Table 5: Student Progress Data Three-Year Comparison: 2021-2024

Number of students who showed improvement from School Years 2021-2022 to 2022-2023 and School Years 2022-2023 to the 2023-2024. Only students who attended the same school and participated in the same assessment are reported.

Assessment	Increased Score in ELA 2021-2024	Number of Students with Continuous ELA Data 2021-2024	Percentage Increased Score in ELA from 2021-2024	Increased Score in Math 2021-2024	Number of Students with Continuous Math Data 2021-2024	Percentage Increased Score in Math from 2021-2024
Iowa	82	116	67%	81	123	66%
MAP	47	73	64%	47	73	64%
Terra Nova	22	50	44%	25	50	50%
PSAT/SAT	N/A	N/A	N/A	N/A	N/A	N/A
Totals	151	239	63%	153	246	62%