THE CENTER ON STANDARDS & ASSESSMENT IMPLEMENTATION
WestEd CRESST

CSAI Report

# Nevada State and District Assessment Survey – Expanded Summary – Addtional Information for Individual Districts and State

July 2016

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The release of the Testing Action Plan by the United States Department of Education (USED) called for states to evaluate their assessment systems to ensure that testing was set up to encourage and support student learning. In its release, USED urged states to ensure that administered assessments are: rigorous, fair, non-redundant, and tied to improved teaching and learning. As part of support for states' efforts to evaluate their testing systems, USED has offered resources for states to conduct audits of their assessment systems to determine the efficacy of these systems in supporting the learning process.

The Nevada Department of Education (NDE) collaborated with WestEd, a nonprofit education research organization, to conduct an audit of state- and district-required assessments. This assessment audit had three phases: a local education agency assessment inventory, an online survey for district assessment directors and charter school representatives, and focus groups in three Nevada regions. All three study phases collected information regarding the purpose, value, and burden of district and state assessments to capture a more comprehensive picture of current assessment practices in Nevada.

An online survey was distributed to each District Test Director (DTD) in Nevada, with DTDs encouraged to consult with other district leaders when completing the survey. The survey asked DTDs to provide feedback on the possible benefits and burdens of state and district assessments. All responses were confidential.

In conducting this survey, NDE sought to obtain direct, actionable feedback from Nevada districts, which NDE will use to ensure that its state and district assessments are effectively supporting student learning.

## Responses to District Assessments

Each DTD was asked to provide feedback on every required assessment administered within his or her particular district. For each assessment, respondents were asked to determine the value of each assessment on a four-point Likert scale, with 1 indicating low value/benefit and 4 indicating high value/benefit.

Results for each district-required assessment follow, with mean values rounded to the nearest tenth. All district assessments that received survey responses are listed below, along with the number of responding districts.

**Table 1:** ***Number of Districts Responding for Each Assessment***

| *Assessment Name* | *Maximum Number of Responding Districts* |
|---|---|
| AAPPL for Bilingual | 5 |
| AAPPL for Dual Immersion | 2 |
| Acuity | 1 |
| AIMSweb: Curriculum-Based Measurement RCBM | 1 |
| AIMSweb: Curriculum-Based Measurement RCMB/MAZE | 1 |
| AIMSweb: Math Computation M-Comp/Math Concepts and Applications M-Cap | 1 |
| AIMSweb: Test of Early Literacy | 1 |
| AIMSweb: Test of Early Numeracy | 1 |
| Advanced Placement Testing | 11 |
| Benchmark Reading Level Assessments | 1 |
| Brigance | 1 |

| *Assessment Name* | *Maximum Number of Responding Districts* |
|---|---|
| Common Finals: English Language Learners | 1 |
| Common Finals: Mathematics | 1 |
| Content District Benchmark Assessments | 1 |
| Content Semester Exams | 1 |
| Credit by Exam | 1 |
| Developmental Reading Assessment, 2nd Edition | 5 |
| Developmental Spelling Inventory | 1 |
| DIBELS | 2 |
| Direct Reading | 3 |
| Easy CBM | 1 |
| End of Level English Language Arts | 4 |
| End of Level Mathematics | 5 |
| End of Level Reading | 1 |
| End of Level Science | 1 |
| End of Quarter Mathematics | 1 |
| End of Quarter Reading | 1 |
| End of Quarter Science | 1 |
| End of Unit Assessments | 1 |
| English Language Learner Course Placement | 1 |
| ESGI | 1 |
| Evaluate – English Language Arts | 1 |
| Evaluate – Mathematics | 1 |
| Fall Kindergarten Assessments | 1 |
| Fluency Checks | 1 |
| Formative Classroom Assessments | 1 |
| Formative Writing | 1 |
| Fry Words | 1 |
| International Baccalaureate Testing | 2 |
| Illuminate | 1 |
| i-Ready English Language Arts | 1 |
| i-Ready Mathematics | 1 |
| Kindergarten Assessment | 1 |
| Kindergarten Assessment Portfolio: Early Numeracy Skills | 1 |
| Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing | 1 |
| Language Acquisition Program | 2 |
| Measures of Academic Progress – Mathematics | 14 |
| Measures of Academic Progress – Reading | 15 |
| On Demand Writing | 1 |
| Phonological Awareness Literacy Screening | 3 |
| QSI | 1 |
| Roots Reading Assessment | 1 |
| Scholastic Reading Inventory | 1 |
| STAR | 1 |

| *Assessment Name* | *Maximum Number of Responding Districts* |
|---|---|
| STAR Early Literacy | 2 |
| STAR Mathematics | 4 |
| STAR Reading | 6 |
| W-APT | 1 |
| Words Their Way | 1 |
| Writing Sample | 2 |

Note: For Figures 1–4, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

***Figure 1 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Value in Informing Student Progress***

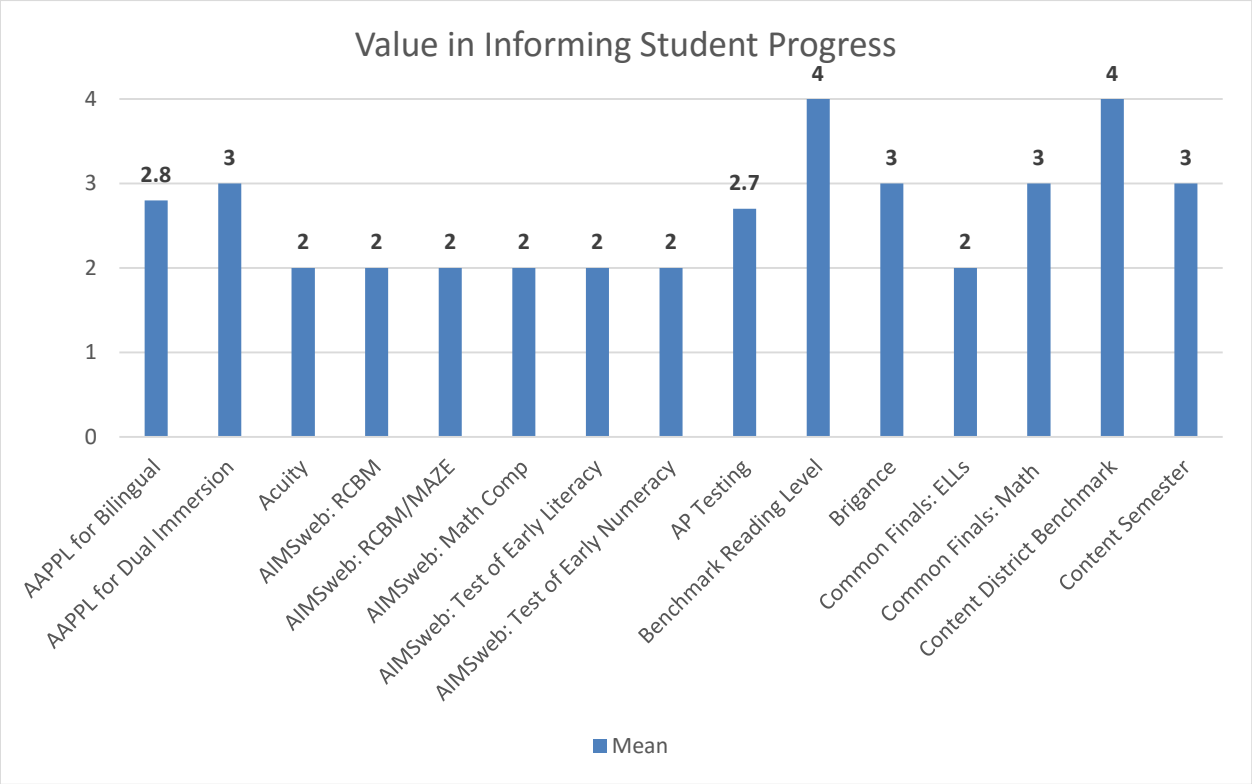


***Figure 2 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Value in Informing Student Progress***

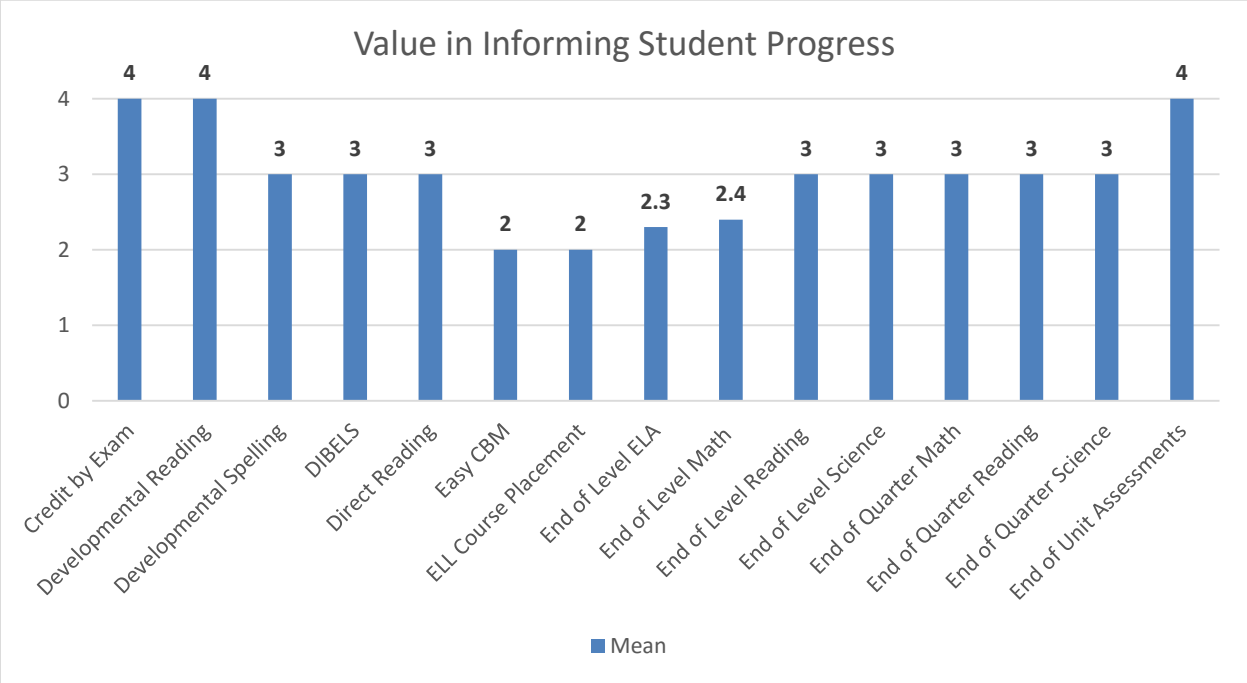



***Figure 3 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Value in Informing Student Progress***

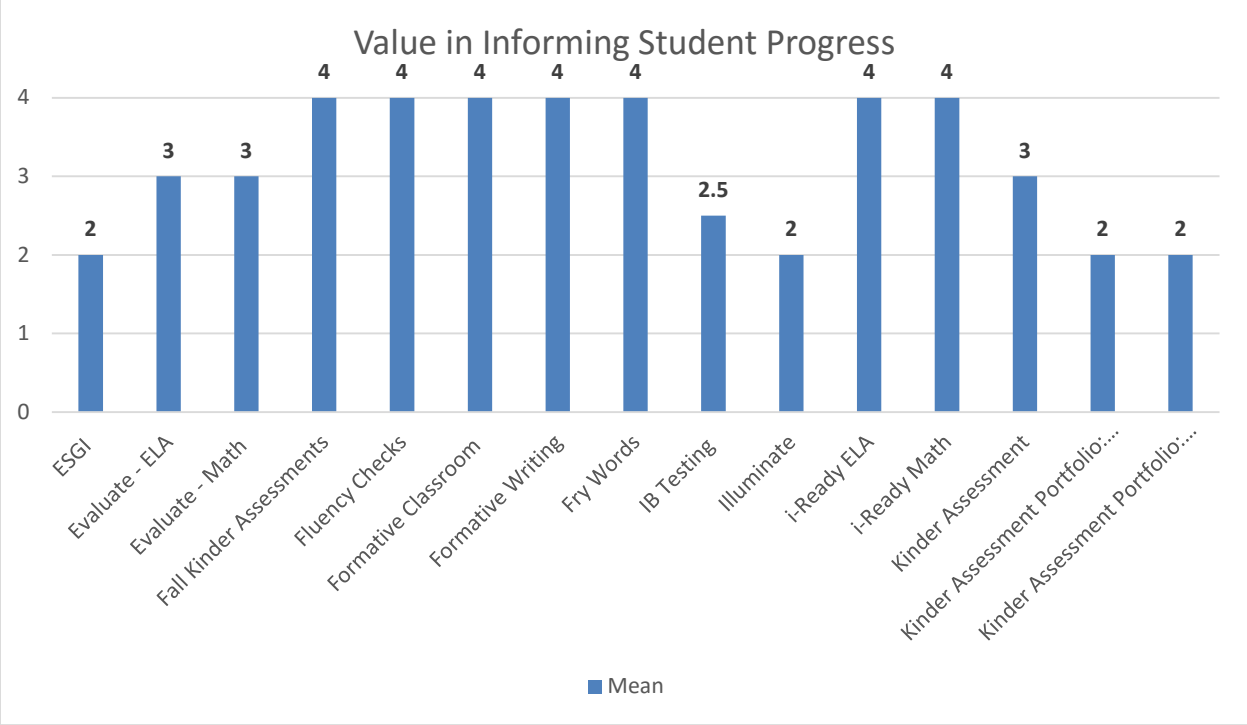


***Figure 4 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Value in Informing Student Progress***

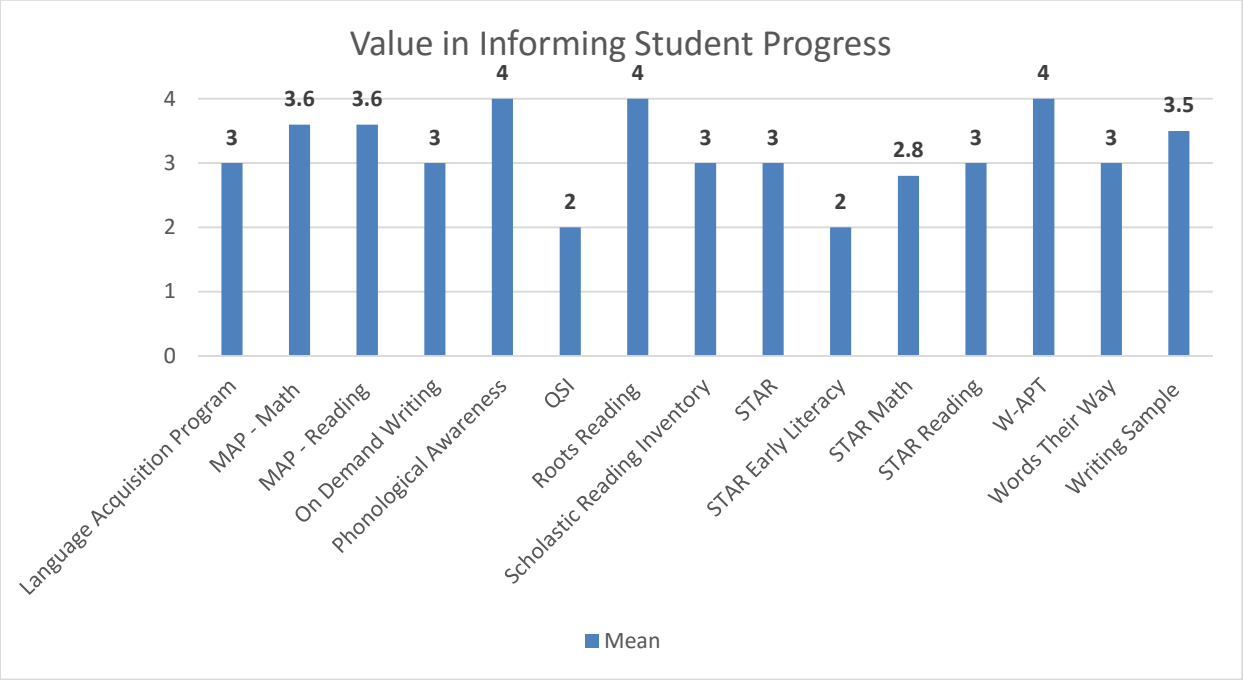



**Table 2:** ***Assessments Used by Multiple (5 or more) Districts – Value in Informing Student Progress***

| *Assessment Name* | *Average Score for Value in Informing Student Progress* | *Number of Districts Providing Feedback* |
|---|---|---|
| Measures of Academic Progress - Reading | 3.6 | 15 |
| Measures of Academic Progress – Mathematics | 3.6 | 14 |
| Advanced Placement Testing | 2.7 | 11 |
| STAR Reading | 3 | 6 |
| Developmental Reading Assessment, 2nd Edition | 4 | 5 |
| End of Level Mathematics | 2.4 | 5 |

For scores for the other district assessments, please refer to the accompanying complete report.

Note: For Figures 5–8, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

***Figure 5 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Value to School or District Improvement***

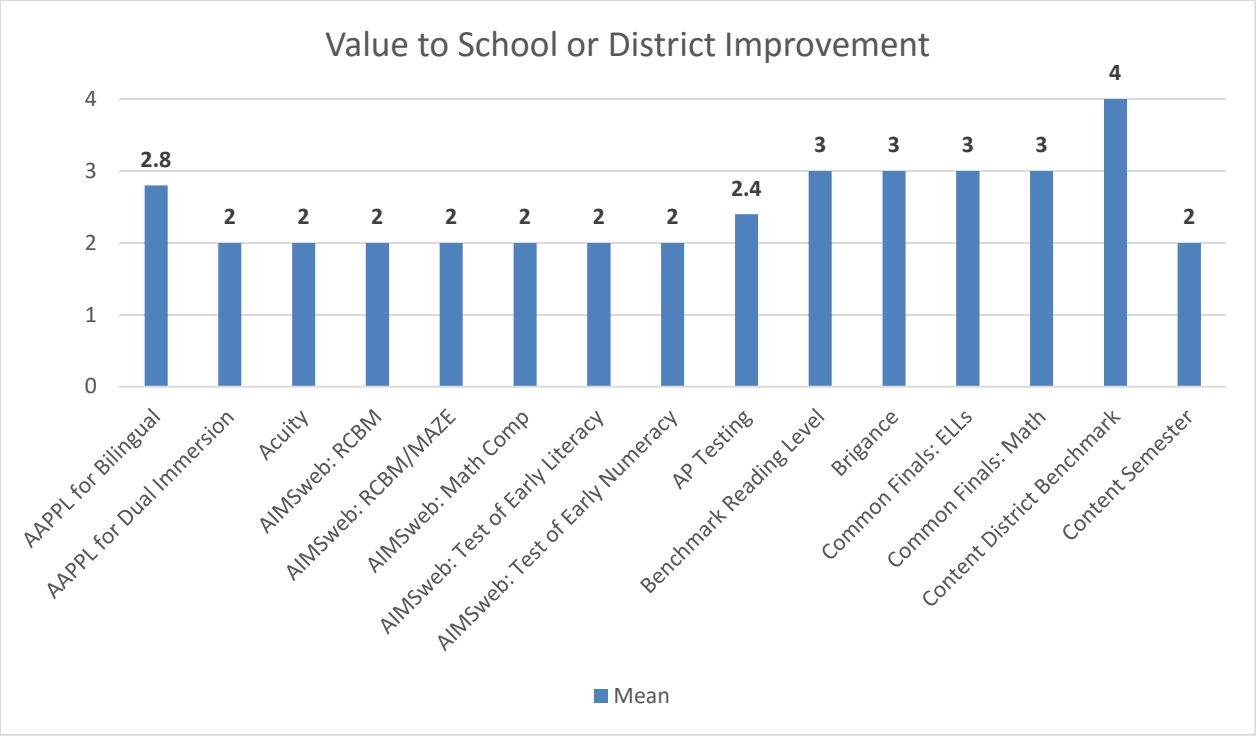


***Figure 6 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Value to School or District Improvement***

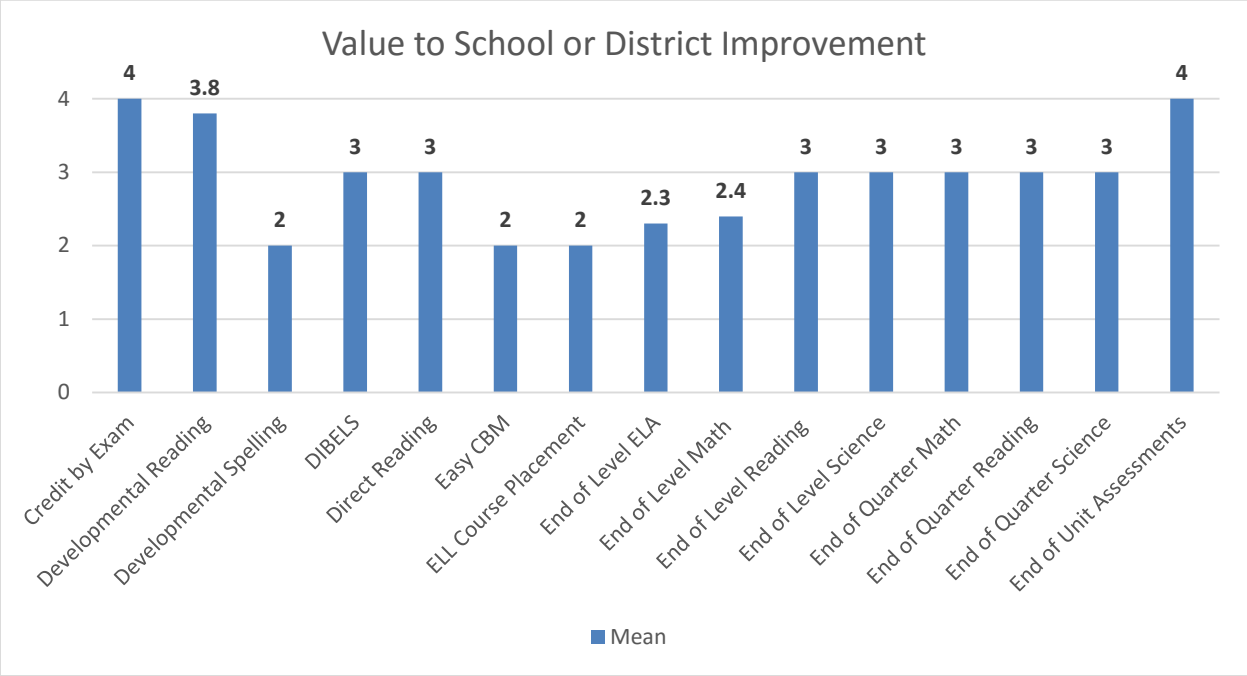



***Figure 7 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Value to School or District Improvement***

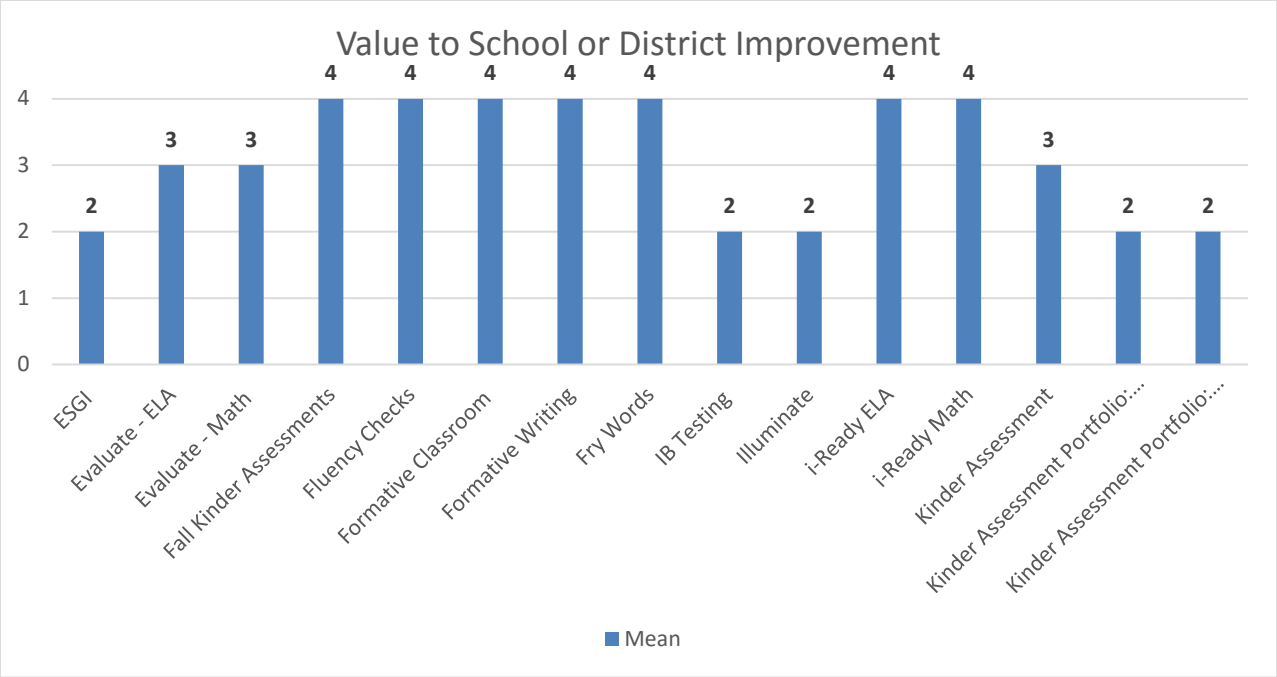


***Figure 8 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Value to School or District Improvement***

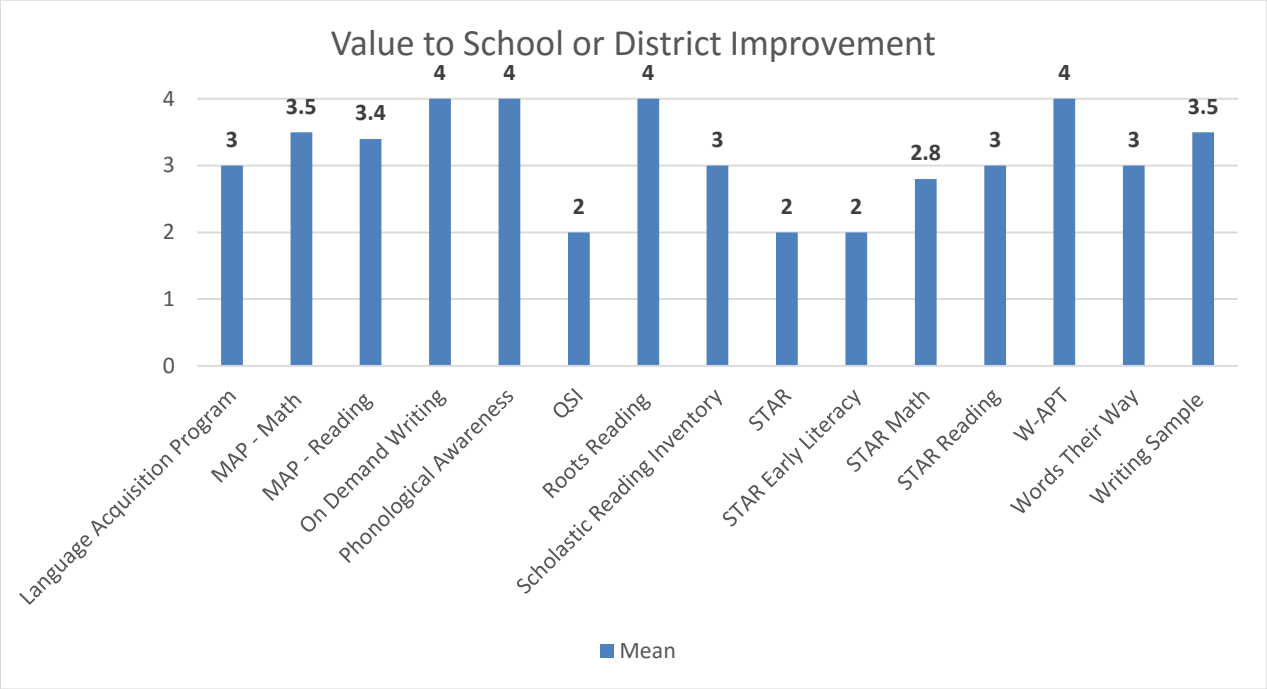



**Table 3:** ***Assessments Used by Multiple (5 or more) Districts – Value to School or District Improvement***

| *Assessment Name* | *Average Score for Value to School or District Improvement* | *Number of Districts Providing Feedback* |
|---|---|---|
| Measures of Academic Progress - Reading | 3.4 | 15 |
| Measures of Academic Progress – Mathematics | 3.5 | 14 |
| Advanced Placement Testing | 2.4 | 11 |
| STAR Reading | 3 | 6 |
| AAPPL for Bilingual | 2.8 | 5 |
| Developmental Reading Assessment, 2nd Edition | 3.8 | 5 |
| End of Level Mathematics | 2.4 | 5 |

For scores for the other district assessments, please refer to the accompanying complete report.

Note: For Figures 9–12, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

***Figure 9 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Time and Cost vs. Benefit Received***

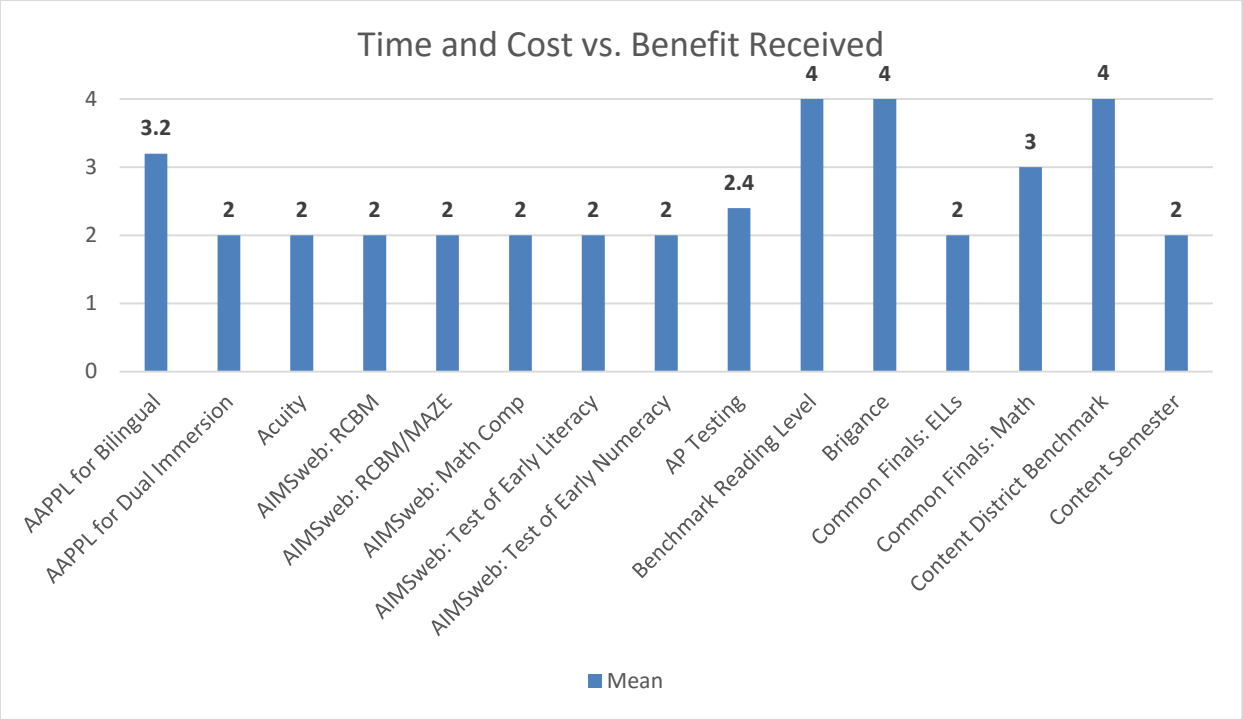


***Figure 10 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Time and Cost vs. Benefit Received***

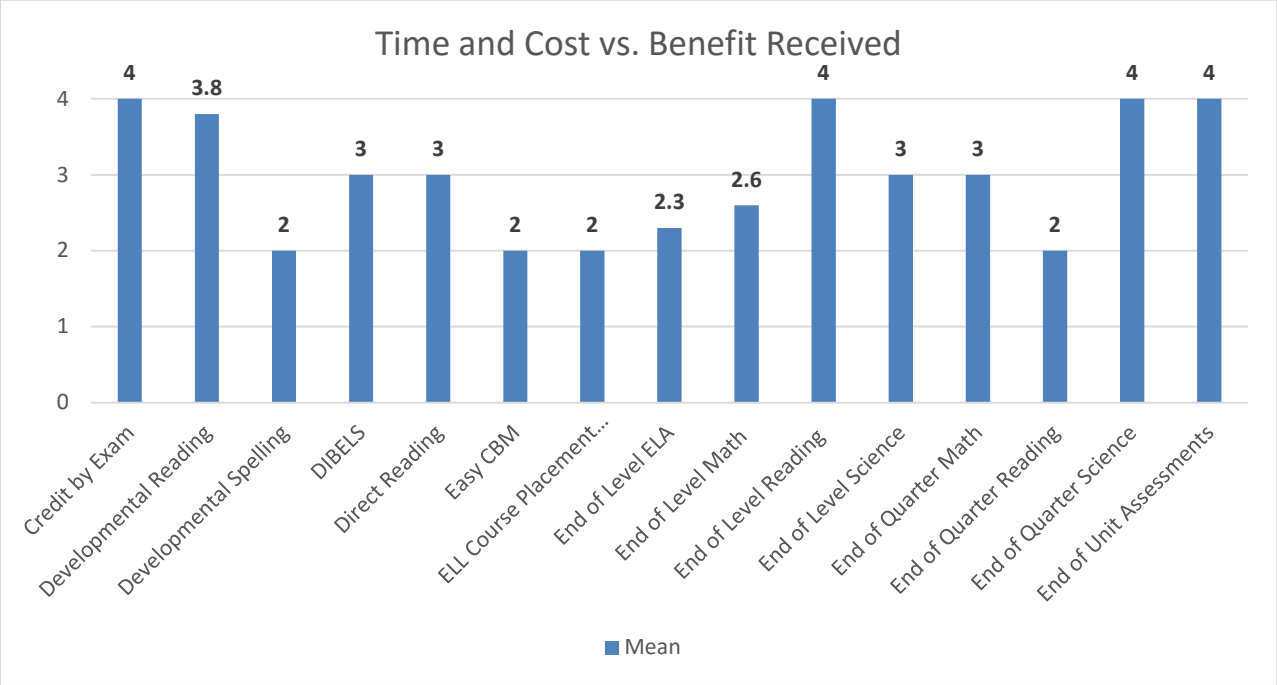



***Figure 11 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Time and Cost vs. Benefit Received***

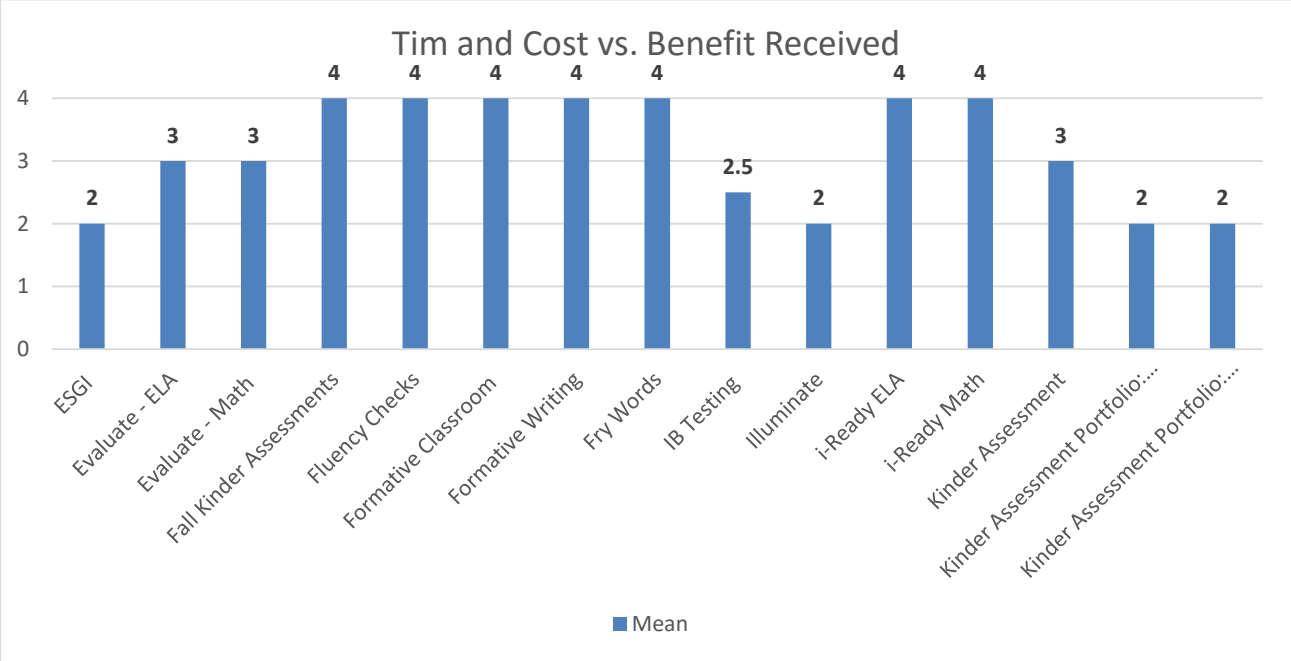


***Figure 12 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Time and Cost vs. Benefit Received***

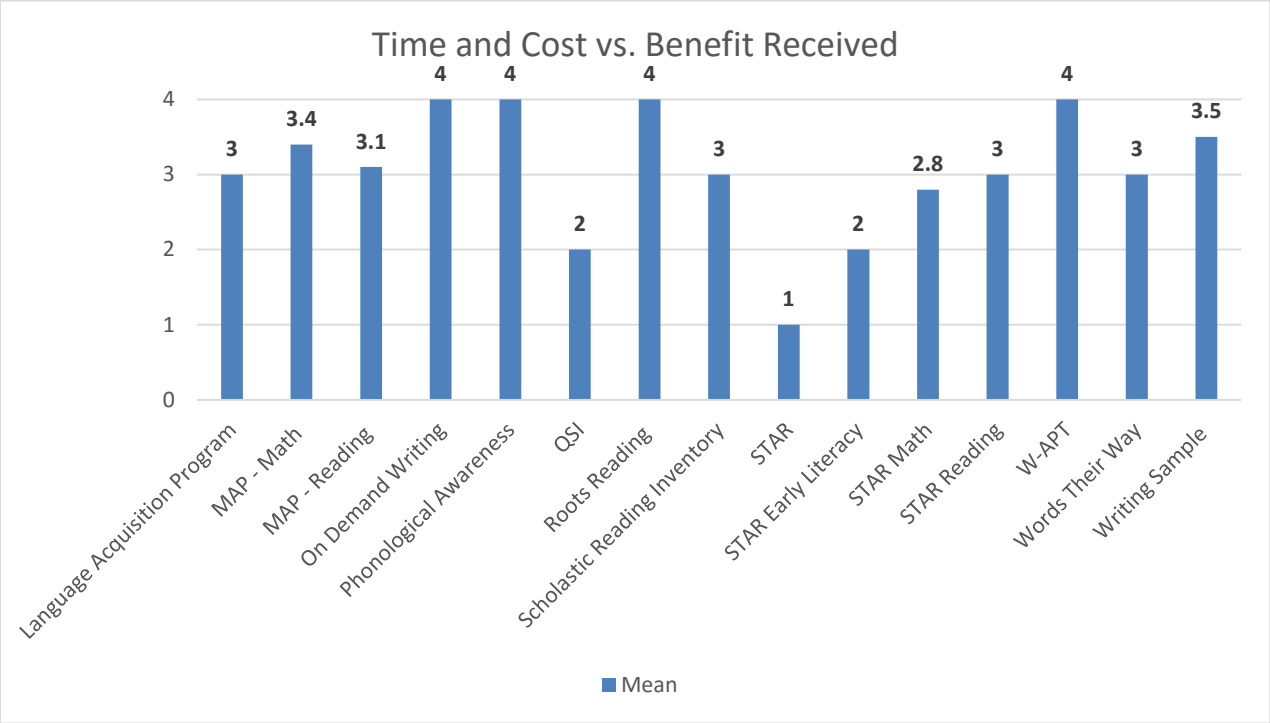



**Table 4:** ***Assessments Used by Multiple (5 or more) Districts – Time and Cost vs. Benefit Received***

| *Assessment Name* | *Average Score for Time and Cost vs. Benefit Received* | *Number of Districts Providing Feedback* |
|---|---|---|
| Measures of Academic Progress - Reading | 3.4 | 15 |
| Measures of Academic Progress – Mathematics | 3.5 | 14 |
| Advanced Placement Testing | 2.4 | 11 |
| STAR Reading | 3 | 6 |
| AAPPL for Bilingual | 2.8 | 5 |
| Developmental Reading Assessment, 2nd Edition | 3.8 | 5 |
| End of Level Mathematics | 2.4 | 5 |

For scores for the other district assessments, please refer to the accompanying complete report.

Analysis of Open-Response Items Regarding District Assessments

**Concerns**

- Too much time spent on testing, at the expense of instructional time.
- Measures of Academic Progress (MAP) are time consuming; one district may eliminate spring MAP to reduce number of district tests student take.
- Difficulty of translating MAP scores into instructional change.
- Use of formative assessment results for program evaluation and performance determination.
- District assessments not providing high-quality information for tracking student progress.

**Suggestions**

- Increase and expand options for formative and interim assessments.
- Provide information on alignment between i-Ready and Smarter Balanced assessments.
- Have all district assessments come from the same provider (e.g., ACT).

## Responses to State Assessments

For each state-required assessment, respondents were asked to determine the value of each assessment on a four-point Likert scale, with 1 indicating low value and 4 indicating high value, or to determine their level of concern about each assessment on a four-point Likert scale, with 1 indicating little concern and 4 indicating great concern.

Results for each state assessment follow, with mean values are rounded to the nearest tenth. In Figures 13–40, the assessments are listed alphabetically in each figure.

***Figure 13 – All State-Required Assessments – Value in Informing Student Progress***

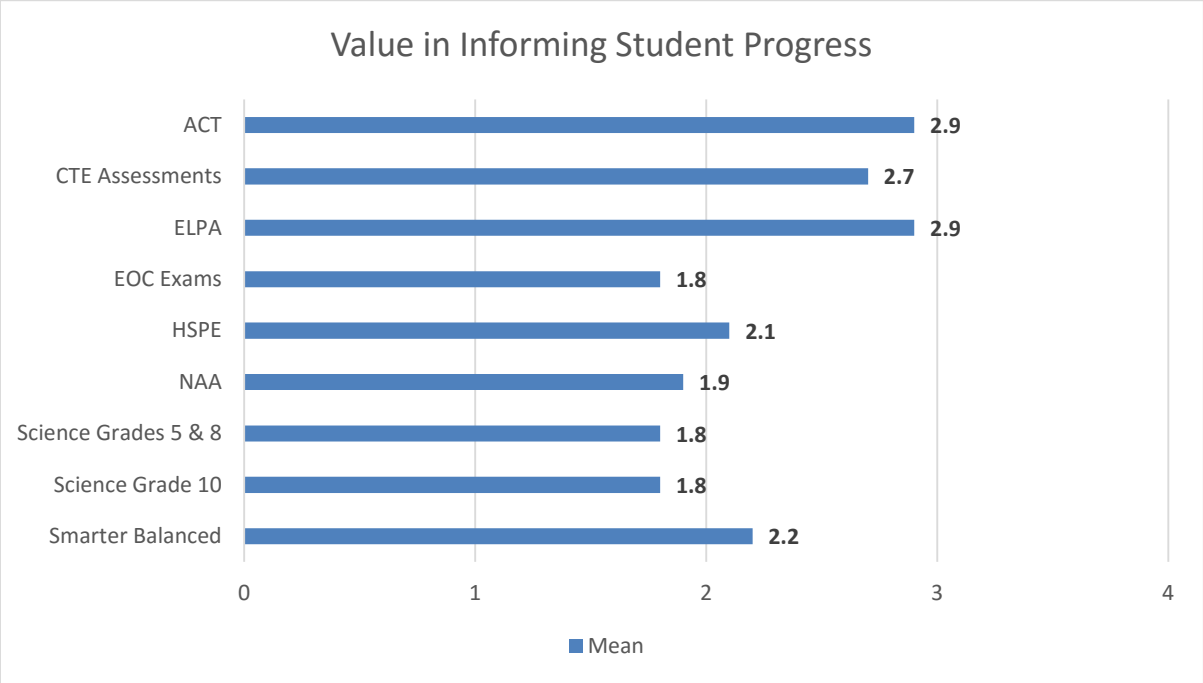


***Figure 14 – All State-Required Assessments – Value to School or District Improvement***

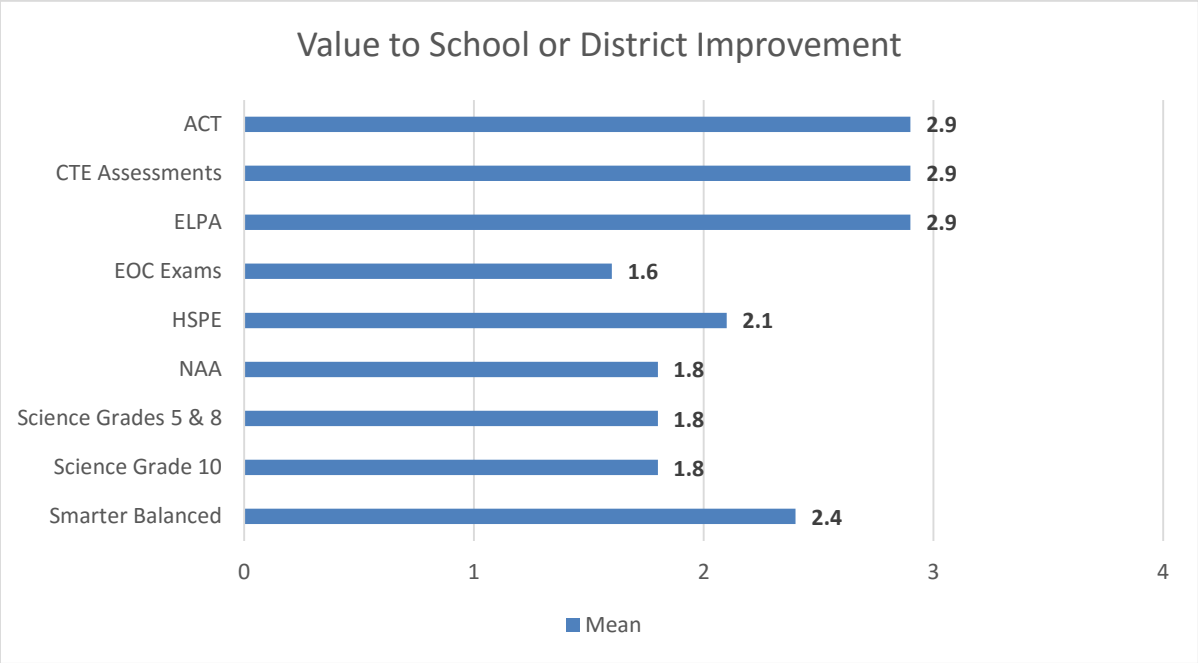



***Figure 15 – All State-Required Assessments – Time and Cost vs. Benefit Received***

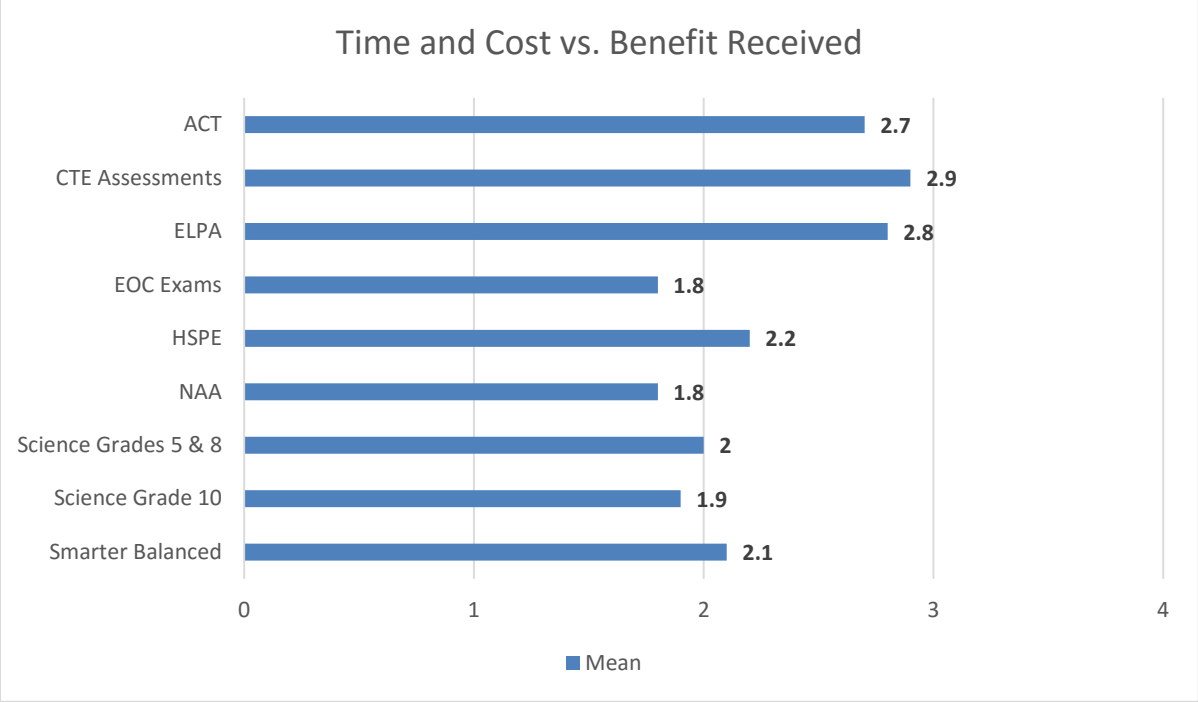


***Figure 16 – All State-Required Assessments – Value in Setting Clear Expectations for Students***

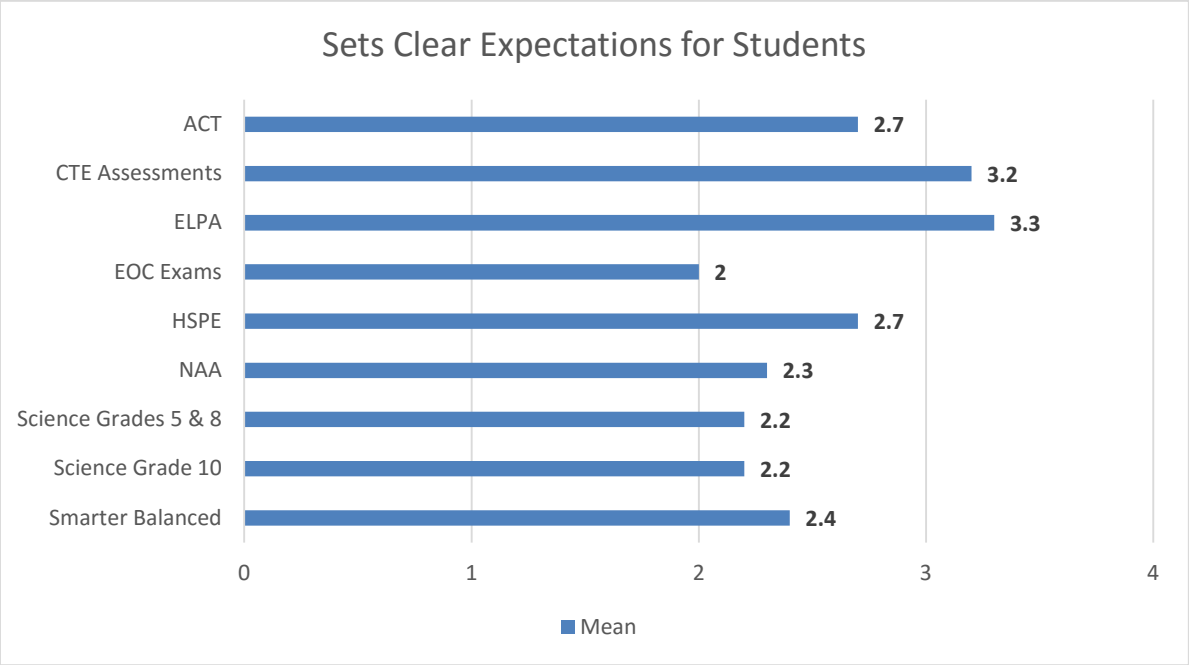



***Figure 17 – All State-Required Assessments – Value in Measuring and Monitoring Student Progress Towards Mastery of Content Standards***

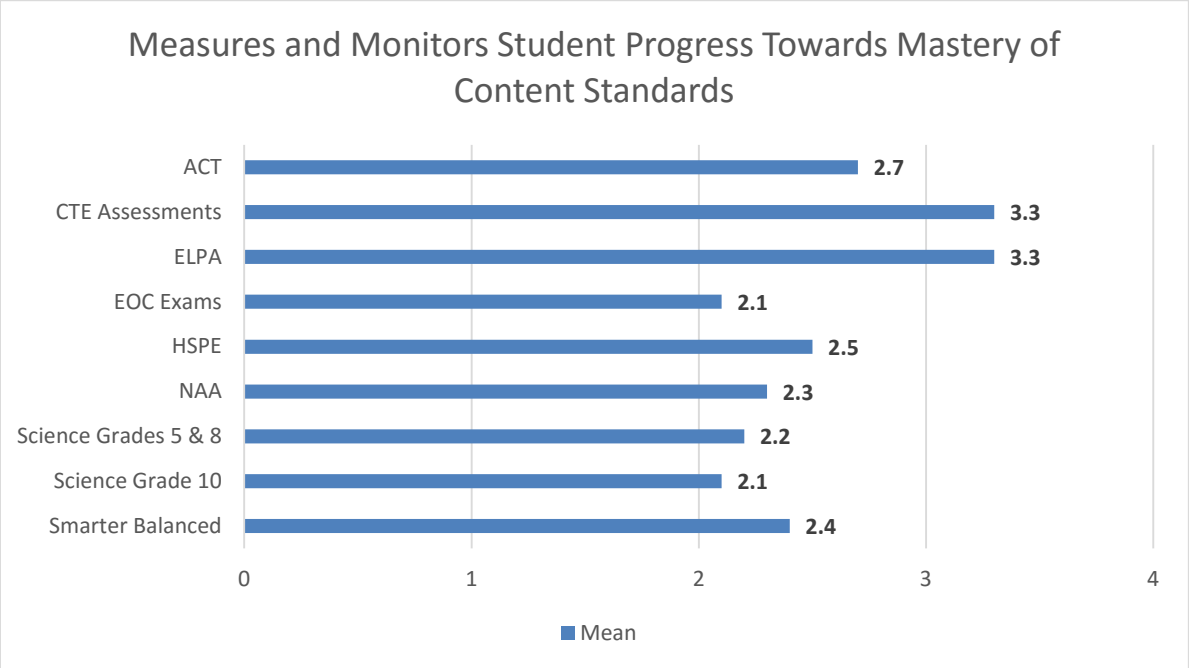


***Figure 18 – All State-Required Assessments – Value in Supporting Student Placement Decisions***

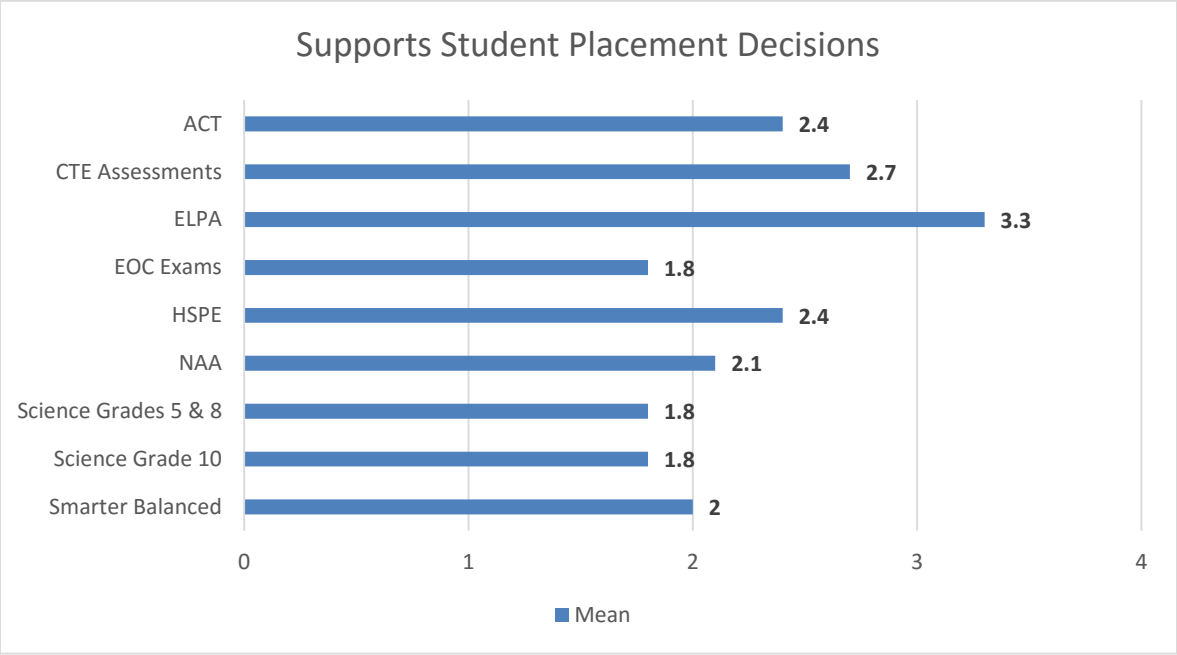



***Figure 19 – All State-Required Assessments – Value in Providing Feedback to Students and Families***

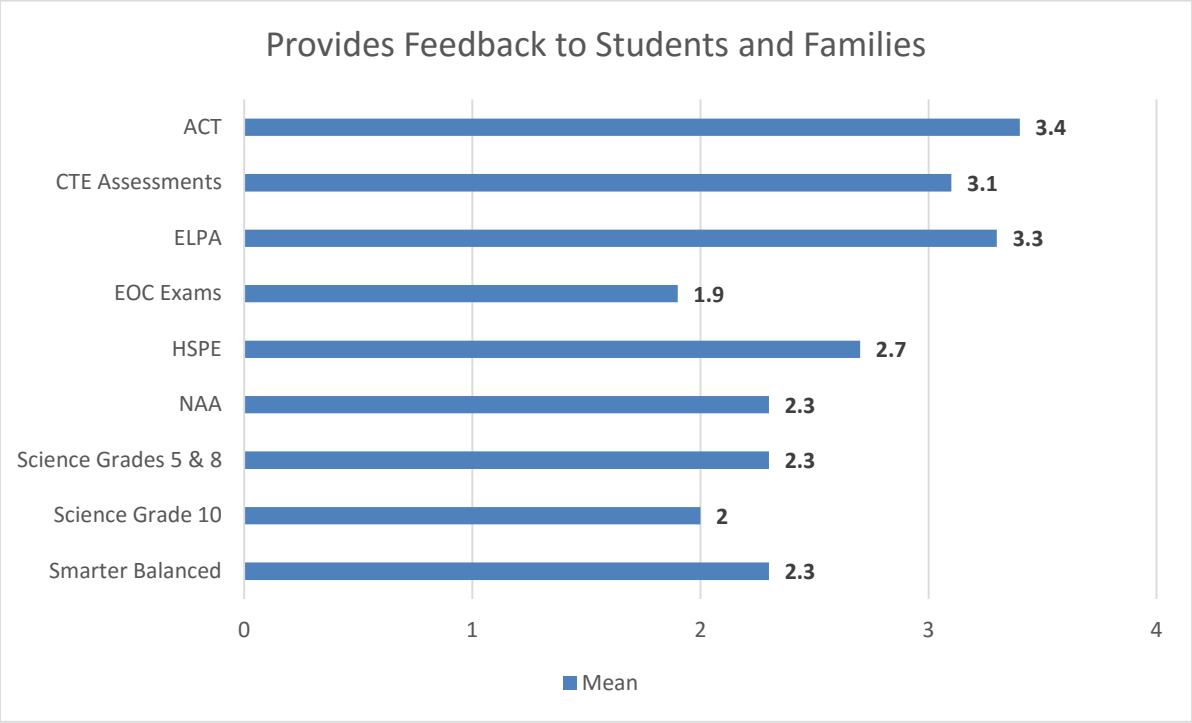


***Figure 20 – All State-Required Assessments – Value in Providing Feedback to Educators***

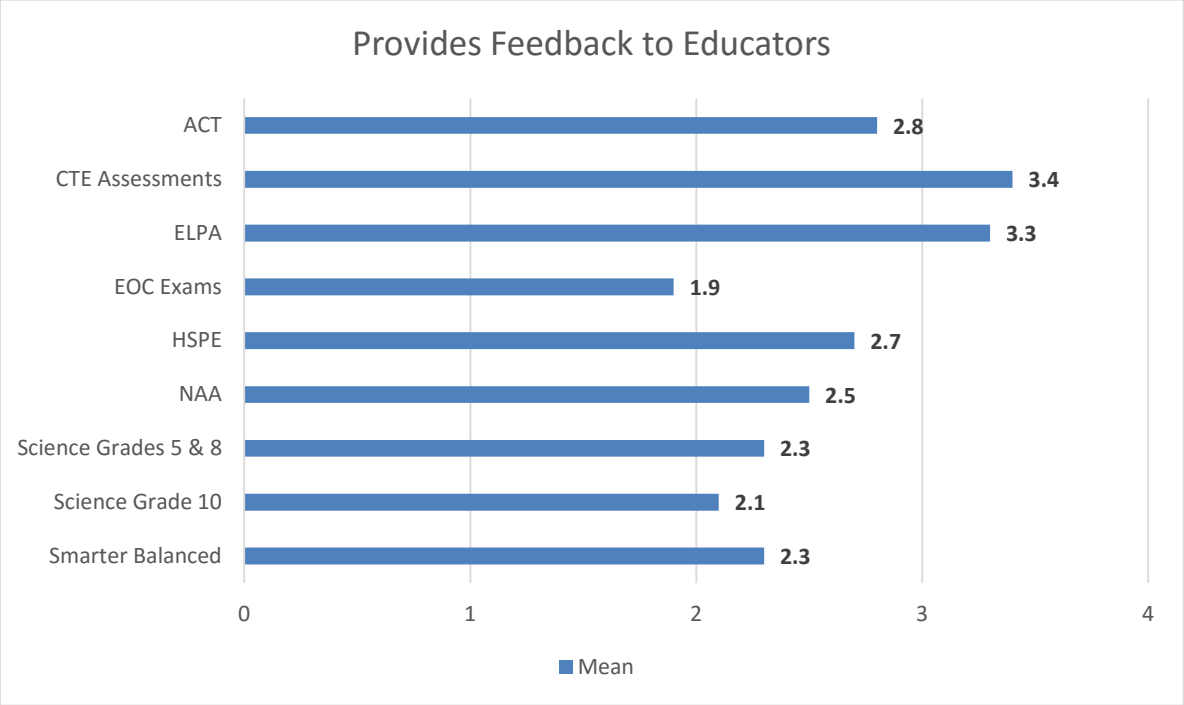



***Figure 21 – All State-Required Assessments – Value in Providing Feedback to Community Members***

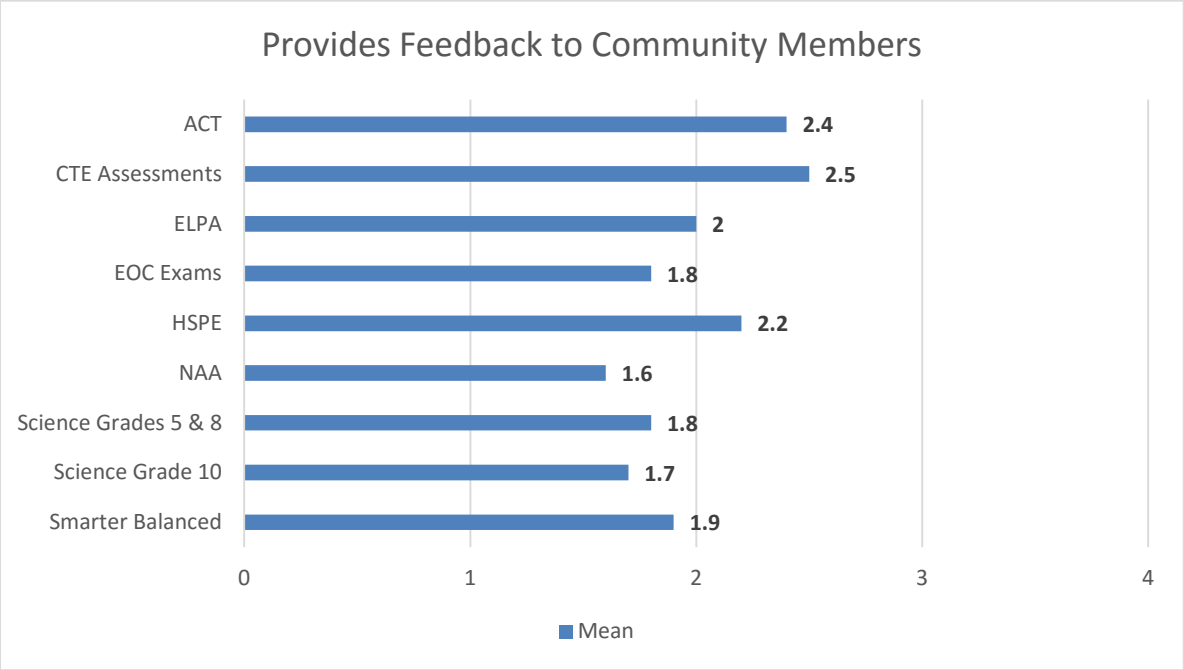


***Figure 22 – All State-Required Assessments – Value in Documenting Program/School Performance***

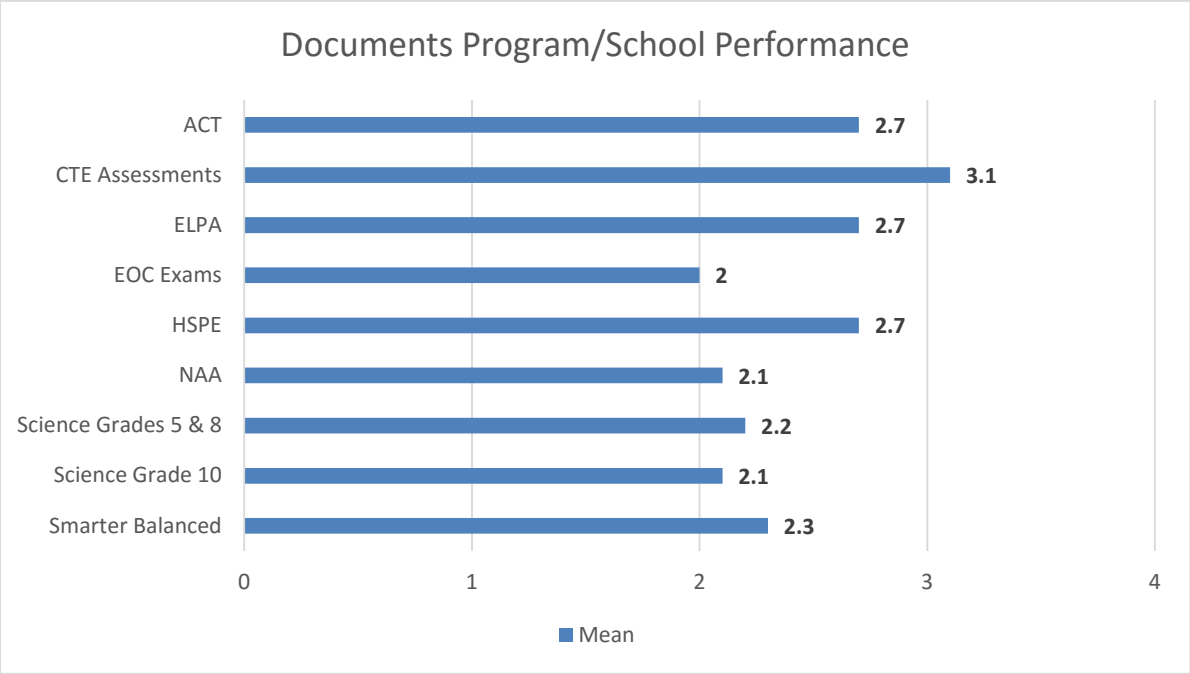



***Figure 23 – All State-Required Assessments – Value in Providing Comparisons Across School and/or Districts***

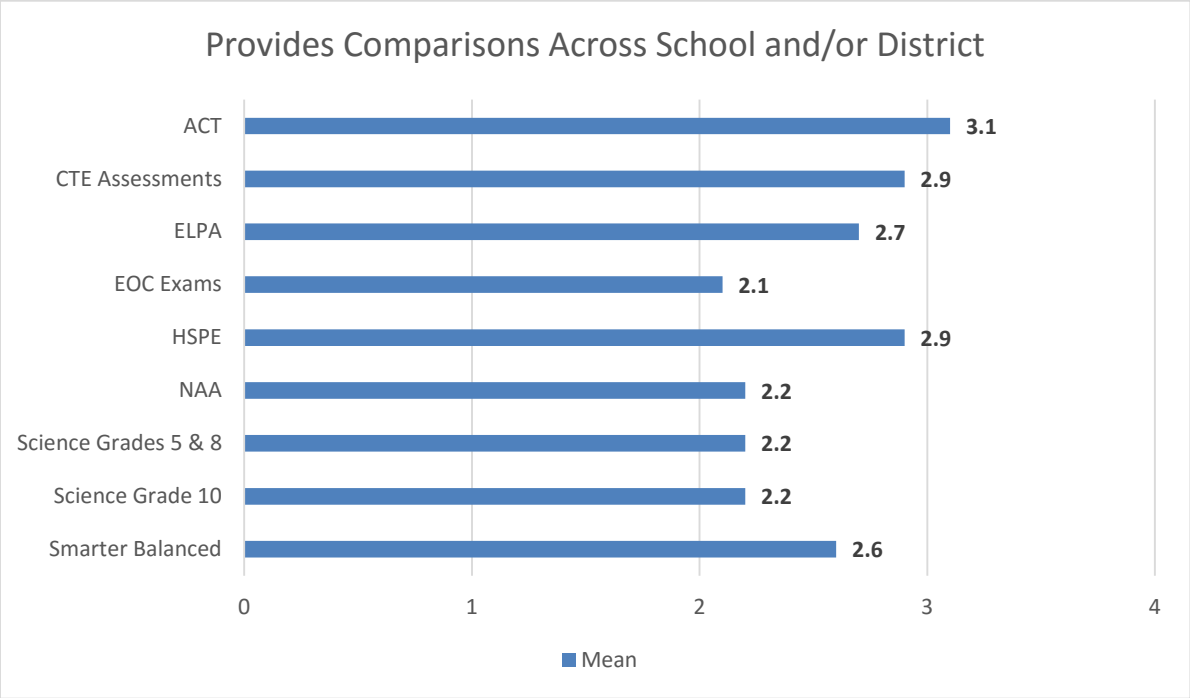


***Figure 24 – All State-Required Assessments – Value in Providing Common Basis for State's Accountability System***

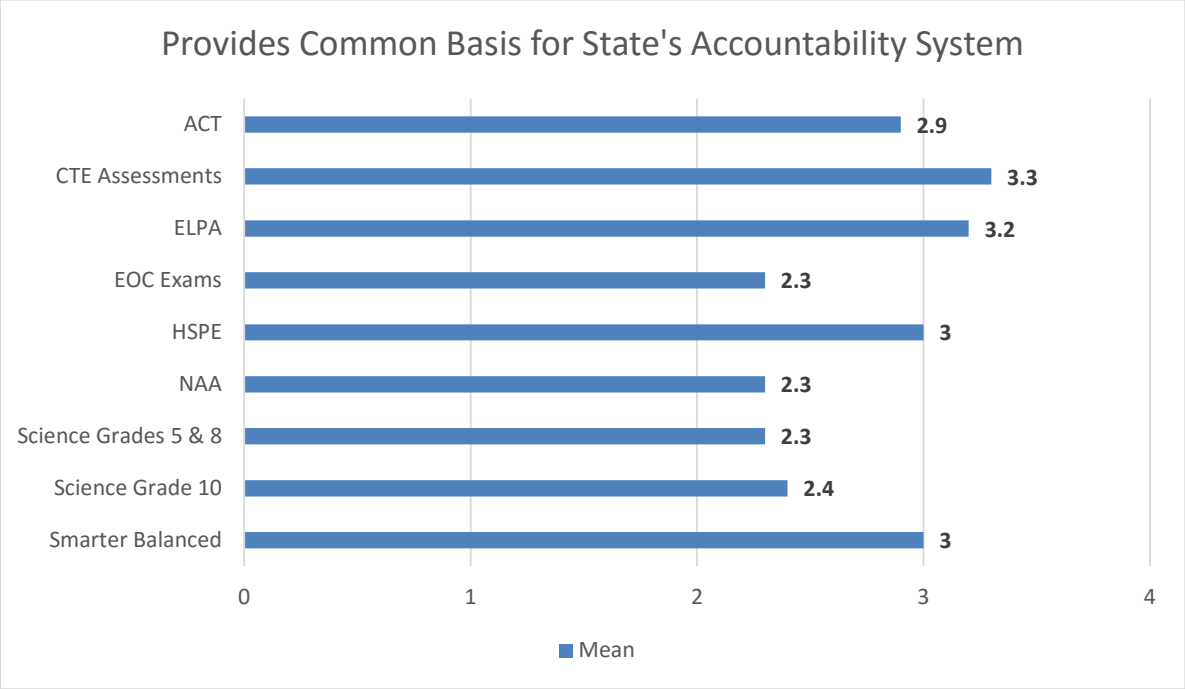



***Figure 25 – All State-Required Assessments – Value in Informing Instructional Practice***

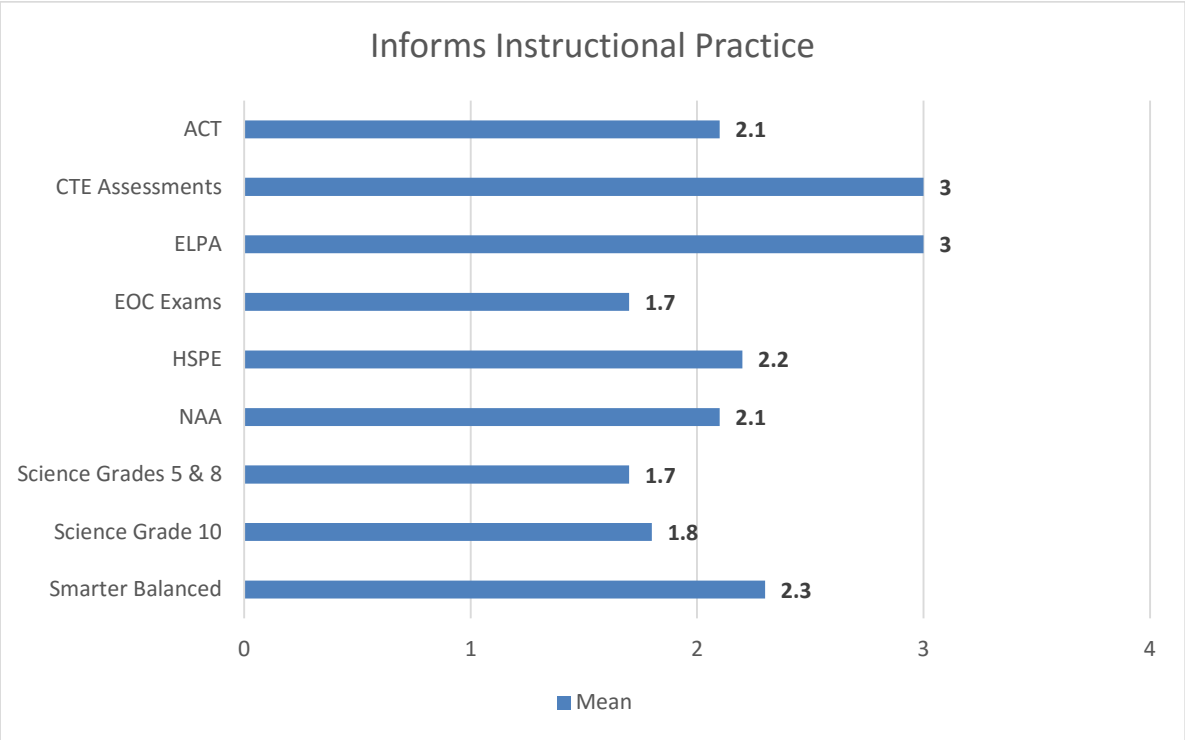


***Figure 26 – All State-Required Assessments – Value in Informing Program Improvement***

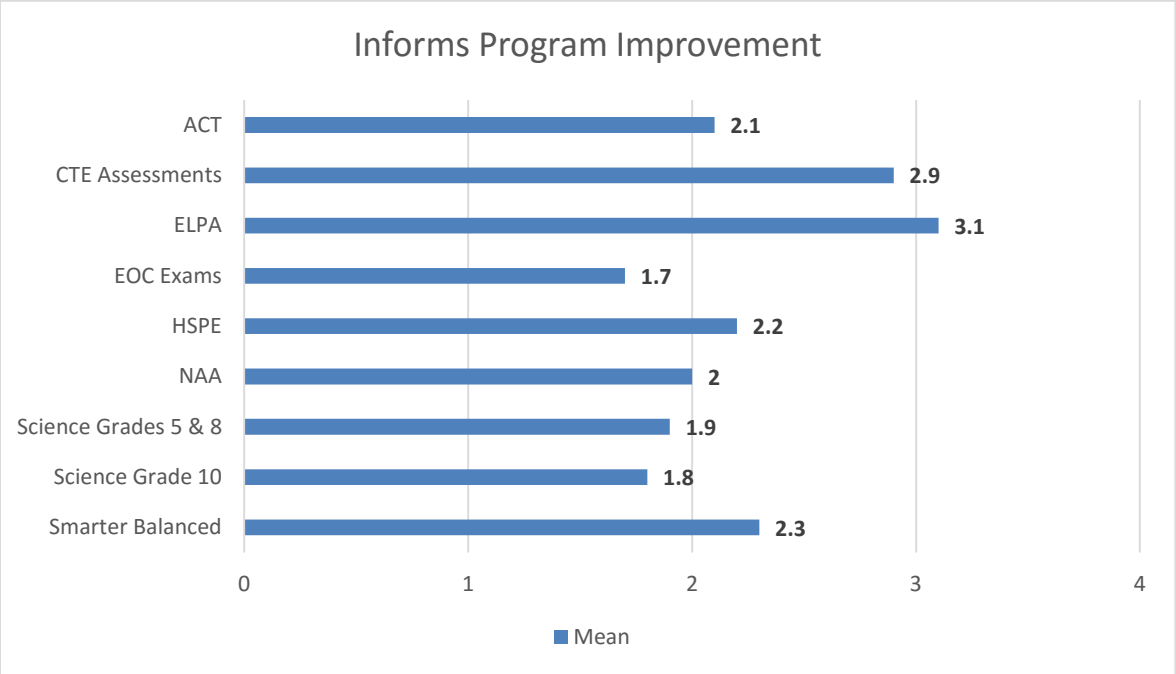



***Figure 27 – All State-Required Assessments – Value in Informing Program Design and Delivery***

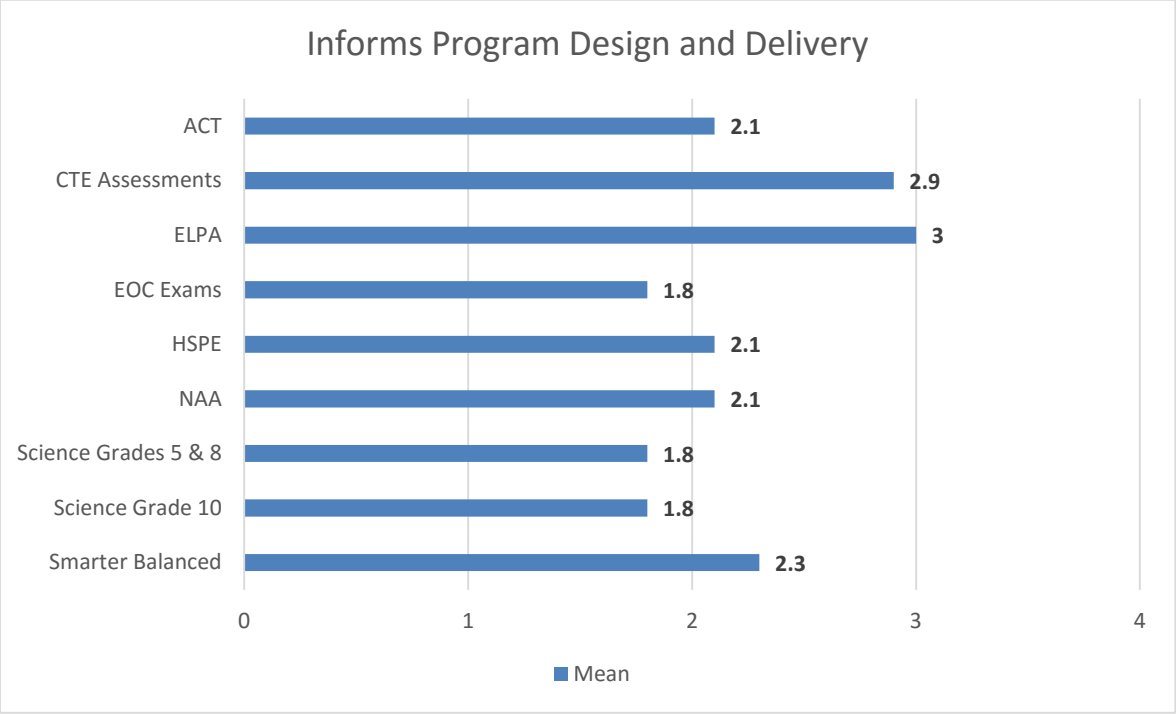
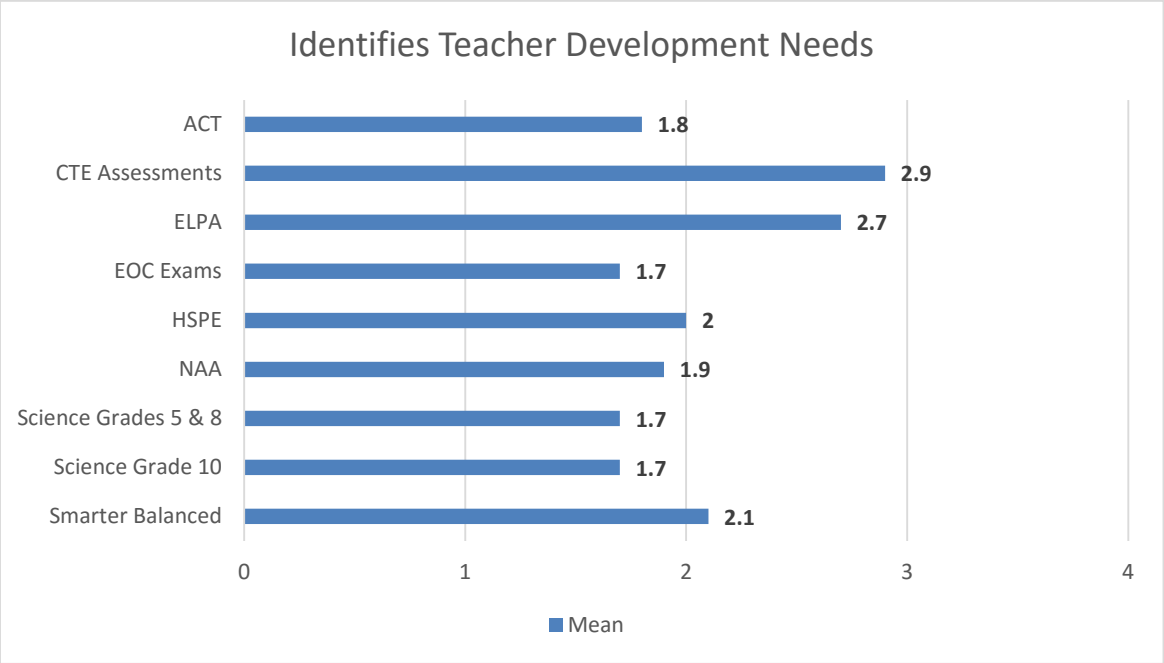


***Figure 28 – All State-Required Assessments – Value in Identifying Teacher Development Needs***



Note: For the following questions, respondents were asked to indicate their level of concern for different factors for each state-required assessment. The responses are based on a four-point Likert scale, with 1 indicating little concern and 4 indicating great concern.

***Figure 29 – All State-Required Assessments – Concern for Quality of Assessment***

***Figure 30 – All State-Required Assessments – Concern for Relevance of Assessment to Students and Teachers***

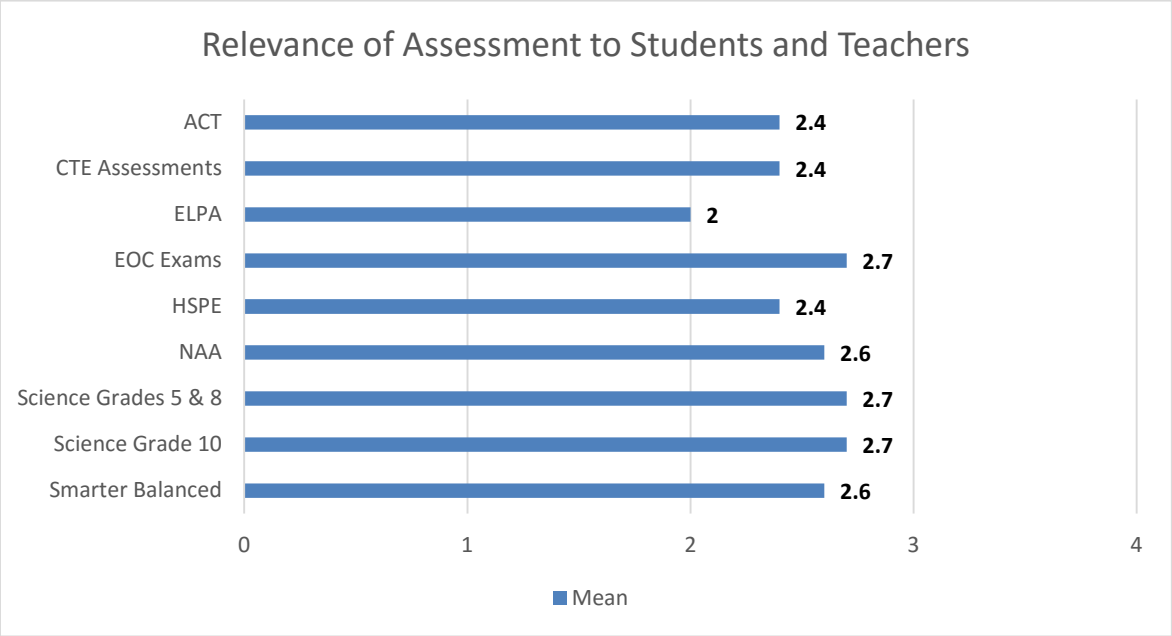


***Figure 31 – All State-Required Assessments – Concern for Technology Requirements***

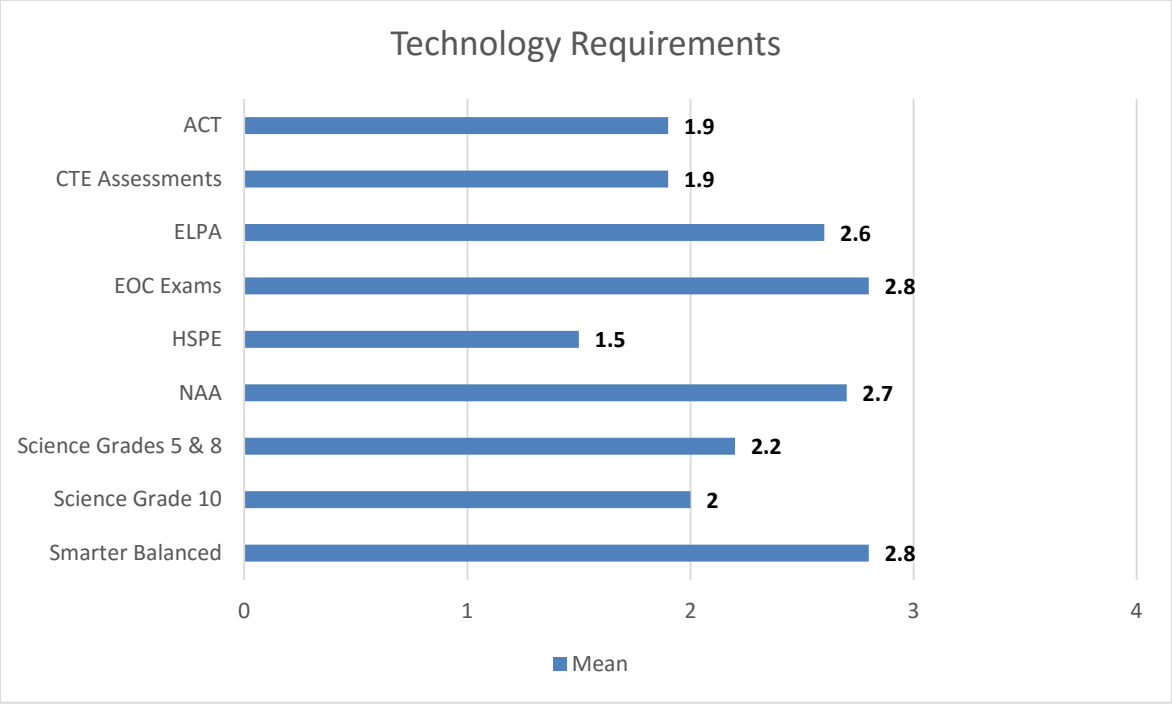



***Figure 32 – All State-Required Assessments – Concern for Student Readiness to Take Online Assessments***

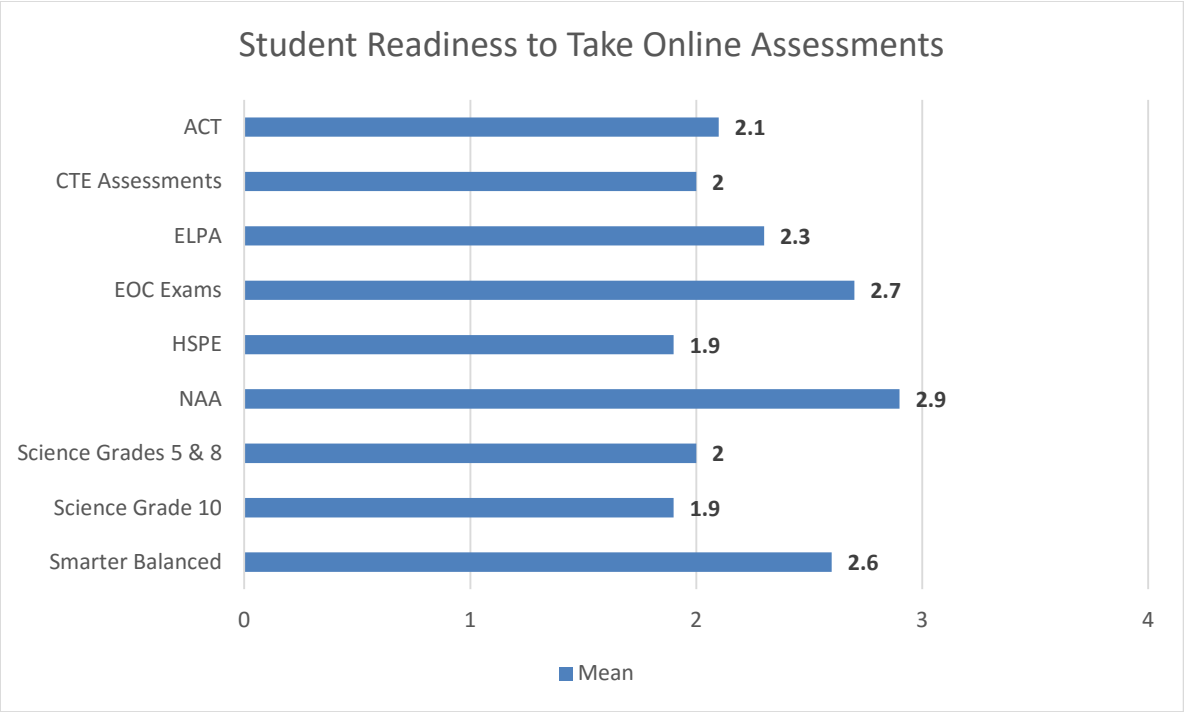


***Figure 33 – All State-Required Assessments – Concern for Time Required for Students to Complete the Assessments***

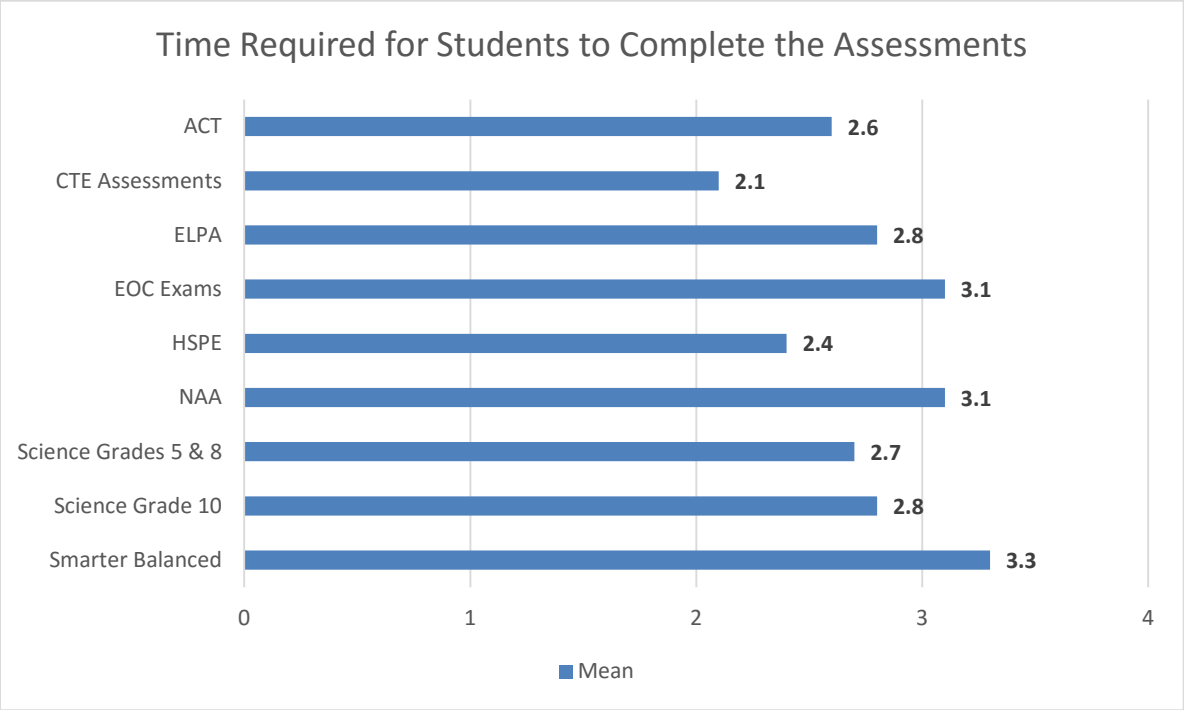



***Figure 34 – All State-Required Assessments – Concern for Impact on Instructional Time***

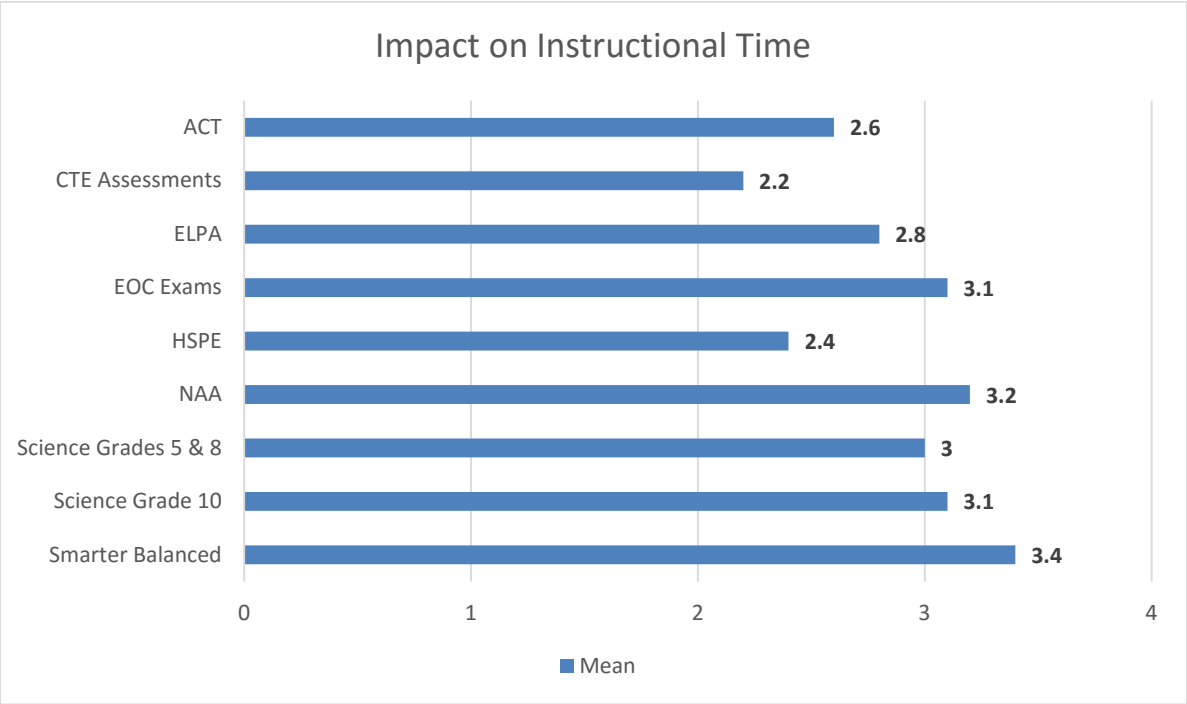


***Figure 35 – All State-Required Assessments – Concern for Timeliness of Results***

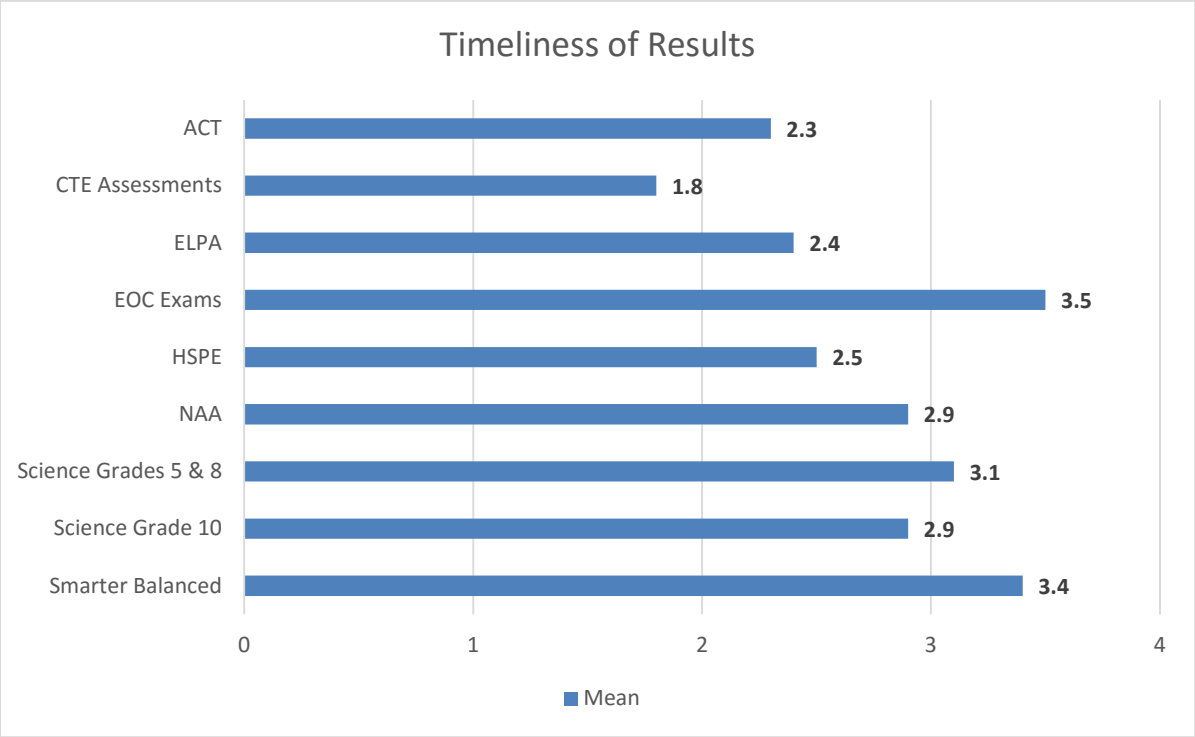



***Figure 36 – All State-Required Assessments – Concern for Utility of Results***

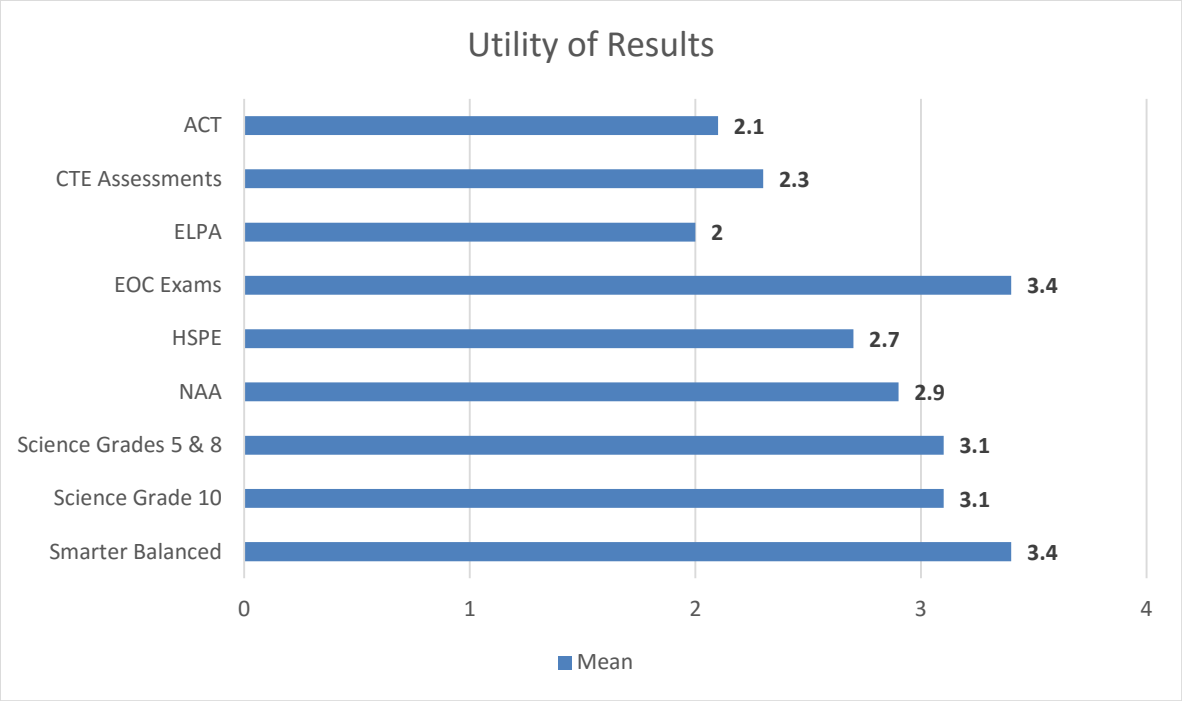


***Figure 37 – All State-Required Assessments – Concern for Type and Quality of Training to Administer the Assessment***

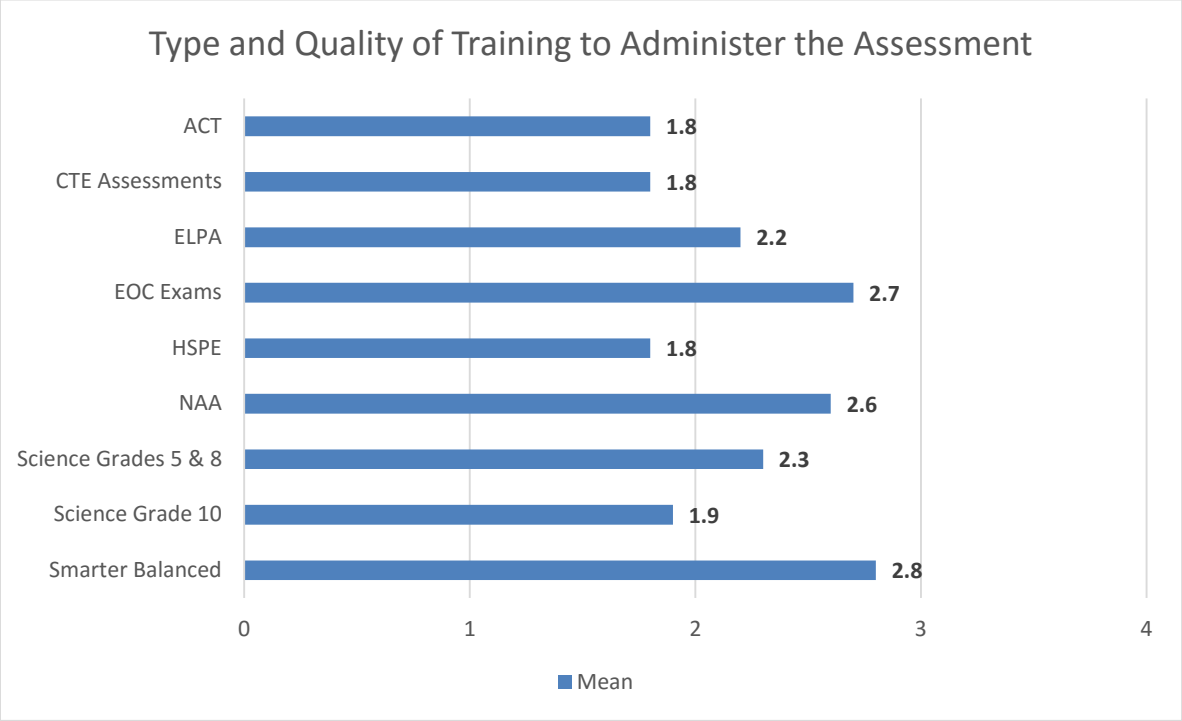



***Figure 38 – All State-Required Assessments – Concern for Security of the Assessment***

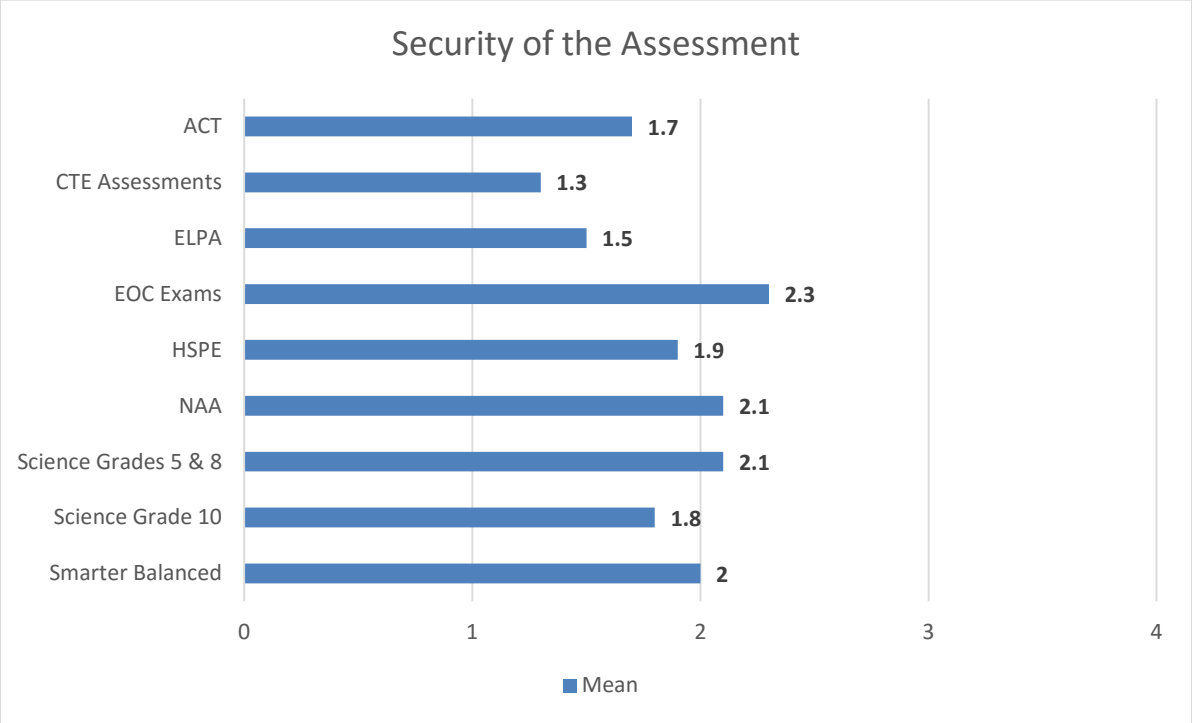


***Figure 39 – All State-Required Assessments – Concern for Duplication with Local Assessment Systems***

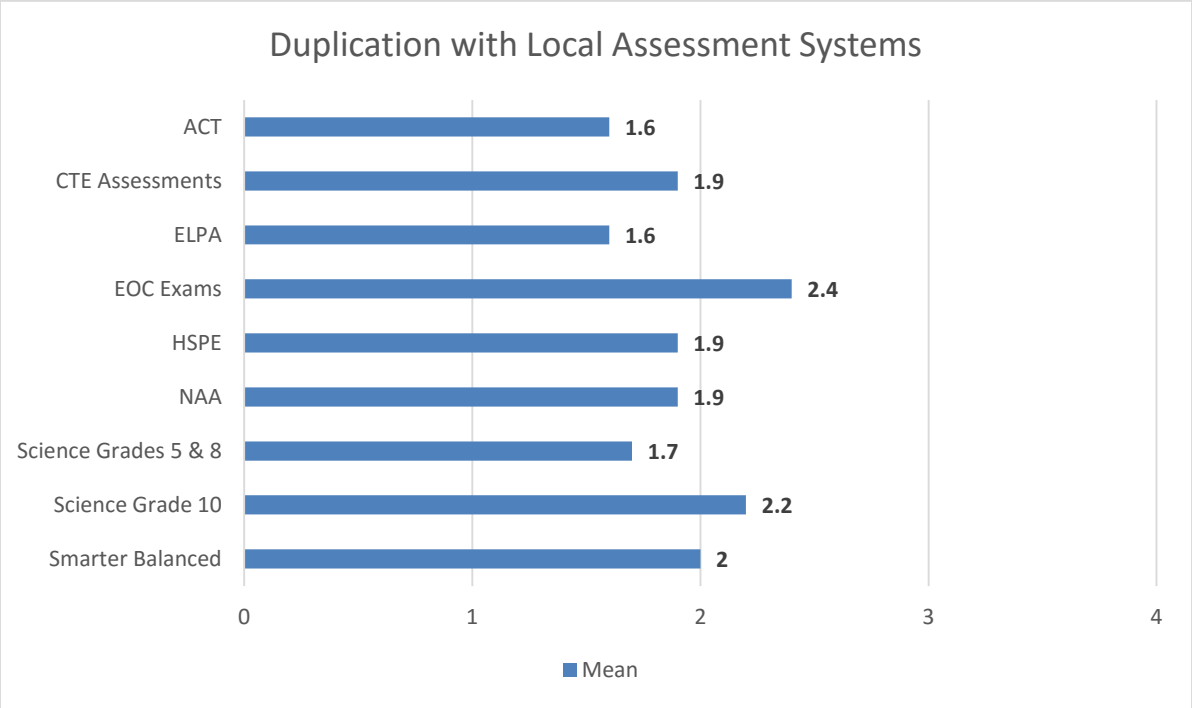
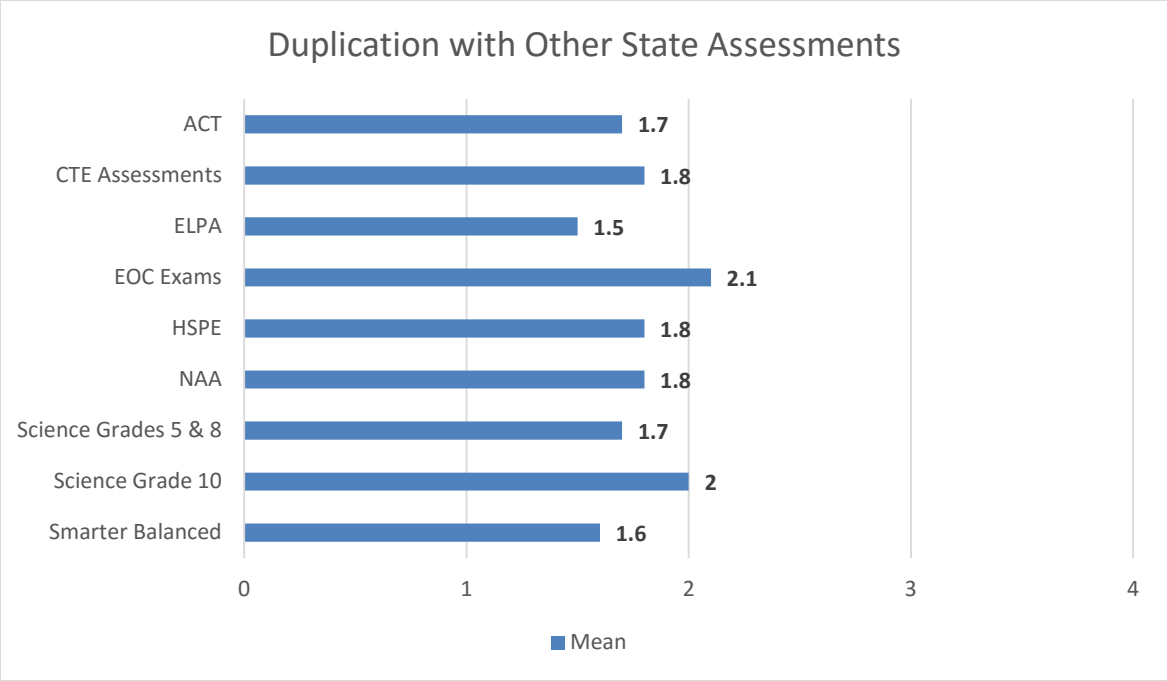



***Figure 40 – All State-Required Assessments – Concern for Duplication with Other State Assessments***



Analysis of Open-Response Items Regarding State Assessments

**Concerns**

- Issues with receiving data from the EOC Exams, the Smarter Balanced Summative Assessment, and the state science assessments; either data was received late, or never sent at all (*seven districts*).
- Amount of state testing time taking staff time and detracting from instructional time (*five districts*).
- Test design/structure of state assessments (namely End-of-Course Exams and the Nevada Alternate Assessment) (*three districts*).
- EOC Science assessments are only for participation and have no benefit to students, parents, or schools (*two districts*).
- Year-round schools may be impacted by the amount of time spent on state assessments in a way that other school are not (*one district*).
- Lack of consistency in the state's assessment system (*one district*).

**Suggestions**

- Provide timely results from state assessments that can be used in making instructional and programmatic decisions (*two districts*).
- Expand formative, interim assessment options provided by the state (*one district*).
- Add the WorkKeys assessments as an option for students who do not plan to attend college (*one district*).