

ADMINISTRATIVE REGULATION

No. 222(b)

Board of Trustees

Douglas County School District

PROGRAM

PRACTICES FOR SETTING ACHIEVEMENT LEVEL TEST (ALT) TARGET AND ACHIEVEMENT LEVEL TEST EXIT SCORES

It is the practice of the Douglas County School District (DCSD) to adjust grade-level target scores on the Achievement Level Test (ALT), including high school exit scores, based on a thorough analysis of available student achievement data. **In most cases, the school district administration will recommend an increase in student grade-level target scores and high school exit scores in keeping with the District's goal to raise student achievement over time. The Douglas County School District will set and maintain achievement level test target and exit scores at or above state achievement proficiency target scores.** When considering an adjustment to ALT grade-level target scores and high school exit scores the following factors may be considered:

- Comparisons of district ALT data with state criterion-referenced results (CRT) and the Nevada High School Proficiency Test (HSPE) results.
- Examinations of longitudinal ALT data, including by cohort, by class, by grade, and by subject.
- Comparisons of district ALT data with national norming data from the statewide norm referenced test (NRT).
- Comparisons of district ALT data with NWEA norming data.
- Development of a timeline for implementation of an increase to an ALT target or exit score. Due notice to staff, parents, and students, as well as intervention implications will be taken into consideration.

When bringing a recommendation from the Board of Trustees regarding an adjustment to ALT grade-level target and exit scores, a two-meeting process must be implemented. First, school district administration will present the available data to the School Board and make appropriate recommendations. Board members may ask questions for clarification, express concerns, or request additional information. The school district administration will then refine the recommendation based on all input from the first meeting. At the second meeting, the school district administration will present the revised achievement level target or exit score(s) recommendations to the Board.

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Example: In October of 2001, a new reading HSPE exam was administered to sophomores across the state. This more difficult exam reflected the newly adopted 1998 state content standards. DCSD conducted a correlation to determine the relationship between student scores on the new reading HSPE with student scores on the ALT reading assessments. In addition, DCSD conducted a regression analysis to determine whether the ALT could be a predictor of students' success on the reading HSPE.

An analysis of HSPE (1998 version) reading data with the 9th grade ALT reading achievement level test (October 2001) found a strong positive correlation between a student's performance on the ALT reading test and his/her performance on the HSPE reading test. More importantly, district staff found they could use the 9th grade ALT reading test to predict student performance on the HSPE reading test. The analysis showed that a student who earned a RIT score of 218 would likely pass the reading HSPE on his/her first try. According to the ALT Examiner's Manual, a reading RIT score of 218 is equivalent to an average 6th grade student score at the end of the school year.

The results of the above analysis caused school district administration to ask whether the district should consider lowering the current high school exit score so it was more in line with the student "passing score" on the HSPE reading test. At that time, students had to obtain an ALT score of 226 on the reading test to pass the high school exit score which is eight points higher than what a student would have to perform to predict success on the reading HSPE. Should DCSD reduce the 226 reading RIT score so it was more in line with the student "passing score" on the newly developed state reading HSPE?

The school district administration, with Board approval, decided that it was inappropriate to lower the district high school exit score **since the overall goal of the school district is to raise student achievement over time.**

[See Policy related to this Administrative Regulation](#)

See also: Administrative Regulation [222](#), [222\(a\)](#)

02/03