

ADMINISTRATIVE REGULATION

No. 222(b)

Board of Trustees Douglas County School District

PRACTICES FOR SETTING DISTRICT-WIDE ASSESSMENT TARGET AND EXIT SCORES

It is the practice of the Douglas County School District (DCSD) to adjust grade-level target scores on the District-wide assessments (e.g., NWEA MAP Growth or other diagnostic tools) including high school exit proficiency indicators, based on a thorough analysis of available student achievement data. In most cases, the school district administration will recommend maintaining or increasing 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 its assessment target and exit scores at or above state achievement proficiency target scores and aligned to Nevada Academic Content Standards. When considering an adjustment to grade-level target scores and high school exit scores the following factors may be considered:

- Comparisons of district assessment data with state summative assessment results (e.g., Smarter Balanced, Nevada Science Assessment, and ACT).
- Examinations of longitudinal assessment data, including by cohort, by class, by grade, and by subject.
- Comparisons of district data with national norming data from available nationally norm-referenced measures.
- Comparisons of district data with NWEA or other comparative norming data.
- Development of a timeline for implementation of an increase to 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 to the Board of Trustees regarding an adjustment to grade-level target and exit scores, a two-meeting process must be implemented unless otherwise directed by the Board. 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 target or exit score(s) recommendations to the Board for action.

The District may periodically conduct alignment and correlation studies between local diagnostic assessments (e.g., MAP Growth RIT scores) and state summative results to ensure that District-set targets remain predictive of success on state-mandated measures and graduation requirements.

[See Policy related to this Administrative Regulation](#)
See also: Administrative Regulation [222](#), [222\(a\)](#)

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