Washoe County School District

Data Summit 2015

63K

63,000 Reasons to be Inspired
63,000 Reasons to Succeed

Washoe County School District
Every Child, By Name And Face, To Graduation℠

www.washoeschools.net #WeAreWCSD

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Washoe County School District
2015 Data Summit

District Overview

The Washoe County School District (WCSD) is the 62nd largest school district in the country[1] and operates 103 schools (including charter schools) serving urban, suburban and rural settings. The WCSD has 62 elementary schools, 14 middle schools, 12 high schools, 1 magnet school (TMCC), 5 alternative schools, and 8 District-sponsored charter schools. The WCSD includes schools in the Gerlach-Empire, Wadsworth, and Incline Village. The remaining schools are located in the Reno/Sparks metropolitan area.

The total enrollment for all non-Charter WCSD schools is 62,986. The WCSD employs approximately 7,041 full-time equivalent employees. This includes 406 administrators (certified and pro-tech), 4,110 certified employees (teachers, counselors, nurses, etc.), 2,489 classified support professionals, and 36 school police officers, sergeants, and investigators.

2013-2014 Performance Highlights[2]

- The Class of 2014 saw 3,474 students cross the stage to accept their diplomas, which is the largest number of students to graduate in the history of WCSD. Of them, nearly 50 percent graduated with an advanced or honors diploma. The graduation rate increased by 3 percentage points from 70 percent in 2012-13 to 73 percent in 2013-14.
- The percent of students who completed at least on AP/IB or Dual Credit course by graduation increased by 7 percentage points over the last three years, from 51 percent in 2012 to 58 percent in 2014.
- The majority of students (86%) earn credits at the expected pace in the ninth and tenth grades.

Select Strategies for Student Success

- Reading Strategies Classes
- School-Day Proficiency Prep Classes
- Credit Recovery Classes
- College Math Remediation
- After-School Tutoring
- After-School Plato/A+ Support
- Advanced Placement (AP) "Stretch Run"
- Saturday Academies
- "Bootcamps" for AP Students
- "Jumpstart" for Incoming Freshman
- Home Visits
- Door to Door Campaign

[1] Source: http://proximityone.com/lgsd.htm

[2] Additional information regarding WCSD performance can be found at www.nevadareportcard.com

A Brave and Startling Truth
by Maya Angelou

We, this people, on a small and lonely planet
Traveling through casual space
Past aloof stars, across the way of indifferent suns
To a destination where all signs tell us
It is possible and imperative that we learn
A brave and startling truth

And when we come to it
To the day of peacemaking
When we release our fingers
From fists of hostility
And allow the pure air to cool our palms

When we come to it
When the curtain falls on the minstrel show of hate
And faces sooted with scorn are scrubbed clean
When battlefields and coliseum
No longer rake our unique and particular sons and daughters
Up with the bruised and bloody grass
To lie in identical plots in foreign soil

When the rapacious storming of the churches
The screaming racket in the temples have ceased
When the pennants are waving gaily
When the banners of the world tremble
Stoutly in the good, clean breeze

When we come to it
When we let the rifles fall from our shoulders
And children dress their dolls in flags of truce
When land mines of death have been removed
And the aged can walk into evenings of peace
When religious ritual is not perfumed
By the incense of burning flesh
And childhood dreams are not kicked awake
By nightmares of abuse

When we come to it
Then we will confess that not the Pyramids
With their stones set in mysterious perfection
Nor the Gardens of Babylon
Hanging as eternal beauty
In our collective memory
Not the Grand Canyon
Kindled into delicious color
By Western sunsets

Continued on the following page

Nor the Danube, flowing its blue soul into Europe
Not the sacred peak of Mount Fuji
Stretching to the Rising Sun
Neither Father Amazon nor Mother Mississippi who, without favor,
Nurture all creatures in the depths and on the shores
These are not the only wonders of the world

When we come to it
We, this people, on this minuscule and kithless globe
Who reach daily for the bomb, the blade and the dagger
Yet who petition in the dark for tokens of peace
We, this people on this mote of matter
In whose mouths abide cankerous words
Which challenge our very existence
Yet out of those same mouths
Come songs of such exquisite sweetness
That the heart falters in its labor
And the body is quieted into awe

We, this people, on this small and drifting planet
Whose hands can strike with such abandon
That in a twinkling, life is sapped from the living
Yet those same hands can touch with such healing, irresistible tenderness
That the haughty neck is happy to bow
And the proud back is glad to bend
Out of such chaos, of such contradiction
We learn that we are neither devils nor divines

When we come to it
We, this people, on this wayward, floating body
Created on this earth, of this earth
Have the power to fashion for this earth
A climate where every man and every woman
Can live freely without sanctimonious piety
Without crippling fear

When we come to it
We must confess that we are the possible
We are the miraculous, the true wonder of this world
That is when, and only when
We come to it.

We Are WCSD

A Look at our Students

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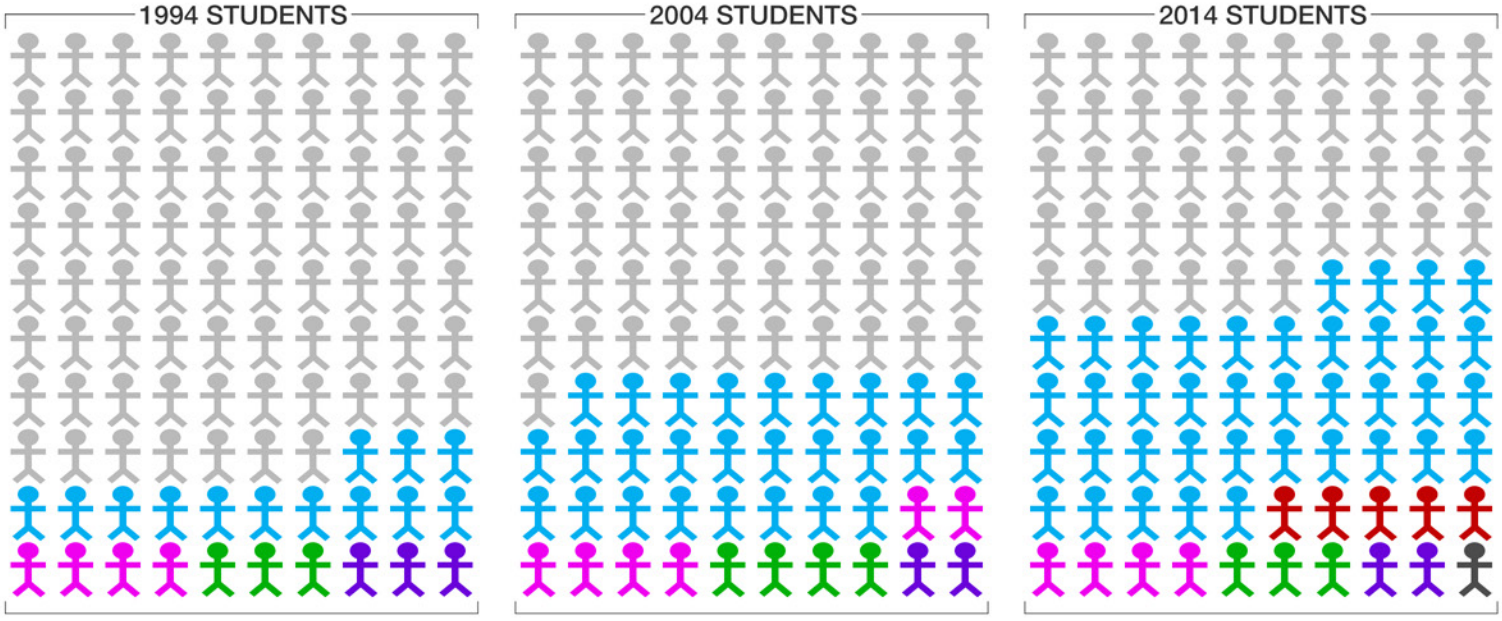
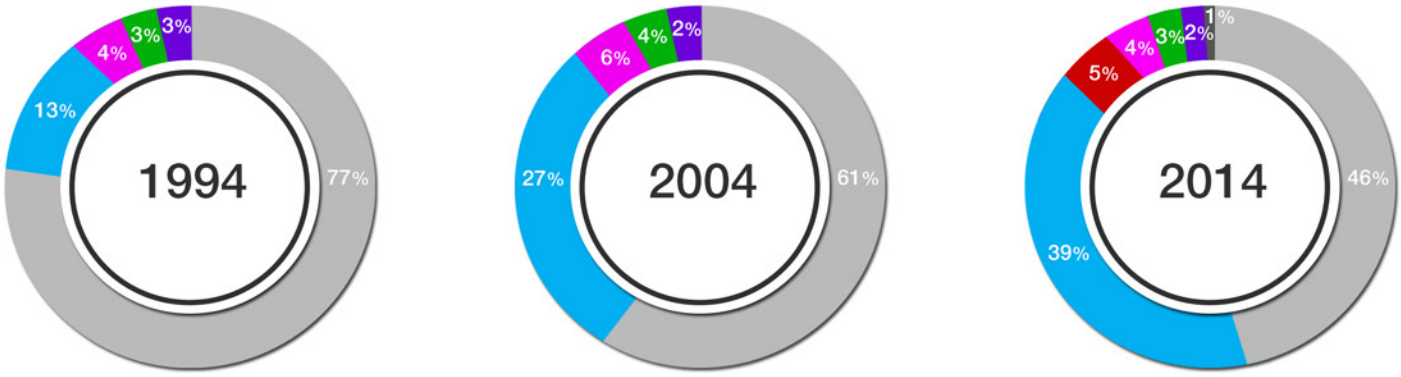
STUDENT DEMOGRAPHICS
1994-2014

African American | American Indian | Asian | Hispanic | Multiracial | Pacific Islander | White





1994	
African American:	1,268
American Indian:	1,169
Asian:	1,967
Hispanic:	5,746
Multiracial:	-
Pacific Islander:	-
White:	33,565
TOTAL ENROLLMENT:	43,715

2004	
African American:	2,137
American Indian:	1,676
Asian:	3,641
Hispanic:	16,229
Multiracial:	-
Pacific Islander:	-
White:	36,442
TOTAL ENROLLMENT:	60,125

2014	
African American:	1,521
American Indian:	1,013
Asian:	2,765
Hispanic:	24,482
Multiracial:	3,380
Pacific Islander:	621
White:	29,204
TOTAL ENROLLMENT:	62,986

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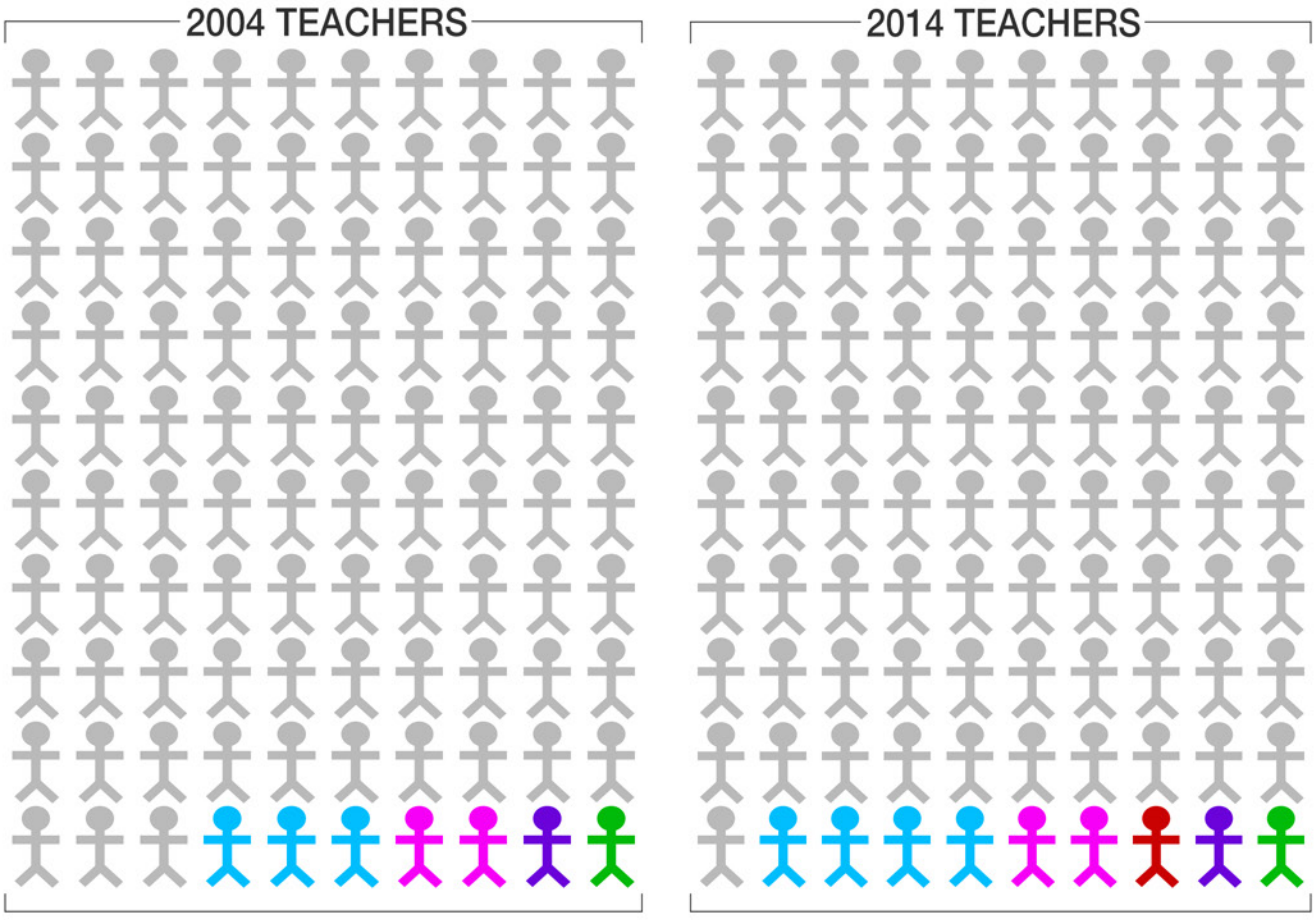
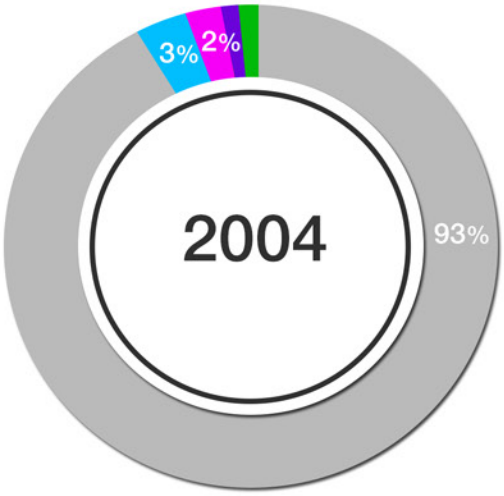
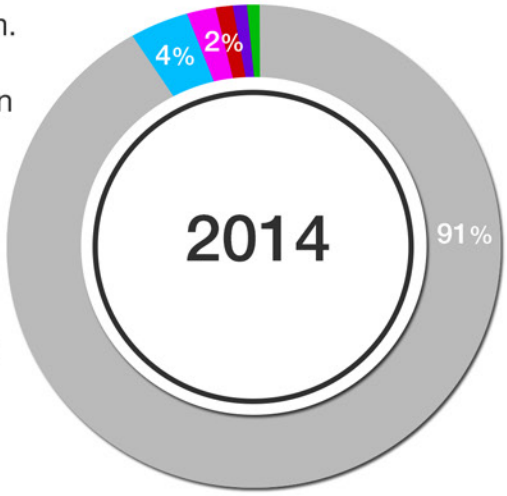
TEACHER DEMOGRAPHICS
2004-2014

African American | American Indian | Asian | Hispanic | Multiracial | Pacific Islander | White





	2004	2014
African Am.	19	24
Am. Indian	35	32
Asian	54	73
Hispanic	104	177
Multiracial	-	13
White	2,988	3,444



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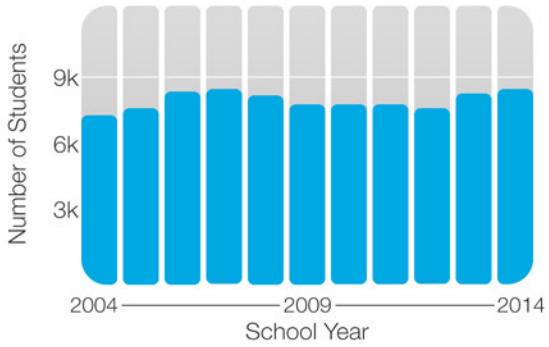
Student Special Populations
2004-2014

IEP

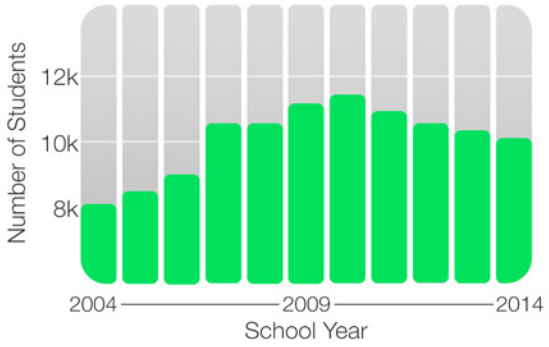


Percentage of Total Student Population

Five Year Change
+0.4

Ten Year Change
+0.8

LEP

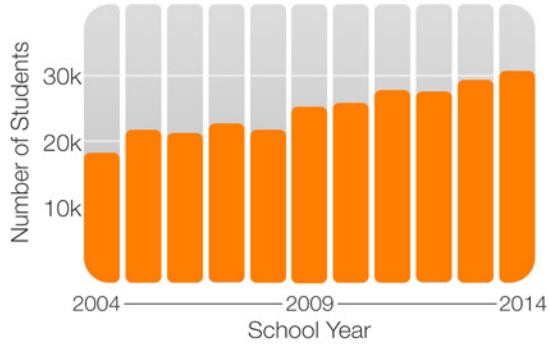


Percentage of Total Student Population

Five Year Change
-1.7

Ten Year Change
+2.4

FRL

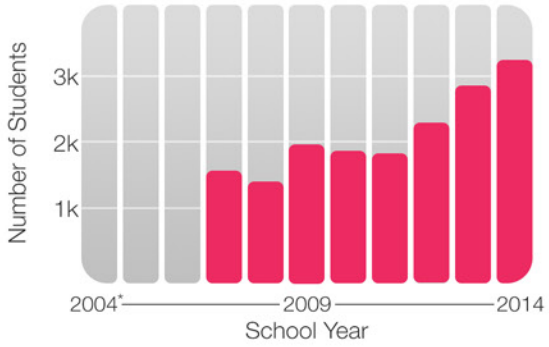


Percentage of Total Student Population

Five Year Change
+9.6

Ten Year Change
+16.6

CIT



Percentage of Total Student Population

Three Year Change
+2.3

Seven Year Change
+2.7

*CIT population data not available prior to the 2006-2007 school year.

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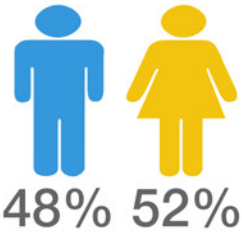
Elementary Schools
2015

Race/Ethnicity

White	Hispanic	Multiracial	Asian
14,866 44%	13,660 41%	2,119 6%	1,287 4%

African American	American Indian	Pacific Islander	Total Enrollment
764 2%	627 2%	382 1%	33,705



Special Populations

Population	N-size	%
IEP	5,188	15%
LEP	7,629	23%
FRL	19,202	57%
CIT	1,354	4%
GT	1,606	5%

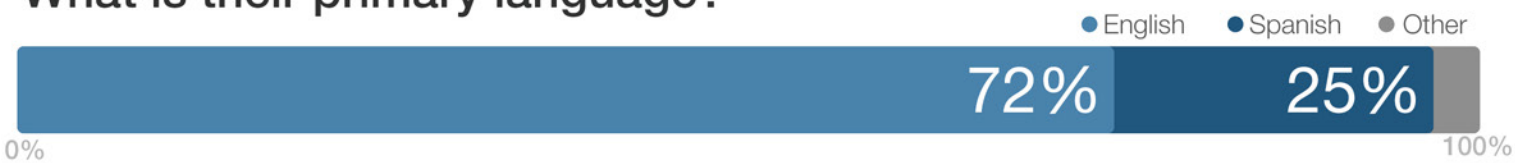
Students in **ONE** Special Population

Students in **TWO or More** Special Populations

Students in **THREE or More** Special Populations

Where were they born?

What is their primary language?



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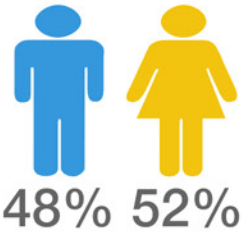
Middle Schools
2015

Race/Ethnicity

White	Hispanic	Multiracial	Asian
5,069 46%	4,218 39%	669 6%	454 4%

African American	American Indian	Pacific Islander	Total Enrollment
247 2%	168 2%	112 1%	10,937



Special Populations

Population	N-size	%
IEP	1,406	13%
LEP	1,487	14%
FRL	5,164	47%
CIT	316	3%
GT	1,363	12%

Students in **ONE** Special Population

Students in **TWO or More** Special Populations

Students in **THREE or More** Special Populations

Where were they born?

What is their primary language?

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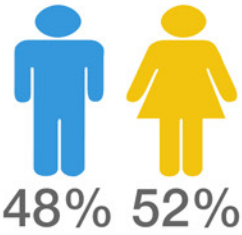
High Schools
2015

Race/Ethnicity

White	Hispanic	Multiracial	Asian
8,729 48%	6,791 37%	949 5%	975 5%

African American	American Indian	Pacific Islander	Total Enrollment
467 3%	238 1%	174 1%	18,323



Special Populations

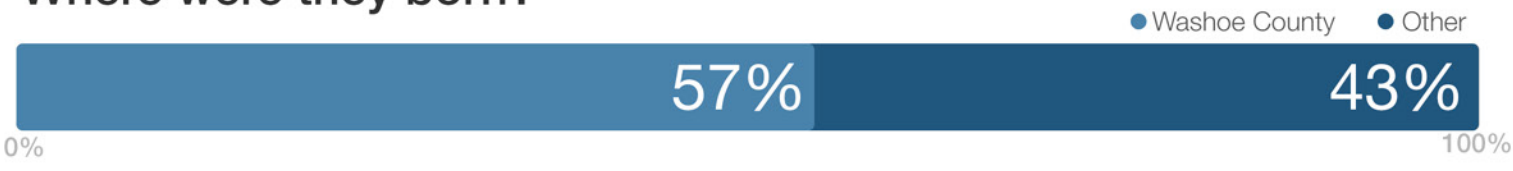
Population	N-size	%
IEP	2,124	12%
LEP	1,230	7%
FRL	7,089	39%
CIT	526	3%
GT	1,479	8%

Students in **ONE** Special Population

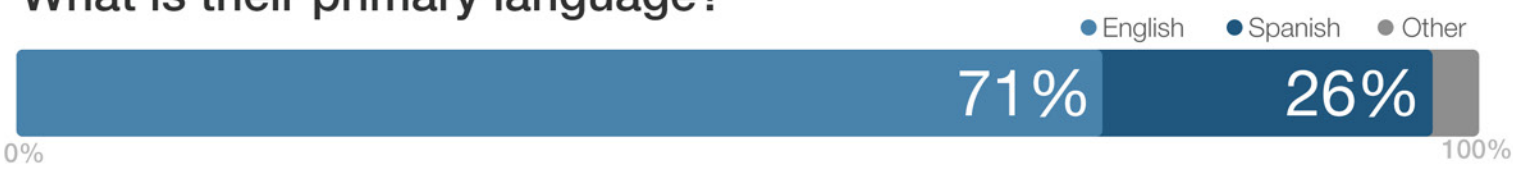
Students in **TWO or More** Special Populations

Students in **THREE or More** Special Populations

Where were they born?



What is their primary language?



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High Schools
2015

Art
4,661 Students Enrolled
25%

Sports
5,334 Students Enrolled
28%

Theater
851 Students Enrolled
5%

Leadership
423 Students Enrolled
2%

Foreign Language
7,012 Students Enrolled
38%

Auto
442 Students Enrolled
2%

Music
2,406 Students Enrolled
13%

ROTC
2,064 Students Enrolled
11%

Brief Findings
We are WCSD: A Look at Our Students

- In the last twenty years (1994-2014), the proportion of White students has decreased 31 percentage points and the proportion of Hispanic students has increased 26 percentage points.
- In the last ten years (2004-2014), the proportion of White students has decreased 15 percentage points and the proportion of Hispanic students has increased 12 percentage points.
- Minority students (African American, American Indian, Asian, Hispanic, Multiracial, and Pacific Islanders) now account for the majority (54%) of our student population.
- In the last ten years, the racial/ethnic makeup of our teachers has changed very little. Our White teachers accounted for 93% of our total teacher population in 2004 and still account for 91% in 2014.
- The proportion of IEP, LEP, FRL, and CIT students in our district have all increased in the last ten years, with the largest increases seen in our Free/Reduced Lunch population (FRL) and our Children in Transition (CIT) population.
- Today, 30% of our elementary school students are in two or more special populations. That same measure goes down to 13% in high school.
- 71% of our students list their primary language as English and 26% list it as Spanish.
- 71% of our elementary school students were born in Washoe County, but only 57% of our high school students were born here.
- Significant portions of our high school students are engaging in Arts, Sports, Foreign Languages, or ROTC.

Data Summit Advanced Organizer:

What conclusions can I draw from the presented data/information?

What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

School Climate

What do our Students Think?

Assessing the Assessment: Studying our Student Climate Survey

What statistics and students have to say about WCSD's

Annual Student Climate Survey

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Climate Survey

- Computer-based survey since 2011
- All students in grades 5 – 9 and 11 (2013-14):
  - Climate Survey (N = 11,522)
  - Safety Survey (N = 11,718)
- Social and emotional skill items (2013-14):
  - Grades 5, 6, 8, and 11
  - Bank of 113 randomly assigned items in 8 scales
  - Randomly presented at start or end of survey

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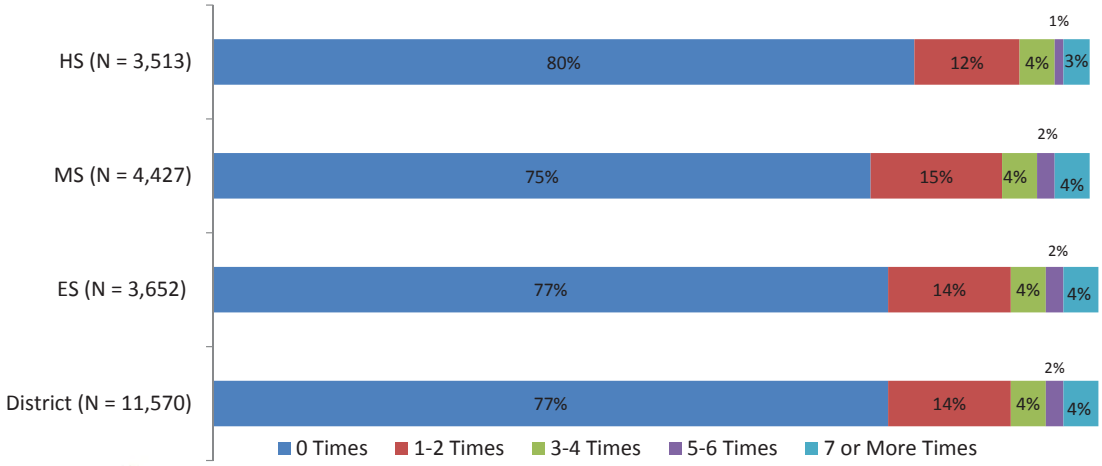
2014 Victimization by Level

- During the past 12 months, how many times on school property have you been victimized…(sum of all victimization questions):



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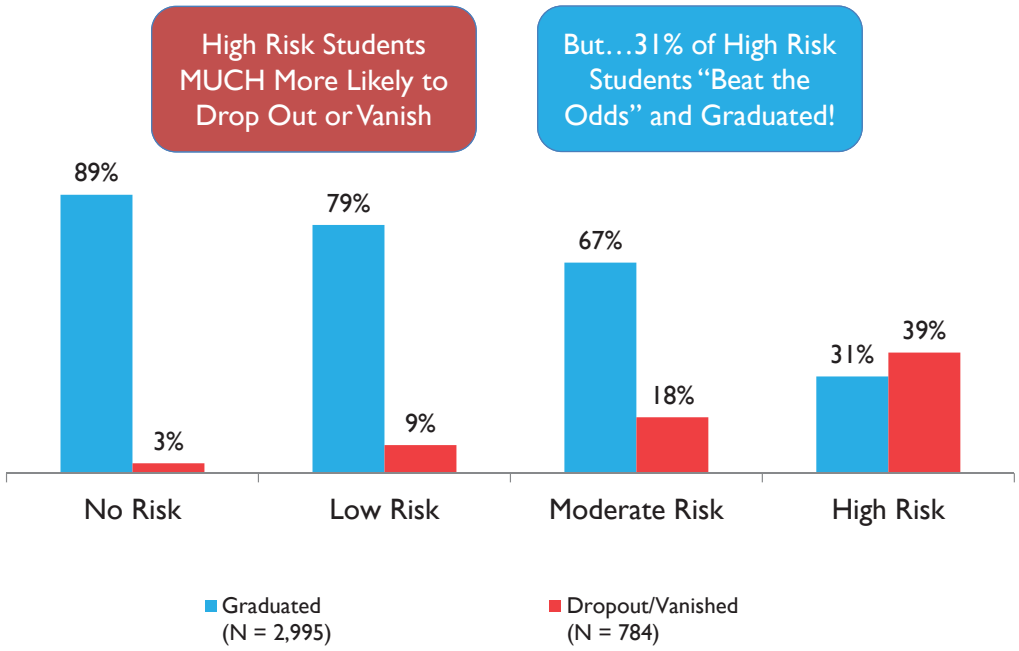
9th Grader Risk Status (2010-11) and Preliminary 4-Year Cohort Graduation Outcomes (2013-14)



- IES Grant: “Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership”

$$$ + Statisticians + SEL Experts + Graduate Research Assistants

to study and improve the way we measure students’ self-reported social and emotional skills (and our Climate Survey generally)

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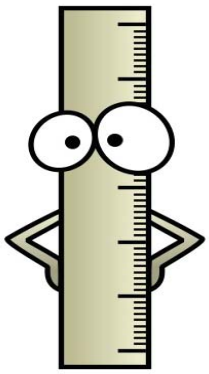
Research Questions

Are Social and Emotional Skills and other Climate Survey indicators the “glue” that binds students to school and helps them persist in the face of obstacles?

Can we measure them???



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Discuss

- Are social and emotional competencies skills that we can measure?
- If so, what would we do with this information at home, at school, in our classrooms?

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What the **Statistics** Say about our Annual Student Climate Survey

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What the Statistics Say

- Good bank of items
- But, we have a Ceiling Effect

  (way too many "Always true for me" answers)

How do we know who has *exceptional* social and emotional skills and who has *good* social and emotional skills?

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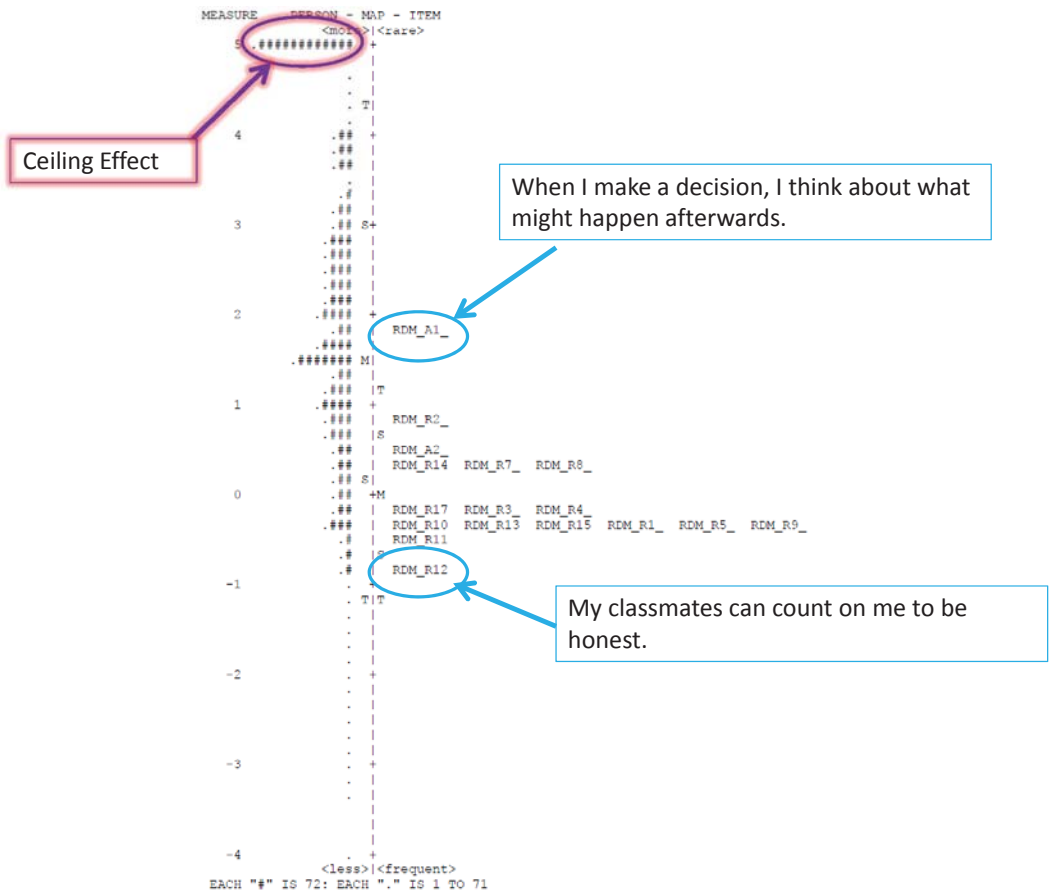

Why Do We See So Many Fives?

- Are the students <u>really</u> all highly competent?
- Or are they bored?
- Or do they not understand the questions?

Latent Class Analysis:
Tells us if students who "max out" the scale share certain characteristics like age, gender, and test scores

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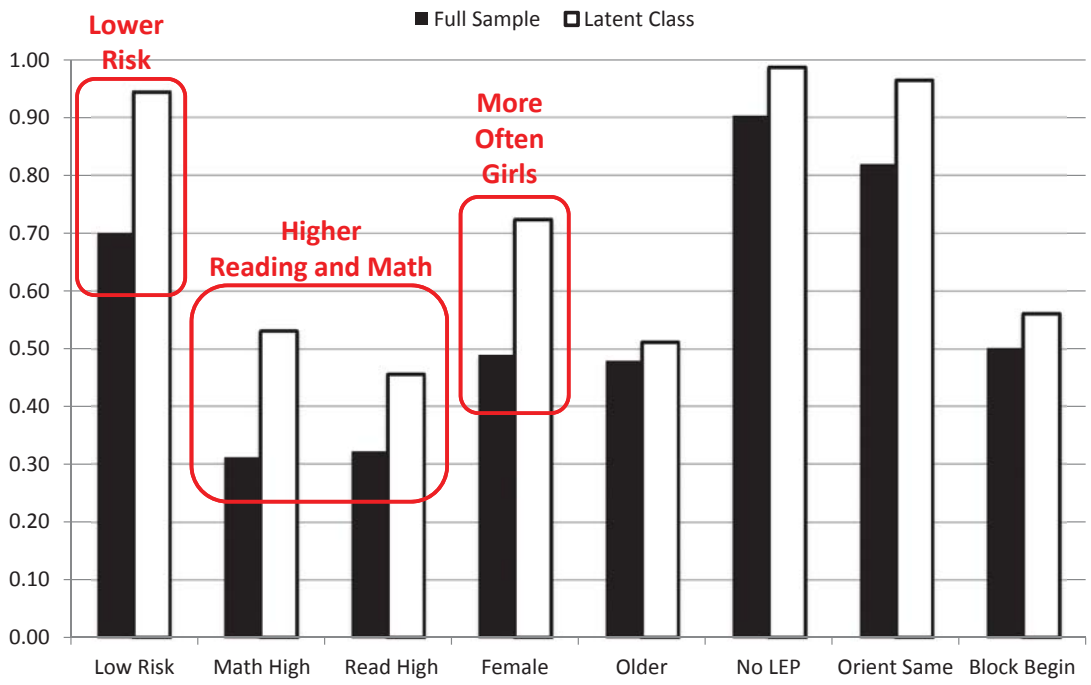
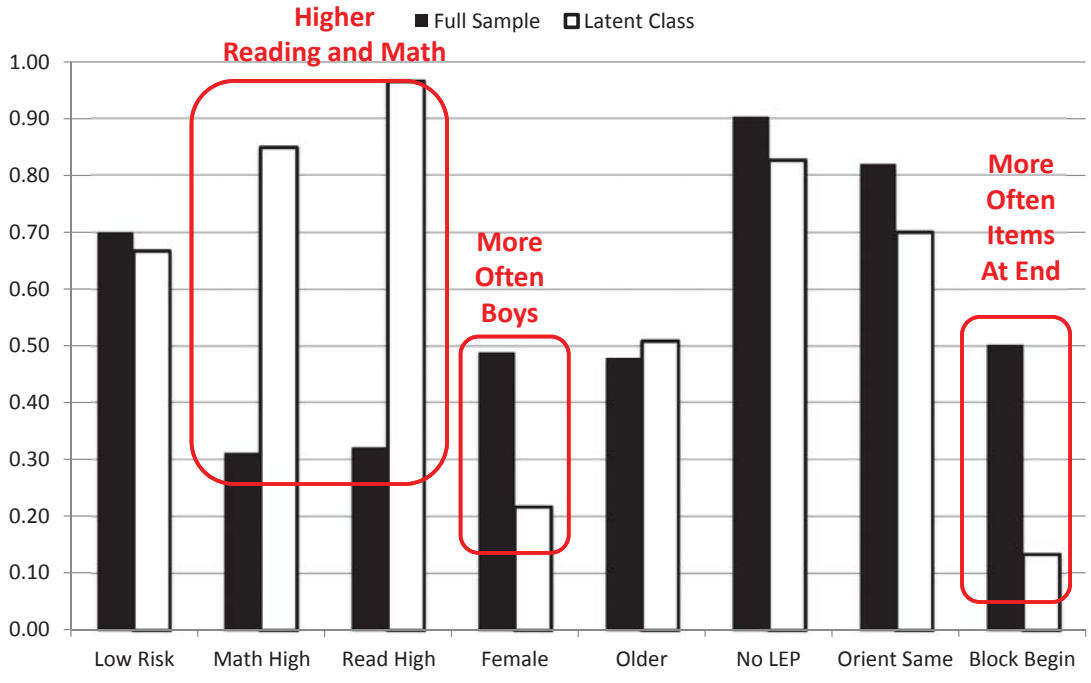
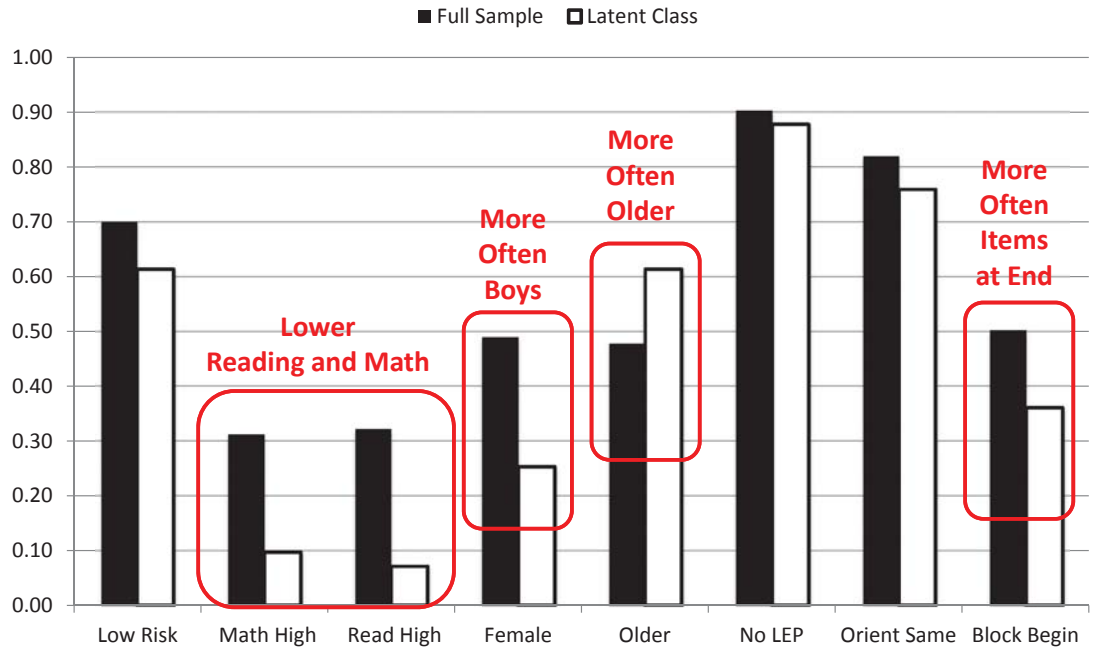
"Higher Competency" Group:
40% of Students Who Maxed Out the Scale



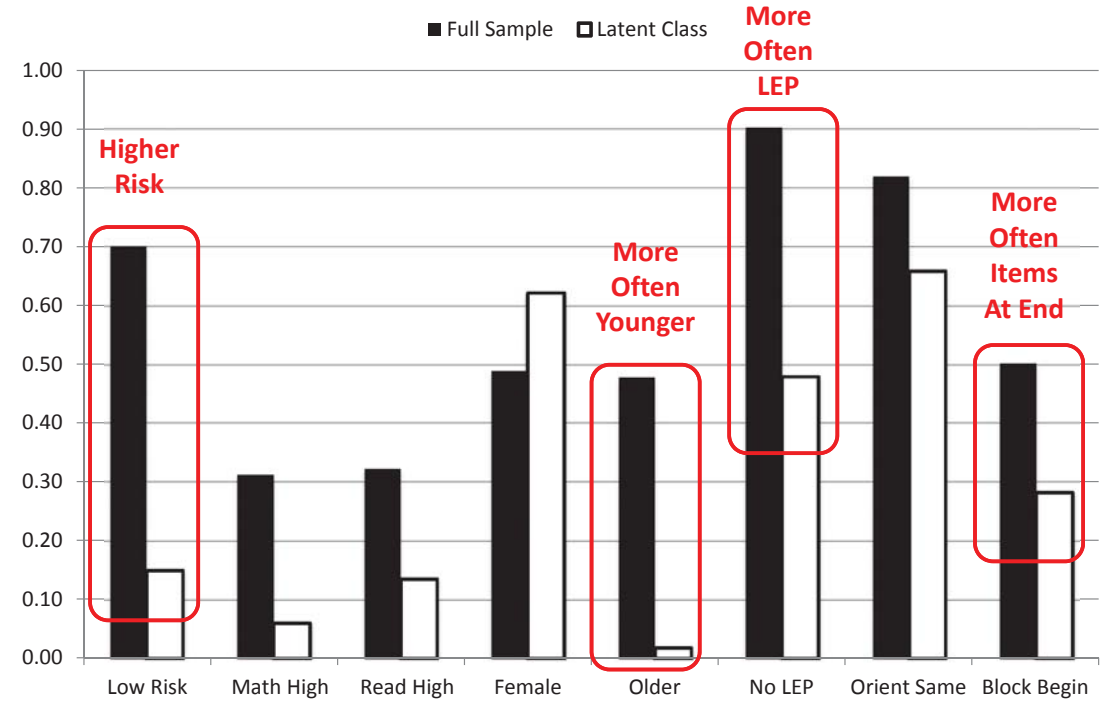
"Bored" Group:
11% of Students Who Maxed Out the Scale



Older "Lower Comprehension" Group: 36% of Students Who Maxed Out the Scale



Younger "Lower Comprehension" Group: 13% of Students Who Maxed Out the Scale



Discuss

- We have three groups who “Max Out":
  - Higher Competency Group
  - Bored Group
  - Lower Comprehension Groups

- How can we improve our survey to address these three concerns?

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What **Students** Say about Our Annual Student Climate Survey

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"I almost feel like it would help to have kids write the questions, and then adults revise them and stuff, just because—you figure you guys are like, way, way out of high school—oh, sorry, don't take it like that. I'm talking about the school board. They're, like, more than twice our age, they're like all 50 and have Masters and Doctorates. They don't know what we're like, so— Yeah, when we do the survey, I feel like they have this stereotype of who I am. They're like, 'Oh, they think I am a person who tweets all day and does nothing.' That's how I feel sometimes when I read the questions… -**Damonte Ranch HS Student**

Methods

- Three types of groups based on results of LCA
  - Elementary Students (3 groups)
    - Focus: Comprehension of Items
  - Middle and High School Students (3 groups)
    - Focus: Engagement in Climate Survey
  - High Achieving High School Students (2 groups)
    - Focus: Brainstorm of Most Difficult SEL Skills

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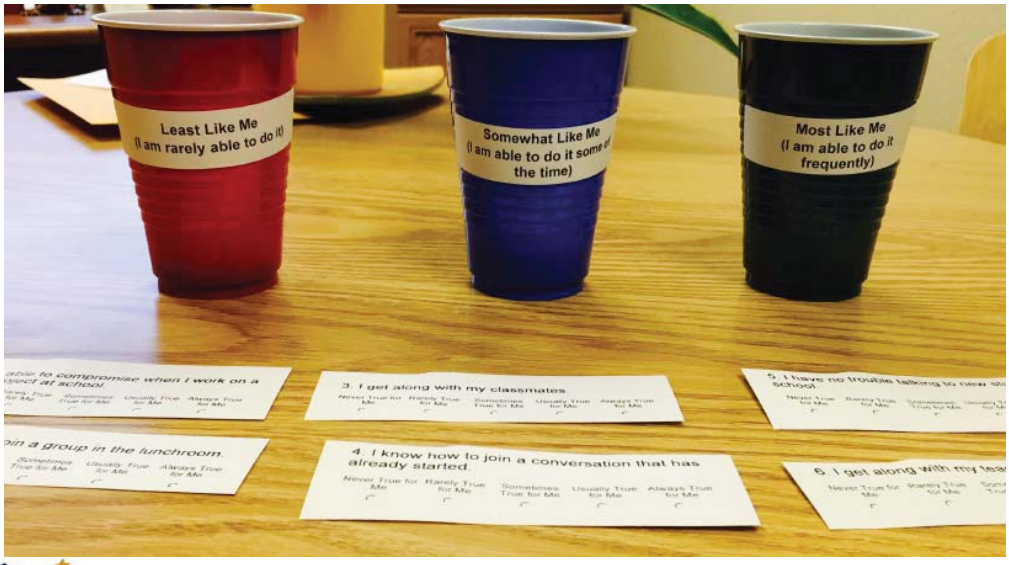
Item Generation



Which Skills Were Most/Least Challenging for Students?

- Getting along with others
- Helping resolve other people's conflicts
- Working in teams at school
- Describing thoughts and feelings
- Arguing while controlling emotions
- Knowing how to "agree to disagree"
- Resolving other peoples' conflicts

Least Challenging (All)

- **Getting Along with Others/Working in Teams**
  - Used to working in teams
  - We are around random people all the time at school, so this is something we do a lot
  - I'm good at finding common interests
- **High School: Solving Others' Conflicts**
  - Friends trust my opinions

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Middle School: Most Challenging

- **Describing Thoughts and Feelings**
- **Understanding Others' Behaviors**
  - Hard to understand how others can be mean, do drugs
- **Calming Down Others**
  - Don't want to make situation worse
  - Don't know how to empathize when haven't been through it

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SWAS Students: Most Challenging

- **Confrontation/Argumentation**
  - "I mean you pop off at me, I'm gonna pop off at you."
  - People have to earn respect before I'll be nice

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High Achievers: Most Challenging

- **Agreeing to disagree**
  - Like to be right/persuade people to my opinion
  - Don't like admitting when wrong
  - Don't understand close-mindedness

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Negative Reactions to Survey

- Concerns about privacy affecting honesty
  - Survey setting not private
  - Unsure who sees data
  - Younger students think survey is a “test”
- No one takes it seriously
  - Teachers do not say it is important
  - Students never see any change or any data
- Boring and repetitive
- Questions/format hard for young students
- Questions too personal

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Positive Reactions to Survey

- Nearly all students remembered survey
- Unique opportunity to express themselves
- Most proctors conveyed:
  - Importance of survey
  - Confidentiality of survey
- Most understand survey used to improve school

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Conclusion

- Good start on item bank, but need more challenging questions
- Students value opportunity, but work to do!
- Next Steps:
  - Training and embedded video
  - Item rewrites/more engaging formats
  - More focus groups
  - Grants and additional funding

Discuss

- Can we measure social and emotional skills?
- What are the implications for how we teach, test, and survey?
  - Are these patterns we would see on MAP/CRT/any survey?
  - Are these patterns we would see in students' approaches to school?
  - What can we do about it?

Brief Findings
Climate Survey: What do Our Students Think?

- Students classified as “High Risk” for dropout in the ninth grade are indeed more likely to drop out of high school four years later. However, almost a third of ninth grade students we predicted were at high risk for dropping out in high school ultimately graduated.
- A research project in collaboration with CASEL and the University of Illinois, Chicago may help to illuminate whether social and emotional skills and other Climate Survey measures might buffer against the risks many WCSD students face on the way to graduation.
- Analyses of the social and emotional skill questions on the Student Climate Survey indicate a ceiling effect, in which too many students are saying “Always True for Me” on all of the items.
- Latent Class Analyses indicate that these students who respond “Always True for Me” on all of the social and emotional skill survey questions typically fall into three “types” of students:
    - Older, female, higher achieving students (“High Competency to do Skills”)
    - Older, higher achieving males answering questions at the end of the survey (“Bored by Task”)
    - Younger, lower achieving students who may have trouble understanding the questions (“Lower Comprehension of Questions”)
- Focus groups with students indicate that there are distinct developmental differences in which social and emotional skills students perceive as most and least challenging to do.
- Focus groups with students also indicate that while many students value the opportunity to provide feedback about their school through the Student Climate Survey, concerns about confidentiality and beliefs that no one uses the information collected affects how honestly they answer survey questions.

Data Summit Advanced Organizer:

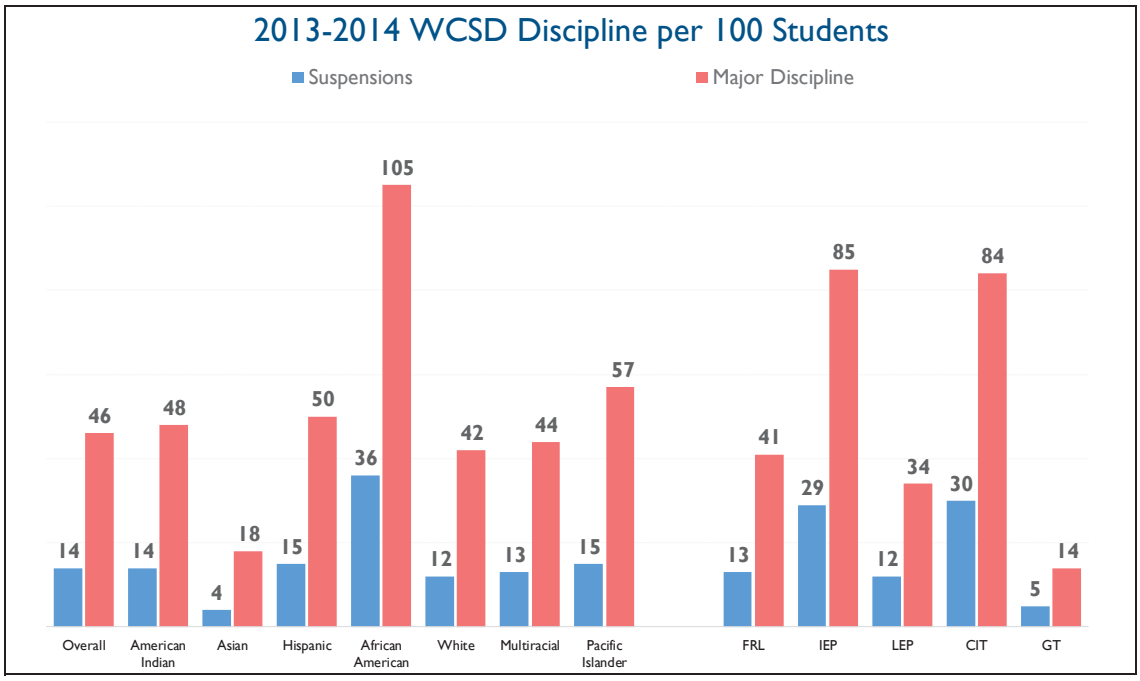
What conclusions can I draw from the presented data/information?

What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

School Discipline

Discipline Indicators in WCSD



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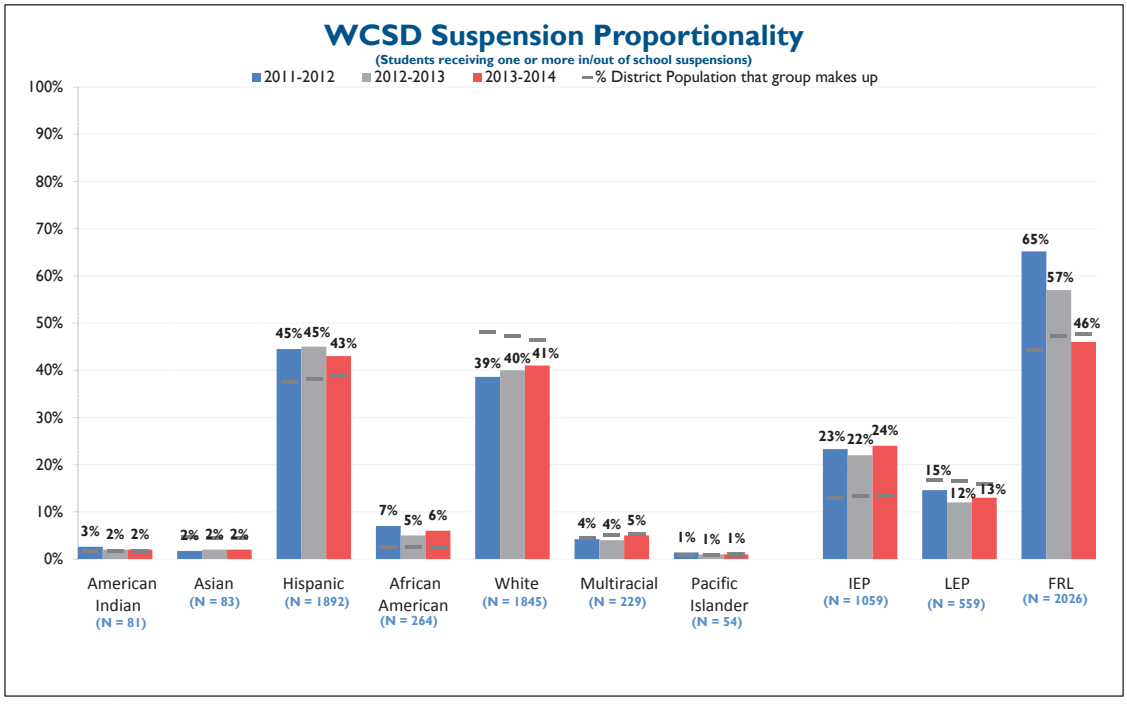

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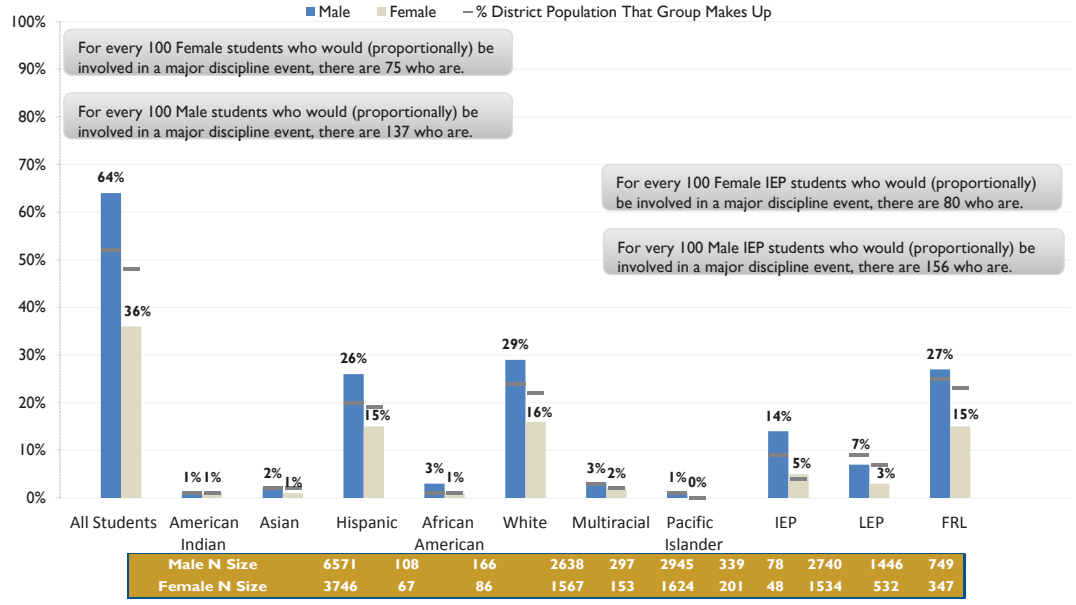
WCSD Gender Major Discipline Proportionality

(Students receiving one or more major discipline events logged in 2013-2014)



	All Students	American Indian	Asian	Hispanic	African American	White	Multiracial	Pacific Islander	IEP	LEP	FRL
Male N Size	6571	108	166	2638	297	2945	339	78	2740	1446	749
Female N Size	3746	67	86	1567	153	1624	201	48	1534	532	347

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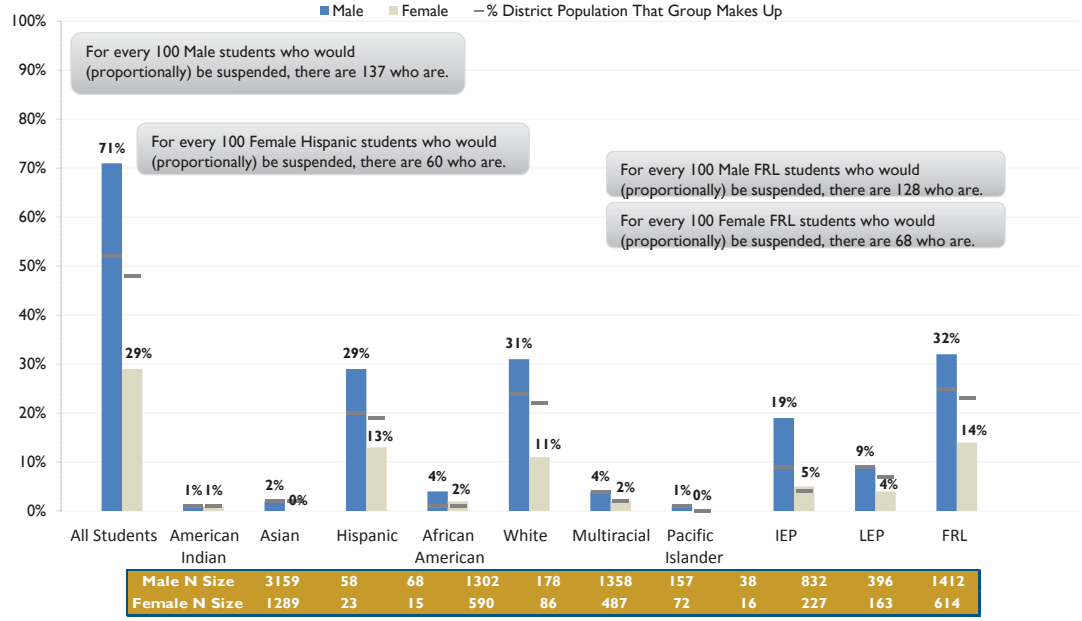
WCSD Gender Suspension Proportionality

(Students receiving one or more in/out of school suspensions)



	All Students	American Indian	Asian	Hispanic	African American	White	Multiracial	Pacific Islander	IEP	LEP	FRL
Male N Size	3159	58	68	1302	178	1358	157	38	832	396	1412
Female N Size	1289	23	15	590	86	487	72	16	227	163	614

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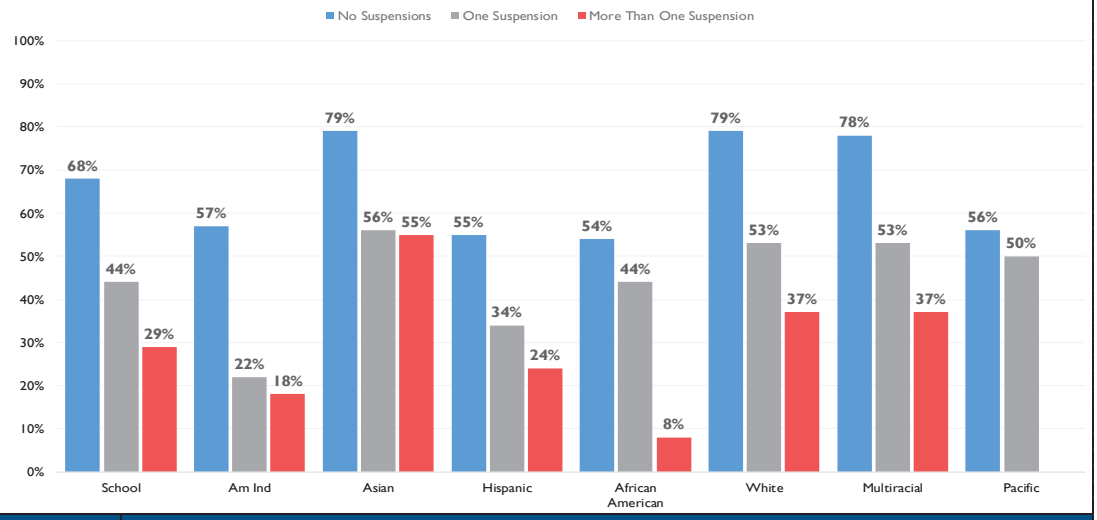
Relationship of Suspensions to CRT Reading Proficiency by Race/Ethnicity



No Suspensions	24765	427	1082	9578	502	11577	1345	254
One Suspension	1058	23	25	466	50	422	62	10
More than One Suspension	589	11	11	263	40	230	30	0
Total	26412	461	1118	10307	592	12229	1437	264

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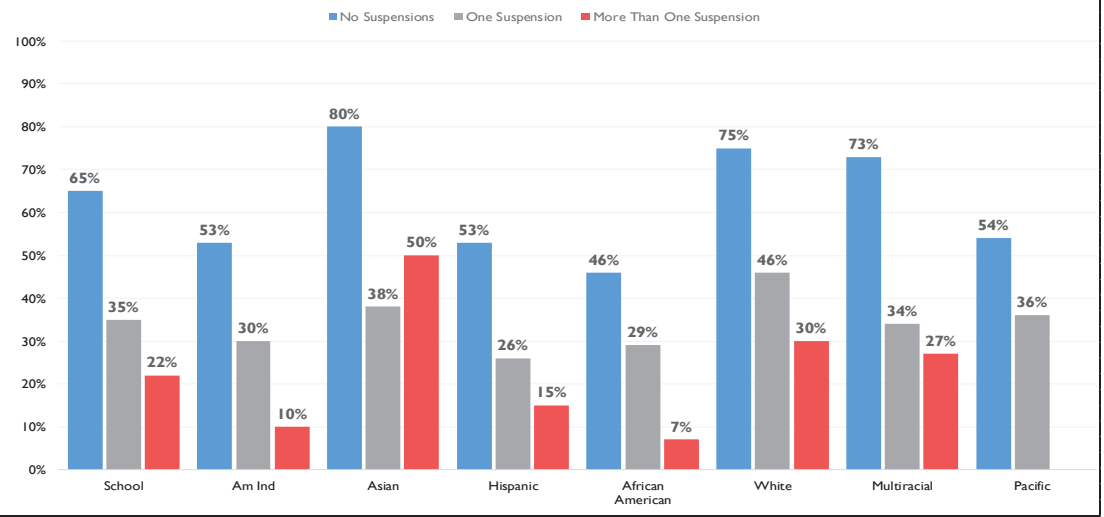
Relationship of Suspensions to CRT Math Proficiency by Race/Ethnicity



No Suspensions	25493	441	1118	9950	511	11842	1371	260
One Suspension	1122	23	24	515	51	436	62	11
More than One Suspension	637	10	12	283	43	251	33	0

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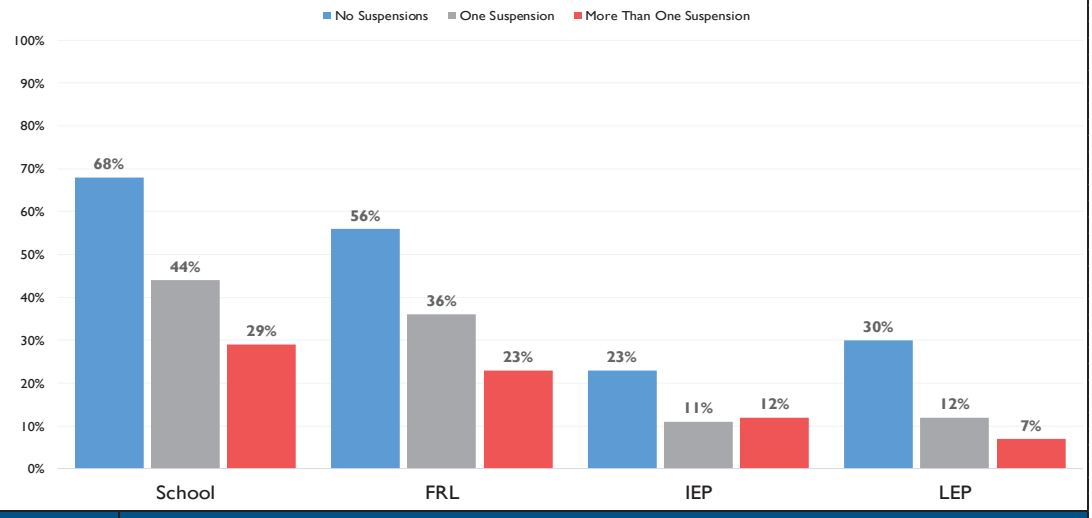
Relationship of Suspensions to CRT Reading Proficiency by Student Population



	School	FRL	IEP	LEP
No Suspensions	24765	12525	2882	4214
One Suspension	1058	707	216	176
More than One Suspension	589	436	172	99
Total	26412	13668	3270	4489

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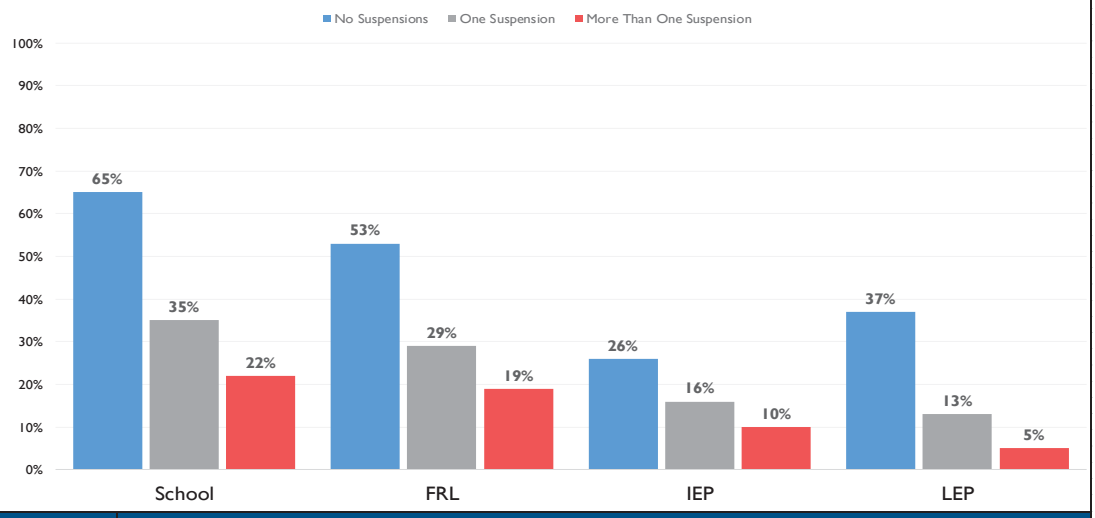
Relationship of Suspensions to CRT Math Proficiency by Student Population



	School	FRL	IEP	LEP
No Suspensions	25493	12915	2975	4321
One Suspension	1122	750	228	198
More than One Suspension	637	467	184	108
Total	27252	14132	3387	4627

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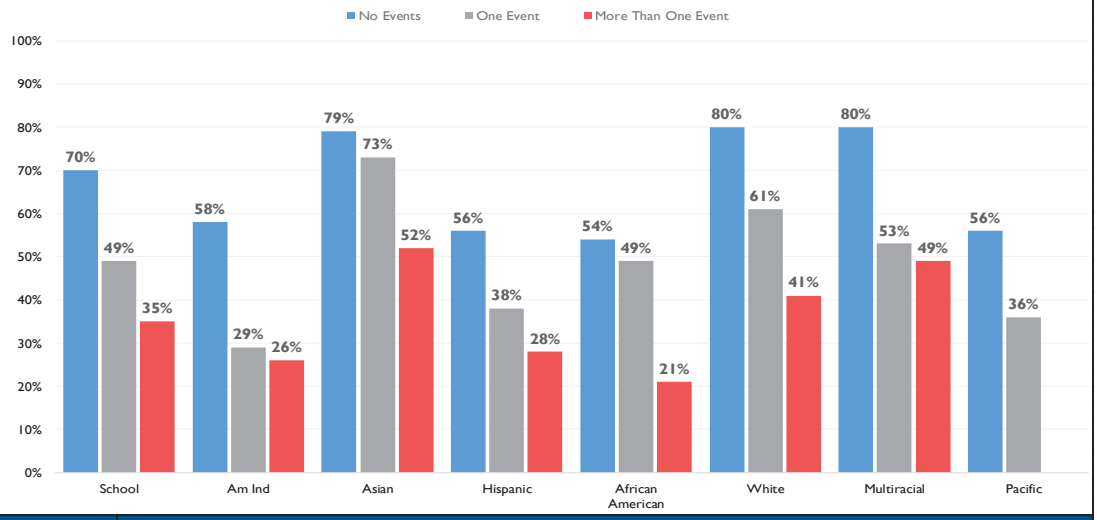
Relationship of Discipline to CRT Reading Proficiency by Race/Ethnicity



No Events	23176	399	1058	8885	454	10881	1261	238
One Event	1790	31	33	780	70	764	90	22
More than One Event	1446	31	27	642	68	584	86	
Total	26412	461	1118	10307	592	12229	1437	260

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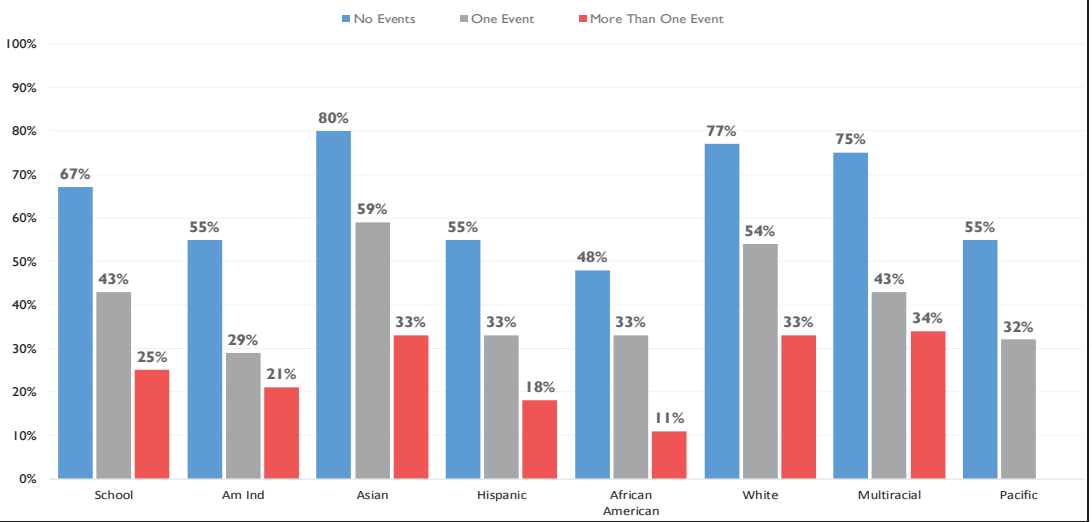
Relationship of Discipline to CRT Math Proficiency by Race/Ethnicity



No Events	23803	410	1093	9202	463	11109	1281	245
One Event	1889	35	34	838	69	798	93	22
More than One Event	1560	29	27	708	73	622	92	
Total	27252	474	1154	10748	605	12529	1466	267

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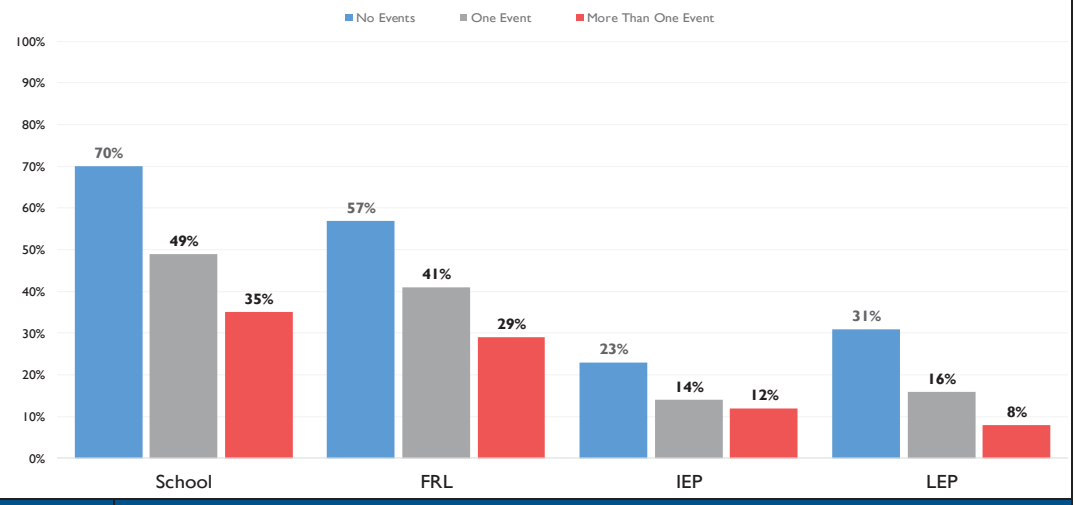
Relationship of Discipline to CRT Reading Proficiency by Student Population



	School	FRL	IEP	LEP
No Events	23176	11538	2600	3953
One Event	1790	1110	294	302
More than One Event	1446	1020	376	234
Total	26412	13668	3270	4489

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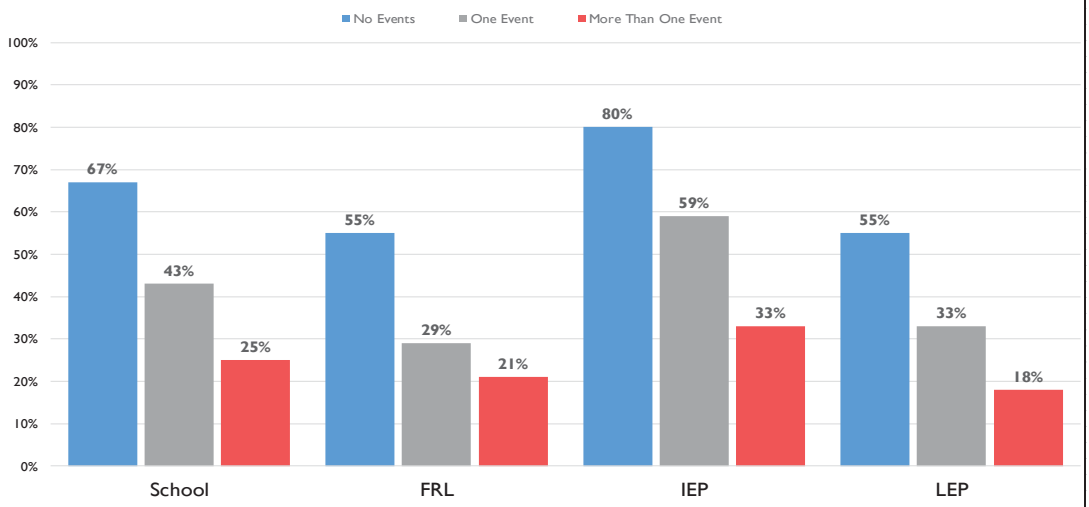
Relationship of Discipline to CRT Math Proficiency by Student Population



	School	FRL	IEP	LEP
No Events	23803	11855	2678	4036
One Event	1889	1184	315	325
More than One Event	1560	934	394	266
Total	27252	13973	3387	4627

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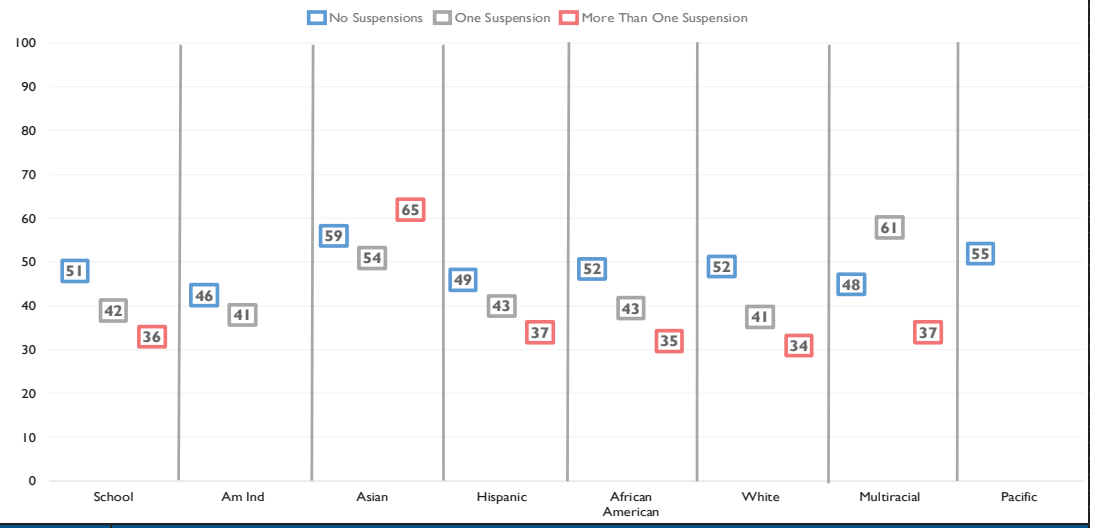
Relationship of Suspensions to Reading Growth by Race/Ethnicity



No Suspensions	19587	328	892	7526	360	9266	1040	175
One Suspension	925	19	25	417	44	364	49	7
More than One Suspension	516	9	10	244	24	203	23	3

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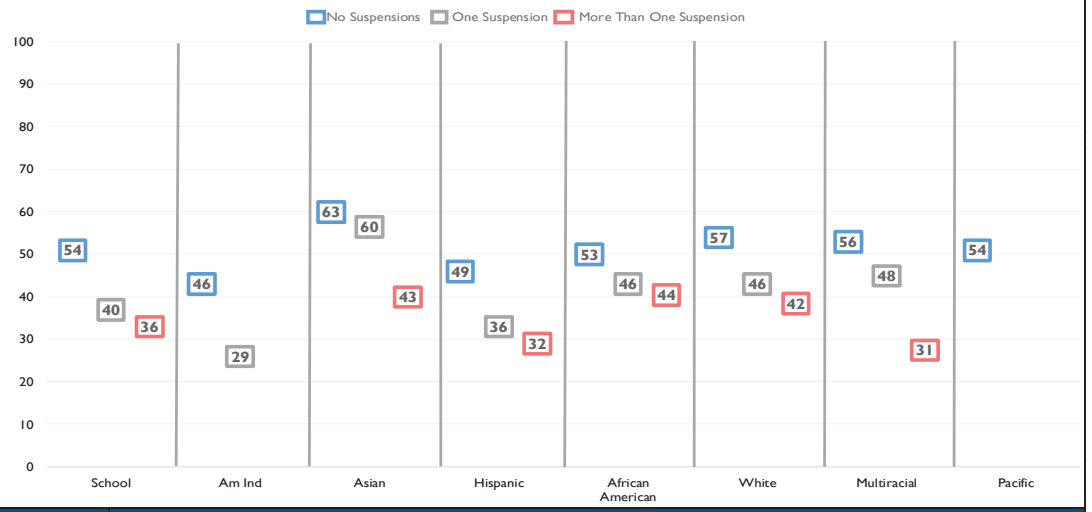
Relationship of Suspensions to Math Growth by Race/Ethnicity



No Suspensions	20275	331	926	7932	371	9479	1057	179
One Suspension	994	19	24	470	44	379	50	8
More than One Suspension	557	8	11	259	26	224	26	3
Total	21826	358	961	8661	441	10082	1133	190

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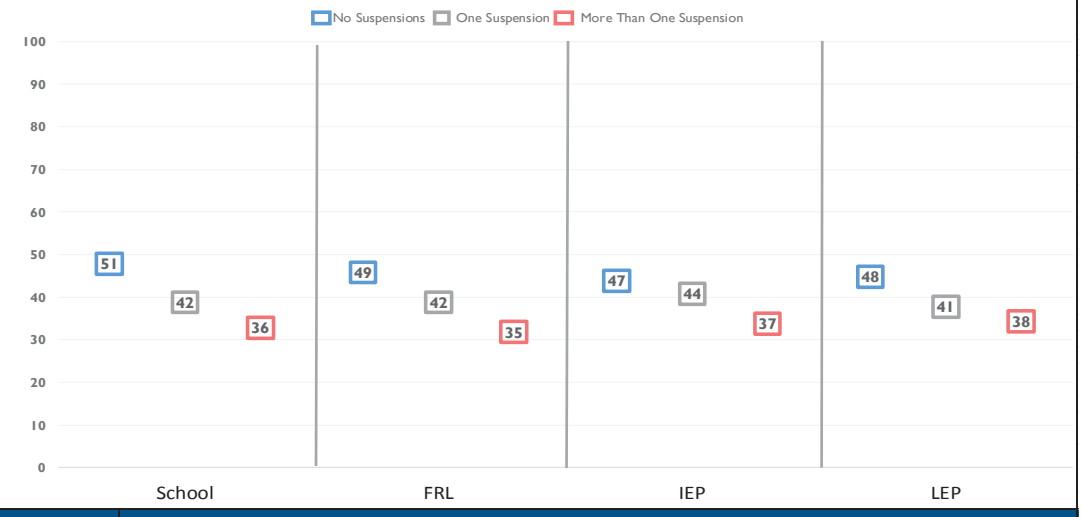
Relationship of Suspensions to Reading Growth by Student Population



	School	FRL	IEP	LEP
No Suspensions	19587	9385	2228	2722
One Suspension	925	604	183	152
More than One Suspension	516	380	151	96

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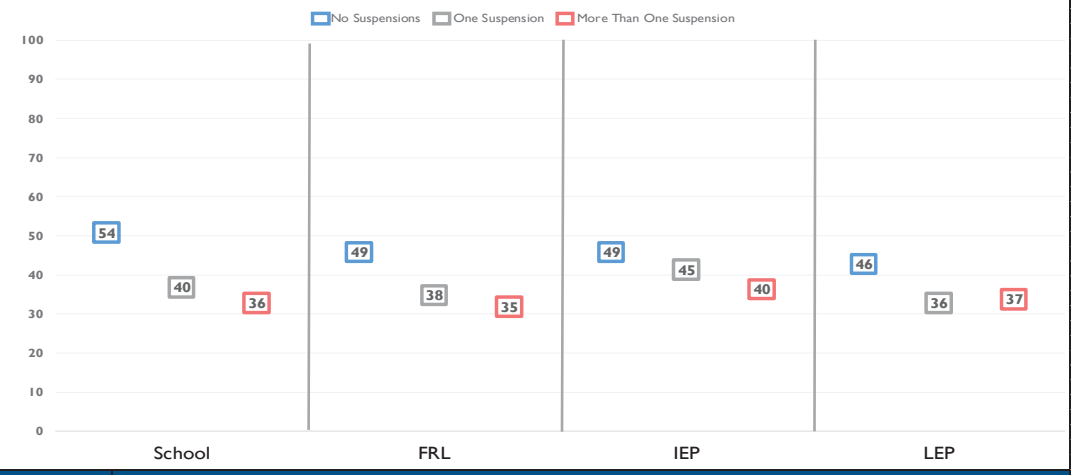
Relationship of Suspensions to Math Growth by Student Population



	School	FRL	IEP	LEP
No Suspensions	20275	9826	2306	2863
One Suspension	994	654	194	175
More than One Suspension	557	407	162	103
Total	21826	10887	2662	3141

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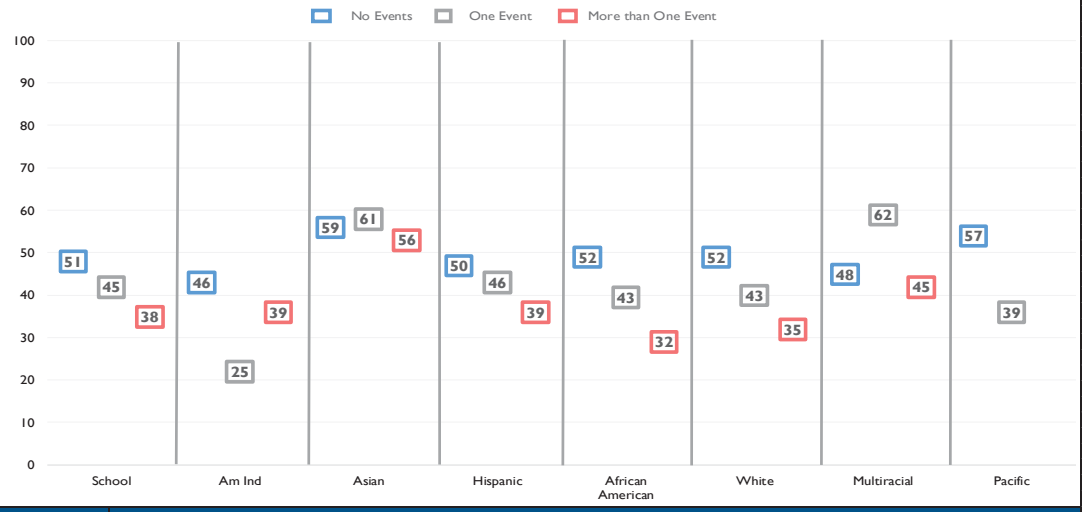
Relationship of Discipline to Reading Growth by Race/Ethnicity



No Events	18262	301	872	6946	327	8679	972	165
One Event	1511	29	30	660	54	651	73	14
More than One Event	1255	26	25	581	47	503	67	6
Total	21028	356	927	8187	428	9833	1112	185

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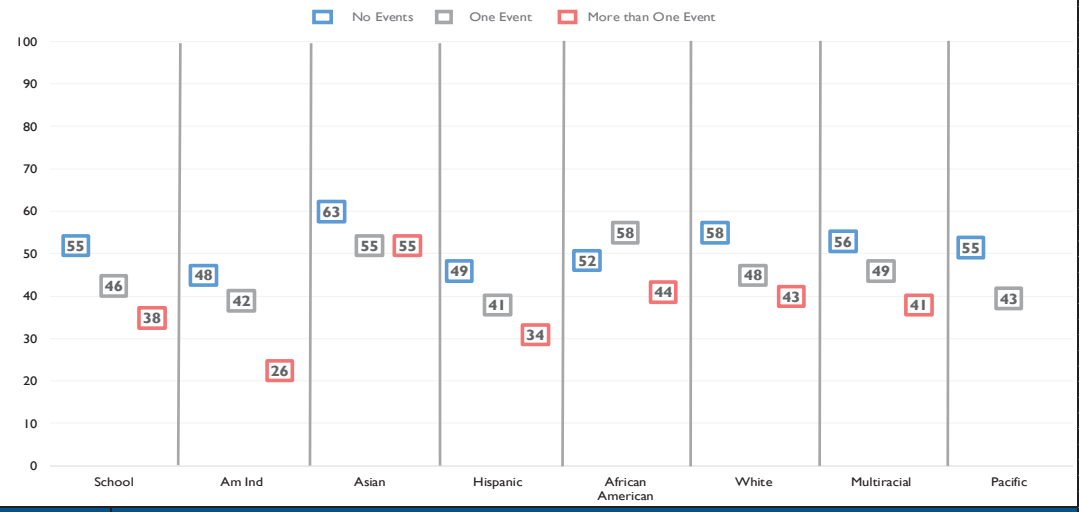
Relationship of Discipline to Math Growth by Race/Ethnicity



No Events	18850	301	905	7299	338	8854	983	170
One Event	1612	33	31	719	52	686	77	14
More than One Event	1364	24	25	643	51	542	73	6
Total	21826	358	961	8661	441	10082	1133	190

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Relationship of Discipline to Reading Growth by Student Population

	School	FRL	IEP	LEP
No Events	18262	8581	1991	2521
One Event	1511	910	244	233
More than One Event	1255	878	327	216
Total	21028	10369	2562	2970

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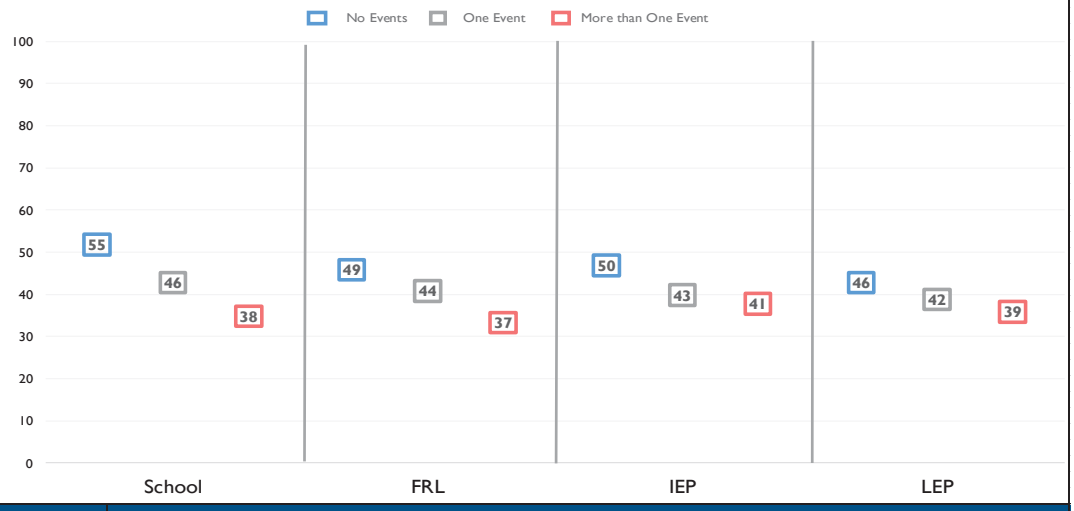
Relationship of Discipline to Math Growth by Student Population



	School	FRL	IEP	LEP
No Events	18850	8950	2055	2638
One Event	1612	988	265	258
More than One Event	1364	949	342	245
Total	21826	10887	2662	3141

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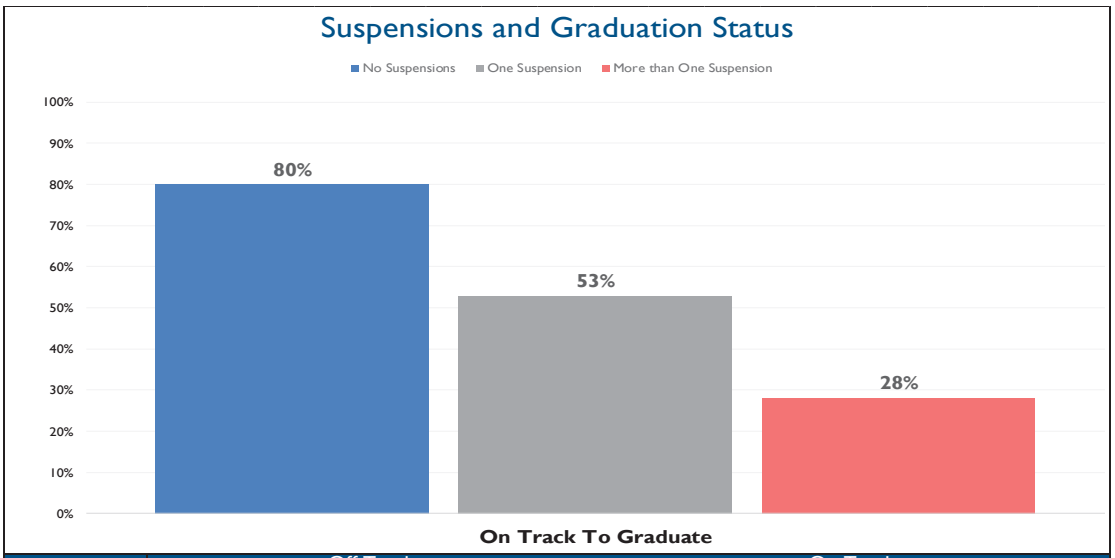

	Off Track	On Track
No Suspensions	3204	12440
One Suspension	560	640
More than One Suspension	573	220
Total	4337	13300

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Brief Findings
Discipline Indicators in WCSD

- Being suspended, or getting a Major Discipline Referral (MDR) leads to markedly lower student achievement outcomes.
    - Students who are suspended or have an MDR are less likely to be proficient.
    - Students who are suspended or have an MDR grow much less academically than their peers.
    - Students who are suspended or have an MDR are less likely to be on track to graduate.
        - Of the high school students who were <u>not</u> suspended last year, 80% are on track to graduate (n = 15,644);
        - Of the students who were suspended <u>once</u> last year (n=1,200), only 53% are currently on-track to graduate;
        - Of the students who were suspended <u>more than once</u> last year (n=793), 28% are on track to graduate.
- Some student sub-populations are <u>substantially</u> more likely to receive a disciplinary infraction:
    - African American students, students with an IEP, and Children in Transition are much more likely to be suspended or have an MDR than their peers.
    - Fortunately, we have seen a decrease in suspension disproportionality among students receiving Free/Reduced Lunch.

Data Summit Advanced Organizer:

What conclusions can I draw from the presented data/information?

What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

Children in Transition

An Examination of

Data on Children in Transition

WCSD
Children in Transition

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Definition of Homelessness

Homelessness is defined through the **McKinney-Vento Act** as:

> Individuals who lack a fixed, regular, or adequate nighttime residence

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Eligibility

Who is Covered under **McKinney-Vento**

- **Sharing the housing of others** *due to loss of housing, economic hardship, or similar reason*
- **Living in motels, hotels, trailer parks, camping grounds** due to lack of adequate alternative accommodations
- **Living in cars, parks, abandoned buildings, bus or train stations, etc.**
- **Living in a public or private place not designed for humans to live**
- **Living in emergency or transitional shelters**
- **Foster care**
- **Unaccompanied youth**
- **Abandoned to another adult**

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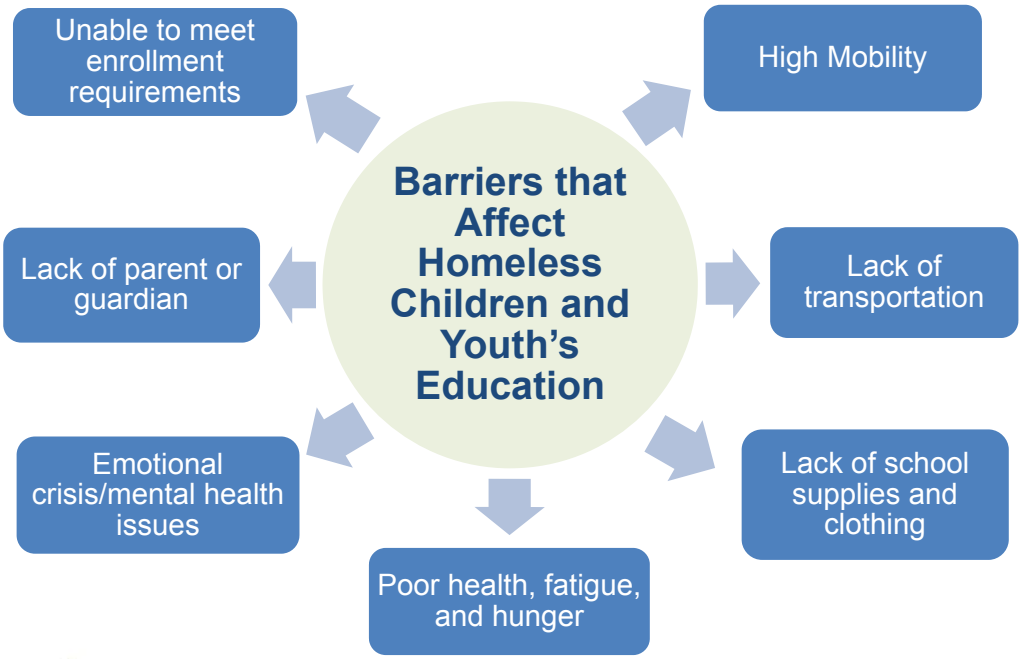

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A Picture of Homelessness in **America**

Approximately 1.6 million children experience homelessness in the course of a year **(about 1 in every 45 children)**

In the 2011-2012 SY

1,166,339 children were identified as homeless in their schools

71% **Increase** **Since 06-07 SY**

The average age of a homeless person is **9** **Years old**

Homeless families comprise about **1/3** **Of the total homeless population**

42% **Of children in homeless families are under the age 6**

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A Picture of Homelessness in **Nevada**

43rd **In overall homelessness in the nation**

Nevada ranks **36th** **For childhood homelessness in the nation**

There are currently **15,243** children experiencing homelessness in Nevada

12,054 children were identified in public schools in the 2012-2013 SY

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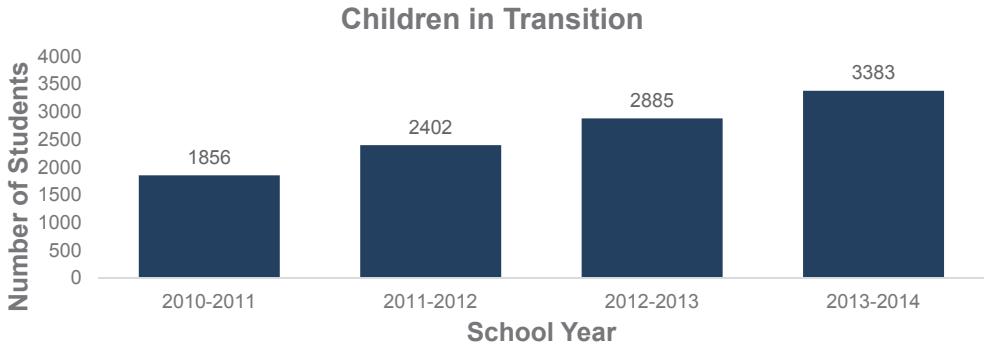
Number of CIT Students Experiencing Homelessness in **WCSD**

82% Increase



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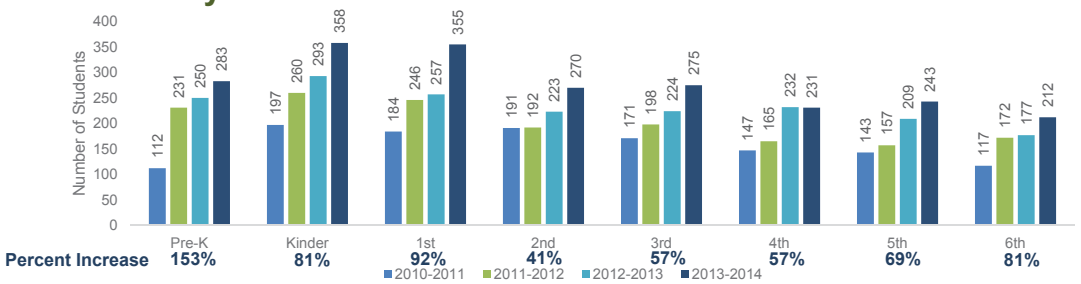
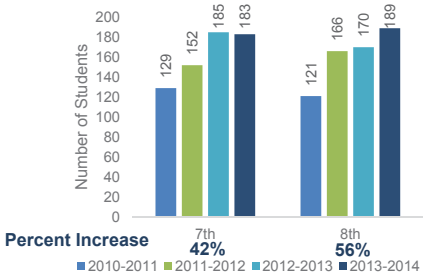
Number of CIT Students Experiencing Homelessness in **WCSD**

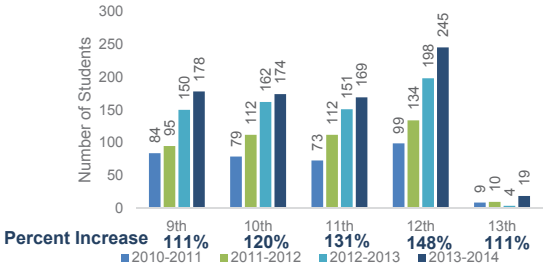
Elementary School



Middle School



High School



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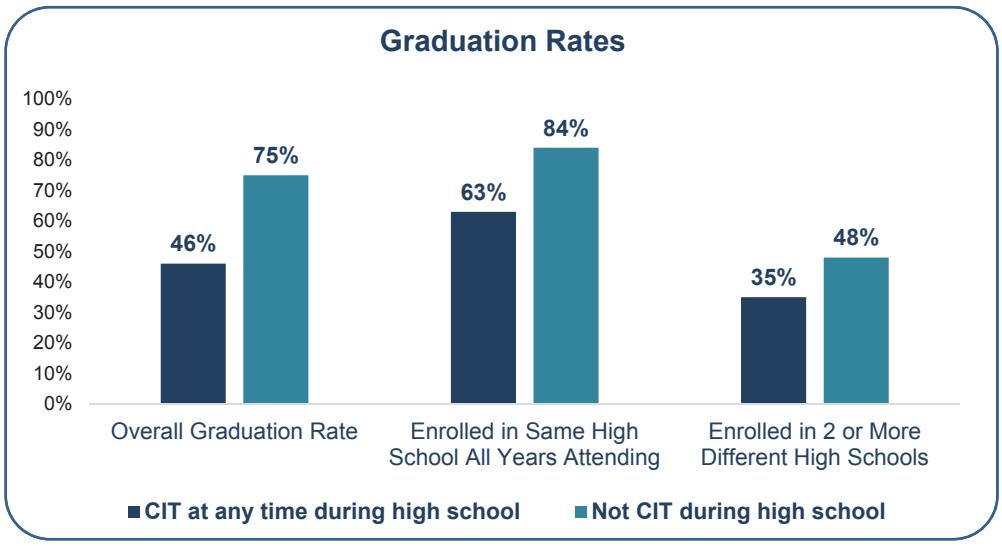
Staying at One High School Makes a Difference



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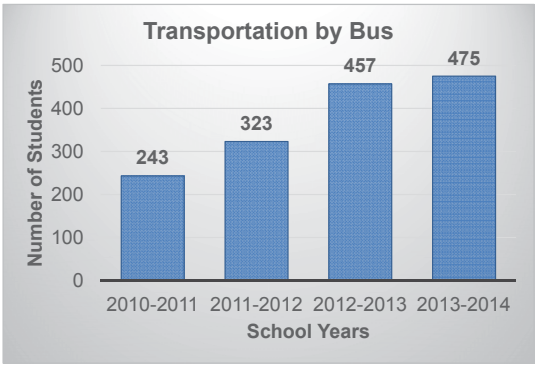
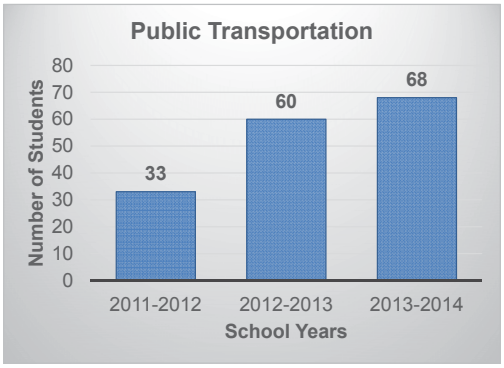
CIT Students Receiving Transportation

Transportation by School Bus



Bus Passes



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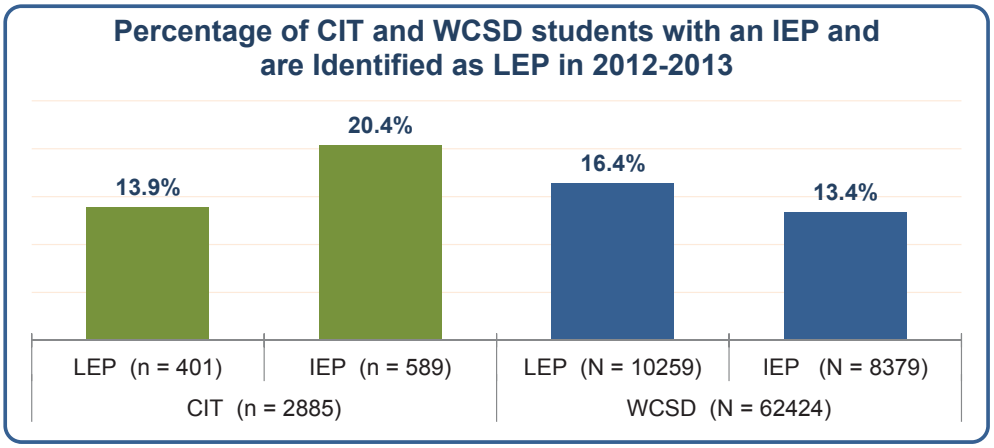
CIT Students Who Have an IEP and LEP



Approximately 75% of homeless preschoolers have at least one major developmental delay and 40% have two or more major developmental delays and 35% have emotional or behavioral problems

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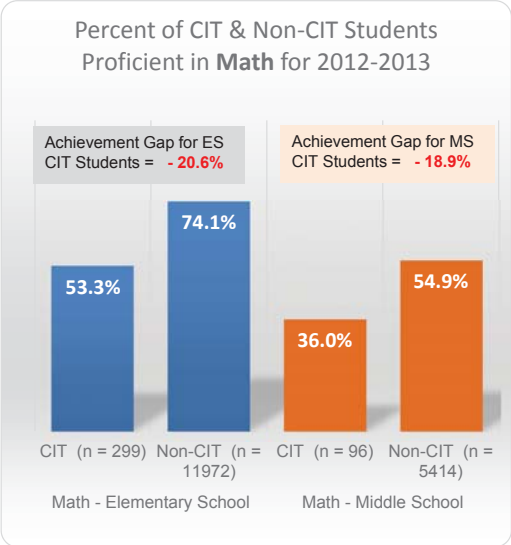
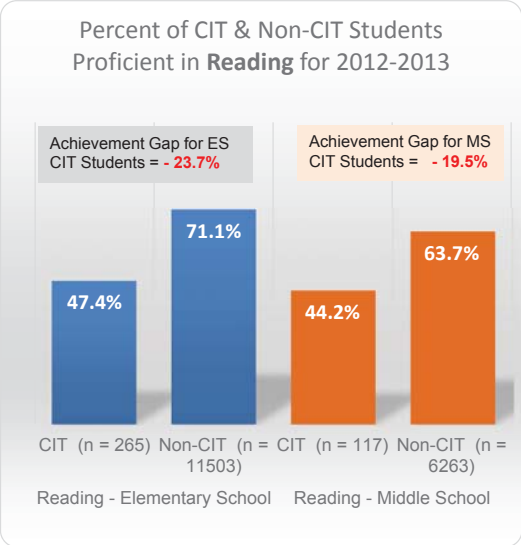
CIT Performance Gap in **Math** and **Reading**





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Graduation Rates (Class of 2014)

2014 Graduation Cohort	CIT		Not CIT		All Cohort Members	
	N	% of Adjusted Cohort	N	% of Adjusted Cohort	N	% of Adjusted Cohort
Graduate: Honors Diploma	20	6%	1229	28%	1249	26%
Graduate: Advanced Diploma	16	4%	465	11%	481	10%
Graduate: Standard Diploma	129	36%	1598	36%	1727	36%
Graduate: Adult Diploma	1	0.3%	16	0.4%	17	0.4%
Total Graduates	**166**	**46%**	**3308**	**75%**	**3308**	**73%**
Adjusted Diploma	16	4%	188	4%	204	4%
Credit Deficient	63	18%	417	9%	480	10%
Dropout	81	23%	329	7%	410	9%
Vanished	34	9%	164	4%	198	4%
Total Non-Graduates	**194**	**54%**	**1098**	**25%**	**1292**	**27%**

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What services can CIT provide?

- Free breakfast and lunch
- Clothing and hygiene packets
- Uniforms
- Transportation (best interest of the child)
- School/Sport Fees
- Birth certificates
- Shot records
- School supplies
- Field trip cost support
- Tutors

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Children lose many things when they become homeless, education does not have to be one of them

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Brief Findings
An Examination of Data on Children In Transition

- Homelessness is defined through the McKinney-Vento Act as individuals who lack a fixed, regular, or adequate nighttime residence.
- Over the past four years, there has been an 82% increase in the number of WCSD students identified as Children in Transition (CIT).
- Transportation assistance for WCSD CIT students has doubled in the past four years, providing more stability and more opportunities for students to maintain long-term relationships with school staff.
- Services provided for WCSD CIT students include:
    - Free breakfast and lunch
    - Clothing and hygiene packets
    - Uniforms
    - Transportation (best interest of the child)
    - School/Sport Fees
    - Birth certificates
    - Shot records
    - School supplies
    - Field trip cost support
    - Tutors
- In WCSD, there are proportionally more CIT students in early grades, especially Kindergarten and First grade.
    - There is a marked achievement gap between CIT and non-CIT students that begins at an early age. Thus the high percentage of young CIT students is concerning.
- Children in Transition are more likely to have an Individualized Education Plan (IEP) than their peers.
- The graduation rate for the Class of 2014 CIT students was 46%, up from 37% the prior year.
    - If CIT students are able to stay at one high school for their four year high school career, the graduation rate increases to 63%.

Data Summit Advanced Organizer:

What conclusions can I draw from the presented data/information?

What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

Equity, Access and Achievement Gaps

A look at Achievement
and Access Gaps

Achievement Gaps between Student Populations in the WCSD

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What we will be covering…

- **Today's topics**

  1) Achievement Gaps along the pathway

  2) Achievement Gaps over time

  3) Additional data related to Achievement Gaps

- The Goal: ½ Data Presentation & ½ Discussion

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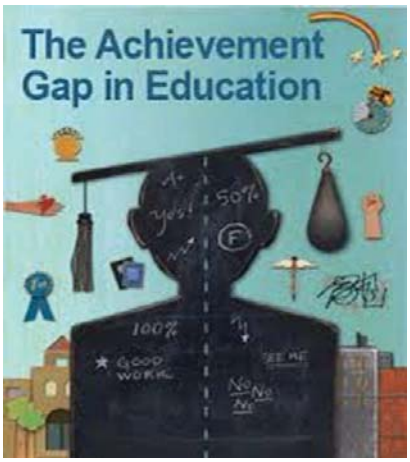
Achievement Gaps

- **Definition**
  - **Achievement Gap-** disparity in academic performance between groups.
    - grades
    - standardized-test scores
    - dropout rates
    - college-completion rates
- **Who is addressing them?**
  - Federal
  - State
  - WCSD



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1- Achievement Gaps Across Grades

- The next set of slides presents **reading proficiency** between groups.
- ***Each slide is a snapshot of the Achievement Gaps as children progress along the pathway to graduation in the WCSD.***

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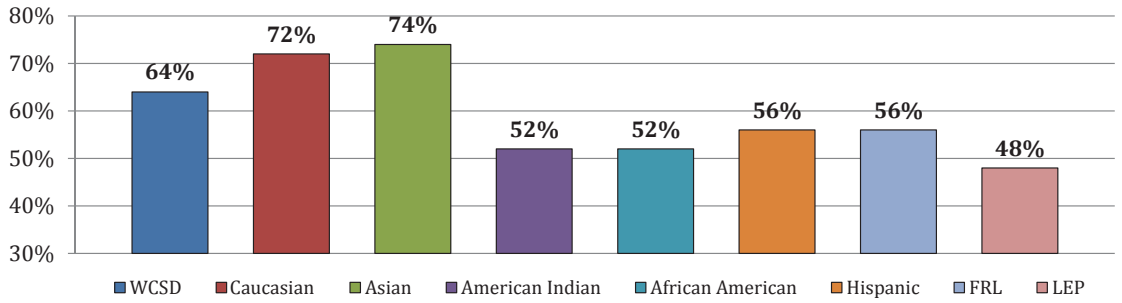
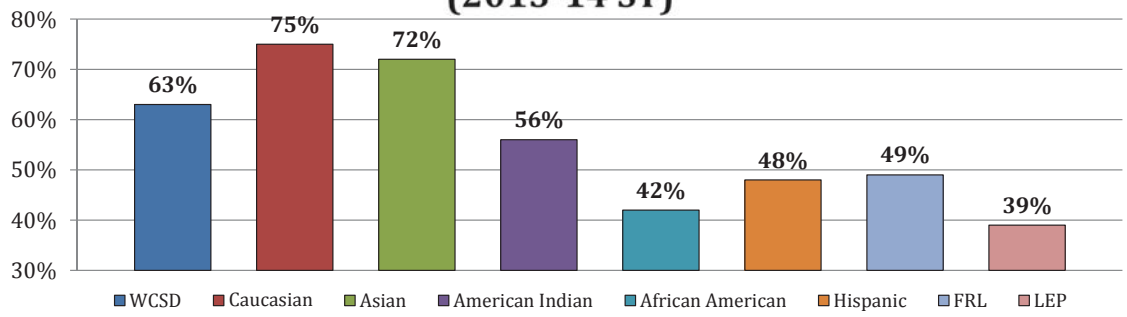
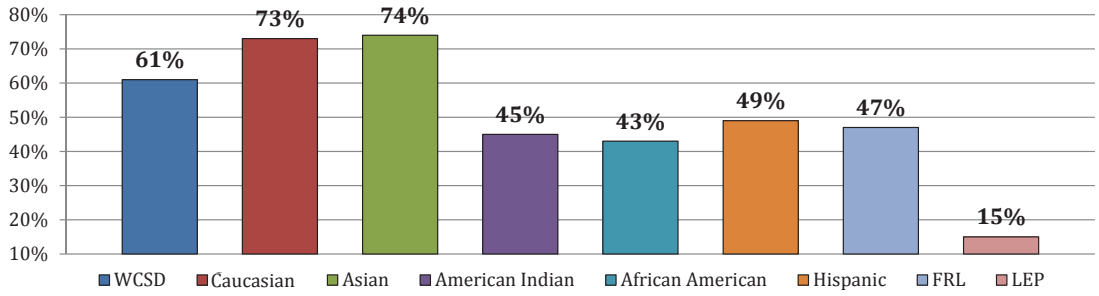
Kindergarten Reading Proficiency Rates
(2013-14 SY)



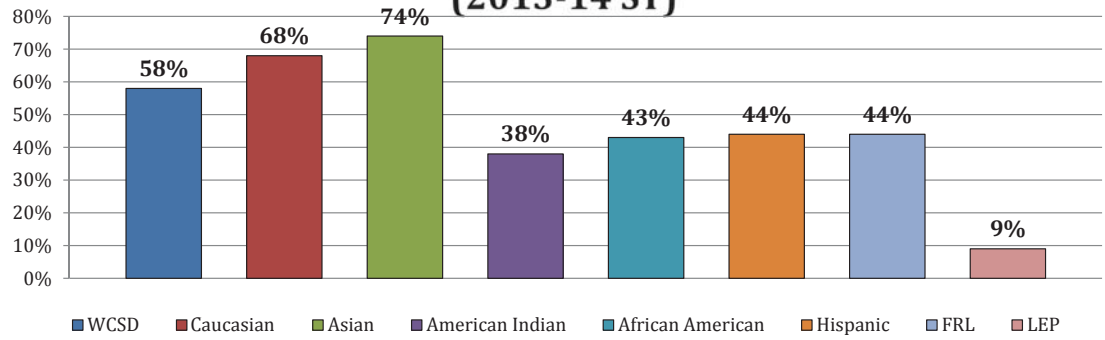
3rd Grade Reading Proficiency Rates
(2013-14 SY)



6th Grade Reading Proficiency Rates
(2013-14 SY)

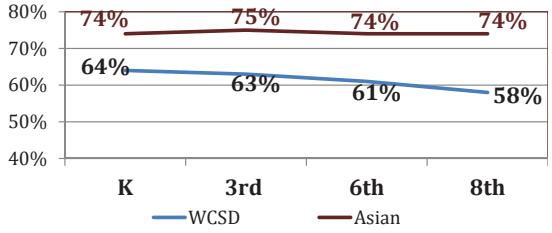


8th Grade Reading Proficiency Rates
(2013-14 SY)

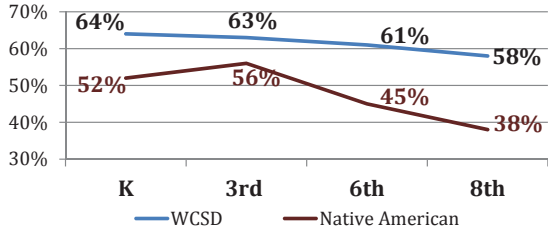


So let's look *across grades* for each group

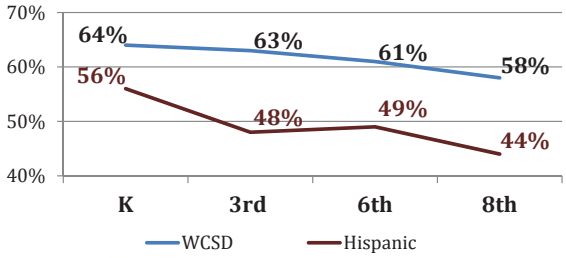
Asian Achievement Gap



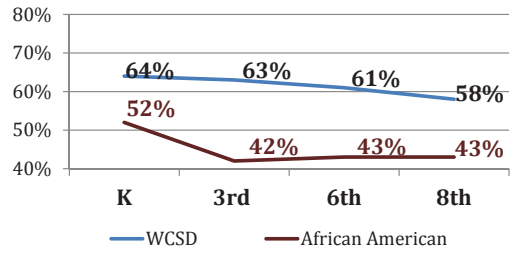
Native American Achievement Gap



Hispanic Achievement Gap



African American Achievement Gap



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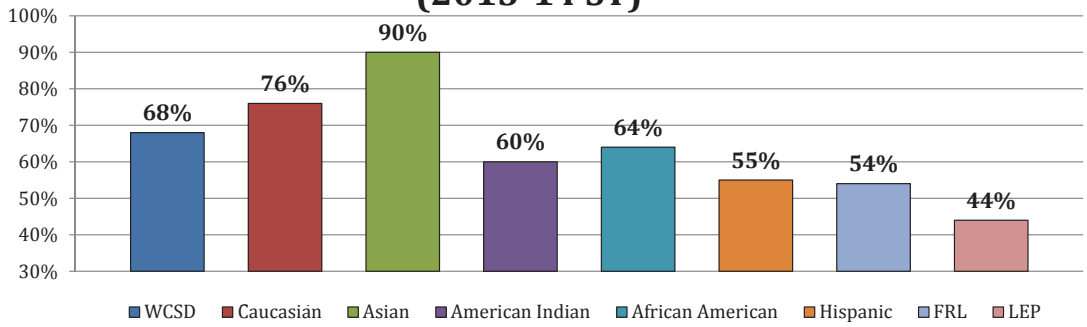
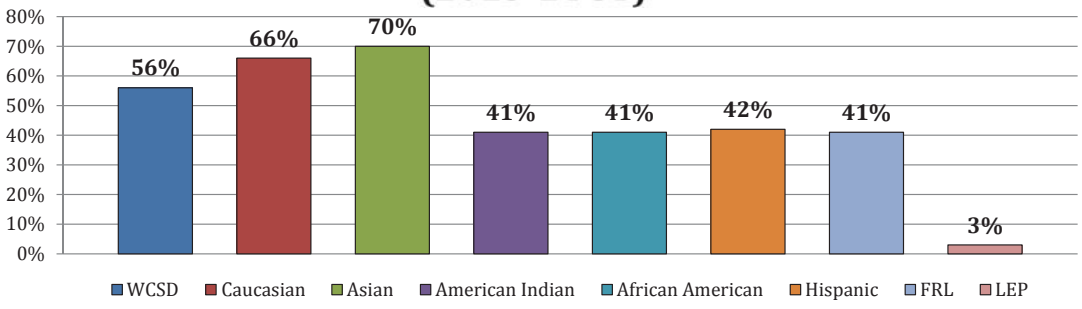
9th Grade Core Credit Attainment (2013-14 SY)



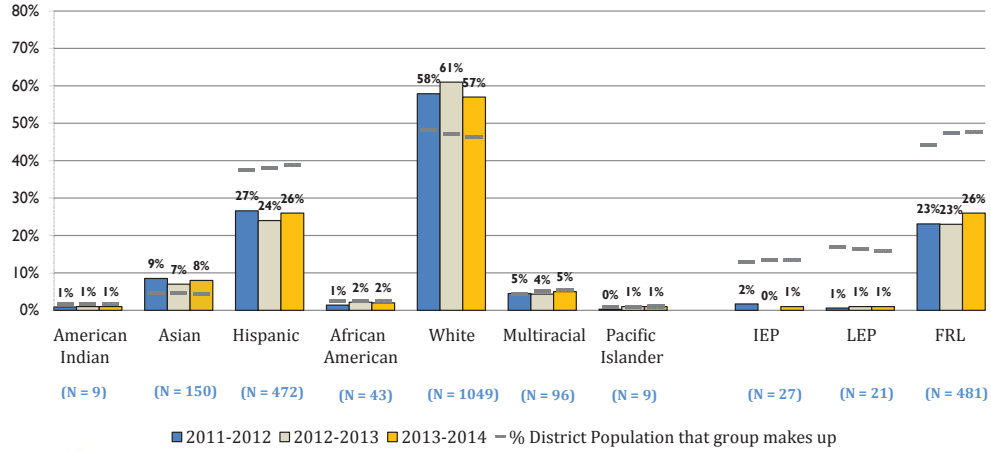
10th HSPE Pass Rates for Reading Test (2013-14 SY)



Disproportionality

Disproportionality is defined as the overrepresentation and underrepresentation of a particular group of people in a particular group or system.

WCSD Graduates AP/IB Completion Proportionality



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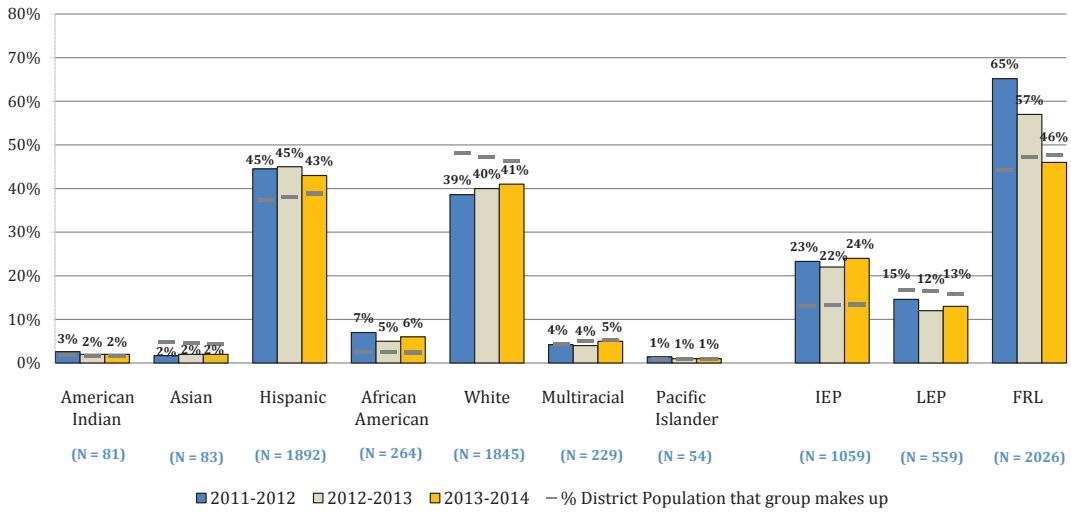
Disproportionality Cont.

WCSD Suspension Proportionality

(Students receiving one or more in/out of school suspensions)



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What Do We Notice

- *Take a few minutes and talk to the people next to you.*

- **Discuss**
  - One thing you notice in the data.
  - Which achievement gaps stand out to you.

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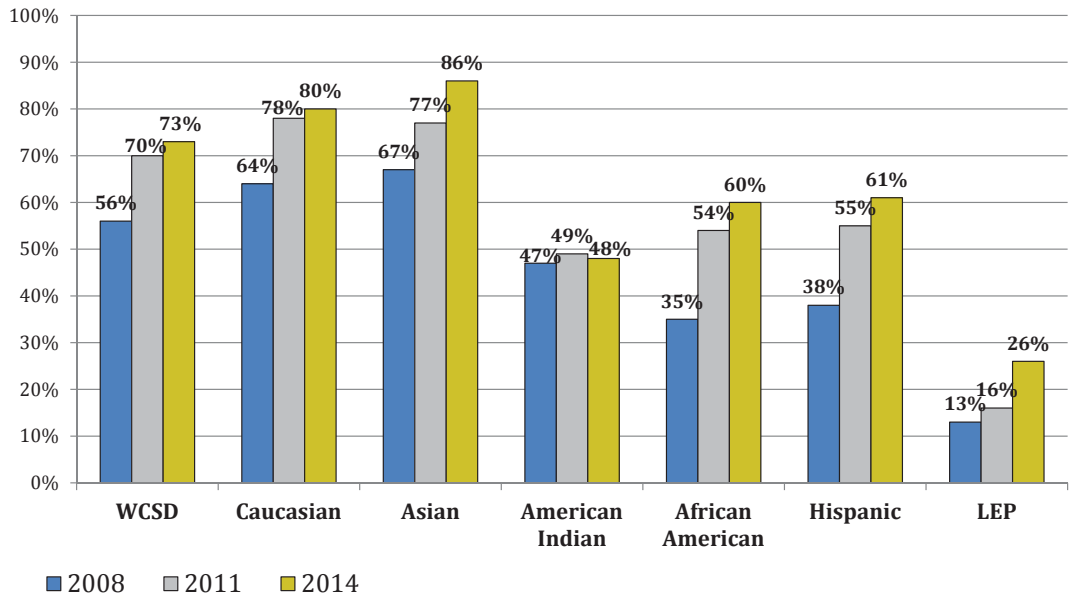
2- Grad Rate Across Time



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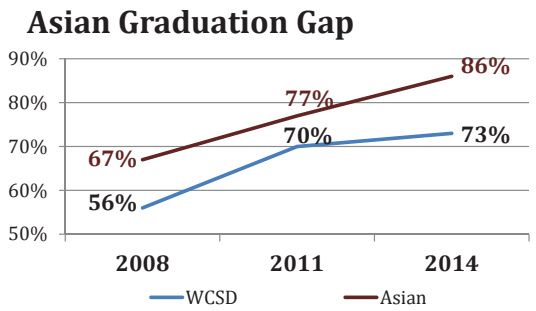
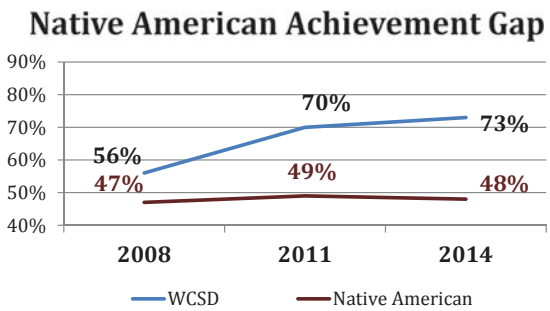
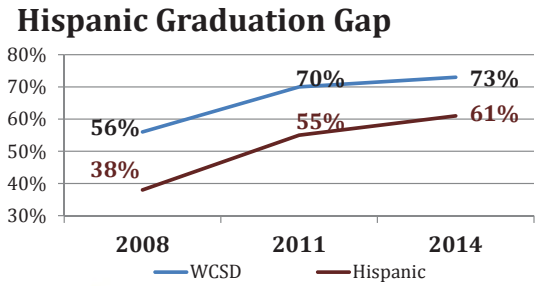
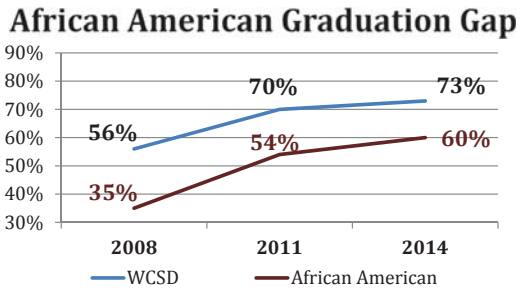
So let's look at each group over time









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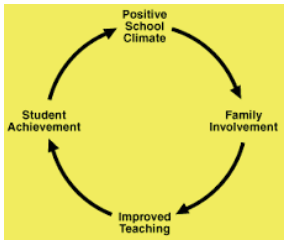
3- Additional data related to Achievement GAP

Climate Survey & Teacher/Educator Expectations



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Other "GAP" Measures: Parent Perceptions

Parent Climate Survey Responses

- Measures show deviations
- Answers indicate level of "agreement" with survey statements.
- Range: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

Parent Survey Response Averages (High Schools)

Measure	District	Caucasian	Hispanic	African American	Native American
Supportive School Environment	3.09	3.10	3.20	3.07	2.90
School Leadership	3.12	3.15	3.20	3.08	2.87
Quality of Education	3.02	3.02	3.15	3.02	2.85
Communication with School about Child's Education	3.03	3.04	3.13	2.92	2.85

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Other "GAP" Measures: Student Perceptions

Student Climate Survey Responses

- Measures show deviations
- Answers indicate level of "agreement" with survey statements.
- Range: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

Student Survey Response Averages (High Schools)

Measure	District	Caucasian	Hispanic	African American	Native American
Adult Respect	2.87	2.83	2.89	2.83	2.96
Student Respect	2.42	2.37	2.49	2.36	2.50
Academic Engagement	2.45	2.37	2.52	2.57	2.62
School Safety	2.63	2.64	2.62	2.57	2.73

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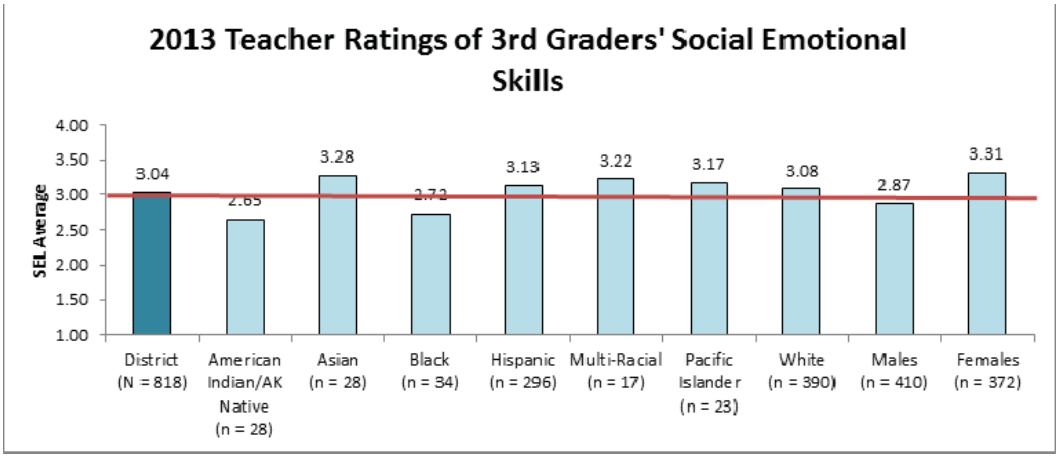
Teacher Perceptions

A survey was conducted in 2013, asking 3rd grade teachers to rate the Social and Emotional Learning (SEL) skills of their students.



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What Do We Notice

- *Take a few minutes and talk to the people next to you.*

- **Discuss**
  - One thing you notice in the data.
  - Which achievement gaps stand out to you.

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Action Steps

- What WCSD is actively doing?
  - Equity and Diversity Department
  - Culturally responsive PD
  - Revising WCSD Policy and Procedures

- What WCSD is going to do more?
  - Address teacher/educator perceptions
  - Address disparities in practice

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Conclusion

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Brief Findings
Equity: A Look at Achievement and Access Gaps

- There are achievement gaps in Reading proficiency rates between racial and ethnic minority students as compared to the overall student population in the WCSD.

- The achievement gap between ethnic and racial minorities and the overall WCSD population increases as students progress through grades.

- Racial and ethnic minority students are suspended at a disproportionate rate, with African American students being suspended most often as compared to other demographics.

- Many racial and ethnic minority groups are underrepresented in high school AP/IB courses.

- WCSD graduation rates from 2008 through 2014 indicate that achievement gaps have decreased over time.

- WCSD is actively addressing achievement gaps in various ways, including but not limited to, the creation of the Equity and Diversity Department and an Equity and Diversity taskforce, substantial training of school and Central Office staff, and the inclusion of achievement gaps in the WCSD Accountability Framework.

Data Summit Advanced Organizer:

What conclusions can I draw from the presented data/information?

What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

Farewell CRT, Hello SBAC

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CRT vs. Smarter Balanced

CRTs	Smarter Balanced
Reported: • Overall • Content Standards	Reported: • Overall • Claims 

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Claims – ELA and Mathematics

Smarter Balanced Assessment Consortium

Claims for the English Language Arts/Literacy Summative Assessment

Overall Claims

Overall Claim for Grades 3–8
"Students can demonstrate progress toward college and career readiness in English language arts and literacy."

Overall Claim for Grade 11
"Students can demonstrate college and career readiness in English language arts and literacy."

Content Claims

Claim #1 – Reading
"Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."

Claim #2 – Writing
"Students can produce effective and well-grounded writing for a range of purposes and audiences."

Claim #3 – Speaking and Listening
"Students can employ effective speaking and listening skills for a range of purposes and audiences."

Claim #4 – Research/Inquiry
"Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."

Smarter Balanced Assessment Consortium

Claims for the Mathematics Summative Assessment

Overall Claims

Overall Claim for Grades 3–8
"Students can demonstrate progress toward college and career readiness in mathematics."

Overall Claim for Grade 11
"Students can demonstrate college and career readiness in mathematics."

Content Claims

Claim #1 – Concepts & Procedures
"Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."

Claim #2 – Problem Solving
"Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies."

Claim #3 – Communicating Reasoning
"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."

Claim #4 – Modeling and Data Analysis
"Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."

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CRT vs. Smarter Balanced

CRTs	Smarter Balanced
Reported: • Overall • Content Standards	Reported: • Overall • Claims 
Scale Scores • Each grade level (100-500)	Scale Scores • Vertical Continuum (not grade specific)

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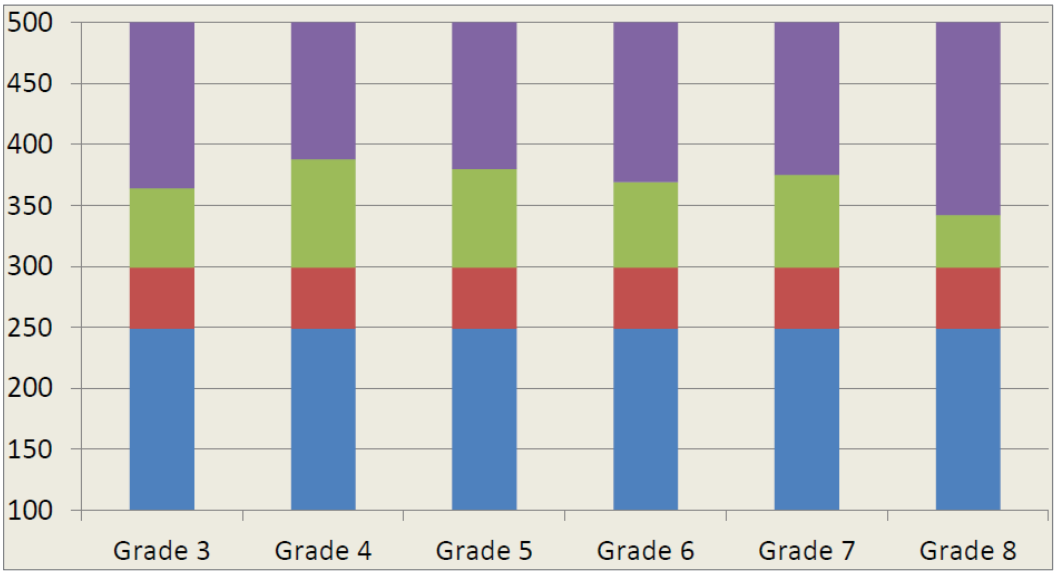
CRT – Scale Scores Within Each Grade



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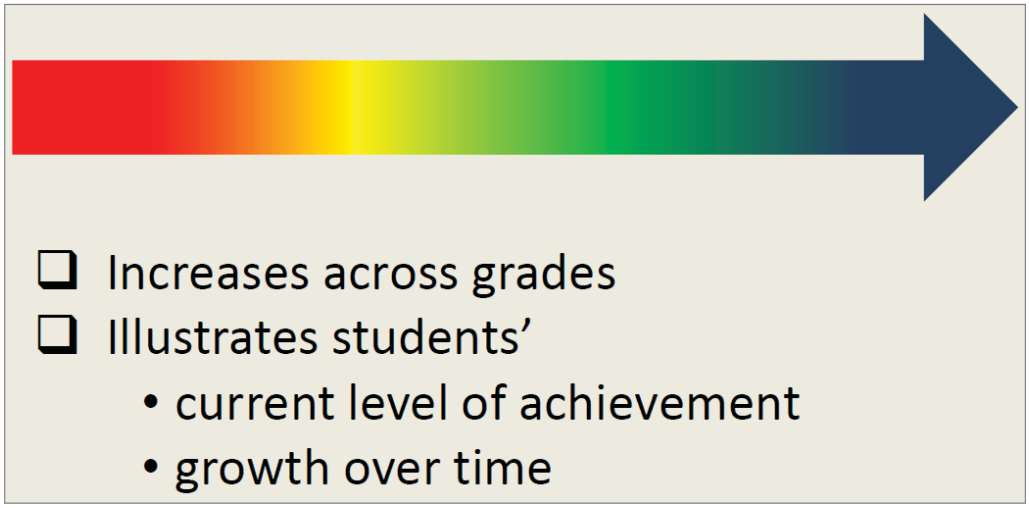
Smarter Balanced – Continuous Vertical Scale



- ❑ Increases across grades
- ❑ Illustrates students'
  - current level of achievement
  - growth over time

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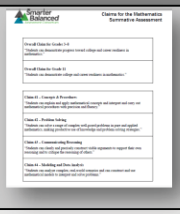
CRT vs. Smarter Balanced

CRTs	Smarter Balanced
Reported: • Overall • Content Standards	Reported: • Overall • Claims 
Scale Scores • Each grade level (100-500)	Scale Scores • Vertical Continuum (not grade specific)
Achievement Levels: Exceeds, Meets, Approaches, Emergent	Achievement Levels: • Example: 1,2,3,4

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Achievement Level Descriptors

GRADE 5

OVERALL CLAIM: Students can demonstrate progress toward college and career readiness in mathematics.	*POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.*	*POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.*	*POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.*	*POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.*
CLAIM 1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	*CONTENT ALD: The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.*	*CONTENT ALD: The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.*	*CONTENT ALD: The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.*	*CONTENT ALD: The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.*
Concepts and Procedures: Domain #1				
Number and Operations – Base Ten				
RANGE ALD **Target C:** Understand the place-value system.	Level 1 students should be able to read and write decimals to the thousandths using base-ten numerals, number names, and expanded form and round decimals to the hundredths.	Level 2 students should be able to use repeated reasoning to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. They should be able to explain patterns in numbers of zeros and/or placement of a decimal point when a number is multiplied or divided by 10.	Level 3 students should be able to use whole number exponents to denote powers of 10; use repeated reasoning to understand and explain patterns in numbers of zeros and/or placement of a decimal point when a number is multiplied or divided by powers of 10; read, write, and compare two decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison; and round decimals to any place.	Level 4 students should be able to combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings.
RANGE ALD **Target D:** Perform operations with multi-digit whole numbers and with decimals to the hundredths.	Level 1 students should be able to multiply one- and two-digit whole numbers and find whole number quotients of whole numbers with up to three-digit dividends and one-digit divisors, using arrays or area models. They should be able to perform the four operations on decimals to the tenths and a whole number, e.g., 1.3 X 7.	Level 2 students should be able to multiply three- and four-digit whole numbers; find whole number quotients of whole numbers with up to three-digit dividends and two-digit divisors; and perform the four operations on decimals to the tenths or on decimals to the hundredths and a whole number, e.g., 3.42 x 12.	Level 3 students should be able to fluently multiply multi-digit whole numbers using the standard algorithm; find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, and perform the four operations on decimals to the hundredths. They should be able to relate the strategy to a written method and explain the reasoning used.	
THRESHOLD ALD **Number and Operations – Base Ten Targets C and D**		The student who just enters Level 2 should be able to: • Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	The student who just enters Level 3 should be able to: • Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the	The student who just enters Level 4 should be able to: • Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings.

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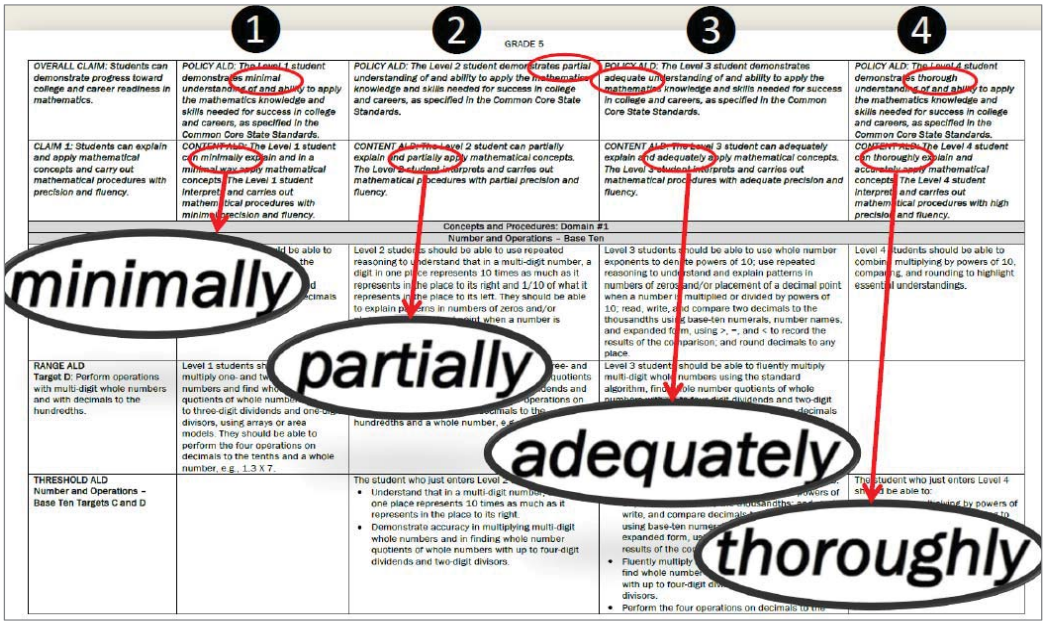
Policy ALDs - Content



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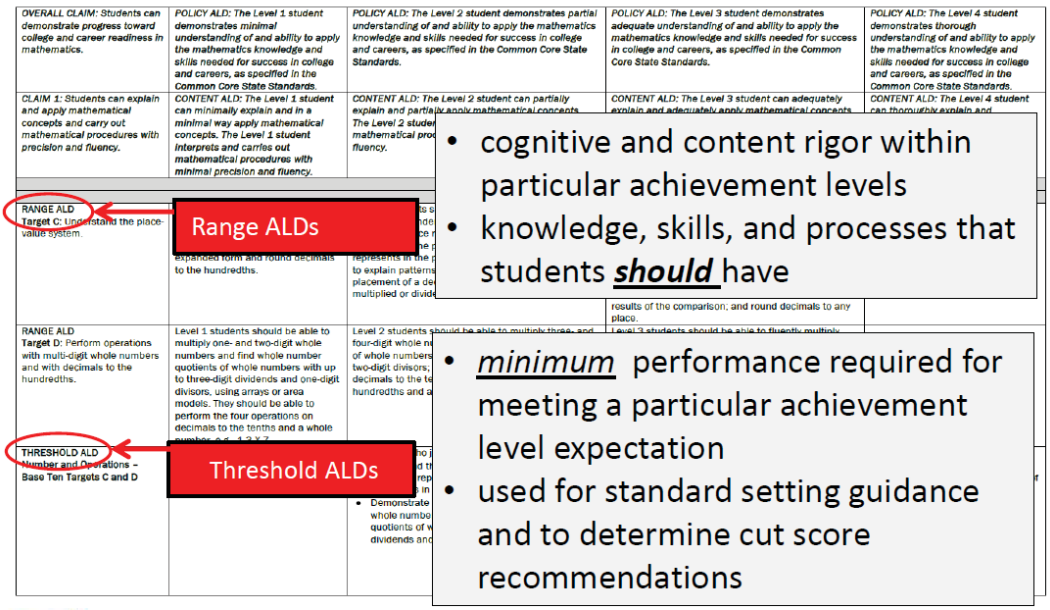
Range and Threshold ALDs



- cognitive and content rigor within particular achievement levels
- knowledge, skills, and processes that students ***should*** have

- ***minimum*** performance required for meeting a particular achievement level expectation
- used for standard setting guidance and to determine cut score recommendations

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Smarter Balanced ALD's …
Linked to College Readiness

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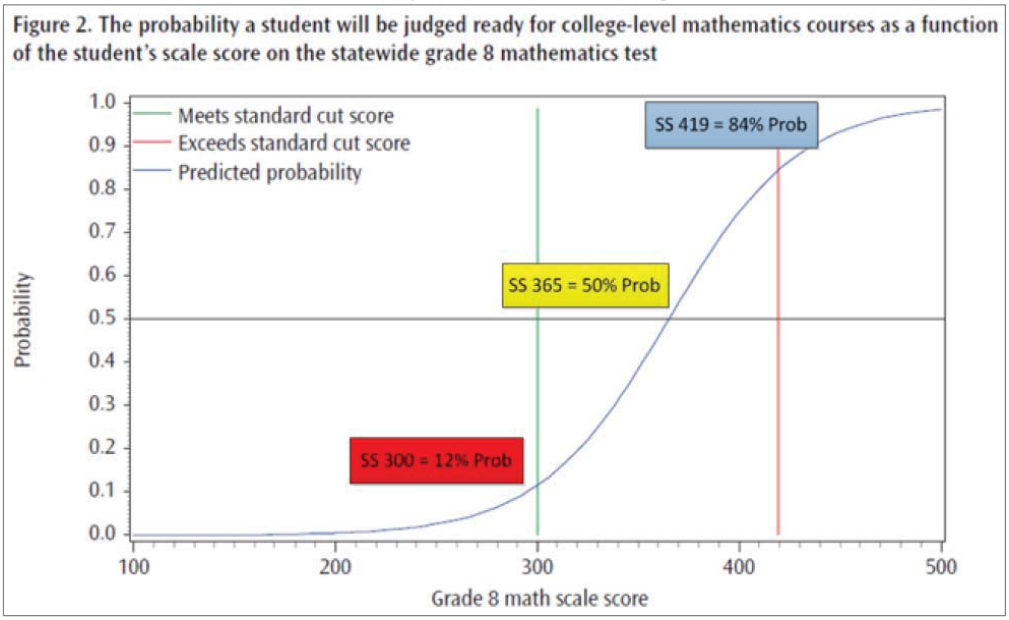
CRT Proficiency ≠ College Readiness

Figure 2. The probability a student will be judged ready for college-level mathematics courses as a function of the student's scale score on the statewide grade 8 mathematics test



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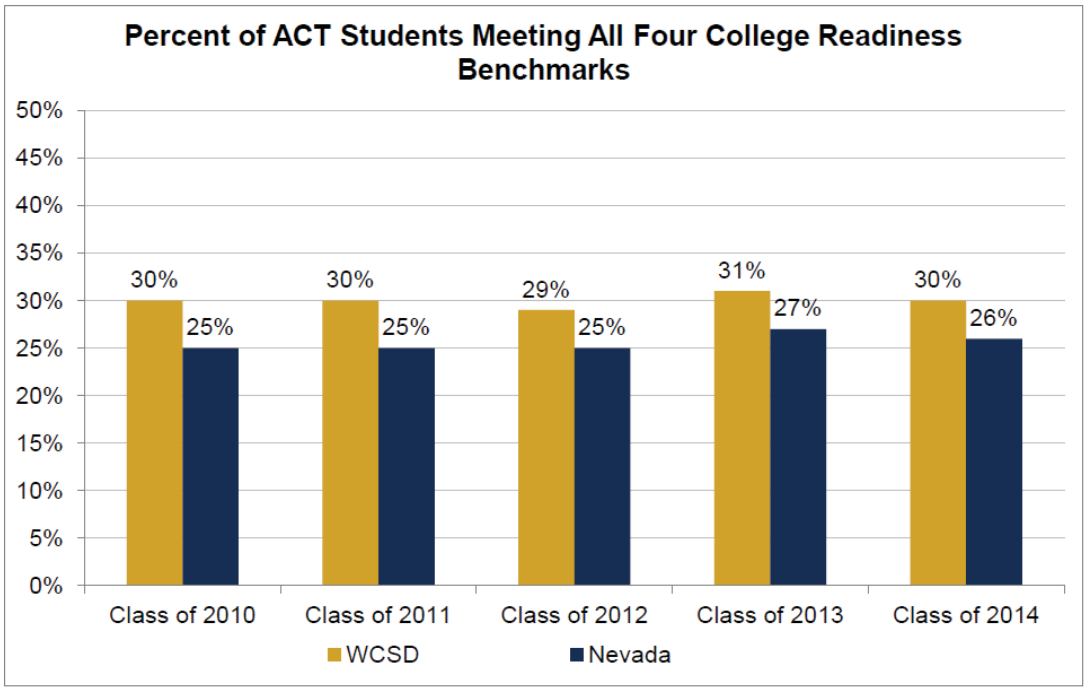
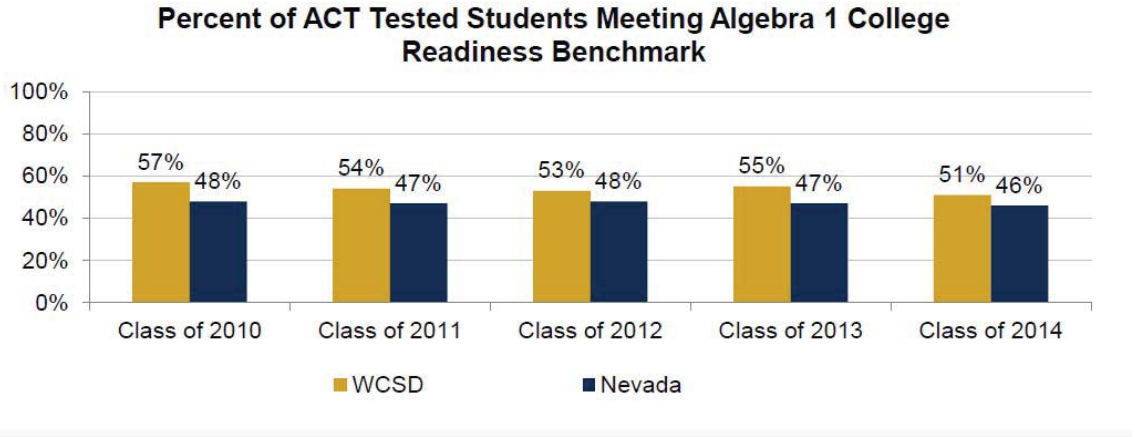
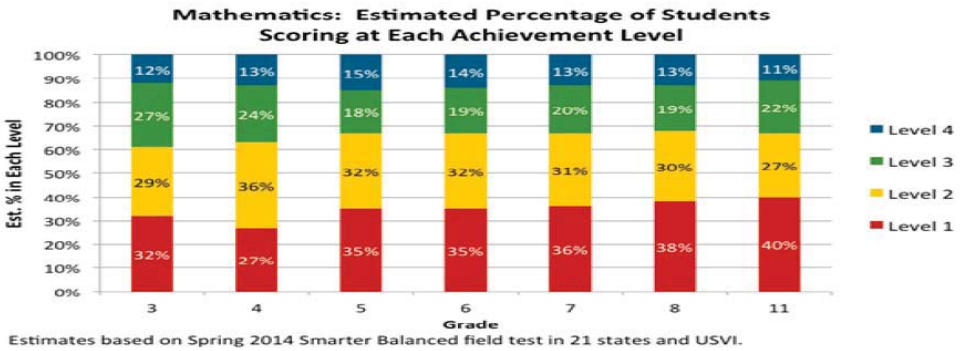
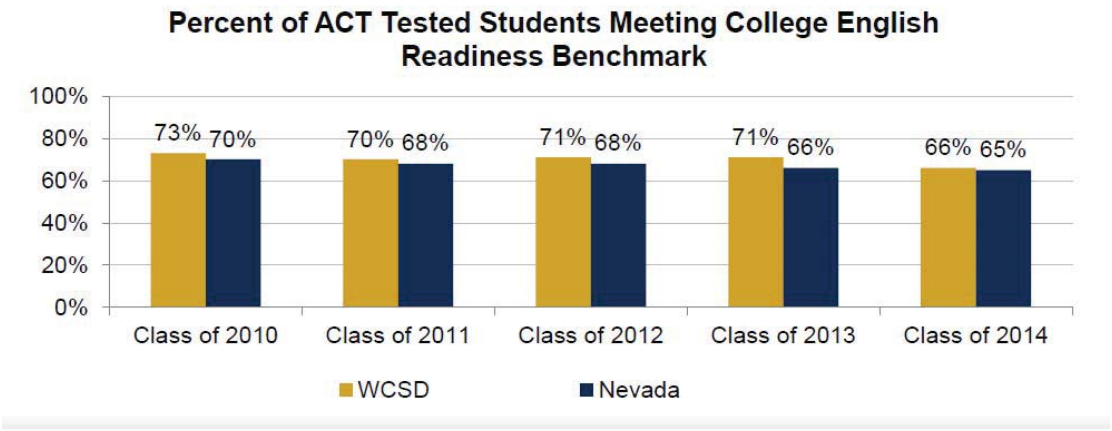


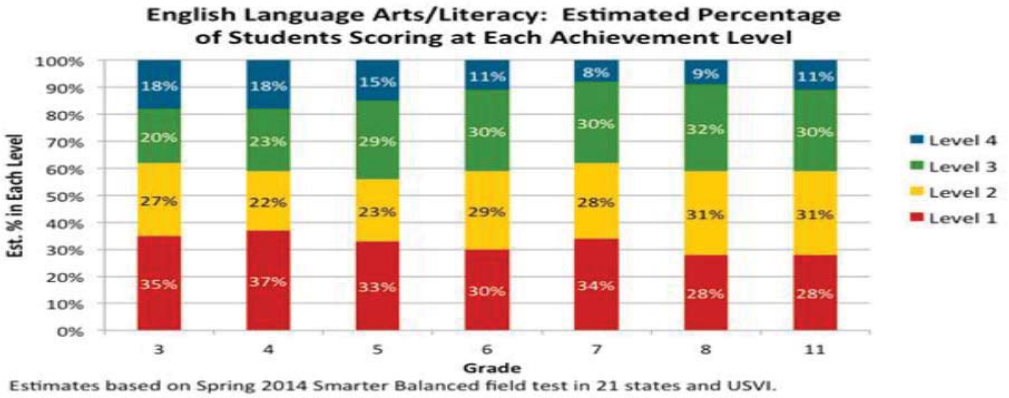
Washoe County School District
Every Child, By Name And Face, To Graduation℠





Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.





Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.

Additional Information…

http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/2014/Meetings/December/Item4bJagenda/

References

- Smarter Balanced Assessment Consortium: Achievement Levels. Retrievable from the World Wide Web: http://www.smarterbalanced.org/achievement-levels/

- Smarter Balanced. (April 26, 2013). Initial Achievement Level Descriptors and College Content-Readiness Policy. Retrievable from the World Wide Web: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-ELA-Literacy-ALDs.pdf

- Smarter Balanced. (April 26, 2013). Initial Achievement Level Descriptors and College Content-Readiness Policy. Retrievable from the World Wide Web: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-Math-ALDs.pdf

FOR IMMEDIATE RELEASE
Nov. 17, 2014

Contact:
media@smarterbalanced.org
(657) 222-1257

Smarter Balanced States Approve Achievement Level Recommendations

Inclusive, collaborative process collected input from thousands of educators and community members using rigorous design; initial achievement levels will help teachers and parents monitor student progress and focus support in the classroom

OLYMPIA, WASH. (November 17, 2014) —Members of the Smarter Balanced Assessment Consortium have voted to approve initial achievement levels for the mathematics and English language arts/literacy (ELA) assessments that will be administered in 17 states and one territory this school year. The vote marks an important milestone in the development of the assessment system.

"These initial achievement levels were developed with input from thousands of educators and community members, reflecting a diverse cross-section of views on education. Moving forward, the achievement levels, along with scale scores that also will be reported, will help teachers and parents understand student performance and needs for support," said Smarter Balanced Executive Director Joe Willhoft.

The achievement levels serve as a starting point for discussion about the performance of individual students and of groups of students in mathematics and English Language arts. There are other measures that students, teachers and parents can also use to help evaluate the academic progress of students and schools, such as scale scores, growth models, and portfolios of student work. The states also unanimously approved a position paper to provide broad guidelines for how the scores and achievement levels can be used and interpreted by state officials, parents, teachers and other stakeholders (see attached).

Since Smarter Balanced is offering assessments for both ELA and math for grades 3-8 and high school, the recommendations include achievement level scores for both subject areas and at each of those grade levels. The attached charts display the threshold scores that distinguish four achievement levels and display the estimated percentage of students across all Smarter Balanced states who would have scored at each level based on data from the Consortium's spring 2014 field test. Smarter Balanced estimates that the percentage of students who would have scored "Level 3 or higher" in math ranged from 32 percent in Grade 8 to 39 percent in Grade 3. In English language arts, the percentage of students who would have scored "Level 3 or higher" ranged from 38 percent in Grade 3 to 44 percent in Grade 5. See the attached charts for further details.

"Because the new content standards set higher expectations for students and the new tests are designed to assess student performance against those higher standards, the bar has been raised. It's not surprising that fewer students could score at Level 3 or higher. However, over time the performance of students will improve," said Willhoft.

Willhoft added, "It's important to note that the figures released today are a Consortium-wide estimate based on the spring 2014 Field Test. Once the operational assessment is administered in 2015, states will have a much clearer picture."

To create the achievement levels, Smarter Balanced organized an unprecedented level of educator and public input, involving thousands of interested constituents, using a rigorous process known as the "bookmark procedure."

During an in-person panel, held in Dallas, Texas, close to 500 teachers, school leaders, higher education faculty, parents, business and community leaders reviewed test questions and determined the threshold scores for four achievement levels for each grade and subject area. Member states had representatives at each grade level for grades 3 through 8 and high school. Educators with experience teaching English language learners, students with disabilities and other traditionally under-represented students participated to help ensure that the achievement levels are fair and appropriate for all students.

In addition, an online panel was open to educators, parents and other interested members of the community to provide unprecedented input on the achievement levels. More than 2,500 people participated in the online panel.

A cross-grade review committee composed of 72 members of the in-person panels then took the results of the online and in-person panels into account to develop recommendations that coherently aligned across grades and that reflected student progress from year to year.

As an additional step, Smarter Balanced engaged an external auditor, an Achievement Level Setting Advisory Panel and its standing Technical Advisory Committee to review the recommendations before they were presented to the states for approval. The auditor and both advisory panels certified that Smarter Balanced conducted a valid process that is consistent with best practice in the field.

In approving the Achievement Levels, Smarter Balanced member states relied primarily on the recommendations from the Achievement Level Setting process. Members also gave consideration to other sources of information about the general content readiness of high school students to engage in credit-bearing college-level work. This included a comprehensive body of research on college academic preparedness of high school students conducted by the National Assessment Governing Board (NAGB), the oversight body for the National Assessment of Educational Progress.

Over the coming months, member states will present these achievement level recommendations to the policy-making entities that have the authority to formally adopt achievement levels in each state. This authority most typically rests with the state board of education.

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About Smarter Balanced

The Smarter Balanced Assessment Consortium brings together states to create a shared, innovative assessment system for mathematics and English language arts/literacy that is aligned with the Common Core State Standards and helps prepare students for success in college and careers. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven assessment development process. For more information, please visit www.smarterbalanced.org.

Interpretation and Use of Scores and Achievement Levels

States in the Smarter Balanced Assessment Consortium (Smarter Balanced) will report scores on its assessments in several ways, which can serve different purposes for their stakeholders. ***Scale scores*** are the basic units of reporting. These scores, which fall along a continuous vertical scale (from approximately 2000 to 3000) that increases across grade levels, can be used to illustrate students' current level of achievement and their growth over time in a relatively fine-grained fashion. When aggregated, these scores can also describe school- or district-level changes in performance on the tests and can measure gaps in achievement among different groups of students.

Smarter Balanced has also developed a set of initial, policy ***achievement level descriptors*** (ALDs) for English language arts/Literacy (ELA/Literacy) and mathematics that are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at four levels of achievement (i.e., Level 1, Level 2, Level 3, and Level 4), which in some contexts may also be described qualitatively in terms such as "novice, developing, proficient, advanced" or others.[1]

Defining these levels of achievement ("Achievement Levels") is a reporting feature that is federally required under the No Child Left Behind Act, and one that has become familiar to many educators. However, characterizing a student's achievement solely in terms of falling in one of four categories is an oversimplification. Achievement Levels should serve only as a starting point for discussion about the performance of students and of groups of students. That is, the Achievement Levels should not be interpreted as infallible predictors of students' futures. They must continuously be validated, and should be used only in the context of the multiple sources of information that we have about students and schools. Achievement level descriptors do not equate directly to expectations for "on-grade" performance; rather, they represent differing levels of performance for students within a grade level. Additionally, the Achievement Levels do not preclude or replace other methods of evaluating assessment results, including measures of year-to-year growth that use the underlying scale scores.

Although the Achievement Level Descriptors are intended to aid interpretation of Achievement Levels, they will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups, since they do not reveal changes

[1] The Achievement Level Descriptors were developed based on the feedback of reviewers who engaged in a validation process based on examining the Common Core State Standards in each content area and the items on the examination. Additional research will be needed to validate the achievement level descriptors in relation to the actual success rates of students when they enter college and careers.

of student scores within the bands defined by the achievement levels. Furthermore, there is not a critical shift in student knowledge or understanding that occurs at a single cut score point. Thus, the achievement levels should be understood as representing approximations of levels at which students demonstrate mastery of a set of concepts and skills, and the scale scores just above and below an achievement level as within a general band of performance.

As Smarter Balanced states consider these Achievement Levels, they will continue to investigate and apply a variety of methods of analyzing and reporting the data that provide information to their students, parents and teachers, including but not limited to student and student subgroup averages, medians, and other descriptive statistics that utilize the underlying vertical scale.

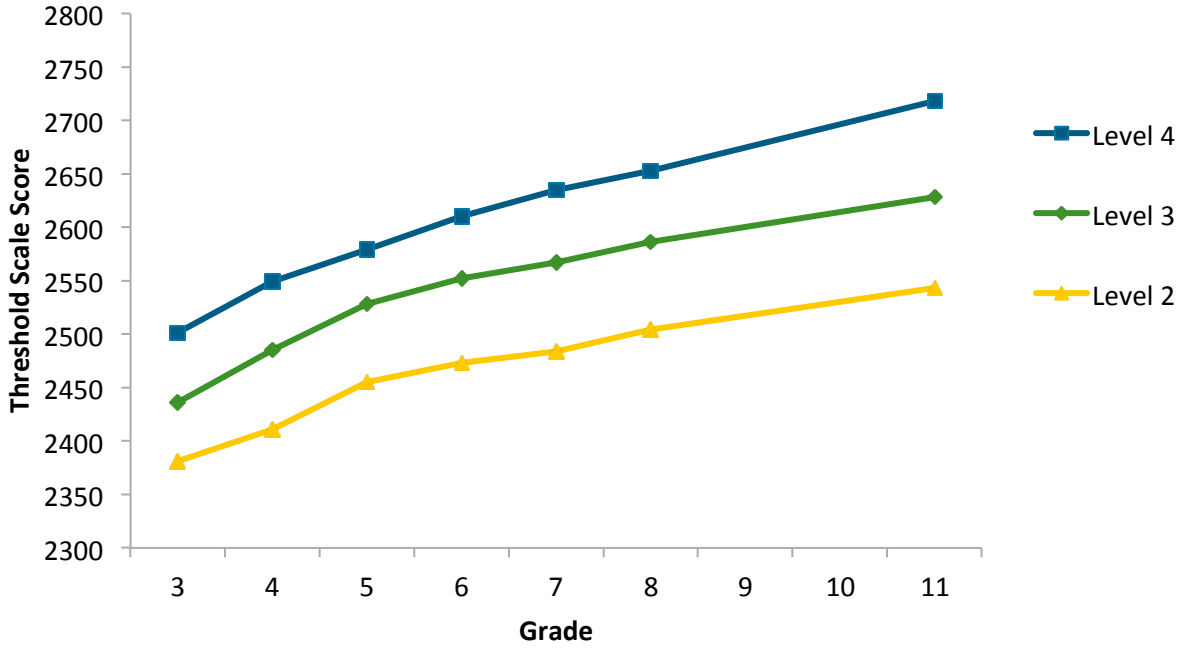
The Achievement Level Descriptors presented here are linked to an operational definition of ***college content-readiness*** to inform score interpretation for high schools and colleges. In particular, a score at or above "Level 3" in 11th grade is meant to suggest conditional evidence of readiness for entry-level, transferable, credit-bearing college courses. Since college readiness encompasses a wide array of knowledge, skills, and dispositions, only some of which can be measured by the Smarter Balanced assessments, "college readiness" in this context is defined as "content-readiness" in the core areas of ELA/Literacy and mathematics.

High schools may combine scores at 11th grade with additional data (courses completed, grades, portfolios, performance assessments, other test data) to determine appropriate courses of study and supports for students in the 12th grade. Similarly, as colleges interpret scores on Smarter Balanced assessments, they are encouraged to evaluate additional data (courses completed, grades, portfolios, performance assessments) to determine admissions, advisement, and placement in developmental or credit-bearing courses.

Smarter Balanced does not yet have a parallel operational definition and framework for ***career readiness***.

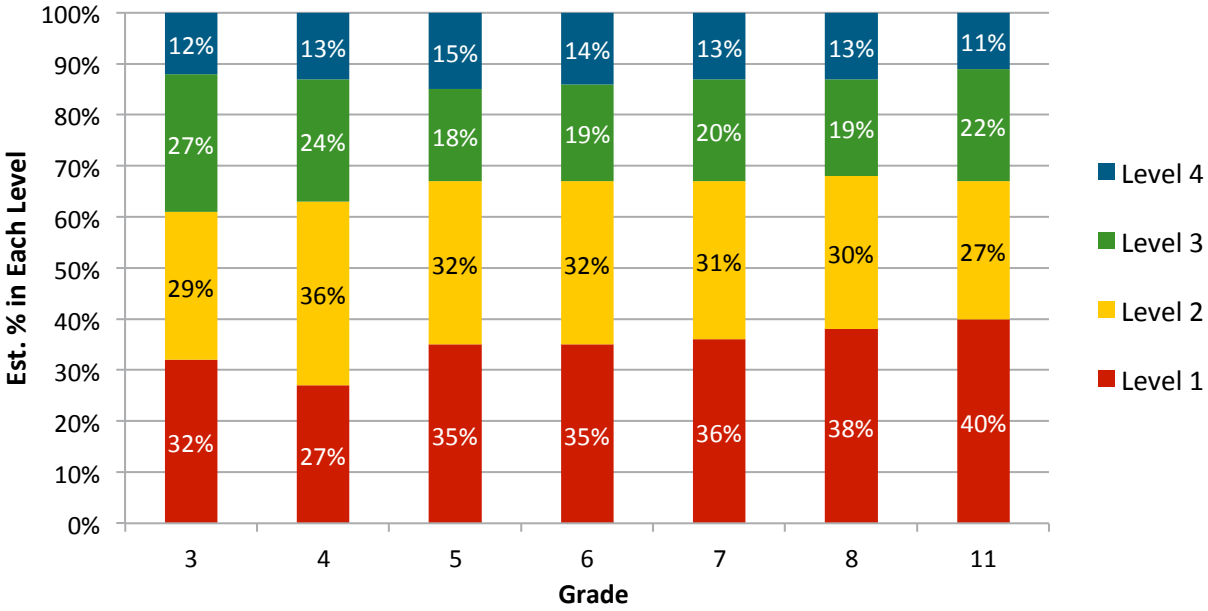
Adopted November 14, 2014

Mathematics: Threshold Scale Scores



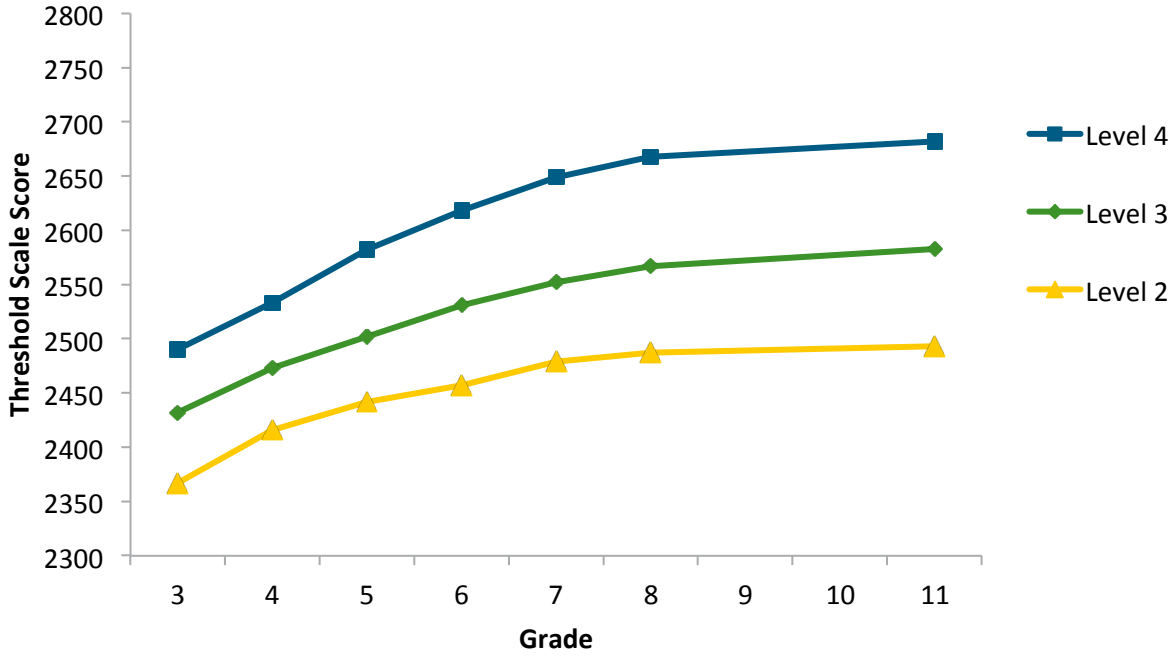
Adopted November 14, 2014

Mathematics: Estimated Percentage of Students Scoring at Each Achievement Level



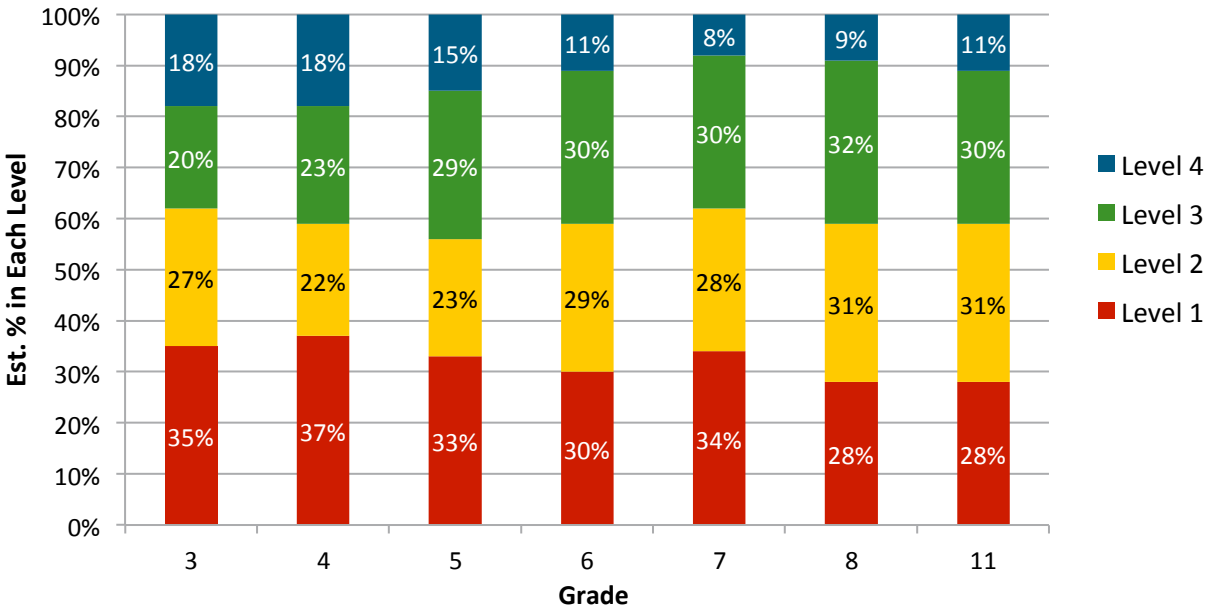
Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.

English Language Arts/Literacy: Threshold Scale Scores



Adopted November 14, 2014

English Language Arts/Literacy: Estimated Percentage of Students Scoring at Each Achievement Level



Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.

Final Threshold Scores for Four Achievement Levels

Math Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653

ELA Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668

Brief Findings
Farewell CRT, Hello SBAC

- In 2014, the Nevada State Board of Education adopted the new achievement cut scores proposed by the Smarter Balanced Assessment Consortium (SBAC). Results from the 2013-2014 SBAC field test indicate that fewer students are now scoring in the top two quartiles of the new achievement levels as compared to the Criterion Referenced Test.
- It will be critical to clearly communicate what the new SBAC scores mean to avoid misinterpretations of the data. SBAC's achievement level descriptors are aligned to new standards. These new achievement descriptors are designed to measure "college-content readiness", which is likely to be a more rigorous level of achievement than the CRT represented.
- SBAC results may parallel what we see on the ACT, another assessment of students' college readiness. Of WCSD students taking the ACT in 2014, 30% met all four college readiness benchmarks, higher than the statewide rate (26%). These ACT college readiness rates are much lower than our CRT proficiency rates, which might indicate that students who used to score at a "Meets Standard" level on CRT may score below the new "Meets Standard" level on SBAC, as the latter indicates college readiness while the former indicates more basic proficiency.
- As stated by Dr. Joe Willhoft, Executive Director for the Smarter Balanced Assessment Consortium, "Because the new content standards set higher expectations for students and the new tests are designed to assess student performance against those higher standards, the bar has been raised. It's not surprising that fewer students could score at Level 3 or higher. However, over time the performance of students will improve."
- Smarter Balanced assessment results will be reported using scale scores as well as achievement levels. Results will be reported at both an overall level as well as by claims. These results will be used, along with other measures, to inform instructional decisions and evaluate student progress toward college/career readiness.

Data Summit Advanced Organizer:

What conclusions can I draw from the presented data/information?

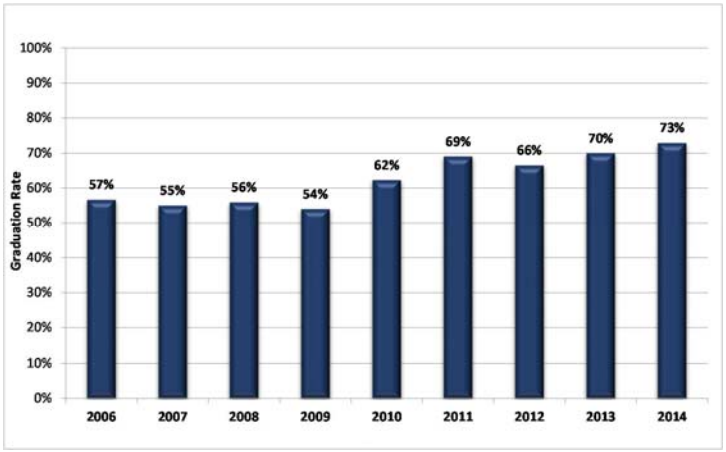
What is the connection to other points along the pathway to graduation and post-secondary readiness?

What is missing or is needed to strengthen/complete this relationship or my understanding?

The High School Pathway

Cohort Graduation Rate

Cohort 4-Year Graduation Rate DISTRICT	2006	2007	2008	2009	2010	2011	2012	2013	2014
Graduates	2,673	2,778	2,885	2,981	3,163	3,170	3,137	3,321	3,474
Final Adjusted Cohort	4,716	5,047	5,159	5,568	5,075	4,593	4,718	4,746	4,766
Graduation Rate	**57%**	**55%**	**56%**	**54%**	**62%**	**69%**	**66%**	**70%**	**73%**



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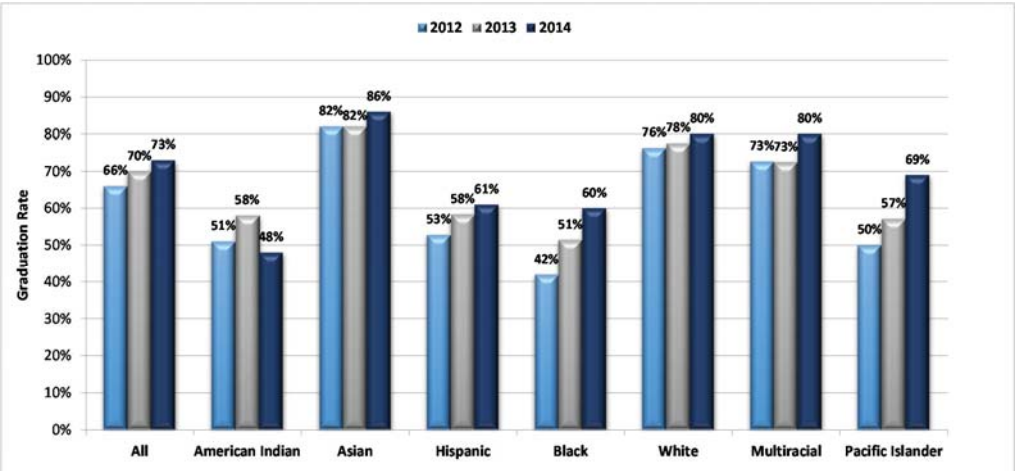
Cohort Graduation Rate Trends by Ethnicity



2014 N Size	4766	69	261	1632	148	2410	204	42

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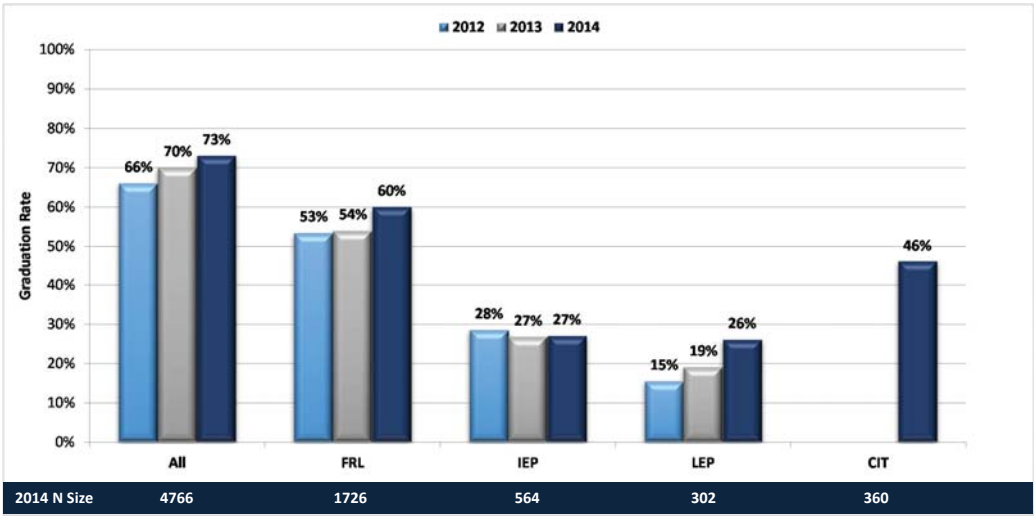
Cohort Graduation Rate Trends by Special Programs



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Honors and Advanced Diplomas

Standard Diploma Requirements

- 22.5 credits earned
  - 16 in required courses plus 6.5 in electives
- Passing score on the *Nevada High School Proficiency Exam*

Advanced Diploma Requirements

All of the standard diploma requirements plus:

- An additional 1.5 credits (24 credits earned)
- 1 additional math credit and 1 additional science credit
- Minimum 3.25 GPA (grade point average)

Honors Diploma Requirements

All of the standard diploma requirements plus:

- An additional 1.5 credits (24 credits earned)
  - 20 credits in required courses, 4 electives
  - 8 of the required credits must be in honors, AP, and/or IB courses
  - 2 of the required credits must be in the same world language
- Minimum 3.40 GPA (grade point average)

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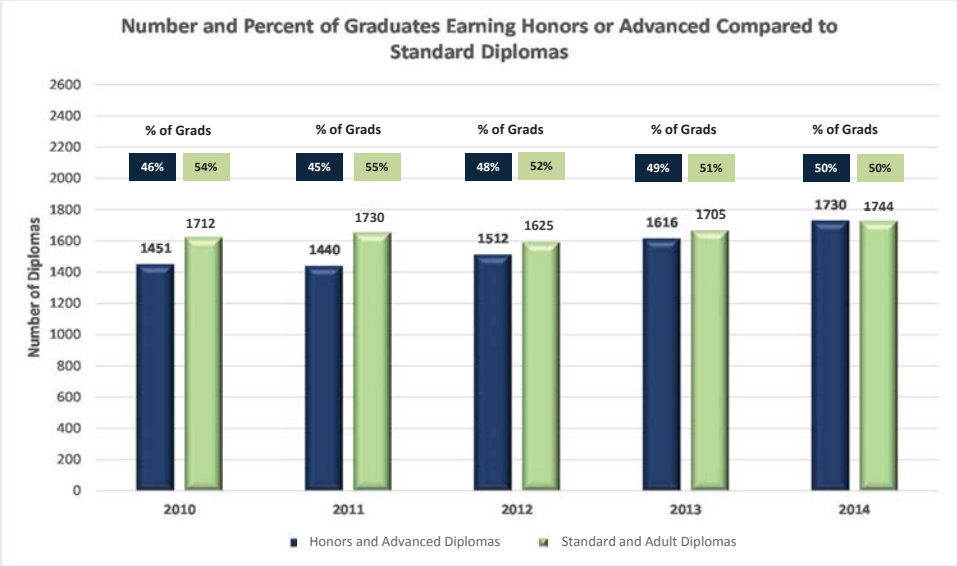
Honors and Advanced Diplomas



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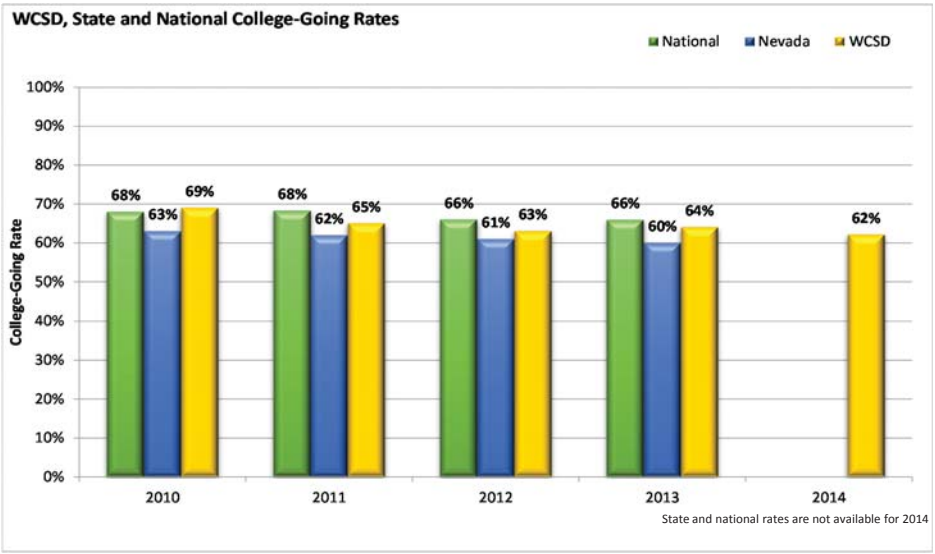
Graduates Enrolling in College Immediately After High School



WCSD	2010	2011	2012	2013	2014
College Enrollments	2187	2074	1968	2137	2157
High School Graduates	3163	3170	3137	3321	3474
College-Going Rate	69%	65%	63%	64%	62%

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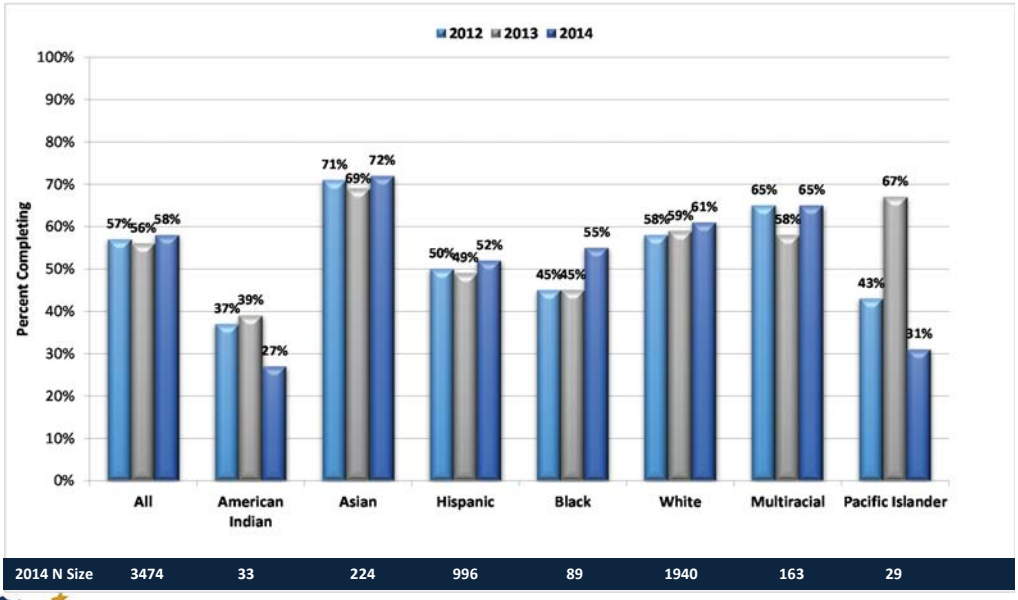
Percent of Graduates Completing AP/IB/CTE or Dual Credit Courses by Ethnicity



2014 N Size	3474	33	224	996	89	1940	163	29

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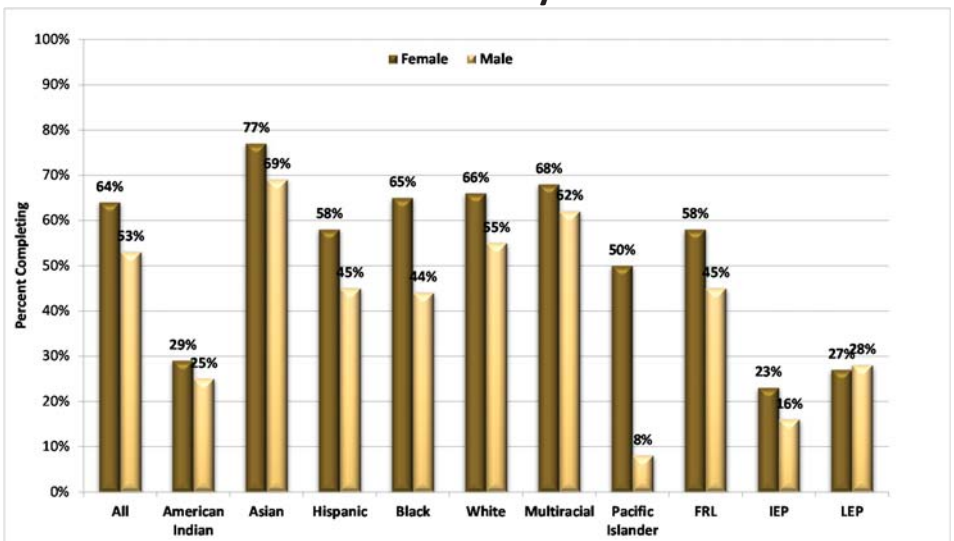
Percent of 2014 Graduates Completing AP/IB/CTE or Dual Credit Courses by Gender



Female N Size	1837	17	95	550	46	1026	87	16	581	62	44
Male N Size	1637	16	129	446	43	914	76	13	451	93	36

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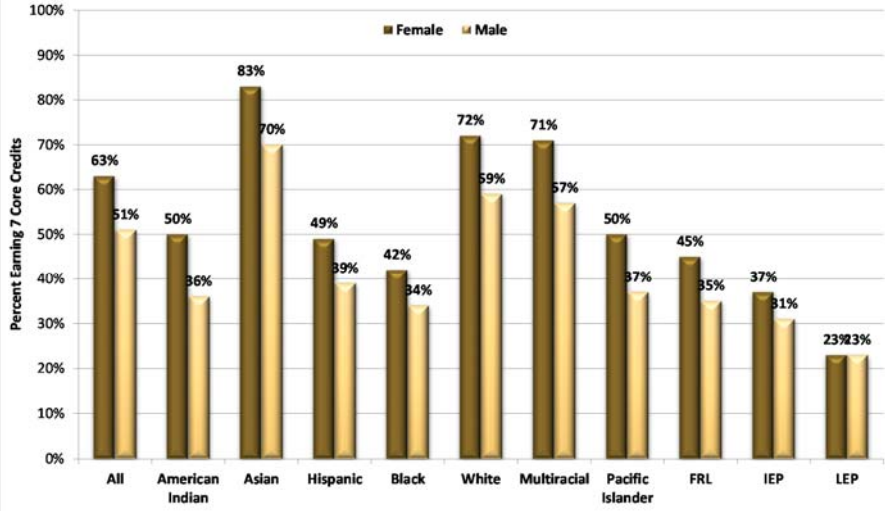
Percent of 2014 Grade 10 Students Who Earned the Full 7 Core Credits by the End of 10th Grade by Gender



Female N Size	2278	30	110	812	43	1126	129	28	845	145	78
Male N Size	2317	36	135	867	65	1086	101	27	914	297	147

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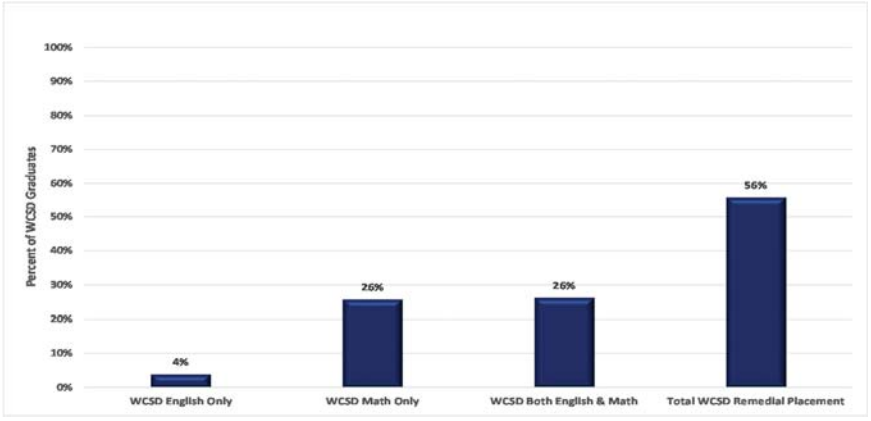
Remedial College Placement and Enrollment

WCSD 2013 Graduates Enrolled in the Nevada System of Higher Education (NSHE)*



*NSHE Institutions: UNLV, UNR, NV State College, College of Southern NV, Great Basin College, TMCC, Western NV College

Source: https://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14_Remedial_Placement_&_Enrollment_Report.pdf

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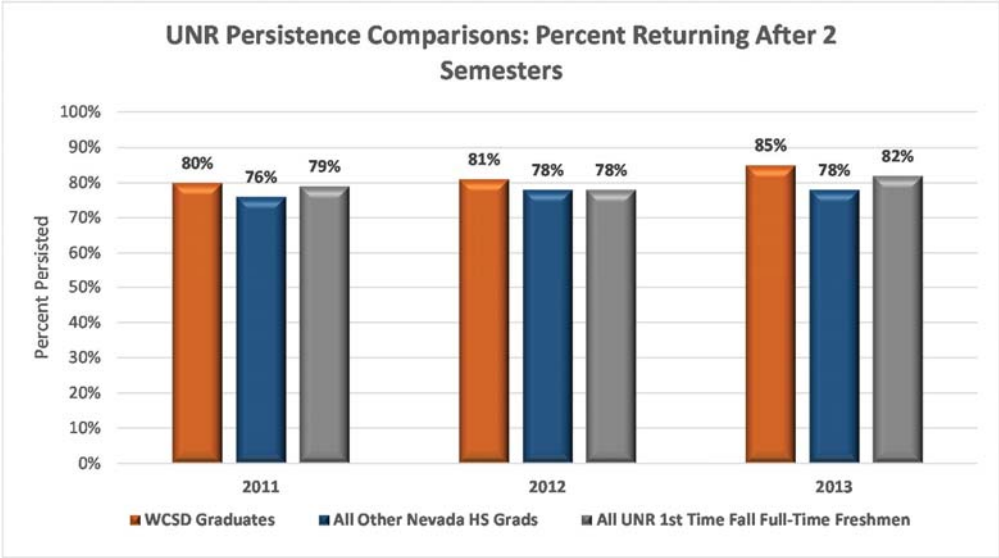
College Persistence: WCSD Grads, Other Nevada High School Grads and All 1st Time Freshmen Attending UNR



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Brief Findings
The High School Pathway

- The high school graduation rate has steadily increased over the past three years, rising to an all-time high of 73% in 2014, with 3,474 graduates.

- Nearly all racial/ethnic and special program groups showed similar graduation rate increases. However, there are still significant achievement gaps: Only 61% of Hispanics, 60% of African Americans and 60% of students receiving free or reduced-price lunch graduated in 2014. Achievement gaps for English-language learners and students on an Individualized Education Plan are even larger, with 26% and 27% graduation rates, respectively, in 2014.

- An increased level of academic achievement has accompanied the increased graduation rate. In 2014, half of our graduates earned honors or advanced diplomas, compared to 46% in 2010.

- Overall, 58% of 2014 graduates completed one or more AP, IB, CTE or dual credit college-level courses. More female graduates (64%) than males (53%) completed these higher-level courses.

- Female students were also more likely than male students to have earned the full seven core credits in math, English, science and social studies by the end of 10th grade, with 63% of female and 51% of male 10th graders reaching this standard in 2014.

- Sixty-two percent of 2014 graduates enrolled in college in the summer or fall immediately following graduation. This is slightly lower than the 2012 and 2013 college-going rates.

- Of the WCSD 2013 graduates who enrolled in college within the *Nevada System of Higher Education*, 56% placed into or enrolled in remedial-level courses; 26% required remediation in both English and math, 26% required remediation in math only, and 4% in English only.

- WCSD graduates enrolled at UNR were more likely to continue beyond their second semester than other Nevada high school graduates, and all UNR first-time freshmen, with 85% of WCSD 2013 graduates persisting beyond the second semester, compared to 78% of other Nevada high school graduates, and 82% of all UNR first-time freshmen enrolling fall 2013.

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