



## 6315.1: MILLARD EDUCATION PROGRAM - USE OF ASSESSMENT DATA

**The assessment system shall take its overall direction from the District strategic plan and from state and federal requirements. The assessment system shall be aligned with the written curriculum and shall measure student progress within the primary, intermediate, middle and high school grade levels and their level of College and Career Readiness. The system shall provide opportunities for support and appropriate interventions to occur if the student does not demonstrate proficiency.**

**The system will include assessments which are designed to measure student progress and the Millard Education Plan outcomes as well as alternate assessments designed to comply with state and federal legislation.**

**As curriculum revisions occur, the assessment system shall reflect those changes and modifications to assessments and shall be approved by the Millard Board of Education. The curriculum content areas, grade levels when administered, and the types of assessments shall be as follows:**

**Level: Primary Grades (K-2)**

Outcome	When Administered	Type of Assessment
Reading	K, 1st, 2nd Grade	MAP Suite
Writing	K, 1st, 2nd Grade	Writing Common Assessment
Mathematics	K, 1st, 2nd Grade	MAP Growth

**Level: Intermediate Grades (3-5)**

Outcome	When Administered	Type of Assessment
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English/Language Arts	3rd, 4th, and 5th Grade	MAP Growth NSCAS Growth NSCAS Alternate Assessment
Writing	3rd, 4th, and 5th Grade	Writing Common Assessment
Mathematics	3rd, 4th, and 5th Grade	MAP Growth NSCAS Growth NSCAS Alternate Assessment
Science	5th Grade	NSCAS Growth NSCAS Alternate Assessment

**Level: Middle School Grades (6-8)**

Outcome	When Administered	Type of Assessment
English/Language Arts	6th, 7th, and 8th Grade	MAP Growth NSCAS Growth NSCAS Alternate Assessment
Writing	6th, 7th and 8th Grade	Writing Common Assessment
Mathematics	6th, 7th, and 8th Grade	MAP Growth NSCAS Growth NSCAS Alternate Assessment
Science	8th Grade	NSCAS Growth NSCAS Alternate Assessment

**Level: High School Grades**

<b>Outcome</b>	<b>When Administered</b>	<b>Type of Assessment</b>
<b>Reading</b>	<b>9th Grade</b>	<b>PreACT 8/9</b>
	<b>10th Grade</b>	<b>PreACT</b>
	<b>11th Grade</b>	<b>ACT® Assessment</b>
		<b>NSCAS Alternate Assessment</b>
<b>Writing</b>	<b>9th Grade</b>	<b>Writing Common Assessment</b>
	<b>10th Grade</b>	<b>Analytical Writing Assessment</b>
	<b>11th Grade</b>	<b>ACT® Assessment</b>
<b>Mathematics</b>	<b>9th Grade</b>	<b>PreACT 8/9</b>
	<b>10th Grade</b>	<b>PreACT</b>
	<b>11th Grade</b>	<b>ACT® Assessment</b>
		<b>NSCAS Alternate Assessment</b>
<b>Science</b>	<b>9th Grade</b>	<b>PreACTt 8/9</b>
	<b>10th Grade</b>	<b>PreACTt</b>
	<b>11th Grade</b>	<b>ACT® Assessment</b>
		<b>NSCAS Alternate Assessment</b>

## **I. Implementation of Assessment System**

**In accordance with Policy 6301 and Rule 6301.1, the District shall use all reasonable efforts to provide adequate measurement by:**

- A. Establishing or confirming the reliability and validity of each recommended assessment;**
- B. Ensuring that the alignment of the assessment contents is consistent with the District's curriculum;**
- C. Ensuring that the students of the District are provided with the opportunity to learn the material which is the subject of each assessment;**
- D. Ensuring the establishment of adequate and necessary interventions; and**
- E. Ensuring or confirming a proper College and Career Ready metric for each assessment is established through acceptable and reliable methods.**

**The intent of the assessment system is to ensure that the achievement levels of College and Career Readiness have been met.**

**If a student does not meet benchmarks on the assessments, additional opportunities are available to demonstrate student proficiency.**

**If a student does not meet benchmarks on the assessments and the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan.**

## **II. Description of the Standard Setting Processes for National, State, and Local Assessments**

**A. Psychometrically accepted, standard methods shall be used for setting the cutscores on the assessments. All locally-developed assessments shall be re-examined and recalibrated as needed to ensure curriculum alignment as well as appropriateness of the College and Career Ready metric.**

**B. ACT® Assessment: District locally defined College and Career Ready metric will be based on the most current ACT® College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken.**

**C. Pre-ACT®: District locally defined College and Career Ready metric will be based on the most current ACT® College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken. Pre-ACT benchmark scores are parallel to the MPS College & Career Readiness Benchmarks.**

**D. Nebraska State Accountability Tests: District locally defined College and Career Ready metric will be based on ACT score ranges associated with On Track and ACT Advanced as defined by the state for the year in which the assessment was taken.**

**E. District Course Assessments: Locally developed District assessments designed by Educational Services in conjunction with the Data, Assessment, Research, and Evaluation Department. Approved course assessments serve as a means by which students may demonstrate proficiency.**

**F. Measures of Academic Progress (MAP) by NWEA, grades K-9 and select high school courses, is a computer adaptive assessment developed and maintained using research-based psychometric practices. MAP is used for benchmarking and progress monitoring for Essential Learner Outcomes of College and Career Readiness.**

## **III. Demonstration of Proficiency**

**Student may demonstrate proficiency on the College and Career Readiness standards by successfully meeting the achievement levels established on any of the benchmarks set forth below.**

**A. If a student has successfully met the College and Career Readiness metric for each outcome on the ACT® Assessment (reading and mathematics) and Analytical Writing Assessment (writing):**

**1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s).**

**2. Students who meet the College and Career Readiness metric have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits, a Personal Learning Plan, and beginning with the Class of 2025 the Free Application for Federal Student Aid (FAFSA) as defined by Policy 6320 and Rule 6320.1, students shall be eligible for a graduation diploma from the Millard Public Schools.**

**3. Students may submit additional ACT® results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.**

**B. If a student has not met the College and Career Readiness metric for a given subject area, the following shall occur:**

**1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Multi-tiered Systems of Support (MTSS). Records of problem solving and intervention strategies are required.**

**2. Utilizing the MTSS problem solving process, school representatives will offer the student learning activities that address recognized College and Career Readiness deficiencies. Learning activities may include, but are not limited to, the following:**

- a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);**
- b. Before or after school tutorials;**
- c. Study hall tutorials;**
- d. Change of interdisciplinary teams or level of instruction;**
- e. Repeat of specific course(s) of study;**
- f. Assignment to and attendance at specific class(es) designed to address deficiencies;**
- g. Attendance at summer school; and/or**
- h. Use of specific District identified interventions designed to support student achievement.**

**3. If the student is verified with a disability, the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student and that appropriate accommodations are in place.**

**4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place.**

**5. If the student is identified as an English Learner (EL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place.**

**C. Additional opportunities will be provided for the student to demonstrate proficiency:**

- 1. If a student has not met the College and Career Readiness metric for a given subject area, the building will review the student's results of the Pre-ACT® Assessment and Pre-ACT 8/9 Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Pre-ACT® Assessment for each outcome, then a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s).**
- 2. If a student still has not met the College and Career Readiness metric for a given subject area, the building will review the student's transcript to see if any of the following apply:**
  - a. Approved Advanced Placement course grades of a "3" or higher or an approved AP exam score of a 2 or higher for an AP English course as evidence of Reading and Writing competency, or grades of a "3" or higher or an AP exam score of a 2 or higher for an AP mathematics exam. All AP courses and exams used for this purpose shall have been provided by and/or taken while enrolled in an accredited institution.**
  - b. Approved dual enrollment credit as evidence of Reading, Writing, or Mathematics competencies e.g. the Metropolitan Community College (MCC) Developmental Math Course.**
  - c. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score.**
  - d. Early Advanced (4) or Advanced (5) scores on the English Language Proficiency Assessment (ELPA21) in the reading (for reading requirement) or writing (for writing requirement) domains.**
  - e. College and Career Readiness Benchmark for writing on the ACT.**
  - f. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by one of these measures, then a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s).**
- 3. If a student still has not met the College and Career Readiness metric for a given subject area, the building will review the student's transcript to determine if the benchmarks on the performance portfolios comprised of District developed course assessment scores for reading, writing, and math have been met. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric as measured by the student's performance portfolio, then a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s).**
- 4. If a student still has not met the College and Career Readiness metric for a given subject area, the building will administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric as measured by the Essential Learner Outcome assessment then a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s).**
- D. If a student still has not met the College and Career Readiness metric for a given subject area, the student will enroll in a required senior class and will not be eligible for graduation until they demonstrate proficiency on the district developed course assessments in that subject or are approved for a lowered cut score (refer to E.).**

**E. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.**

**a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.**

**b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.**

#### **IV. District Procedures for Opting Out of Recommended Reteaching**

**A. Should a student participating in the Assessment Program not meet the requisite College and Career Readiness metric and be recommended for one of the problem solving and intervention strategies listed above, including placement in a specific required course, the student's parent(s)/guardian(s) shall have the right to refuse placement of their student within the recommended strategy and either:**

- 1. Request an alternative teaching strategy; or**
- 2. Refuse such placement at all.**

**B. Such requests for an alternative teaching strategy shall be submitted in writing to the appropriate building principal. The building principal or designee shall respond within thirty (30) calendar days.**

#### **V. District Procedures for New Students**



**A. At the high school level, incoming students who enroll after district administration of Pre-ACT 8/9, Pre-ACT® or ACT® Assessment may provide verified results of these assessments from prior administration. If verified results are not provided, the building will review the student’s transcript and follow the appropriate steps outlined in III. of this Rule to determine if a student has demonstrated proficiency.**

## **VI. District Procedures for Students with Disabilities and EL Students**

**Pursuant to the Assessment Accommodations section of the District’s Assessment Procedures Manual, all students are to participate in the District’s regular assessments and the only students to be excluded are those with a disability or language proficiency which has excluded the student from the norm sample of the standardized assessment, and/or those students who have not participated in the area and/or level of the curriculum that the assessment measures. Even for such students, they are not totally exempt and they must take an alternate assessment.**

### **A. Procedures for Students with Disabilities**

**The preceding assessments may not be appropriate for some students with disabilities whose individualized education programs prescribe a different course of instruction and/or different requirements for graduation. The participation of students with disabilities, the provision of accommodations, and the provision of alternate assessments will be in accordance with the District’s Assessment Procedures, which include the process for identifying appropriate assessment accommodations and alternate assessments.**

### **B. Procedure for EL Students**

**Students must meet all graduation requirements in the English language to earn a Millard Public Schools diploma. EL students who have not demonstrated adequate English language proficiencies may postpone testing according to district procedures.**

## **VII. Student's Right to Appeal**

- A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.**
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cutscore is due to:**
  - 1. The failure of the District to provide a reasonable accommodation that was previously requested by the student and denied by the District.**
  - 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.**

## **VIII. Procedures for Appeal**

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.**
- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.**
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent, or designee for a hearing before the Millard Board of Education, or a committee of the Board consisting of not less than two(2) members or more than three (3) members to be held on the issue whether the decision of the Superintendent or designee was unreasonable.**
- D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.**

- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.**
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.**
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.**
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education or committee shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.**
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.**

## **IX. Annual Review**

**This Rule shall be reviewed annually by the Educational Services Division and the Department of Assessment, Research, and Evaluation and brought to the Board of Education when changes are necessary.**

### **Date of Adoption**

**December 21, 1998**

### **Date of Revision**

**February 7, 2000**

**February 4, 2002**

**March 3, 2003**

**June 21, 2004**

**June 6, 2005**

**January 16, 2006**

**June 4, 2007**

**June 16, 2008**

**June 15, 2009**  
**June 7, 2010**  
**May 16, 2011**  
**July 2, 2012**  
**July 1, 2013**  
**October 21, 2013**  
**July 7, 2014**  
**August 17, 2015**  
**July 11, 2016**  
**November 6, 2017**  
**May 7, 2018**  
**August 20, 2018**  
**June 3, 2019**  
**June 7, 2021**  
**June 6, 2022**  
**June 5, 2023**  
**June 3, 2024**

## **Related Policies and Rules**

**[6301: Assessed Curriculum - Accountability for Assessments](#)**

**[6301.1: Assessed Curriculum - Accountability for Assessments](#)**

**[6315: Millard Education Program - Use of Assessment Data](#)**

**[6320: Students' Graduation](#)**

**[6320.1: Students Requirements for Senior High School Graduation](#)**

**[6320.2: Students Requirements for Senior High School Graduation - International Baccalaureate Diploma Program](#)**

**[6320.3: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps \(AFJROTC\) Program](#)**