

# Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System

On January 23, 2023, Governor Lombardo delivered his inaugural State of the State address. He announced that his Executive Budget proposed adding more than \$2B in new funding for K-12 education in Nevada. He also emphasized the importance of accountability for new funding:

“Along with this funding, I expect results. I won’t accept a lack of funding as an excuse for underperformance. I’ll be working with our State Superintendent to ensure our systems of accountability and transparency are robust and enforced.”

This document provides an overview of the structure and processes that will be used to analyze the performance of the provided metrics.

## **Funding Availability and Metrics of Performance**

The approved State budget includes \$2.6B in new State education funding for the 2023-25 biennium. This funding became available on July 1, 2023, so the impact will be measured on the outcomes of the 2023-24 and 2024-25 school years, compared to the baseline of the 2022-23 school year.

Each school district, the State Public Charter School Authority (SPCSA), and its charter holders will be evaluated based on a set of measures that answer the following Essential Questions:

- To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?
- To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?
- To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics?
- To what degree are high school graduates prepared for success in college or a career?
- To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?
- To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?

A number of relevant metrics, further described below, will be used to evaluate whether a school district, the SPCSA, and its charter holders, are exceeding, meeting, approaching, or failing to meet expectations. A rubric has been developed to define the criteria for each metric as well as to specify how designations will be determined. The Nevada Department of Education (NDE) will monitor and publish annual results, which will include the designation received for each metric.

# Section 1: Accountability Measures

Determining whether \$2.6B has resulted in improved student outcomes requires identifying relevant measures.

Some measures will assess whether a school district, the SPCSA, and its charter holders, have or have not met a certain bar; specifically, those measures related to the implementation of resources.

Other measures will place school districts, the SPCSA, and its charter holders along a continuum of exceeding, meeting, approaching, or failing to meet the expectations.

## **To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?**

- **Evidence-Based Instructional Materials** - The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.
- **School District Planning** - The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.

## **To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment?**

- **K-3 Literacy Growth** - In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration.
- **K-3 Literacy Proficiency** - In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).

## **To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?**

- **4-8 Mathematics Growth** - In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP<sup>1</sup>).
- **4-8 Mathematics Proficiency** - In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as “proficient”.

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<sup>1</sup> AGP (Adequate Growth Percentile): The minimum student growth percentile a previously non-proficient student must earn on a Criterion Referenced Test in order to reach proficiency in a given timeframe, measured as on-track to be proficient in three years or by the end of eighth grade.

**To what degree are high school graduates prepared for success in college or a career?**

- **Rigorous Coursework** – In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.
- **Student Proficiency** – School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.
- **College and Career Ready Diploma** – School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.

**To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?**

- **Fully Licensed and Certified Staff** – School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.
- **Distribution of Vacancies and Long-Term Substitutes** – School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.
- **Budget Allocation for Recruitment and Retention** – School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.

- **To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?**

- **School District and SPCSA Developed Success Target(s)** – Success targets developed by each school district, the SPCSA, and its charters show growth in response to school and community areas that will have an impact on student achievement. These targets will be developed and monitored by each school district and the SPCSA and approved by the Superintendent of Public Instruction.

## Section 2. Rubrics

### Implementation of Resources

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?	Evidence- Based Instructional Materials	Not Applicable	Meets criteria	Not Applicable	Does not meet criteria
	District and SPCSA Planning <ul style="list-style-type: none"> <li>Annual DPP submission</li> <li>Charter school annual plan for the improvement of pupils</li> </ul>	Not Applicable	Plan is approved <b>AND</b> Plan includes evidence to improve literacy, mathematics, and CCR diploma rates	Not Applicable	Plan is not approved <b>OR</b> Plan does not include evidence to improve literacy, mathematics, and CCR diploma rates

#### Data Acquisition

- Evidence-based Instructional Materials: School districts and the SPCSA
- District Performance Plan: School districts submit the District Performance Plan annually to the Department of Education for approval. The Department ensures the plan contains strategic targets, updated annually, to improve literacy and mathematics outcomes as well as increase the number of students receiving the College and Career Ready Diploma.
- Charter School Plans: SPCSA will collect the annual plan for the improvement of pupils from each sponsored charter school and ensure the plan contains strategic targets, updated annually, to improve literacy and mathematics outcomes and increase the number of students receiving the College and Career Ready Diploma.

## K-3 Literacy

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?	K-3 Literacy Growth <ul style="list-style-type: none"> <li>Winter-Spring K, Spring-Spring 1-3 administration of MAP Reading</li> </ul>	Greater than or equal to 80.0% of students met or exceeded their personalized learning growth goal	65.0-79.9% of students met or exceeded their personalized learning growth goal	50.0-64.9% of students met or exceeded their personalized learning growth goal	Less than 50% of students met or exceeded their personalized learning growth goal
	K-3 Literacy Proficiency <ul style="list-style-type: none"> <li>Spring administration of MAP Reading</li> </ul>	Greater than or equal to 9.0% increase of students scoring at or above the 65 <sup>th</sup> percentile	5.0-8.9% increase of students scoring at or above the 65 <sup>th</sup> percentile	0.1-4.9% increase of students scoring at or above the 65 <sup>th</sup> percentile	Negative or no improvement on students scoring at or above the 65 <sup>th</sup> percentile

### Data Acquisition

- NWEA provided MAP reports for the winter and spring for kindergarten and spring to spring for 1-3 administration demonstrate whether or not a student met their personalized learning growth goal.

## 4-8 Mathematics

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics?	4-8 Mathematics Growth <ul style="list-style-type: none"> <li>SBAC Mathematics (at least two years of data)</li> </ul>	Greater than or equal to 9.0% increase of previously non-proficient students on track to be proficient in 3 years or by 8 <sup>th</sup> grade as measured by AGP <sup>2</sup>	5.0-8.9% increase of previously non-proficient students on track to be proficient in 3 years or by 8 <sup>th</sup> grade as measured by AGP	0.1-4.9% increase of previously non-proficient students on track to be proficient in 3 years or by 8 <sup>th</sup> grade as measured by AGP	Negative or no growth of previously non-proficient students on track to be proficient in 3 years or by 8 <sup>th</sup> grade as measured by AGP
	4-8 Mathematics Proficiency <ul style="list-style-type: none"> <li>SBAC Mathematics</li> </ul>	Greater than or equal to 9.0% increase of students scoring Level 3 or 4	5.0-8.9% increase of students scoring Level 3 or 4	0.1-4.9% increase of students scoring Level 3 or 4	Negative or no improvement on students scoring Level 3 or 4

### Data Acquisition

- Office of Assessment, Data, and Accountability Management (ADAM) receives this data from the assessment vendor.

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<sup>2</sup>AGP (Adequate Growth Percentile): The minimum student growth percentile a previously non-proficient student must earn on a Criterion Referenced Test in order to reach proficiency in a given timeframe, measured as on-track to be proficient in three years or by the end of eighth grade.

## College and Career Ready (CCR) Graduates

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are high school graduates prepared for success in college or a career?	Rigorous Coursework <ul style="list-style-type: none"> <li>Course enrollment data</li> </ul>	<b><u>2024-2025</u></b> Greater than or equal to 85% of students enrolled in Courses unique to CCR diploma coursework	<b><u>2024-2025</u></b> 75-84.9% of students enrolled in courses unique to CCR diploma coursework	<b><u>2024-2025</u></b> 65-74.9% of students enrolled in courses unique to CCR diploma coursework	<b><u>2024-2025</u></b> Less than 65% of students enrolled in courses unique to CCR diploma coursework
	Student Proficiency <ul style="list-style-type: none"> <li>Advanced Placement (AP) Exam Scores</li> <li>International Baccalaureate (IB) Exam Scores</li> <li>Course enrollment data</li> </ul>	Greater than or equal to 9.0% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework <b>OR</b> Greater than or equal to 80% of students passing AP/IB exams (3 or higher) and/or enrolled in courses unique to CCR diploma coursework	+5.0-8.9% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework <b>OR</b> Greater than or equal to 75% of students passing AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework	+0.1-4.9% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework	Negative or no improvement in passage AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework
	College and Career Ready Diploma (9-12) <ul style="list-style-type: none"> <li>CCR Diploma Endorsements</li> </ul>	Greater than or equal to 9% increase in students who earn the College and Career Ready Diploma <b>OR</b> Greater than or equal to 50% of graduates receive the CCR diploma	5.0-8.9% increase in students who earn the College and Career Ready Diploma	0.1-4.9% increase in students who earn the College and Career Ready Diploma	Decline or no growth in percent of students who earn the College and Career Ready Diploma

**Data Acquisition**

- College and Career Ready: The Department will request information from each of the school districts and the SPCSA.
- College and Career Ready:
  - AP and/or Dual-Credit: Office of Assessment, Data, and Accountability Management receives AP data from Nevada school districts and the SPCSA.
  - Dual-Credit Course Enrollment: The Department will request information from each of the school districts and the SPCSA.
  - College & Career Ready Diploma: Office of Assessment, Data, and Accountability Management collects from and validates this data with Nevada school districts and the SPCSA.



## Staff Retention and Recruitment

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?	Fully Licensed and Certified Staff • October 1 Staff Report	Greater than or equal to 30% reduction in unfilled positions, including positions temporarily filled by substitute staff <b>OR</b> 98-100% of classroom educators and employees are fully licensed and certified	20-29.9% reduction in unfilled positions, including positions temporarily filled by substitute staff <b>OR</b> 95-97.9% of classroom educators and employees are fully licensed and certified	10-19.9% reduction in unfilled positions, including positions temporarily filled by substitute staff <b>OR</b> 91-94.9% of classroom educators and employees are fully licensed and certified	Less than 10% reduction in unfilled positions, including positions temporarily filled by substitute staff <b>OR</b> Less than 91% of classroom educators and employees are fully licensed and certified
	Distribution of Vacancies and Long-Term Substitutes • October 1 Staff Report	Less than or equal to 5% variability between Title I and non-Title I schools.	5.1-10.0% variability between Title I and non-Title I schools.	10.1-20.0% variability between Title I and non-Title I schools.	Greater than 20% variability between Title I and non-Title I schools.
	Percentage of the budget that is allocated toward salaries and benefits for all employees.	% of budget			

### Data Acquisition

- Staff Retention and Recruitment: Office of Educator Development, Licensure, and Family Engagement receives a staff report each October 1 per [NAC 391.150](#).
- Distribution of Substitutes: The Department will request information from each of the school districts and the SPCSA.
- Budget: School districts and the SPCSA will provide the percentage of the budget that is allocated toward salaries and benefits for all employees.

## Innovative Solutions

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?	School District and SPCSA Developed Success Target(s)	To be developed by each school district and the SPCSA, based on the success target and corresponding data			

### Data Acquisition

- To be determined by each school district based on the success target and corresponding data.