

# Nevada School Performance Framework Guideline

2016-2017 School Year Accountability under ESSA



## Purpose of the Document

The purpose of this document is to serve as a reference and historical record for the Nevada Department of Education for the production of school ratings based on school and student performance information from the 2016-2017 school year. This document provides the basis for making the measures within the Nevada School Performance Framework operational. Necessary updates to this document will be made. Please submit comments or questions through the NDE website: [Nevada Department of Education](http://www.nvde.net).

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Nevada Department of Education  
Office of Assessment, Data, and Accountability Management

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# Nevada School Performance Framework Overview

## Historical Background

In December 2015, the 1965 Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA). Under ESSA, states are tasked with the responsibility to create or revise their current accountability systems to ensure that states “meaningfully differentiate” schools based on:

- Academic Proficiency on State assessments;
- Graduation rates for high school;
- English Language Proficiency;
- Growth or other state wide academic indicator for K-8 schools;
- At least one other State set indicator of school quality or student success; and
- 95% assessment participation rate.

## Stakeholder Engagement

School year 14-15, marked a change in state assessments for Nevada. Anticipating the need for the legacy accountability system to reflect the changes in the new state assessments, an accountability advisory committee was formed. This group of stakeholders created a detailed recommendation document that laid the foundation for the accountability system built under ESSA. In the wake of the federal reauthorization of ESEA in December of 2015, the Nevada Department of Education convened additional stakeholder workgroups that produced accountability recommendations. These recommendations were presented to and approved by the Nevada State Board of Education. The culmination of these stakeholder meetings which encompasses over two years of input has been instrumental in producing a Nevada School Performance Framework that reflects the values of Nevada.

## Nevada School Performance Framework Principles

### School Accountability Levels

Nevada school districts are empowered to determine the grade configurations for their schools within certain parameters defined in NRS 388.020. Some Nevada schools are combined campuses serving grade levels that cross the typical configuration of elementary, middle and/or high school grades. School accountability measures differ by school level in the school accountability system; so, the State Education Agency (SEA) is compelled to identify the school level for each school in the state. This is achieved by appending 0.1, 0.2, or 0.3 to each Nevada school code. Identifying schools in this way facilitates the calculation of school measures and ratings by elementary, middle and high schools.

### Data Disaggregation

All measures for all school levels in the Nevada Accountability System will be disaggregated by three special populations and seven ethnicity populations. For this reason, data collection from local education agencies (LEAs) will mostly be done at the student level.

The three special populations of Nevada students are Students on Individual Education Plans (IEP), Students who are receiving English language support or who have exited from an English language support program within the most recent four years (EL), and Students who are Economically Disadvantaged (FRL). Students who are Economically Disadvantaged are those who meet the criteria to receive free or reduced price lunch through the National School Lunch Program. A school within a Local Education Agency that has a minimum of 40% identified students who are directly certified or categorically eligible may be eligible for school lunch funding under the Community Eligible Provision (CEP).

100% of the student population in CEP schools is identified as Economically Disadvantaged. Schools with greater than or equal to 80% identified students may be identified as Provision II schools and will also have 100% of the student population identified as Economically Disadvantaged.

The seven ethnicity populations are African American, Asian, Native Alaskan/American Indian, Hispanic, Pacific Islander, Caucasian, and Multiple Race.

### **Minimum N-Size**

The minimum number (n-size) of student records required for calculation in each measure is ten. This number was chosen during the development of Nevada's ESEA waiver. The decision for this n-size was made because it enabled the SEA to include more schools in the accountability analysis than were included under No Child Left Behind (NCLB), provided sufficient protection from identifying individual students and could be used to determine statistically reliable measures in the accountability model. However, the n size of twenty-five will apply to school designations derived from the NSPF such as Targeted Support and Improvement schools. ESSA requires that every public and charter school be rated under the state's approved accountability system. Some Nevada schools cannot meet the minimum n size threshold to be rated based on a single year of data. These small schools will be identified annually and will be rated by pooling the student records over a number of years until n-size sufficiency can be achieved.

### **Rounding Rules**

In order to ensure that the association of school earned rates and measures are clear within the point attribution tables, aggregated measures will be computed to the nearest hundredth, truncated, and displayed to the tenth. Note that all cut points in the point attribution table (found in the Index Calculation Section of this document) are integer values with the exception of the ACT composite score. Points are assigned using measures to the nearest hundredth, but truncated values to the tenth are displayed in order to avoid the confusion that rounding may introduce. For example, suppose a high school earns a pooled proficiency rate of 80.99. This rate associates with 23 points according to the attribution table; if the State Education Agency (SEA) rounds this value to the nearest tenth for reporting, then the rate would be displayed as 81.0 but the school would still only earn 23 points. An inspection of the point attribution table would suggest that this school should be awarded 24 points.

### **Year-In-School (YIS)**

Under ESSA a student who has not attended the same school within a local education agency for at least half a school year, may not be used in the accountability system. Therefore, in order for student results to be included, the student must be continuously enrolled at a school on or before validation day (the first instructional day in October) until the start of the state assessment window. This is known as a YIS of 1 and is necessary before a student's assessment results on the SEA's federally approved assessments are included in the accountability calculations.

## **Nevada School Performance Indicators and Weights—Overview**

### **Academic Performance—Student Proficiency**

Student Proficiency is the measure used to determine student academic performance. Students who earn a passing score on the state assessment are deemed proficient. Proficiency calculations will be determined based on the assessed population of students at each school. In order for student results to be included in the school's proficiency rate, students must be continuously enrolled at the school on or before validation day until the start of the state assessment window (YIS=1). Additionally, the testing conditions must have been regular, and the test score must not have been invalidated.

All Nevada students including students with disabilities attending public schools including charter schools are required by state and federal law to participate in Nevada's statewide assessment program. Students who do not participate in state assessments are included as nonparticipants when calculating participation rates for school accountability purposes. There are rare and unique situations in which a significant medical emergency may prohibit a student's participation in academic activities and statewide assessments. In such instances, a student may be exempt from participation in statewide assessments and inclusion in the accountability calculations. However, such instances are rare and unique. The general guiding rule is: If the student is able to receive instruction (including off-site instruction), then the student is expected to participate in statewide assessments.

## **Growth**

Student growth is a measure of student achievement over time. Student growth is sometimes more generally referred to as student progress. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These measures require at least one score on a prior assessment and so are determined for grades four through eight. Since there are too few students who participate in the Nevada Alternate Assessments, growth is not calculated for this assessment. Growth will not be determined for high schools and so will not factor into the high school accountability model.

Student Growth Percentiles are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. The median SGP for each school is the measure used for school accountability. Adequate Growth Percentile (AGP) is a criterion-referenced measure which compares the student's SGP against the percentile needed to become proficient or stay proficient on the state assessment in the next three years or by the end of the eighth grade. In this way, the percentage of students who met their AGP target can be determined for each school. The AGP, therefore, is the percent of students meeting their SGP targets.

In order to compute SGPs and AGPs, current year student performance on the state assessments must be matched to at least one prior year student performance record. Only students who are continuously enrolled in a school on or before validation day to the start of the state assessment window (YIS = 1) and who have a valid test administration for the current year are included in the growth calculation for an accountability school.

## **English Language Proficiency**

Student performance on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment will be included for students at all three school levels. The percentage of students meeting their Adequate Growth Percentile (AGP) will be the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the ACCESS data are set to five years or by the twelfth grade; so, a student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a 4.5 achievement level within five years or by the twelfth grade, whichever comes first. Additionally, in response to the WIDA scale score change applied to the 2017 results, the 2016 WIDA results were re-scaled to align with the new scale prior to growth calculations.

## **Closing the Opportunity Gap**

Opportunity gaps will be measured for elementary and middle schools and are determined for students in need of improvement. Students in need of improvement are students who scored in the lowest two achievement levels (i.e. not proficient) on the state assessments from the previous year. The opportunity gap measure is the percentage of the students in need of improvement from the previous year who meet their Adequate Growth Percentile target for the current year.



## Student Engagement

Student Engagement includes measures of chronic absenteeism, climate survey participation, academic learning plans, and high school readiness.

Research shows that attendance matters and that chronic absenteeism places students at risk of negative academic consequences. Chronic Absenteeism is a measure showing the percentage of students missing ten percent or more of school days for any reason, including excused, unexcused and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. Only students at the end of the school year that have been enrolled at the school for 30 days or more are included in the Chronic Absenteeism school rate. In the future, this methodology may be changed to agree with new federal Chronic Absenteeism reporting requirements.

The Climate Survey Participation measure is included in the Nevada Accountability System as a bonus. Schools meeting or exceeding the state participation threshold can receive up to two bonus points. Although most districts have opted to administer the State Climate Survey, there are some districts administering a district climate survey closely aligned to the State Climate Survey. Grade levels included in the administration of a climate survey vary by district.

The Academic Learning Plan measure records the percent of students at the school with a signed academic learning plan. Nevada Revised Statute 388.165 and 388.205 require the board of trustees of each school district to adopt a policy for each public school to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The High School Readiness measure seeks to highlight the number of grade eight students completing the requirements in the Nevada Administrative Code 389.445. Nevada Administrative Code 389.445 outlines the required units a student must complete for promotion to high school.

## Graduation Rate

The Nevada Accountability System includes a Four-Year Graduation Rate and a Five-Year Graduation Rate. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate for both the Four-Year Graduation Rate and the Five-Year Graduation Rate. This process usually results in preliminary graduation rates in October with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15<sup>th</sup>, the cohort rates used for this indicator lag one year behind the other accountability indicators in the school rating system.

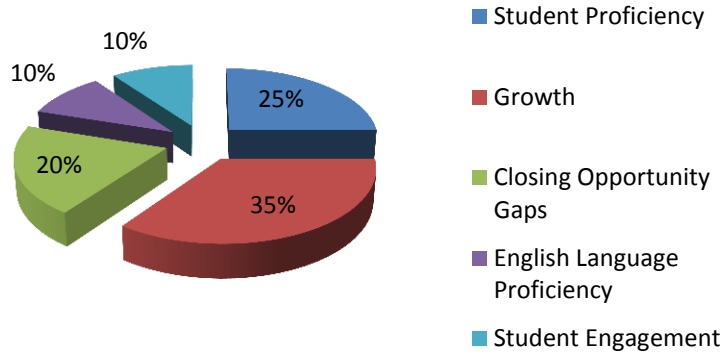
## College and Career Readiness

The College and Career Readiness Indicator is made up of four measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and Percent of students achieving college and career readiness status (Level 3 or 4) on the Math and ELA End-of-Course assessments.

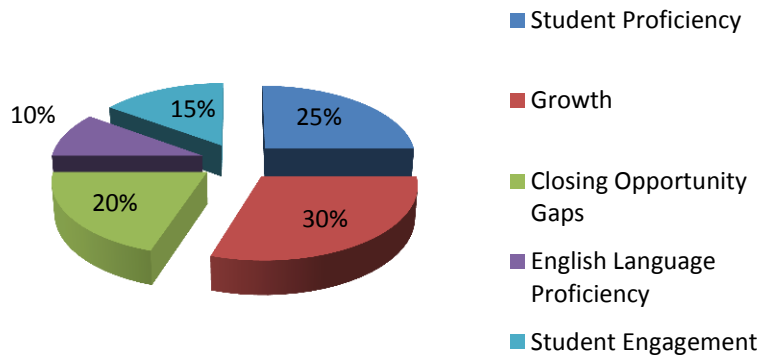
## Indicator Weights

These weights reflect the values expressed during multiple stakeholder engagements and place substantial weight to each of the Academic Achievement, Growth, Graduation Rate, and English Language Proficiency indicators.

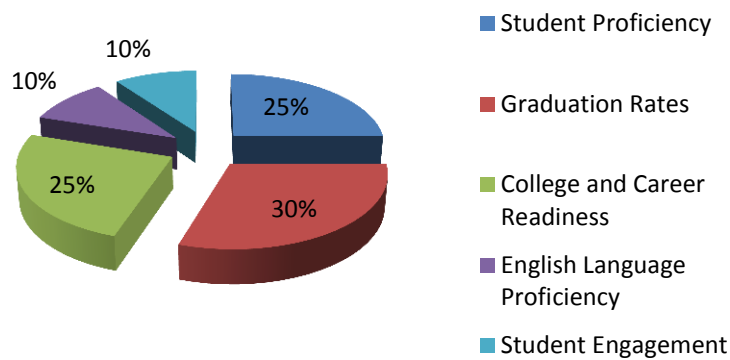
## Elementary Schools



## Middle Schools

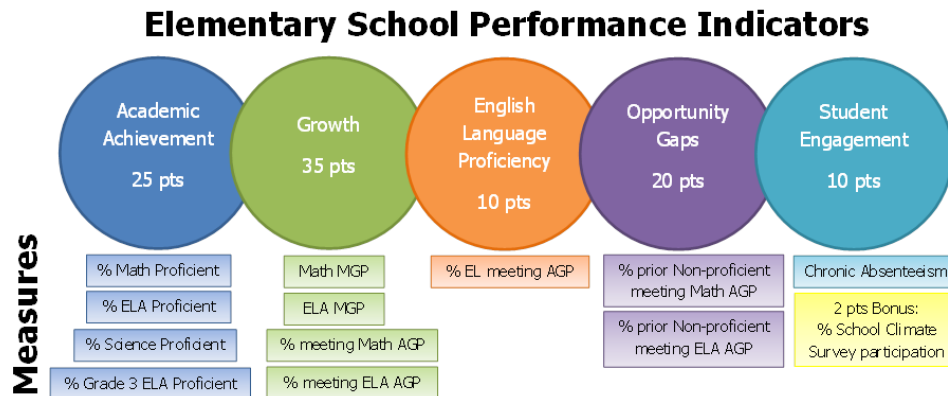


## High Schools



# Nevada School Performance Framework—School Level Specifics

## Elementary School Model



\*See Appendix B for specific SY1617 accountability updates.

### Academic Performance—Student Proficiency

Student Proficiency for elementary schools will be determined for the state administered Criterion Referenced Tests (CRT) in mathematics, English Language Arts (ELA), science and early literacy. The state CRT in math and ELA are administered to grades three through eight; so, depending on the grade configuration of the elementary school, this results in three or four consecutive years of CRT test data. The science CRTs are administered in the fifth grade, eighth and tenth grades. Finally, in support of Nevada’s Read-By-Grade-Three legislation, elementary school status will include an additional measure of 3<sup>rd</sup> grade ELA proficiency. For most Nevada elementary schools, status rates will consist of three or four grade levels of math and ELA performance, and one grade level of science performance. The state science assessments administered in the spring of 2017 are undergoing a standard setting in the fall of 2017. As a result, the 2017 ratings will not include science proficiency results. Science performance will be included in the following years.

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in mathematics, ELA, writing and science. The NAA in ELA and math are administered to students in grades three through eight and eleven and in science in grades five, eight and eleven. The NAA results will be incorporated in the respective CRT results for mathematics, ELA, and Science.

Elementary school status rates are determined by content area (mathematics, ELA, and science) and include students who take the CRT or the NAA. The number of test participants serves as the denominator of the proficiency rate while the number of students who meet or exceed the minimum passing score serves as the numerator of the rate. This rate is referred to as the percent above the cut (PAC).

Status rates for elementary schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school’s overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate.

Science results will be pooled with ELA and Math results. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a science assessed grade level (k-3 schools) and so 0% of their status points will consist of science results. Most schools will assess science with approximately one-third the number of students who take ELA and Math. This means that science is approximately 1/7<sup>th</sup> the total number of assessments in the pooled rate. For most schools, this means science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how we arrive at the maximum of 5%. Please note that given that the science test will be undergoing a standard setting this fall, science will not be a part of the 2017 ratings.

Example Calculation:

	Mathematics	ELA	Science	Pooled Totals
<i>Number of students at or above the passing score</i>	168	201	98	467
<i>Number of valid, test participants</i>	267	268	134	669
<i>Percent Above Cut</i>	62.9%	75.0%	73.1%	69.8%

Status rate for Read-by-Grade-Three will be determined in addition to the pooled rates. Since the legislation targets grade three, the measure will be based on the number of grade three students reaching proficiency on the CRT ELA assessment.

Example Calculation:

	Read by Grade 3 CRT ELA Assessment
<i>Number of students at or above the passing score</i>	200
<i>Number of valid, test participants</i>	320
<i>Percent Above Cut</i>	62.5%

Beginning in the 2017-2018 school year accountability rating system, the Read-by-Grade-Three measure will be accompanied by an early literacy reporting component showing the number of students tested using the NWEA MAP assessment and the number and percent of students at or above grade level for grades kindergarten through three. There will be no points attached to this measure.

Additional reported information will be included in the school accountability report for Academic Achievement. Proficiency rates will be disaggregated by subgroup. Subgroup rates will be compared to District levels and subgroup's Measures of Interim Progress targets. There will be no points attached to this reporting.

### **Growth**

Elementary school growth will be determined for elementary schools with a grade configuration that accommodates at least one prior year score and one current year score. At a minimum, this requires grades three and four at an elementary school. The Criterion Referenced Tests (CRT) in mathematics and ELA are used to determine growth for each of these content areas. For most Nevada elementary schools this results in two or three grade levels of student growth data.

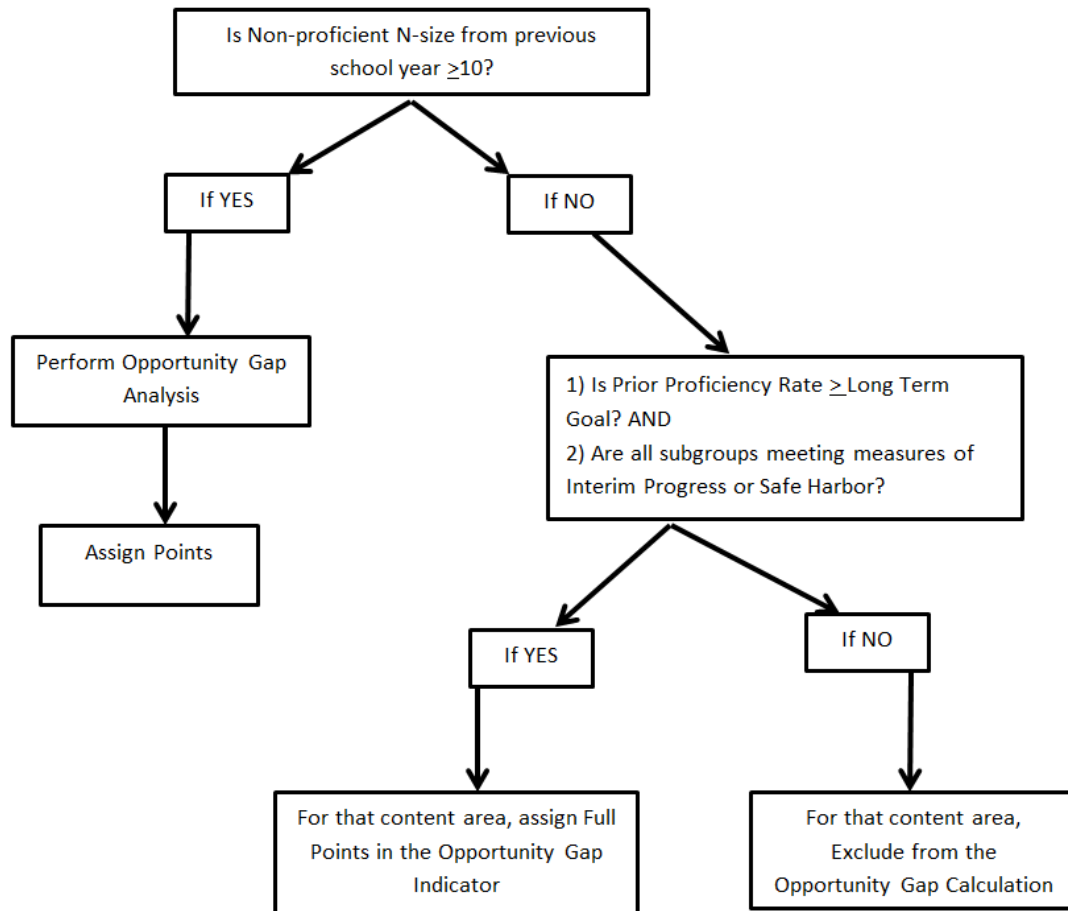
For each school, the median SGP for mathematics and ELA are computed for all students for whom a growth calculation can be made. Similarly, the percentage of students who meet their AGP target for each content area are determined for each school.

Additional reported information will be included in the school accountability report for Growth. Student growth on the ELA and Math assessments will be disaggregated by subgroup. There will be no points attached to this reporting.

### **Closing Opportunity Gaps**

Closing the Opportunity Gap is determined by the percentage of students meeting their Adequate Growth Percentile who did not pass the state assessment from the previous year. This means that this rate can be determined for students between grades four and eight. For most Nevada elementary schools, this rate will include two or three grade levels of students.

The state administered CRTs in mathematics and ELA will be used for this indicator. Students who did not pass the CRT from the previous year will be identified in the student growth output file and the percentage of these students who met their AGP will be determined. However, it is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficiency N-size for this calculation. To avoid excluding high proficiency schools from receiving credit for Closing the Opportunity Gaps the following decision tree will be used to calculate the Opportunity Gap rate for each content area (ELA and Math):



The opportunity gap indicator for elementary middle schools will also include a reporting component. The reportable number of students included in the measure by race/ethnicity and special population will be displayed but will not be used for points or penalties.

### English Language Proficiency

Student performance on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment will be included for students in grades one through five or six depending on the elementary school’s grade configuration. The percentage of students meeting their Adequate Growth Percentile (AGP) will be the measure used for this indicator. Growth to target calculations for the ACCESS data are set to five years; so, a student who meets their AGP target has a score history that predicts within five years he/she will earn a scaled composite score that is associated with a five achievement level.

### Student Engagement

The student engagement indicator has two measures—Chronic Absenteeism and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of negative academic consequences. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason.

The School Chronic Absenteeism Rate will be calculated for all students in grades 1 through 12 using the following business rules:

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 30 days or more at the school—This equals the number of days enrolled times by 10%. If the number of days counted absent is greater than or equal to the threshold, the student is flagged as chronically absent.
- b) Chronically Absent School Rate equals the number of students flagged as chronically absent divided by the total number of students enrolled for 30 days or more at the school at the end of the school year.

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the participation threshold can receive up to two bonus points. For the 2016-2017 school year, the participation threshold is 55%. For SY1718 and beyond, the participation threshold will be 75%.

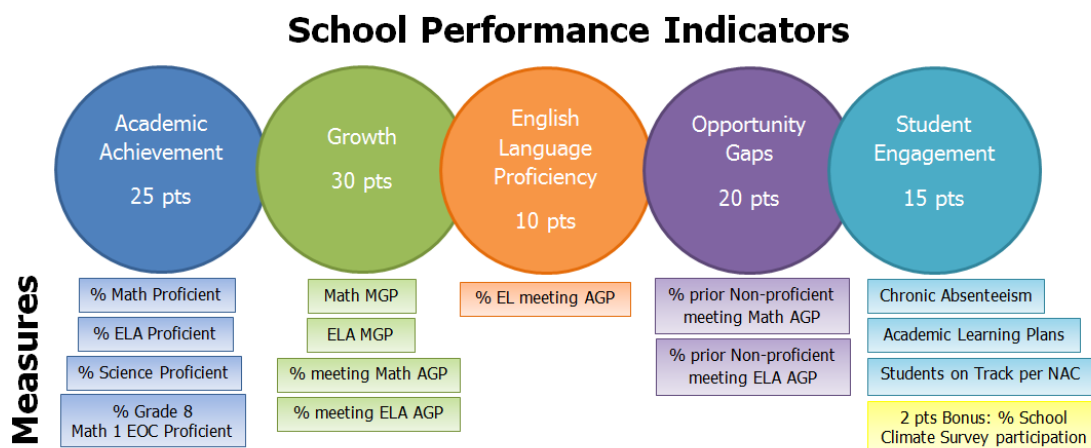
### NWEA Literacy Data

NWEA student performance data will be included for informational purposes only and do not impact a school’s rating. The NSPF will report this data in the 2018 rating and will include information from the spring of school year 2017-2018. The Nevada Department of education is working with NWEA and stakeholders to determine the most useful information to display beginning with the 2018 rating, but an example of what could be reported is the percent of students at or above grade level. This can be determined by taking the number of students at each grade level receiving a score at or above grade level on the NWEA Spring administration and dividing by the total number of students at each grade level receiving a valid NWEA score from the Spring Administration.

Example Calculation:

	Kindergarten NWEA	Grade 1 NWEA	Grade 2 NWEA	Grade 3 NWEA
<i>Number of students at or above grade level</i>	90	148	130	160
<i>Number of valid, test participants</i>	150	200	220	200
<i>Percent Above Cut</i>	60.0%	74.0%	59.1%	80.0%

### Middle School Model



\*See Appendix B for specific SY1617 accountability updates.

### Academic Performance—Student Proficiency

Student proficiency for middle schools will be determined for the state administered Criterion Referenced Tests (CRT) in mathematics, English language arts (ELA), science, and the End-Of-Course exams in mathematics. The state CRTs in math and ELA are administered to grades three through eight; so, depending on the grade configuration of the middle school, this results in two or three consecutive years of test data. The science CRT is administered in the fifth grade, eighth and tenth grades. The state science assessments administered in the spring of 2017 are undergoing a standard setting in the fall of 2017. As a result, the 2017 ratings will not include science proficiency results. Science performance will be included in the following years.

The End-Of-Course exam in mathematics will be available for all students determined to be eligible for this exam and who were enrolled in a mathematics class aligned to the content for the End-Of-Course exam in Math I/Integrated Math I and/or Math II/Integrated Math II. For most Nevada middle schools, proficiency rates will consist of two or three grade levels of the CRT in mathematics and ELA performance, one grade level of science performance, and some number of End-Of-Course exams in mathematics based on student eligibility and readiness for these exams. “Section 1111(b)(2)(C) of the ESEA clearly limits to eighth-grade mathematics the exception for a student in middle school taking advanced coursework to be exempt from the State’s grade-level test and instead take the State’s high school end-of-course assessment used to meet the requirement in section 1111(b)(2)(B)(v)(I)(bb) of the ESEA.” While it is possible for some students to take advanced coursework in mathematics in earlier grades, and in subjects other than mathematics, “the negotiating committee came to consensus that the regulations not expand the flexibility beyond what was expressly permitted in the statute.”

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in mathematics, ELA, writing and science. The NAA in ELA and math are administered to students in grades three through eight and eleven and in science in grades five, eight and eleven. NAA results will be incorporated in the respective CRT results for mathematics and ELA.

Middle school status rates are determined by content area (mathematics, ELA, and science) and include students who take the CRT, the End-Of-Course mathematics exam(s), and/or the NAA. The number of test participants serves as the denominator of the proficiency rate while the number of students who meet or exceed the minimum passing score serves as the numerator of the rate. This rate is referred to as the percent above the cut (PAC).

Status rates for middle schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school’s overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate.

Science results will be pooled with ELA and Math results. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a science assessed grade level (k-3 schools) and so 0% of their status points will consist of science results. Most schools will assess science with approximately one-third the number of students who take ELA and Math. This means that science is approximately 1/7<sup>th</sup> the total number of assessments in the pooled rate. For most schools, this means science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how we arrive at the maximum of 5%.



Please note that given that the science test will be undergoing a standard setting this fall, science will not be a part of the 2017 ratings.

Example Calculation:

	Mathematics CRT	ELA CRT	Science CRT	End-Of-Course Math	Pooled Totals
<i>Number of students at or above the passing score</i>	267	301	104	66	738
<i>Number of valid, test participants</i>	315	314	136	103	868
<i>Percent Above Cut</i>	84.8%	95.9%	76.5%	64.1%	85.0%

Additional reported information will be included in the school accountability report for Academic Achievement. Proficiency rates will be disaggregated by subgroup. Subgroup rates will be compared to District levels and subgroup’s Measures of Interim Progress targets. There will be no points attached to this reporting.

### Growth

Middle school growth will be determined for middle schools with a sufficient number of matched, prior student achievement records. Prior student achievement records may include those from elementary or middle school. These prior records are matched to the current year assessment results for middle school students. The Criterion Referenced Tests (CRT) in mathematics and ELA are used to determine growth for each of these content areas. For most Nevada middle schools this results two or three grade levels of student growth data.

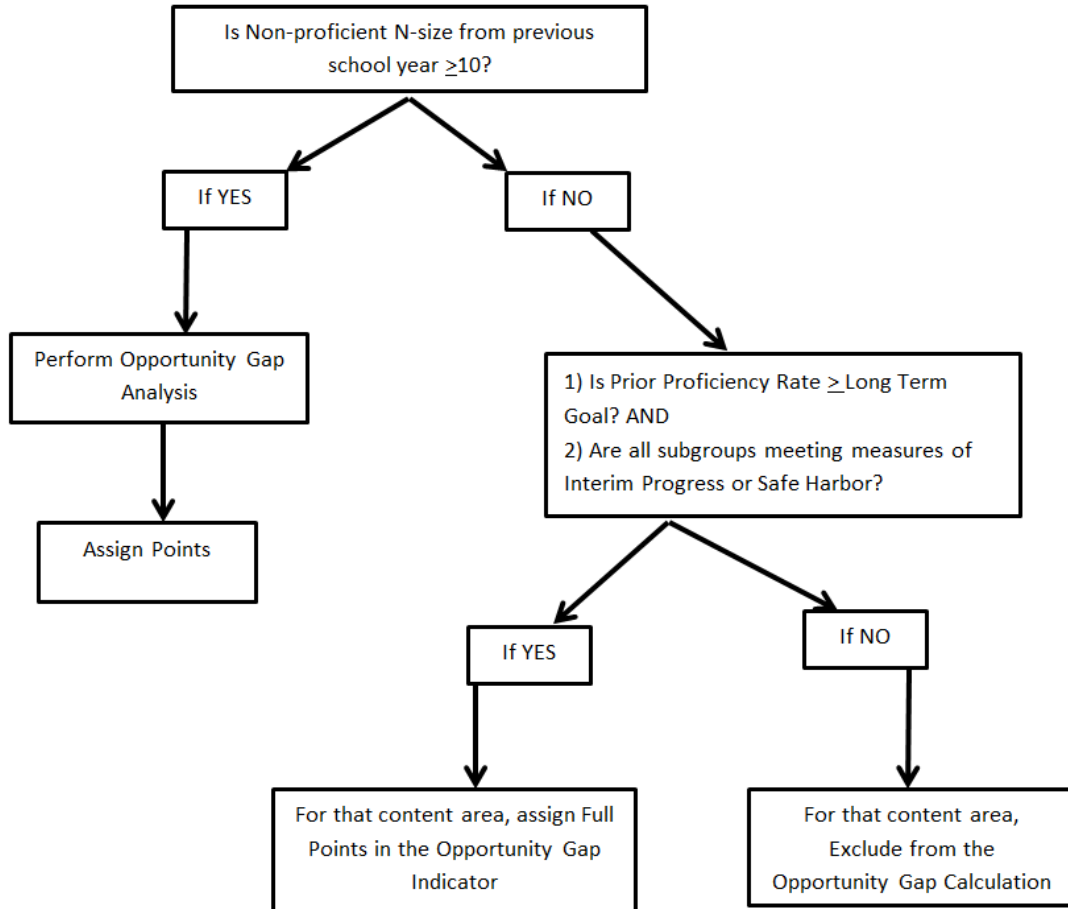
The median SGP for mathematics and ELA are computed for all students for whom a growth calculation can be made are determined for each school. Similarly, the percentages of students who meet their AGP for each content area are determined for each school.

Additional reported information will be included in the school accountability report for Growth. Student growth on the ELA and Math assessments will be disaggregated by subgroup. There will be no points attached to this reporting.

### Closing Opportunity Gaps

Closing the Opportunity Gap is determined by the percentage of students meeting their Adequate Growth Percentile who did not pass the state assessment from the previous year. This means that this rate can be determined for students between grades four and eight. For most Nevada elementary schools, this rate will include two or three grade levels of students.

The state administered CRTs in mathematics and ELA will be used for this indicator. Students who did not pass the CRT from the previous year will be identified in the student growth output file and the percentage of these students who met their AGP will be determined. However, it is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficiency N-size for this calculation. To avoid excluding high proficiency schools from receiving credit for Closing the Opportunity Gaps the following decision tree will be used to calculate the Opportunity Gap rate for each content area (ELA and Math):



The opportunity gap indicator for middle schools will also include a reporting component. The reportable number of students included in the measure by race/ethnicity and special population will be displayed but will not be used for points or penalties.

### English Language Proficiency

Student performance on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment will be included for students in grades six, seven, and eight depending on the school's grade configuration. The percentage of students meeting their Adequate Growth Percentile (AGP) will be the measure used for this indicator. Growth to target calculations for the ACCESS data are set to five years or by the twelfth grade; so, a student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first.

## Student Engagement

Student engagement indicator at the middle school level is a measure of high school readiness. This indicator includes four measures—NAC 389.445 credit requirements; NRS 388.165 Academic Learning plans; Chronic Absenteeism; and Climate Survey Participation.

One of the Nevada Department of Education’s goals is for all students to enter high school with the skills necessary to succeed. To this end, middle school ratings will include and assign points to the percent of middle school students meeting promotion requirements.

NAC 389.445 (1) a-d lists the required units of credit that must be obtained during the seventh and eighth grades for promotion to high school. This measure will be calculated using the total number of students meeting the requirements of NAC 389.445 at the end of the eighth-grade year divided by the total number of eighth-graders enrolled at the school at the end of the school year. These data will be district reported.

NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. ([NRS 385.080](#), [392.033](#))

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school
  - (a) One and one-half units of credit in English with a passing grade;
  - (b) One and one-half units of credit in mathematics with a passing grade;
  - (c) One unit of credit in science with a passing grade; and
  - (d) One unit of credit in social studies with a passing grade.

NRS 388.165 requires all middle school students to have an academic learning plan. At the middle/junior high school level, academic learning plans are to be developed for each student on initial enrollment. An academic learning plan rate will be determined through district submitted data consisting of the number of all students at the school by the end of the school year and the number of all students with a signed academic learning plan.

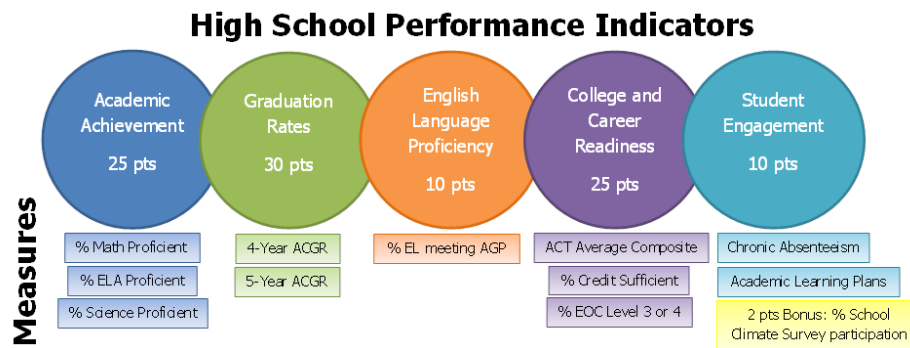
Research also shows that attendance matters and that chronic absenteeism places students at risk of negative academic consequences. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason.

The School Chronic Absenteeism Rate will be calculated for all students in grades 1 through 12 using the following business rules:

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 30 days or more at the school—This equals the number of days enrolled times by 10%. If the number of days counted absent is greater than or equal to the threshold, the student is flagged as chronically absent.
- b) Chronically Absent School Rate equals the number of students flagged as chronically absent divided by the total number of students enrolled for 30 days or more at the school at the end of the school year.

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the participation threshold can receive up to two bonus points. For SY1617, the participation threshold is 55%. For SY1718 and beyond, the participation threshold will be 75%.

## High School Model



\*See Appendix B for specific SY1617 accountability updates.

### Academic Achievement—Student Proficiency

Student Proficiency for high schools will be determined for the state administered End-Of-Course exams in mathematics, ELA and science. Only those End-Of-Course exams taken while a student is in high school will count for the high school status rate.

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. NAA is administered in mathematics, ELA, writing and science. The NAA in ELA and math are administered to students in grades three through eight and grade eleven, and in science in grades five, eight and eleven.

For the ratings from the 2016-2017 school year, proficiency rates for all students in high school who take End-Of-Course assessments in Math I/Integrated Math I, Math II/Integrated Math II, ELA I, ELA II or science will be included in the proficiency rate for the high school. Students in this rate will include first-time test takers and re-test takers. This rate will be a pooled rate consisting of all End-Of-Course assessments administered during the year in addition to any students who take the NAA. The NAA results will be incorporated in the respective math and ELA results.

Proficiency rates for high schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school’s overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate.

Science results will be pooled with ELA and Math results. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a science assessed grade level (k-3 schools) and so 0% of their status points will consist of science results. Most schools will assess science with approximately one-third the number of students who take ELA and Math. This means that science is approximately 1/7<sup>th</sup> the total number of assessments in the pooled rate. For most schools, this means science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how we arrive at the maximum of 5%. Please note that given that the science test will be undergoing a standard setting this fall, science will not be a part of the 2017 ratings.

Example Calculation:

	Number of Students Earning a Passing Score	Number of Students Tested	Percent of Students Who Passed
<i>Math I</i>	481	697	69.01%
<i>Math II</i>	40	96	41.67%
<i>ELA I</i>	247	393	62.85%
<i>ELA II</i>	94	504	18.65%
<i>Science</i>	227	725	31.31%
<b>Total</b>	1089	2415	45.09%

Additional reported information will be included in the school accountability report for Academic Achievement. Proficiency rates will be disaggregated by subgroup. Subgroup rates will be compared to District levels and subgroup's Measures of Interim Progress targets. There will be no points attached to this reporting.

### Graduation

The graduation rate indicator is included in the high school model. The measures for this indicator consist of the 4-year cohort graduation rate and the 5-year cohort graduation rate. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15<sup>th</sup>, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

Additionally the 4-year cohort graduation rate is used as a reporting component for Closing the Opportunity Gap. Closing the Opportunity gap will be a graduation gap analysis disaggregated by subgroups. This Graduation Gap analysis will be computed using the 4-year cohort graduation rate from the previous school year. Since the 4-year cohort graduation rate reported in the NSPF lags by one year, the graduation gap analysis must also lag by one year. The graduation gap analysis will not be a point earning measure but will be used for school designations and to meet federal reporting requirements.

### English Language Proficiency

Student performance on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment will be included for students in grades 9, 10, 11, and 12. The percentage of students meeting their Adequate Growth Percentile (AGP) will be the measure used for this indicator. Growth to target calculations for the ACCESS data are set to five years or by the twelfth grade; so, a student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first.

### College and Career Readiness

The college and career readiness indicator for high schools consist of four measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and Percent of students achieving college and career readiness status (achievement levels 3 or 4) on the math and ELA End-of-Course Exams.

### ACT Composite Score

The average composite score only for the 11<sup>th</sup> grade census takers during the state testing window will be used for this measure.

### ***Ninth and Tenth Grade Credit Sufficiency***

This rate will be determined by the number of ninth grade students who earned at least five credits by the end of their first year of high school and the number of tenth grade students who have earned at least eleven credits by the end of their second year of high school. This will be a pooled average in which the numerator will consist of the number of ninth grade and tenth grade students with at least five and eleven credits respectively and the denominator will be the total number of ninth and tenth grade students. This measure will consider ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader's school year) and tenth grade credits accumulated by the end of the regular 10<sup>th</sup> grade school year.

This rate will include only tenth grade credit sufficiency for schools that do not serve ninth grade students.

### ***EOC Achievement Level 3 and 4 Percentage***

Achieving a level 3 or above on an EOC exam has been determined by the NV State Board of Education the level needed to be considered college and career ready. This rate will be calculated by the total number of students achieving a level 3 or higher divided by the total number of exams given in ELA and in Math. Points will be awarded based on a pooled average.

### ***Post-Secondary Endorsements***

Current Nevada legislature has passed a bill requiring the State Board of Education to explore Post-Secondary Endorsement options for Nevada graduates. Once the State Board has approved the specifics for each endorsement, Post-Secondary Endorsements will be added to the State Accountability System.

### ***Student Engagement***

Student Engagement has three measures—Chronic Absenteeism, Academic Learning Plans, and Climate Survey Participation.

#### ***Chronic Absenteeism***

Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason.

The School Chronic Absenteeism Rate will be calculated for all students in grades 1 through 12 using the following business rules:

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 30 days or more at the school—This equals the number of days enrolled times by 10%. If the number of days counted absent is greater than or equal to the threshold, the student is flagged as chronically absent.
- b) Chronically Absent School Rate equals the number of students flagged as chronically absent divided by the total number of students enrolled for 30 days or more at the school at the end of the school year.

#### ***Academic Learning Plans***

Academic Learning plans are required for high school students per NRS 388.205. At the high school level, academic learning plans are to be developed for all ninth grade students. An academic learning plan rate will be determined through district submitted data consisting of the number of all students at the school by the end of the school year and the number of all students with a signed academic learning plan.

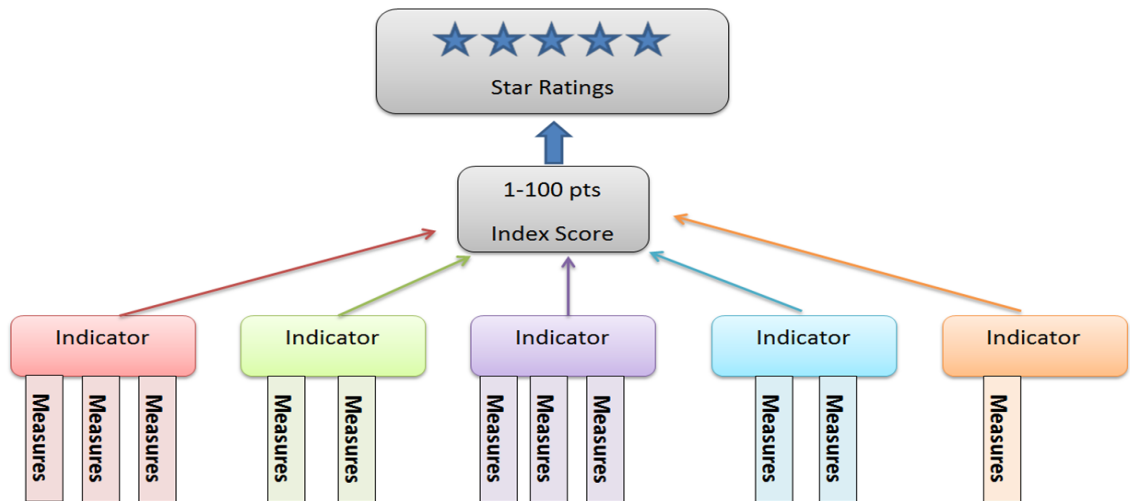
## Climate Survey Participation

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceed the participation threshold can receive up to two bonus points. For SY1617, the participation threshold is 55%. For SY1718 and beyond, the participation threshold will be 75%.

## Nevada School Performance Framework Rating System

In accordance with the federal education law, Nevada intends to rate all public and charter schools. In the past, Nevada has identified small or other schools with an insufficient number of student records for pooled averaging. Nevada will again use this approach to increase the number of rated schools until all schools are rated. Since the fall of 2017 will be first reporting year for the accountability system and since the pooled averaging will take at least three years in order to accumulate a sufficient number of student records, the goal for the SEA is to rate all schools by the 2019 reporting year. In the meanwhile, the student achievement data will be made available to the local education agencies and where sufficiency of records exists for select indicators in the system, data will be reported publicly. That is, the SEA will report as much as it can as data are available until such time as pooled averaging will enable the school to be rated in a manner that is comparable to other schools in state. In this way and over time, all schools will be subject to CSI and TSI identification.

Nevada’s public schools receive an index score from 1-100 and an associated 1-5 star rating under the Nevada School Performance Framework. This index score is calculated by adding the points earned in each indicator at the school and dividing by the total points possible. Nevada’s engagements with various stakeholder groups resulted in the components and weights of the indicators in the rating system, general descriptions of schools at each star level, and informed the development of the point attribution tables. Point attribution tables are used to assign points along the continuum of school performance within each indicator and measure of the rating system.



## Index Calculations

Nevada’s public schools receive an index score from 1-100. This index score is determined by dividing the number of points earned by the number of points possible for each school and multiplying by 100. The number of points earned is the sum of the points earned for each school based on where their performance lands on the point attribution tables for each measure.

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement (Pooled Proficiency), Growth (Math and ELA MGP, Math and ELA AGP). In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement (Pooled Proficiency), Graduation (4-year ACGR), and ACT Average Composite. A school that does not meet the minimum requirements will receive a Not Rated classification. Not Rated schools will be identified annually and will be rated by pooling the student records over a number of years until n-size sufficiency can be achieved.

Schools with an insufficient number of English learners needed to determine the ELPA measure will receive a rating determined by dividing the total number of points earned by the total number of points possible and multiplying by 100. In the instance of a missing ELPA indicator, the school rating will be determined as a percentage of points earned out of 90 total possible points.

Points are assigned to earned measures according to point attribution tables. The point attribution tables are distinct by school level and the measures associated with each school level. The only exception to this is with respect to the climate survey participation bonus points. Schools at all levels with a school climate survey participation rate of at least 55% will earn 2 bonus points; all other schools will earn zero bonus points. All other points are assigned based on the following tables.



## Elementary School Point Attribution Tables:

Indicator: Academic Achievement (25 points total)

Measure: Math, ELA and Science Pooled Proficiency (20 points possible)

Rate	Points
≥60	20
<60 and ≥58	19
<58 and ≥56	18
<56 and ≥55	17
<55 and ≥54	16
<54 and ≥53	15
<53 and ≥52	14
<52 and ≥50	13
<50 and ≥49	12
<49 and ≥48	11
<48 and ≥46	10
<46 and ≥44	9
<44 and ≥42	8
<42 and ≥40	7
<40 and ≥38	6
<38 and ≥35	5
<35 and ≥33	4
<33 and ≥30	3
<30 and ≥26	2
<26	1

Measure: Grade 3 ELA Proficiency (5 points possible)

Rate	Points
≥63	5
< 63 and ≥51	4
<51 and ≥38	3
<38 and ≥25	2
<25	1

Indicator: Growth (35 points total)

Measure: Math CRT MGP (10 points possible)

Rate	Points
$\geq 65$	10
$< 65$ and $\geq 61$	9
$< 61$ and $\geq 58$	8
$< 58$ and $\geq 54$	7
$< 54$ and $\geq 51$	6
$< 51$ and $\geq 48$	5
$< 48$ and $\geq 44$	4
$< 44$ and $\geq 40$	3
$< 40$ and $\geq 35$	2
$< 35$	1

Measure: ELA CRT MGP (10 points possible)

Rate	Points
$\geq 65$	10
$< 65$ and $\geq 61$	9
$< 61$ and $\geq 58$	8
$< 58$ and $\geq 54$	7
$< 54$ and $\geq 51$	6
$< 51$ and $\geq 48$	5
$< 48$ and $\geq 44$	4
$< 44$ and $\geq 40$	3
$< 40$ and $\geq 35$	2
$< 35$	1

Measure: Math CRT AGP (7.5 points possible)

Rate	Points
$\geq 52$	7.5
$< 52$ and $\geq 50$	7.0
$< 50$ and $\geq 47$	6.5
$< 47$ and $\geq 44$	6
$< 44$ and $\geq 41$	5.5
$< 41$ and $\geq 39$	5
$< 39$ and $\geq 37$	4.5
$< 37$ and $\geq 35$	4

Rate	Points
<35 and ≥33	3.5
<33 and ≥31	3
<31 and ≥29	2.5
<29 and ≥27	2
<27 and ≥25	1.5
<25 and ≥23	1
< 23	0.5

Measure: ELA CRT AGP (7.5 points possible)

Rate	Points
≥63	7.5
<63 and ≥61	7.0
<61 and ≥59	6.5
<59 and ≥57	6
<57 and ≥55	5.5
<55 and ≥53	5
<53 and ≥51	4.5
<51 and ≥49	4
<49 and ≥47	3.5
<47 and ≥45	3
<45 and ≥43	2.5
<43 and ≥41	2
<41 and ≥38	1.5
<38 and ≥35	1
< 35	0.5

Indicator: English Language Proficiency (10 points total)

Measure: English Learner WIDA AGP

Rate	Points
≥57	10
<57 and ≥54	9
<54 and ≥51	8
<51 and ≥48	7
<48 and ≥45	6
<45 and ≥42	5
<42 and ≥39	4

Rate	Points
<39 and $\geq$ 36	3
<36 and $\geq$ 33	2
<33	1

Indicator: Opportunity Gap (20 points total)

Measure: Prior non-proficient meeting Math CRT AGP (10 points possible)

Rate	Points
$\geq$ 42	10
<42 and $\geq$ 39	9
<39 and $\geq$ 36	8
<36 and $\geq$ 33	7
<33 and $\geq$ 30	6
<30 and $\geq$ 27	5
<27 and $\geq$ 24	4
<24 and $\geq$ 20	3
<20 and $\geq$ 16	2
<16	1

Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

Rate	Points
$\geq$ 52	10
<52 and $\geq$ 49	9
<49 and $\geq$ 46	8
<46 and $\geq$ 43	7
<43 and $\geq$ 40	6
<40 and $\geq$ 37	5
<37 and $\geq$ 34	4
<34 and $\geq$ 31	3
<31 and $\geq$ 27	2
<27	1

Indicator: Student Engagement (10 points total)

Measure: Chronic Absenteeism (10 points possible)

Rate	Points
<3	10
≥3 and <6	9
≥6 and <9	8
≥9 and <11	7
≥11 and <13	6
≥13 and <16	5
≥16 and <17	4
≥17 and <18	3
≥18 and <19	2
≥19 and <20	1
≥20	0

Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
≥55	2

## Middle School Point Attribution Tables

Indicator: Academic Achievement (25 points total)

Measure: Math, ELA, Science CRT and 8<sup>th</sup> Grade Math 1 EOC Pooled Proficiency (25 points possible)

Rate	Points
≥ 56	25
<56 and ≥55	24
<55 and ≥54	23
<54 and ≥52	22
<52 and ≥50	21
<50 and ≥48	20
<48 and ≥46	19
<46 and ≥44	18
<44 and ≥42	17
<42 and ≥41	16
<41 and ≥40	15
<40 and ≥39	14
<39 and ≥37	13
<37 and ≥36	12
<36 and ≥34	11
<34 and ≥32	10
<32 and ≥30	9
<30 and ≥28	8
<28 and ≥27	7
<27 and ≥26	6
<26 and ≥25	5
<25 and ≥24	4
<24 and ≥23	3
<23 and ≥22	2
<22	1

Indicator: Growth (30 points total)

Measure: Math CRT MGP (10 points possible)

Rate	Points
≥65	10
<65 and ≥61	9
<61 and ≥58	8

Rate	Points
<58 and $\geq$ 54	7
<54 and $\geq$ 51	6
<51 and $\geq$ 48	5
<48 and $\geq$ 44	4
<44 and $\geq$ 40	3
<40 and $\geq$ 35	2
<35	1

Measure: ELA CRT MGP (10 points possible)

Rate	Points
$\geq$ 65	10
<65 and $\geq$ 61	9
<61 and $\geq$ 58	8
<58 and $\geq$ 54	7
<54 and $\geq$ 51	6
<51 and $\geq$ 48	5
<48 and $\geq$ 44	4
<44 and $\geq$ 40	3
<40 and $\geq$ 35	2
<35	1

Measure: Math CRT AGP (5 points possible)

Rate	Points
$\geq$ 42	5
<42 and $\geq$ 39	4.5
<39 and $\geq$ 35	4
<35 and $\geq$ 31	3.5
<31 and $\geq$ 27	3
<27 and $\geq$ 24	2.5
<24 and $\geq$ 21	2
<21 and $\geq$ 18	1.5
<18 and $\geq$ 15	1
<15	0.5

Measure: ELA CRT AGP (5 points possible)

Rate	Points
$\geq$ 61	5

Rate	Points
<61 and ≥58	4.5
<58 and ≥55	4
<55 and ≥51	3.5
<51 and ≥48	3
<48 and ≥45	2.5
<45 and ≥41	2
<41 and ≥37	1.5
<37 and ≥32	1
<32	0.5

Indicator: English Language Proficiency (10 points total)

Measure: English Learner WIDA AGP (10 points possible)

Rate	Points
≥36	10
<36 and ≥32	9
<32 and ≥29	8
<29 and ≥26	7
<26 and ≥23	6
<23 and ≥20	5
<20 and ≥18	4
<18 and ≥16	3
<16 and ≥13	2
<13	1

Indicator: Opportunity Gap (20 points total)

Measure: Prior non-proficient meeting Math CRT AGP (10 points possible)

Rate	Points
≥24	10
<24 and ≥21	9
<21 and ≥19	8
<19 and ≥17	7
<17 and ≥15	6
<15 and ≥13	5
<13 and ≥11	4
<11 and ≥10	3
<10 and ≥8	2



Rate	Points
<8	1

Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

Rate	Points
≥34	10
<34 and ≥32	9
<32 and ≥30	8
<30 and ≥28	7
<28 and ≥26	6
<26 and ≥24	5
<24 and ≥22	4
<22 and ≥19	3
<19 and ≥16	2
<16	1

Indicator: Student Engagement (15 points total)

Measure: Chronic Absenteeism (10 points possible)

Rate	Points
≥3	10
≥3 and <6	9
≥6 and <9	8
≥9 and <11	7
≥11 and <13	6
≥13 and <16	5
≥16 and <17	4
≥17 and <18	3
≥18 and <19	2
≥19 and <20	1
≥20	0

Measure: Students on Track for High School per NAC 389.445 (I) A-D

Rate	Points
≥90	3
<90 and ≥75	2
<75 and ≥60	1
<60	0

Measure: Academic Learning Plans (2 points possible)

Rate	Points
≥95	2

Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
≥55	2

## High School Point Attribution Tables

Indicator: Academic Achievement (25 points total)

Measure: Math, ELA, Science EOC Pooled Proficiency (25 points possible)

Rate	Points
≥82	25
<82 and ≥81	24
<81 and ≥80	23
<80 and ≥79	22
<79 and ≥77	21
<77 and ≥75	20
<75 and ≥73	19
<73 and ≥71	18
<71 and ≥69	17
<69 and ≥67	16
<67 and ≥65	15
<65 and ≥63	14
<63 and ≥61	13
<61 and ≥60	12
<60 and ≥58	11
<58 and ≥56	10
<56 and ≥54	9
<54 and ≥53	8
<53 and ≥52	7
<52 and ≥51	6
<51 and ≥50	5
<50 and ≥49	4
<49 and ≥48	3
<48 and ≥47	2
<47	1

Indicator: Graduation Rate (30 points total)

Measure: 4-Year ACGR (20 points possible)

Rate	Points
≥96	20
<96 and ≥94	19
<94 and ≥92	18

Rate	Points
<92 and ≥90	17
<90 and ≥88	16
<88 and ≥86	15
<86 and ≥85	14
<85 and ≥84	13
<84 and ≥83	12
<83 and ≥82	11
<82 and ≥81	10
<81 and ≥79	9
<79 and ≥77	8
<77 and ≥75	7
<75 and ≥73	6
<73 and ≥70	5
<70 and ≥67	4
<67 and ≥64	3
<64 and ≥61	2
<61	1

Measure: 5-Year ACGR (10 points possible)

Rate	Points
≥95	10
<95 and ≥93	9
<93 and ≥90	8
<90 and ≥87	7
<87 and ≥84	6
<84 and ≥81	5
<81 and ≥76	4
<76 and ≥71	3
<71 and ≥66	2
<66	1

Indicator: English Language Proficiency (10 points total)

Measure: English Learner WIDA AGP (10 points possible)

Rate	Points
≥20	10
<20 and ≥18	9
<18 and ≥15	8
<15 and ≥12	7

Rate	Points
<12 and ≥10	6
<10 and ≥8	5
<8 and ≥7	4
<7 and ≥6	3
<6 and ≥5	2
<5	1

Indicator: College and Career Readiness (25 points total)

Measure: ACT Average Composite (10 points possible)

Rate	Points
≥20	10
<20 and ≥19.5	9
<19.5 and ≥18.5	8
<18.5 and ≥18	7
<18 and ≥17.5	6
<17.5 and ≥16.5	5
<16.5 and ≥16	4
<16 and ≥15.5	3
<15.5 and ≥15	2
<15	1

Measure: 9<sup>th</sup> and 10<sup>th</sup> Grade Credit Sufficiency (5 points possible)

Rate	Points
≥98	5
<98 and ≥88	4
<88 and ≥78	3
<78 and ≥68	2
< 68	1

Measure: Math and ELA EOC College and Career Readiness Achievement Level (10 points possible)

Rate	Points
≥59	10
<59 and ≥54	9
<54 and ≥48	8
<48 and ≥42	7
<42 and ≥38	6

Rate	Points
<38 and $\geq$ 32	5
<32 and $\geq$ 27	4
<27 and $\geq$ 22	3
<22 and $\geq$ 17	2
<17	1

Indicator: Student Engagement (10 points total)

Measure: Chronic Absenteeism (8 points possible)

Rate	Points
<3	8
$\geq$ 3 and <6	7
$\geq$ 6 and <9	6
$\geq$ 9 and <11	5
$\geq$ 11 and <13	4
$\geq$ 13 and <15	3
$\geq$ 15 and <17	2
$\geq$ 17 and <20	1
$\geq$ 20	0

Measure: Academic Learning Plans (2 points possible)

Rate	Points
$\geq$ 95	2

Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
$\geq$ 55	2

## Assigning Star Ratings

An index score is the sum of the number of points earned divided by the number of points possible and multiplying by 100. Each indicator is a sum of multiple measures that is further broken down into as many as five score ranges. Each score range corresponds to a star rating which is a descriptor of how a school is performing based on the indicators in the framework.

Star ratings will be assigned to elementary and middle schools in December 2017. High schools will not receive a star rating for the 2016-2017 school year. Legislative changes to the state assessment program require the SEA to make

significant changes to the high school accountability system. The SEA expects to rate all schools, including high schools, in September 2018.

These are the star rating cuts that will be applied in December will be as follows:

### SY1617 Elementary School Star Ranges

★	>0 and < 27
★ ★	≥ 27 and < 50
★ ★ ★	≥ 50 and < 67
★ ★ ★ ★	≥ 67 and < 84
★ ★ ★ ★ ★	≥ 84 and ≤ 102

### SY1617 Middle School Star Ranges

★	>0 and < 29
★ ★	≥ 29 and < 50
★ ★ ★	≥ 50 and < 70
★ ★ ★ ★	≥ 70 and < 80
★ ★ ★ ★ ★	≥ 80 and ≤ 102

## Conjunctive Reporting Components

All measures in the NSPF will be disaggregated and will serve as conjunctive, designation triggers. See the Targeted Supports and Improvement section of this document. Non-scoring measures of student performance will be included in the school accountability model. The proficiency reporting component and the graduation gap analysis will be used to determine school designations and to meet federal reporting requirements. See Appendix D of this document for information about star rating thresholds for certain school designations.

Reported values will be for mathematics and ELA proficiency for the seven race/ethnicity subgroups and for the three special populations. Additionally, the reduction in the percentage of students from the three special populations who were not proficient on the previous year’s rate from the current year’s rate will be determined for both mathematics and ELA. The reduction in non-proficient students is determined in similar fashion to the safe harbor calculations of Adequate Yearly Progress.

There are two ways for a subgroup to meet expectations. First, expectations can be met by meeting the achievement target. Second, expectations can be met by reducing the percent of non-proficient students from the previous year by at least ten percent.

Example Calculation for Mathematics:

	<b>2014</b>	<b>2015</b>	<b>Met Target</b>	<b>Reduced Non-Proficient</b>
<b><i>Subgroup</i></b>	<b>Math Proficiency</b>	<b>Math Proficiency</b>		
<i>American Indian/Alaska Native</i>	**	**	**	**
<i>Asian</i>	72%	74%	Yes	N/A
<i>Black/African American</i>	68%	65%	No	No
<i>Hispanic/Latino</i>	64%	66%	No	No

	<b>2014</b>	<b>2015</b>	<b>Met Target</b>	<b>Reduced Non-Proficient</b>
<i>Pacific Islander</i>	**	**	**	**
<i>Two or More Races</i>	74%	**	**	**
<i>White/Caucasian</i>	78%	77%	Yes	N/A
<i>IEP</i>	45%	49%	No	No
<i>ED</i>	73%	74%	Yes	N/A
<i>EL</i>	57%	62%	No	Yes

\*\* Fewer than 10 students in this subgroup

The elementary and middle school reported proficiency rates and reductions of non-proficient students will reflect the ten subgroups in the example above. Since high school achievement gaps will be determined using graduation gap analysis, the reported components for high schools will also reflect the ten subgroups in the example above.

The opportunity gap indicator for elementary and middle schools will also include a reporting component. The reportable number of students included in the measure by race/ethnicity and special population will be displayed but will not be used for penalties.

### 95% Participation Penalties

The State of Nevada is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public school...” (ESSA 1177-35(E)). Specifically, the ESSA requires 95 percent participation on the state mathematics and English language arts assessments. Given the requirement to measure participation for all students and each of the ten subgroups over two content areas, there will be 22 distinct participation measures determined for each school.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population: Participation Warning, Participation Penalty and Continuing Participation Penalty. Additionally, the participation rates for each of the ten subgroups for mathematics and English language proficiency will be publicly reported on the school rating report.

Schools failing to meet the subgroup participation rate of 95 percent and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year will be identified as failing this important metric. The NSPF school report will prominently display the “Participation Warning” with the school index score and Star Rating. If the school fails to meet the ESEA subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Status Indicator will be reduced by a significant number of points and the NSPF school report will prominently display the “Participation Penalty” designation with the school index score and Star Rating.

If a school fails to meet the subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for a third consecutive year, the school will be identified as and subjected to a “Continuing Participation Penalty.” Schools designated as such will earn zero points for the Student Proficiency indicator.



## School Support

Schools demonstrating low overall performance or low performance with subgroups will be identified for support and improvement. There are three categories of support and improvement schools: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (Additional TSI). The designation and exit criteria for each of these designations can be found in this section.

Schools can receive one designation at most and designation criteria will be determined in the following order: CSI, TSI, and then Additional TSI. Certain star rating maximums are in place for designated schools. For example, in the designation year, CSI schools can be classified as a 2-star school at best regardless of the index points earned. Please see the Policy Descriptors in Appendix D of this document for more information about those maximums. These star rating maximums described in Appendix D will apply only in the designation year.

### Comprehensive Support and Improvement Schools Designation Criteria

In accordance with Nevada's consolidated state plan, low performing schools and schools with persistently low performing subgroups will be identified for Comprehensive Support and Improvement (CSI) beginning in the 2017-2018 school year. Designation criteria are distinct by school level and consider overall school performance as well as graduation rates at the high school level. CSI schools will be designated annually and will remain as part of a cohort for a three year improvement process. Any school that earns an index score is eligible for CSI designation.

Additionally, Additional Targeted Support and Improvement schools that have not improved after implementing a three year improvement plan will be designated as CSI schools. The Additional Targeted Support and Improvement designation criteria can be found in this section.

### Elementary and Middle School Designation Criteria

Designated CSI elementary and middle schools will be designated using the following criteria:

1. Title I schools will be rank ordered from lowest to highest index score by school level
  - a. The 5<sup>th</sup> percentile of index score will be identified from this rank order
2. All schools performing at or below the index score identified in step one will be identified
3. The school is classified as a 1-star school
4. Beginning 2018-2019 school year, schools previously identified as 2-star schools that have a current year index score that is less than the index score earned in the prior year (i.e. "downward trending")
5. The school was designated for Targeted Support and Improvement (TSI) for three years and has not shown an improvement in subgroup student performance over the three years
  - a. An increase of subgroup student performance can be demonstrated by meeting the measure of interim progress or by reducing the number of non-proficient students in the subgroup by at least 10%

### High School Designation Criteria

Designated CSI high schools will be designated using the following criteria:

1. Title I schools will be rank ordered from lowest to highest index score by school level.
  - a. The 5<sup>th</sup> percentile of index score will be identified from this rank order
2. All schools performing at or below the index score identified in step one will be identified
3. The school is classified as a 1-star school
4. Beginning 2018-2019 school year, schools previously identified as 2-star schools that have a current year index score that is less than the index score earned in the prior year (i.e. "downward trending")
5. The school has a 4-year adjusted cohort graduation rate (ACGR) less than 67%

6. The school was designated for Targeted Support and Improvement (TSI) for three years and has not shown an improvement in subgroup student performance over the three years
  - a. An increase of subgroup student performance can be demonstrated by meeting the measure of interim progress or by reducing the number of non-proficient students in the subgroup by at least 10%

## **Comprehensive Support and Improvement Schools Exit Criteria**

After implementing a three year improvement plan, CSI schools will be evaluated for exit from this designation. Exit criteria are distinct by school level. Schools failing to meet exit criteria after their first three years of designation will be evaluated annually for exit. Additionally, CSI schools must meet both the CSI and TSI exit criteria in order to exit from the CSI designation.

### **Elementary and Middle School Exit Criteria**

CSI designated elementary and middle schools will exit this designation when they achieve a rating of 3-stars and have sustained improvements in total index score. Sustained improvements in total index score will be demonstrated by an increase in total index score during the most recent three years of designation.

### **High School Exit Criteria**

CSI designated high schools will exit this designation when they achieve a rating of 3-stars, have a 4-year ACGR of at least 67% for two consecutive years and show sustained improvements. Sustained improvements in total index score will be demonstrated by an increase in total index score during the most recent three years of designation.

## **Targeted Support and Improvement Designation Criteria**

All measures in the NSPF for each school level will be disaggregated by race/ethnicity and special population membership. This is a total of ten subgroups of students. The subgroup n-size required for TSI consideration is 25. Designated CSI schools will be removed from TSI consideration.

Subgroup student performance will be measured against the state's measures of interim progress (for measures with related long-term goals and measures of interim process) or the established point attribution tables for the NSPF (for measures without long-term goals and measures of interim progress). The point attribution tables define the points that each school earns for each measure in the NSPF. The continuum of student performance for each measure is partitioned into ranges against which a school earns points based on where along the continuum the school achieves. The sum of the points earned across all indicators is the school's index score, and the index score is then associated with a star rating. For measures not associated with long-term goals and measures of interim progress, subgroups performing in the lowest point ranges on the point attribution tables will be identified. Some Nevada schools will be unable to meet the n-size requirement in the first year of the rating system. For these schools, the SEA will pool the measures over a number of years until the minimum n-size has been met.

Measures are combined into indicators (Academic Achievement, Other Academic Achievement, English Language Proficiency, Graduation Rates, and Student Success) and subgroup performance among all the measures within all indicators over two consecutive years will be considered when making TSI determinations and identifying schools with consistently underperforming subgroups. Consistently underperforming subgroup is a subgroup that fails to meet target performance two years in a row on the same measure. If the same subgroup fails to meet target on the same measure for two years in a row, then the Indicator gets flagged. If a school has consistently underperforming subgroups within the Academic Achievement Indicator (indicator flagged two years in a row) then the school will be designated a TSI school, or if two or more of the same remaining indicators are flagged for two years in a row, then the school will be designated as TSI.

## Subgroup Identification Methodology by Indicator

### Academic Achievement Indicator

Subgroup performance in ELA and mathematics in the Academic Achievement indicator will be measured against the subgroup's unique associated year's measure of interim progress. Any subgroup failing to meet their measure of interim progress or failing to reduce the number of non-proficient students within the subgroup by at least 10% will be flagged for not having met these goals.

### Other Academic Achievement (Growth)

The progress measures of ELA median student growth percentile, math median student growth percentile, the percentage of ELA students meeting adequate growth targets, and the percentage of math students meeting adequate growth targets will be measured against the established point attribution table. Any subgroup achieving in the lowest point earning category on the point attribution table will be flagged.

### English language Proficiency

The percentage of English Learners meeting their adequate growth percentile targets on the WIDA assessment is the ELPA measure in the NSPF. The federal law does not require this measure to be disaggregated; however, schools achieving in the lowest point earning category on the point attribution table for this indicator will be flagged for the EL subgroup only.

### Graduation Rates

The disaggregated 4- and 5-year adjusted cohort graduation rates for high schools will be measured against the subgroups unique associated year's measure of interim progress. Any subgroup failing to meet their measures of interim progress will be flagged.

### Student Success

Opportunity Gap, Chronic Absenteeism, NAC 389.445 (1) a-d, ACT Composite, Credit Sufficiency, End Of Course CCR Level, and Academic Learning Plans will be measured against the point attribution tables. Any subgroup achieving in the lowest point earning category on the point attribution table will be flagged.

The state assessments in Science are undergoing a standard setting and so goals have not been set for this assessment. These goals will be set during the fall of 2017 and these goals will be used to flag low subgroup performance beginning in 2018.

Example TSI Demonstration for the Academic Achievement Indicator:

	Academic Achievement								Designation
	Mathematics				ELA				
	Y1 %	Y1	Y2 %	Y2	Y1 %	Y1	Y2 %	Y2	
Hispanic	38%		42%		57%		59%		
Asian	-		-		67%		68%		
Black	27%		28%		34%		49%		TSI (Math)
Native American	-		-		-		-		
Pacific Island	-		-		-		-		
Caucasian	49%		52%		70%		68%		
Multi-race	52%		53%		59%		59%		
IEP	21%		20%		24%		28%		TSI (Math)
EL	-		-		-		-		
FRL	46%		45%		64%		67%		

Note – this analysis will be performed for each indicator.

In the above example, Y1 = prior year student performance, and Y2 = current year student performance. In this example, this school would be designated TSI due to low academic achievement of the Black subgroup and the IEP subgroup in mathematics. In this example, red indicates that the subgroup did not meet targets, green indicates that the subgroup met targets, and yellow indicates that the subgroup reduced the percentage of non-proficient by at least 10% from the prior year.

### Additional Targeted Support and Improvement Designation Criteria

Schools identified for Additional Targeted Support and Improvement (Additional TSI) are any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement under ESEA section 1111 (c)(4)(D)(i)(I). Additional TSI schools will be designated annually starting with 2018-2019 school year (based on 2017-2018 school year data), and will be designated for three years. Schools will be designated separately as Additional TSI by school level. The designation methodology will be the same for each school level. Schools can have only one designation at a time (CSI, TSI, or Additional TSI).

The “all student” group performance on all measures of the highest (top of the 5th percentile) CSI Elementary, Middle and High School identified in the designation year will be identified.

1. This “all student” group performance level will be used as the cut to determine performance level expectations for each subgroup of student, for each measure, for all school levels.
2. If the performance of any one subgroup on any one measure is at or below the cut performance level, then the school is identified for Additional TSI.

This methodology ensures that any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement and would be identified for additional targeted support and improvement (TSI).

	Academic Achievement				<i>Designation</i>
	Mathematics		ELA		
	Y2 %	CSI %	Y2 %	CSI %	
Hispanic	42%	26%	59%	38%	
Asian	-	26%	68%	38%	
Black	38%	26%	49%	38%	
Native American	-	26%	-	38%	
Pacific Island	-	26%	-	38%	
Caucasian	52%	26%	68%	38%	
Multi-race	53%	26%	59%	38%	
IEP	32%	26%	28%	<b>38%</b>	Additional TSI (ELA)
EL	-	26%	-	38%	
FRL	45%	26%	67%	38%	

Note – this analysis will be performed for each indicator.

In the above example, Y2 = current year student performance, and CSI% = the all students achievement from the highest performing CSI school for this measure. In this example, this school would be designated for Additional TSI due to low academic achievement of the IEP subgroup in ELA since the performance of this subgroup would, on its own be less than the all students achievement of the highest performing CSI school. In this example, red indicates that the subgroup did not meet targets, green indicates that the subgroup met targets, and yellow indicates that the subgroup reduced the percentage of non-proficient by at least 10% from the prior year.

### Targeted Support and Improvement and Additional Targeted Support and Improvement Exit Criteria

In order for TSI and Additional TSI schools to exit this designation, they must not meet any of the designation criteria for which they have been identified for two consecutive years. Additionally, the identified underperforming subgroup must either meet the measure of interim progress for the associated accountability years for two consecutive years or reduce the number of non-proficient students in the identified subgroup by at least 10% for two consecutive years.

## Appendix A Reference Sheet

Chiefs for Change (October, 2016). ESSA indicators. [Chiefs for Change](#)

National Center for the Improvement of Educational Assessment (July, 2015). Accountability Advisory Committee Report Executive Summary.

National Center for the Improvement of Educational Assessment (July, 2015). Recommendations from the NV Accountability Advisory Committee for the Revised School Performance Framework.

Nevada Administrative Code [Nevada Administrative Code](#)

Nevada Governor Brian Sandoval (April, 2016) Nevada's Strategic Planning Framework. [Nevada's Strategic Planning Framework](#)

Nevada Revised Statutes [Nevada Revised Statutes:](#)

NRS 388.020 Kinds of public schools. [Effective July 1, 2016.]

1. An elementary school is a public school in which grade work is not given above that included in the eighth grade, according to the regularly adopted state course of study.
2. A junior high or middle school is a public school in which the sixth, seventh, eighth and ninth grades are taught under a course of study prescribed and approved by the State Board. The school is an elementary or secondary school for the purpose of the licensure of teachers.
3. A high school is a public school in which subjects above the eighth grade, according to the state course of study, may be taught. The school is a secondary school for the purpose of the licensure of teachers.
4. A special school is an organized unit of instruction operating with approval of the State Board.
5. A charter school is a public school that is formed pursuant to the provisions of chapter 388A of NRS or an achievement charter school that is formed pursuant to chapter 388B of NRS.
6. A university school for profoundly gifted pupils is a public school established pursuant to chapter 388C of NRS. [237:32:1956] — (NRS A 1977, 222; 1997, 1864; 1999, 3311; 2005, 2428; 2015, 1194, 3809, effective July 1, 2016)

NRS 388.165 Development of academic plan required.

1. The board of trustees of each school district shall adopt a policy for each middle school and junior high school in the school district to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls pupils. The academic plan must set forth:
  - (a) The specific educational goals that the pupil intends to achieve before promotion to high school;
  - (b) An identification of the courses required for promotion to high school;
  - (c) An identification of all honors courses, career and technical education courses and other educational programs, courses and pathways available to the pupil which will assist in the advancement of the education of the pupil; and
  - (d) A description of the expectations of the teachers of pupils who are enrolled in middle school or junior high school.
2. The policy must require each pupil enrolled in his or her initial year at the middle school or junior high school and the pupil's parent or legal guardian to:
  - (a) Have sufficient opportunities to work in consultation with a school counselor to develop an academic plan for the pupil;
  - (b) Review the academic plan; and
  - (c) Review the academic plan at least once each school year until the pupil is promoted to high school in consultation with the school counselor and revise the plan as necessary.
3. If a pupil enrolls in a middle school or junior high school after the initial year of enrollment for that middle school or junior high school, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.
4. An academic plan for a pupil must be used as a guide for the pupil and the pupil's parent or legal guardian to plan, monitor and manage the pupil's educational development and make determinations of the appropriate courses of study for the pupil. If the pupil does not satisfy all the educational goals set forth in the academic plan, the pupil is eligible for

promotion to high school if the pupil otherwise satisfies the requirements for promotion to high school. (Added to NRS by 2009, 1332; A 2011, 3504)

NRS 388.205 Development of academic plan required for ninth grade pupils.

1. The board of trustees of each school district shall adopt a policy for each public school in the school district in which ninth grade pupils are enrolled to develop a 4-year academic plan for each of those pupils. The academic plan must set forth the specific educational goals that the pupil intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses.

2. The policy may ensure that each pupil enrolled in ninth grade and the pupil's parent or legal guardian are provided with, to the extent practicable, the following information:

(a) The advanced placement courses, honors courses, international baccalaureate courses, dual credit courses, career and technical education courses, including, without limitation, career and technical skills-building programs, and any other educational programs, pathways or courses available to the pupil which will assist the pupil in the advancement of his or her education;

(b) The requirements for graduation from high school with a diploma and the types of diplomas available;

(c) The requirements for admission to the Nevada System of Higher Education and the eligibility requirements for a Governor Guinn Millennium Scholarship; and

(d) The charter schools within the school district.

3. The policy required by subsection 1 must require each pupil enrolled in ninth grade and the pupil's parent or legal guardian to:

(a) Be notified of opportunities to work in consultation with a school counselor to develop and review an academic plan for the pupil;

(b) Sign the academic plan; and

(c) Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

4. If a pupil enrolls in a high school after ninth grade, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.

5. An academic plan for a pupil must be used as a guide for the pupil and the parent or legal guardian of the pupil to plan, monitor and manage the pupil's educational and occupational development and make determinations of the appropriate courses of study for the pupil. If a pupil does not satisfy all the goals set forth in the academic plan, the pupil is eligible to graduate and receive a high school diploma if the pupil otherwise satisfies the requirements for a diploma. (Added to NRS by 2007, 2178; A 2011, 647, 805; 2013, 3265)

NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. (NRS 385.080, 392.033)

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

(a) One and one-half units of credit in English with a passing grade;

(b) One and one-half units of credit in mathematics with a passing grade;

(c) One unit of credit in science with a passing grade; and

(d) One unit of credit in social studies with a passing grade.

2. A pupil may apply units of credit toward promotion to high school if the pupil earned the units of credit:

(a) At a public or private junior high or middle school located in this State.

(b) At a public or private junior high or middle school located outside of this State if the school district approves a transfer of the units in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of NRS 392.033.

(c) At the Nevada Youth Training Center or the Caliente Youth Center.

(d) During summer school in courses offered by a public or private junior high or middle school. Such units must be earned in courses which are equivalent to the courses offered in the programs of the junior high or middle school in which the pupil is enrolled.

(e) While being homeschooled in this State or homeschooled outside of this State if the school district approves the units in accordance with NRS 392.033.

3. If a pupil earns units of credit for sectarian religious courses, he or she may not apply those units toward promotion to high school.
4. A pupil with a disability who is enrolled in a program of special education may be promoted to high school if the pupil meets the requirements for promotion to high school that are prescribed in his or her individualized educational program.
5. If a pupil transfers to a junior high or middle school from a junior high or middle school in this State or from a school outside of this State, the courses of study and units of credit completed by the pupil before transferring must be evaluated by the school district that the pupil transfers to in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of NRS 392.033.
6. For purposes of paragraph (a) of subsection 5 of NRS 392.033, the board of trustees of a school district may consider recognition of the programs of homeschool study accredited by a national or regional accrediting association recognized by the board of trustees of the school district.

(Added to NAC by Bd. of Education by R064-98, eff. 9-9-98; A by R076-99, 11-4-99; R015-06, 9-18-2007; R154-07, 1-30-2008; R037-12, 9-14-2012)

United States Department of Education (November, 2016) ESSA Accountability Final Regulations. [US DOE ESSA Accountability Final Regulations](#)

United States Department of Education. (December, 2015) Elementary Secondary Education Act of 1965. [US DOE Elementary Education Act of 1965](#)

United States Department of Education (February, 2016). Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions. [US DOE Transitioning to the ESSA FAQ](#)

United States Department of Education (December, 2016) Overview of final regulations: accountability, data reporting, and state plans. [US DOE Overview of final regulations](#)

United States Department of Education (January, 2017). ESSA consolidated state plan guidance. [US DOE ESSA consolidated state plan guidance](#)

United States Department of Education (January, 2017). ESSA state and local report cards guidance. [US DOE ESSA state and local report card guidance](#)

United States Department of Education (October, 2016). Non-regulatory guidance: English learners and title III of the ESEA, as amended by the ESSA. [US DOE Non-regulatory guidance](#)



## **Appendix B      SY1617 Accountability Notes**

For the SY1617 the following alterations to the Nevada Accountability System are noted:

1. Due to Standard Setting, results from the Nevada Alternate Assessment will not be included in the Academic Achievement Indicator.
2. Due to Standard Setting, results from the CRT Science Grades 5 & 8 and End-of-Course Science will not be included in the Academic Achievement Indicator.

## Appendix C Data Collection Business Rules

School Year 2016-2017 NSPF Data Collection

### **Data Collection #1:**

#### **Middle School: School Level Data Collections**

One MS school level data collection will encompass the following two measures:

- Percent of students meeting requirements in NAC 389.445 (1) a-d; and
  - NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.** ([NRS 385.080](#), [392.033](#))
    1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:
      - (a) One and one-half units of credit in English with a passing grade;
      - (b) One and one-half units of credit in mathematics with a passing grade;
      - (c) One unit of credit in science with a passing grade; and
      - (d) One unit of credit in social studies with a passing grade.
- Percent of students with signed academic learning plans
  1. The board of trustees of each school district shall adopt a policy for each middle school and junior high school in the school district to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls pupils. The academic plan must set forth:
    - (a) The specific educational goals that the pupil intends to achieve before promotion to high school;
    - (b) An identification of the courses required for promotion to high school;
    - (c) An identification of all honors courses, career and technical education courses and other educational programs, courses and pathways available to the pupil which will assist in the advancement of the education of the pupil; and
    - (d) A description of the expectations of the teachers of pupils who are enrolled in middle school or junior high school.
  2. The policy must require each pupil enrolled in his or her initial year at the middle school or junior high school and the pupil's parent or legal guardian to:
    - (a) Have sufficient opportunities to work in consultation with a school counselor to develop an academic plan for the pupil;
    - (b) Review the academic plan; and
    - (c) Review the academic plan at least once each school year until the pupil is promoted to high school in consultation with the school counselor and revise the plan as necessary.
  3. If a pupil enrolls in a middle school or junior high school after the initial year of enrollment for that middle school or junior high school, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.
  4. An academic plan for a pupil must be used as a guide for the pupil and the pupil's parent or legal guardian to plan, monitor and manage the pupil's educational development and make determinations of the appropriate courses of study for the pupil. If the pupil does not satisfy all the educational goals set forth in the academic plan, the pupil is eligible for promotion to high school if the pupil otherwise satisfies the requirements for promotion to high school.  
(Added to NRS by [2009, 1332](#); A [2011, 3504](#))

NAC 389.445 Requirements and NRS 388.165 Academic Learning Plans will be collected from districts as a school level file starting with SY1617.

File Specifications:

Field	Description	Elements	Length
District Code	Enter two digit District ID	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
School Code	Enter five digit School Code—Example: 01301		5
GR8_Total_Enrollment	Total # of students in Grade 8 enrolled at the school at the end of the 1617 school year		5
GR8_NAC389_#met	Total # of students in Grade 8 enrolled at the school on the last day of the 1617 school year that have met the requirements of NAC 389.445 (a-d).		5
School_Total_Enrollment	Total # of students enrolled at the school at the end of the 1617 school year		5

Field	Description	Elements	Length
AcadLP_Total#met	Total # of students enrolled at the school at the end of the 1617 school year with a signed academic learning plan		5

NAC 389.445 requirement rate will be calculated using the total number of students in Grade 8 meeting the requirements at the end of the school year divided by the total number of students in Grade 8 enrolled at the school at the end of the school year. **This measure will consider eighth grade credits earned during the regular school year (i.e. not during summer school after the end of the eighth grader’s school year)**

The Academic Learning Plan rate will be calculated using the total number of students enrolled at the end of the school year with a signed academic learning plan divided by the total # of students enrolled at the school at the end of the school year.

## **Data Collection #2:**

### **High School: School Level Data Collections**

One HS school level data collection will encompass the following two measures:

- 9<sup>th</sup> and 10<sup>th</sup> Grade Sufficiency; and
- Academic Learning Plans

#### **NRS 388.205 Development of academic plan required for ninth grade pupils.**

1. The board of trustees of each school district shall adopt a policy for each public school in the school district in which ninth grade pupils are enrolled to develop a 4-year academic plan for each of those pupils. The academic plan must set forth the specific educational goals that the pupil intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses.

2. The policy may ensure that each pupil enrolled in ninth grade and the pupil’s parent or legal guardian are provided with, to the extent practicable, the following information:

(a) The advanced placement courses, honors courses, international baccalaureate courses, dual credit courses, career and technical education courses, including, without limitation, career and technical skills-building programs, and any other educational programs, pathways or courses available to the pupil which will assist the pupil in the advancement of his or her education;

(b) The requirements for graduation from high school with a diploma and the types of diplomas available;

(c) The requirements for admission to the Nevada System of Higher Education and the eligibility requirements for a Governor Guinn Millennium Scholarship; and

(d) The charter schools within the school district.

3. The policy required by subsection 1 must require each pupil enrolled in ninth grade and the pupil’s parent or legal guardian to:

(a) Be notified of opportunities to work in consultation with a school counselor to develop and review an academic plan for the pupil;

(b) Sign the academic plan; and

(c) Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

4. If a pupil enrolls in a high school after ninth grade, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.

5. An academic plan for a pupil must be used as a guide for the pupil and the parent or legal guardian of the pupil to plan, monitor and manage the pupil’s educational and occupational development and make determinations of the appropriate courses of study for the pupil. If a pupil does not satisfy all the goals set forth in the academic plan, the pupil is eligible to graduate and receive a high school diploma if the pupil otherwise satisfies the requirements for a diploma.

(Added to NRS by [2007, 2178](#); A [2011, 647, 805](#); [2013, 3265](#))

These data will be collected from districts as a school level file starting with SY1617.

File specifications:

Field	Description	Elements	Length
District Code	Enter two digit District ID	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
School Code	Enter five digit School Code—Example: 01301		5
Sufficiency_9_#	Total # of students with an OYOG of 2020 at the end of the 1617 school year		5
Sufficiency_9_Credit	Total # of students with an OYOG of 2020 that exited the 1617 school year with 5 credits or greater		5

Field	Description	Elements	Length
Sufficiency_10_#	Total # of students with an OYOG of 2019 at the end of the 1617 school year		5
Sufficiency_10_Credit	Total # of students with an OYOG of 2019 that exited the 1617 school year with 11 credits or greater		5
School_Total_Enrollment	Total # of students enrolled at the school at the end of the 1617 school year		5
AcadLP_Total#met	Total # of students enrolled at the school at the end of the 1617 school year with a signed academic learning plan		5

The Credit Sufficiency rate will be determined by the number of ninth grade students who earned at least five credits by the end of their first year of high school and the number of tenth grade students who have earned at least eleven credits by the end of their second year of high school. This will be a pooled average in which the numerator will consist of the number of ninth grade and tenth grade students with at least five and eleven credits respectively and the denominator will be the total number of ninth and tenth grade students. **This measure will consider ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader's school year) and tenth grade credits accumulated by the end of the regular 10<sup>th</sup> grade school year.** This rate will include only tenth grade credit sufficiency for schools that do not serve ninth grade students.

The Academic Learning Plan rate will be calculated using the total number of students enrolled at the end of the school year with a signed academic learning plan divided by the total # of students enrolled at the school at the end of the school year.

### **Data Collection #3:**

#### **Student Level Data Collection Chronic Absenteeism**

A student level data file to be submitted by the district to NDE by June 15<sup>th</sup> or the end of the school year whichever comes first. Include all students enrolled for thirty days or more at each school in the district at the end of the 1617 school year in grades 1 through 12.

File Specifications:

Field	Description	Elements	Length
District_Code	Enter two digit District ID	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
School_Code	Enter five digit School Code-Example: 01301		5
Legal_Last_Name	Enter Student's Legal Last Name		65
Legal_First_Name	Enter Student's Legal First Name		65
State_Unique_ID	Enter the student's State Unique ID		10
Local_Student_ID	Enter the student's assigned Local Student ID		15
State_Grade_Level	Enter the student's assigned state grade level	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	2
IEP_Status	Enter the student's IEP status for the current school year	1=Yes 0=No	1
LEP_Status	Enter the student's LEP status for the current school year	1=Yes 0=No	1
FRL_Status	Enter the student's FRL status for the current school year	1=Yes 0=No	1

Field	Description	Elements	Length
Gender	Enter the student's gender for the current school year	M=Male F=Female	1
Ethnicity_Race	Enter the student's ethnicity/race for the current school year	A=Asian B=Black C=Caucasian H=Hispanic I=American Indian or Alaskan Native P=Pacific Islander M=Two or more Races	1
Total_Days_Enrolled	Enter the total # of days enrolled for the current school year		3
*Total_Days_Absent	Enter the total # of days absent for the current school year		3
Total_Days_Attended	Enter the total # of days attended for the current school year		3
School_Ending_Date	Last day of school for the current school year	mm/dd/yyyy	10

\*All absences whether excused or unexcused or for disciplinary reasons. The student is absent if he/she is not present for instructional activities.

Chronic absence is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason.

The School Chronic Absenteeism Rate will be calculated using the following business rules:

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 30 days or more at the school—This equals the number of days enrolled times by 10%. If the number of days counted absent is greater than or equal to the threshold, the student is flagged as chronically absent.
- b) Chronically Absent School Rate equals the number of students flagged as chronically absent divided by the total number of students enrolled for 30 days or more at the school at the end of the school year.

## Appendix D Nevada Policy Descriptors

### Elementary and Middle School

Category	Policy Descriptors
☆☆☆☆☆	Recognizes a <b>superior</b> school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
☆☆☆☆	Recognizes a <b>commendable</b> school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
☆☆☆	Identifies an <b>adequate</b> school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
☆☆	Identifies a school that has <b>partially met</b> the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
☆	Identifies a school that has <b>not met</b> the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

## High School

Category	Policy Descriptors
★★★★★	Recognizes a <b>superior</b> school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a <b>commendable</b> school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an <b>adequate</b> school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has <b>partially met</b> the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has <b>not met</b> the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

## Appendix E Long Term Goals and Measures of Interim Progress

Measures of interim progress are goals for academic achievement are focused on reducing the percentage of non-proficient students from the previous year. Goals through 2022 are distinct by subgroup. As such, goals can be determined recursively (i.e. requiring the prior year goal) or explicitly (i.e. requiring baseline data).

Recursive methodology:

$$Proficiency_{Year1} = x\%$$

$$Proficiency_{Year2} = 0.05 + 0.95 \times Proficiency_{Year1}$$

Explicit Methodology

$$Proficiency_{Yearx} = 1 - (1 - Proficiency_{Baseline})(0.95)^{x-1}$$

### Long Term Goals and Measures of Interim Progress: Elementary School ELA/Math

<b>ELA ES</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%	63.1%
Hispanic	39.6%	42.6%	45.5%	48.2%	50.8%	53.2%	55.6%
Asian	71.4%	72.8%	74.1%	75.4%	76.7%	77.8%	78.9%
Black	33.0%	36.4%	39.6%	42.6%	45.4%	48.2%	50.8%
Native American	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%	50.7%
Pacific Islander	50.9%	53.3%	55.7%	57.9%	60.0%	62.0%	63.9%
Caucasian	62.0%	63.9%	65.7%	67.4%	69.0%	70.6%	72.1%
Multi-race	58.5%	60.6%	62.6%	64.4%	66.2%	67.9%	69.5%
IEP	18.3%	22.4%	26.3%	30.0%	33.5%	36.8%	39.9%
FRL	37.9%	41.0%	44.0%	46.8%	49.4%	51.9%	54.4%
EL (Current + Former)	31.7%	35.1%	38.4%	41.4%	44.4%	47.2%	49.8%
<b>Math ES</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	39.9%	42.9%	45.8%	48.5%	51.1%	53.5%	55.8%
Hispanic	29.6%	33.1%	36.5%	39.6%	42.7%	45.5%	48.2%
Asian	63.6%	65.4%	67.2%	68.8%	70.4%	71.9%	73.3%
Black	21.1%	25.0%	28.8%	32.3%	35.7%	38.9%	42.0%
Native American	23.4%	27.2%	30.9%	34.3%	37.6%	40.7%	43.7%
Pacific Islander	39.7%	42.7%	45.6%	48.3%	50.9%	53.4%	55.7%
Caucasian	52.5%	54.9%	57.2%	59.3%	61.3%	63.3%	65.1%
Multi-race	47.8%	50.4%	52.9%	55.3%	57.5%	59.6%	61.6%
IEP	16.7%	20.9%	24.8%	28.6%	32.1%	35.5%	38.8%
FRL	28.8%	32.4%	35.7%	39.0%	42.0%	44.9%	47.7%



<b>ELA ES</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
EL (Current + Former)	25.1%	28.8%	32.4%	35.8%	39.0%	42.0%	44.9%

### Long Term Goals and Measures of Interim Progress: Middle School ELA/Math

<b>ELA MS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	46.4%	49.1%	51.7%	54.1%	56.4%	58.6%	60.6%
Hispanic	36.0%	39.2%	42.2%	45.1%	47.9%	50.5%	53.0%
Asian	71.9%	73.3%	74.6%	75.9%	77.1%	78.2%	79.3%
Black	27.5%	31.1%	34.5%	37.8%	40.9%	43.9%	46.7%
Native American	34.0%	37.3%	40.5%	43.4%	46.3%	49.0%	51.5%
Pacific Islander	45.4%	48.1%	50.7%	53.2%	55.5%	57.8%	59.9%
Caucasian	60.7%	62.7%	64.6%	66.3%	68.0%	69.6%	71.1%
Multi-race	54.8%	57.1%	59.2%	61.3%	63.2%	65.0%	66.8%
IEP	9.0%	13.5%	17.8%	21.9%	25.8%	29.6%	33.1%
FRL	35.1%	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%
EL (Current + Former)	11.7%	16.1%	20.3%	24.3%	28.1%	31.7%	35.1%
<b>MATH MS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	26.0%	29.7%	33.2%	36.5%	39.7%	42.7%	45.6%
Hispanic	17.5%	21.6%	25.5%	29.3%	32.8%	36.2%	39.4%
Asian	51.7%	54.1%	56.4%	58.6%	60.6%	62.6%	64.5%
Black	10.8%	15.2%	19.5%	23.5%	27.3%	31.0%	34.4%
Native American	16.4%	20.6%	24.6%	28.4%	31.9%	35.3%	38.6%
Pacific Islander	26.4%	30.1%	33.6%	36.9%	40.1%	43.1%	45.9%
Caucasian	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%	54.7%
Multi-race	30.8%	34.2%	37.5%	40.6%	43.6%	46.4%	49.1%
IEP	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%	30.2%
FRL	17.4%	21.5%	25.5%	29.2%	32.7%	36.1%	39.3%
EL (Current + Former)	6.9%	11.6%	16.0%	20.2%	24.2%	28.0%	31.6%

### Long Term Goals and Measures of Interim Progress: High School ELA 1, Math 1/Int 1

<b>ELA 1 Pro HS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	68.5%	70.1%	71.6%	73.0%	74.3%	75.6%	76.8%
Hispanic	63.1%	64.9%	66.7%	68.4%	69.9%	71.4%	72.9%
Asian	83.4%	84.2%	85.0%	85.8%	86.5%	87.2%	87.8%
Black	48.8%	51.4%	53.8%	56.1%	58.3%	60.4%	62.4%
Native American	69.3%	70.8%	72.3%	73.7%	75.0%	76.2%	77.4%
<b>Pacific Islander</b>	<b>65.2%</b>	<b>66.9%</b>	<b>68.6%</b>	<b>70.2%</b>	<b>71.7%</b>	<b>73.1%</b>	<b>74.4%</b>
Caucasian	77.5%	78.6%	79.7%	80.7%	81.7%	82.6%	83.5%
Multi-race	73.8%	75.1%	76.4%	77.5%	78.7%	79.7%	80.7%
IEP	32.7%	36.1%	39.3%	42.3%	45.2%	47.9%	50.5%

<b>ELA 1 Pro HS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
FRL	60.7%	62.7%	64.5%	66.3%	68.0%	69.6%	71.1%
EL (Current + Former)	36.9%	40.1%	43.1%	45.9%	48.6%	51.2%	53.6%
<b>MATH 1/Int 1 HS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	74.5%	75.8%	77.0%	78.1%	79.2%	80.3%	81.3%
Hispanic	69.7%	71.2%	72.7%	74.0%	75.3%	76.6%	77.7%
Asian	86.8%	87.5%	88.1%	88.7%	89.2%	89.8%	90.3%
Black	61.6%	63.5%	65.3%	67.1%	68.7%	70.3%	71.8%
Native American	68.9%	70.5%	71.9%	73.3%	74.7%	75.9%	77.1%
Pacific Islander	77.9%	79.0%	80.1%	81.1%	82.0%	82.9%	83.8%
Caucasian	81.0%	82.0%	82.9%	83.7%	84.5%	85.3%	86.0%
Multi-race	78.5%	79.5%	80.6%	81.5%	82.4%	83.3%	84.2%
IEP	53.9%	56.2%	58.4%	60.5%	62.5%	64.3%	66.1%
FRL	67.7%	69.3%	70.8%	72.3%	73.7%	75.0%	76.2%
EL (Current + Former)	59.5%	61.5%	63.4%	65.2%	67.0%	68.6%	70.2%

### Long Term Goals and Measures of Interim Progress: High School ELA 2, Math 2/Int 2

<b>ELA 2 Pro HS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	68.6%	70.2%	71.7%	73.1%	74.4%	75.7%	76.9%
Hispanic	63.1%	64.9%	66.7%	68.4%	69.9%	71.4%	72.9%
Asian	83.2%	84.0%	84.8%	85.6%	86.3%	87.0%	87.7%
Black	45.0%	47.8%	50.4%	52.8%	55.2%	57.4%	59.6%
Native American	70.5%	72.0%	73.4%	74.7%	76.0%	77.2%	78.3%
Pacific Islander	65.9%	67.6%	69.2%	70.8%	72.2%	73.6%	74.9%
Caucasian	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%	83.2%
Multi-race	73.9%	75.2%	76.4%	77.6%	78.7%	79.8%	80.8%
IEP	33.4%	36.7%	39.9%	42.9%	45.8%	48.5%	51.0%
FRL	58.7%	60.8%	62.7%	64.6%	66.4%	68.0%	69.6%
EL (Current + Former)	29.4%	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%
<b>MATH 2/INT 2 PRO HS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All	34.0%	37.3%	40.4%	43.4%	46.2%	48.9%	51.5%
Hispanic	24.6%	28.4%	32.0%	35.4%	38.6%	41.7%	44.6%
Asian	57.2%	59.3%	61.4%	63.3%	65.1%	66.9%	68.5%
Black	15.3%	19.6%	23.6%	27.4%	31.0%	34.5%	37.8%
Native American	25.6%	29.3%	32.9%	36.2%	39.4%	42.4%	45.3%
Pacific Islander	32.0%	35.4%	38.6%	41.7%	44.6%	47.3%	50.0%
Caucasian	43.4%	46.2%	48.9%	51.5%	53.9%	56.2%	58.4%
Multi-race	38.5%	41.6%	44.5%	47.3%	49.9%	52.4%	54.8%
IEP	8.9%	13.4%	17.8%	21.9%	25.8%	29.5%	33.0%
FRL	23.5%	27.3%	31.0%	34.4%	37.7%	40.8%	43.8%
EL (Current + Former)	8.6%	13.2%	17.5%	21.6%	25.6%	29.3%	32.8%

### Long Term Goals and Measures of Interim Progress: Graduation Rates

Graduation rate goals are set such that subgroups with the lowest baseline rates are required to increase their graduation rates more than subgroups with higher baseline rates. The All student group, 4-year graduation rate goal of 84% reflects the State’s goal of being the fastest improving state in the nation and as such provides the rate against which other subgroup rates are determined. Similarly, the 5-year graduation rate goal is 86% for the All student group with other subgroup goals established accordingly.

4-Year ACGR		Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
HS	Asian	87.9%	88.3%	88.6%	89.0%	89.3%	89.7%	90.0%
	Caucasian	79.9%	81.4%	82.9%	84.4%	86.0%	87.5%	89.0%
	Multi-race	76.8%	78.5%	80.2%	81.9%	83.6%	85.3%	87.0%
	Pacific Islander	75.9%	77.6%	79.3%	81.0%	82.6%	84.3%	86.0%
	All	73.6%	75.3%	77.0%	78.8%	80.5%	82.3%	84.0%
	Hispanic	69.7%	71.8%	73.8%	75.9%	77.9%	80.0%	82.0%
	FRL	66.7%	69.1%	71.5%	73.9%	76.2%	78.6%	81.0%
	Native American	64.7%	67.3%	69.8%	72.4%	74.9%	77.5%	80.0%
	Black	56.5%	59.6%	62.7%	65.8%	68.8%	71.9%	75.0%
	EL (Current + Former)	42.6%	47.2%	51.7%	56.3%	60.9%	65.4%	70.0%
	IEP	29.3%	34.4%	39.5%	44.6%	49.8%	54.9%	60.0%

5-Year ACGR		Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
HS	Asian	85.5%	86.4%	87.4%	88.3%	89.2%	90.1%	91.1%	92.0%
	Caucasian	78.3%	80.1%	82.0%	83.8%	85.6%	87.4%	89.2%	91.0%
	Multi-race	77.6%	79.2%	80.9%	82.5%	84.1%	85.7%	87.4%	89.0%
	Pacific Islander	76.1%	77.8%	79.5%	81.2%	82.9%	84.6%	86.3%	88.0%
	All	72.0%	74.0%	76.0%	78.0%	80.0%	82.0%	84.0%	86.0%
	Hispanic	64.2%	67.1%	69.9%	72.7%	75.5%	78.4%	81.2%	84.0%
	FRL	65.9%	68.3%	70.8%	73.2%	75.7%	78.1%	80.6%	83.0%
	Native American	52.9%	57.1%	61.2%	65.4%	69.5%	73.7%	77.8%	82.0%
	Black	56.5%	59.4%	62.3%	65.3%	68.2%	71.1%	74.1%	77.0%
	EL (Current + Former)	31.7%	37.4%	43.2%	48.9%	54.7%	60.5%	66.2%	72.0%
	IEP	29.1%	33.8%	38.5%	43.2%	47.9%	52.6%	57.3%	62.0%