

**Nevada Department of Education**

# **2018 Nevada School Performance Framework Procedures Manual**

**2017-2018 School Year**

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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-determined indicators of school quality or student success; and
- 95% assessment participation rate.

In keeping with ESSA requirements, Nevada Revised Statute (NRS) requires the statewide accountability system to include a method to rate each public school on the school’s performance in meeting achievement and performance targets established by the statewide accountability system on an annual basis. Determinations and ratings for all schools in the State must be published on the Nevada Department of Education website on, or before, September 15 based on the school’s performance during the preceding school year. Preliminary ratings are issued to districts for review by August 15. Final NSPF 2018 school ratings will be issued on September 14, 2018 based on schools’ performance in all measures in the 2017-2018 school year, with the exception of Graduation rates which are lagged data and are based on the 2016-2017 graduating class.

## Stakeholder Engagement

The design and operation of the system described in this document is the result of years of stakeholder engagement. Stakeholder groups generally consisted of the Policy Advisory Group (PAG) and the Technical Advisory Group (TAG). Membership of these groups is broad including, teachers and other licensed personnel, principals, parents, policy advocates, minority advocates, and district accountability professionals. These groups 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 (NDE) 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 encompassed over two years of input has been instrumental in producing a Nevada School Performance Framework that reflects the values of Nevada.

Additional information on the NSPF is available at [Youtube](#)

## **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; therefore, 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 with an Individualized Education Program (IEP), students who are English Learners (EL) and are receiving English language support or who have exited from an English language support program within the most recent four years, and students who are Economically Disadvantaged (ED). Students who are economically disadvantaged are those who meet the criteria to receive free or reduced-price lunch (FRL) through the National School Lunch Program. A school within an LEA that has a minimum of 40% of students identified who are directly certified or categorically eligible for free or reduced-price lunch may be eligible for school lunch funding under the Community Eligible Provision (CEP). The total student population (100%) in CEP schools is identified as Economically Disadvantaged. Schools with greater than or equal to 80% of students identified as eligible for FRL may be identified as Provision II schools and will also have 100% of the student population identified as ED.

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

### **Minimum N-Size**

The minimum number (n-size) of student records required for calculation in each measure of the NSPF is ten (10). This number was chosen during the development of Nevada's ESEA waiver. The decision for this n-size was made because it enables the SEA to include more schools in the accountability analysis than were included prior to the reauthorization of the ESEA, provides sufficient protection from identifying individual students, and can be used to determine statistically reliable measures in the accountability system. 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.



The ESSA also requires that performance on each Measure be reported for the ten (10) subgroups identified in the Data Disaggregation section above. The minimum n-size of ten (10) is also applied when reporting performance for individual subgroups to ensure individual students cannot be identified.

Under School Support and Improvement, the designation of schools as Targeted Support and Improvement (TSI) schools requires a minimum n-size of twenty-five (25) for each subgroup. Additional information regarding the designation of schools as TSI is including in the School Support and Improvement section of this document.

Minimum Number of Student Records Required:

Performance Reporting by Indicator	Performance Reporting by Subgroup	School Designation - TSI Subgroup
10	10	25

### **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. 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 an elementary school earns a pooled proficiency rate of 55.99. This rate associates with 17 points according to the attribution table (page 37). If the SEA rounds this value to the nearest tenth for reporting, the rate would be displayed as 56.0 and an inspection of the point attribution table would suggest that the school would be awarded 18 points. However, the school would still only earn 17 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. Students meeting this condition are coded as YIS=1. This coding is necessary for a student’s assessment results on the SEA’s federally approved assessments to be included in the accountability calculations.

### **Year-in-District (YID)**

For Accountability purposes, YID is defined as the period of time between validation day (typically October 1<sup>st</sup>) through the first day of the testing window. The first day of the testing window varies by state assessment. YID is credited for any student that meets the criteria for continuous enrollment in one or more schools under the jurisdiction of the District during the period between validation date and the first day of the testing window.

## New-in-Country (NIC)

For accountability purposes, NIC means a student is an immigrant, is an English Learner (EL), and the first date of entry into the US is within one year of the date of enrollment in the school. The student will retain NIC status for one year from the date of entry in the U.S (NIC = 1).

The definition of immigrant, for accountability purposes under NSPF, differs in timeline requirements from the criteria required for participation in the Immigrate Program. The 1-year timeline established for NSPF reflects the requirements for inclusion of the student's results in accountability reporting. The following sections of the definition of immigrant remain consistent:

- Are aged 3 through 21
- Were not born in any state - "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.

Districts and schools will assess and report Mathematics and ELA results for NIC English learners. However, results will not be included in accountability measures for the first year of enrollment. Growth measures will be included in the second year of enrollment and proficiency on assessments will be included in the third year and each succeeding year of enrollment.

## Nevada School Performance Indicators and Weights—Overview

### Academic Achievement—Student Proficiency

Student Proficiency is the measure used to determine student academic achievement. 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 and 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. 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 two consecutive test scores and so are determined for grades four through eight. Since there are too few students who participate in the Nevada Alternate Assessment (NAA), growth is not calculated for this assessment. Growth will not be determined for high schools and thus 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; therefore, the AGP 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 school accountability.

Growth is measured based on CRT Results for Mathematics and ELA for Elementary and Middle Schools. Growth for English learners, as indicated below, is included for all three school levels (Elementary, Middle and High 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 at all three school levels. The student's initial English proficiency level is established based on ACCESS results in the first year of identification as an English learner. Levels range from one (1) to six (6). English learners are assessed annually to determine progress toward attaining English proficiency. Based on the student's entry level, "adequate" growth is the amount of improvement needed to earn a composite score of at least 4.5 within 5 years.

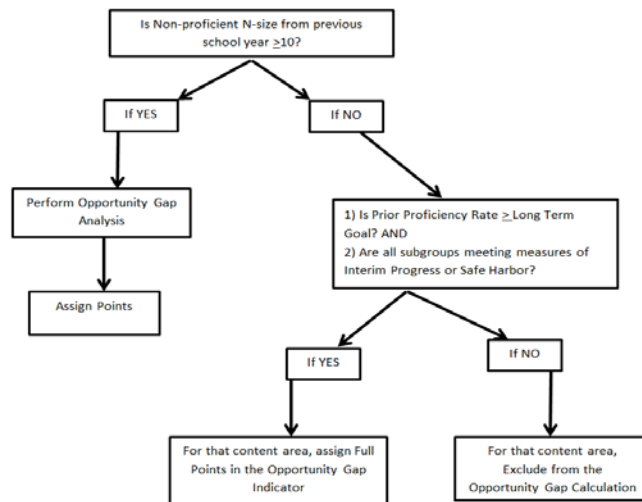
The percentage of students meeting their Adequate Growth Percentile (AGP) will be the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the ACCESS data are set to five years or by the twelfth grade; therefore, a student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first.

### **Closing the Opportunity Gap**

Opportunity gaps will be measured for elementary and middle schools and help determine 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. Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year.

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-proficient 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 Mathematics). The term “Long Term Goal” in the decision tree refers to the State’s Goal for 2022 for the content area.



## Student Engagement

Student Engagement includes a total of four (4) measures that vary across school levels. The Chronic Absenteeism Measure applies to all three (3) school levels (Elementary, Middle, and High). In addition to the Chronic Absenteeism Measure, Middle School Measures include NAC 389.445 Credit Requirements for promotion to ninth grade and Academic Learning Plans. High School Measures include Ninth Grade Credit Sufficiency along with Chronic Absenteeism.

## Chronic Absenteeism

Research shows that reducing chronic absenteeism is critical to improving student achievement. 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 that have been enrolled at the school for 10 days or more are included in the Chronic

Absenteeism school rate. The methodology for determining school ratings for chronic absenteeism has been aligned with nationally recognized definitions of levels of chronic absenteeism for 2017-2018. Schools demonstrating improvement of at least ten percent, or more, over the prior year’s performance will earn a maximum of an additional 0.5 (high schools) to 1 point (elementary schools) up to the total possible points for the Measure. The total possible points for the Measure are 5 points for high schools and 10 points for elementary/middle schools.

The following table provides an example of how points earned for at least a 10% (or more) reduction in chronic absenteeism would be applied for an elementary or middle school.

School 2017 CA Rate (%)	2018 CA rate (%) Needed for at Least a 10% Reduction over 2017 CA Rate	Actual 2018 CA Rate (%)	NSPF 2018 Points for 2018 CA Rate	Extra Point Earned	Total Points Earned
5	4.50	3.00	10	0*	10
5.5	4.95	4.95	10	0*	10
19	17.10	16.00	4	1	5
20	18.00	18.99	3	0	3
40	36.00	30.00	0	1	1

\* School met improvement standard but was already at maximum points possible for the Measure

### Academic Learning Plans

The Academic Learning Plan Measure records the percent of all middle school students enrolled at the end of the school year that have academic learning plans. Nevada Revised Statute (NRS) 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.

### Nevada Administrative Code (NAC) 389.445 Credit Requirements

The NAC 389.445 outlines the required units a student must complete in order to be promoted to high school. This Measure identifies the percent of all grade eight students enrolled at the end of the school year that have sufficient credits for promotion to high school. Specific criteria for credit requirements are included in the Middle School Model section of this document.

### Ninth Grade Credit Sufficiency

The Ninth Grade Credit Sufficiency Measure highlights the number of grade nine students meeting Nevada Administrative Code (NAC) 389.659 requirements for promotion to the tenth grade. This measure applies to students enrolled at the end of the school year and identifies the percent of ninth grade students with at least five credits at the end of the regular school year (i.e. not during summer school after the end of the ninth grader’s school year). Specific criteria for credit sufficiency are included in the High School Model section of this document.

### 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 final disaggregated rates published in December. Because these dates are past the statutorily 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 includes the following measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and Advanced Diploma. The Post-Secondary Preparation and Completion Measures include Advanced Placement (AP), Dual Credit/Dual Enrollment, International Baccalaureate, and Career and Technical Education. These measures represents students enrolled at the end of the school year and whose Original Year of Graduation (OYOG) is school year 2017-2018.

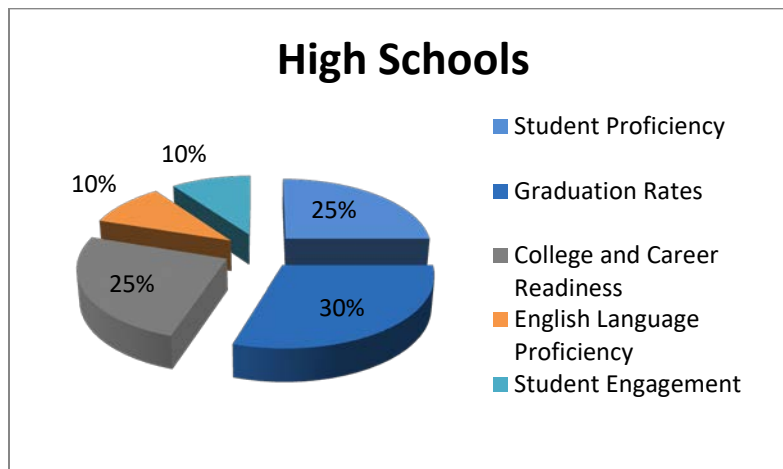
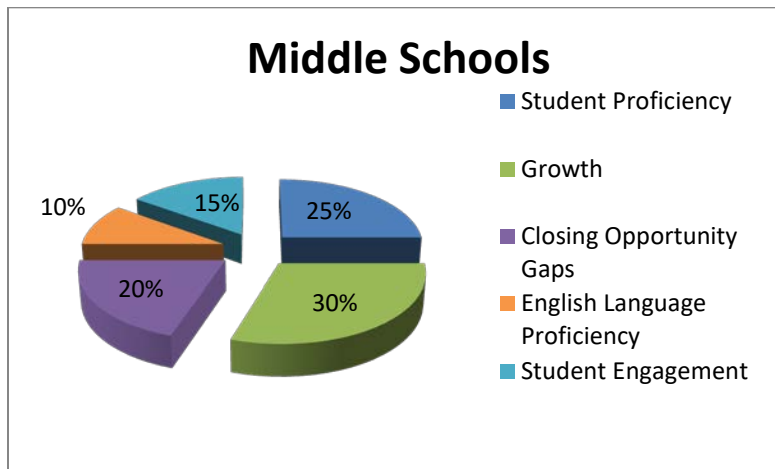
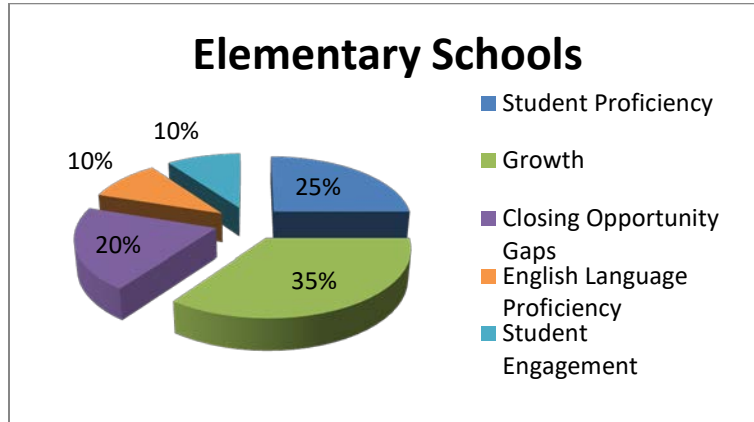
The Advanced Diploma Measure represents the percent of students in the 2016-2017 graduating class who received an Advanced Diploma (this data is lagged as noted in the Graduation Rate section above). Please refer to Appendix G for further definitions on each of these measures.

### **Climate Survey**

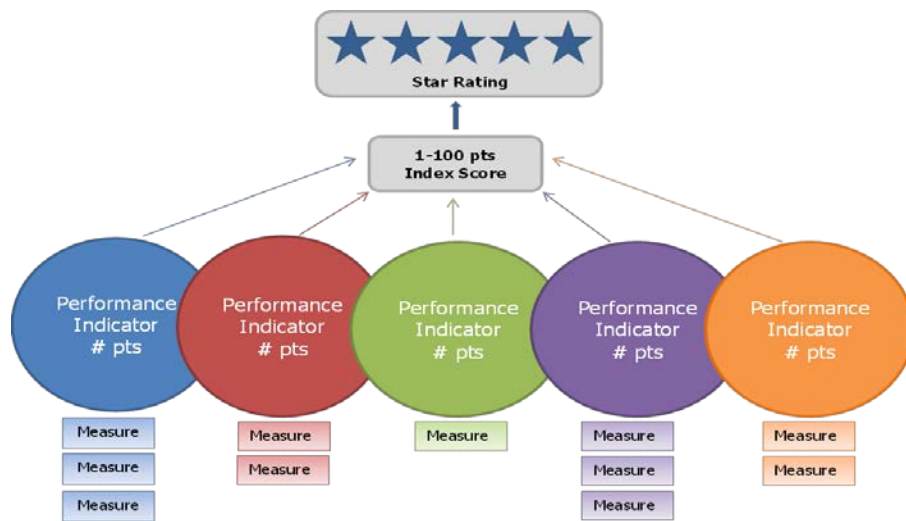
The Climate Survey Participation Measure is included in the Nevada Accountability System as a bonus. Schools meeting or exceeding the state's participation threshold will receive up to two bonus points. Although most districts have opted to administer the State Climate Survey, there are some districts administering a district climate survey closely aligned with the State Climate Survey. Grade levels included in the administration of a climate survey vary by district. The NSPF 2019 school ratings will not include this bonus point measure.

## Indicator Weights

The weight of each Indicator reflects the values expressed during multiple stakeholder engagements. Substantial weight was assigned to each of the Academic Achievement, Progress, Growth, English Language Proficiency, and Graduation Rate Indicators.



# Nevada School Performance Framework (NSPF) Rating System



In accordance with the federal education law, Nevada will 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 continue to use this approach to increase the number of rated schools until all schools are rated. Because the Fall of 2017 was the 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 September 2019. In the meanwhile, student achievement data will be made available to the local education agencies and where there are a sufficient number of records 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 the state.

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 by the school in each indicator and dividing by the total points possible. The Nevada Department of Education’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.

Further elaboration on how star ratings are calculated can be found at [Youtube](#)

## 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 all of the following indicators and/or measures: Student Achievement (Pooled Proficiency), Growth (Mathematics and ELA MGP, Mathematics and ELA AGP). In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in all of the following indicators and/or measures: Academic Achievement and Graduation (4-year ACGR). A school that does not meet the minimum n-size requirements will receive a “Not Rated” classification. Schools that have not received a rating will be identified annually and will be rated by pooling the student records over a number of years when n-size sufficiency can be achieved.

Adjusted ratings are computed for schools missing some of the non-required maximums. For example, schools with an insufficient number of English learners needed to determine the English Language Proficiency Assessment (ELPA) measure (10 points possible) 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 missing points for the ELPA indicator, the school rating will be determined as a percentage of points earned out of 90 total possible points. Assuming the school earned a total of 88 index points, the calculation would be 88 divided by 90 multiplied by 100, giving the school an adjusted rating of 97.7 ( $88/90*100=97.7$ ).

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. There are two exceptions which are related to the climate survey and the ability for schools to earn additional credit for reduction in the rate of chronic absenteeism. For the NSPF 2018 ratings, schools at all levels with a school climate survey participation rate of at least 75% will earn 2 bonus points; all other schools will earn zero bonus points. The NSPF school ratings for 2019 will not include this bonus point measure. In addition, schools demonstrating improvement of at least ten percent, or more, over the prior year’s performance will earn a maximum of an additional 0.5 (high schools) to 1 point (elementary schools) up to the total possible points for the Measure. The total possible points for the Measure are 5 points for high schools and 10 points for elementary/middle schools.

Schools not meeting the requirement for at least 95% student participation in the State Assessment for as at least two consecutive years will have points deducted from the Academic Achievement Indicator. This applies to both the “all-student” population and individual subgroups. More specific information about participation point deduction is included in the “95% Participation” section (pages 18-19) of this document.

### **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 were assigned to elementary and middle schools in December 2017. High schools did not receive an NSPF star rating for the 2016-2017 school year. All schools, including high schools, will receive an NSPF star rating for the 2017-2018 school year in September 2018.

The index cuts for NSPF star rating that will be applied in September 2018 are as follows:

### NSPF 2017-2018 Elementary School Star Ranges

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

### NSPF 2017-2018 Middle School Star Ranges

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

### NSPF 2017-2018 High School Star Ranges

★	> 0 and < 27
★ ★	≥ 27 and < 50
★ ★ ★	≥ 50 and < 70
★ ★ ★ ★	≥ 70 and < 82
★ ★ ★ ★ ★	≥ 82 and ≤ 102

An example of the process for designating a 4-Star school is available at [Youtube](#)

### Conjunctive Reporting Components

All NSPF Measures will be disaggregated for the seven race/ethnicity subgroups and for the three special populations and will serve as conjunctive, designation triggers. Measures of student performance not directly associated with index scoring are included in the school accountability model through the school designation process. Proficiency values for all measures are reported for the seven race/ethnicity subgroups and for the three special populations as well as the reduction in the percentage of students from the three special populations who were not proficient on the previous year's rate compared to the current year's rate.

Subgroup performance expectations can be accomplished by meeting the proficiency or graduation achievement target or by reducing the percent of non-proficient or non-graduation students from the previous year by at least 10%. This analysis is used to determine school designations and to meet federal reporting requirements. The School Supports and Improvement section of this document provides more detailed information on how subgroup performance impacts the determination of school designations. Appendix D also provides information regarding star rating thresholds for certain school designation categories.

Example Calculation for Middle School Mathematics:

<b>Subgroup</b>	<b>2017 Achievement Target</b>	<b>2017 Math Proficiency</b>	<b>2018 Achievement Target</b>	<b>2018 Math Proficiency</b>	<b>Met Target</b>	<b>Reduced Non-Proficient</b>
<i>American Indian/Alaska Native</i>	**	**	24.6%	**	**	**
<i>Asian</i>	54.1%	55%	56.4%	58%	Yes	N/A
<i>Black/African American</i>	15.2%	16%	19.5%	16%	No	No
<i>Hispanic/Latino</i>	21.6%	20%	25.5%	20%	No	No
<i>Pacific Islander</i>	**	**	33.6%	**	**	**
<i>Two or More Races</i>	34.2%	35%	37.5%	**	**	**
<i>White/Caucasian</i>	41.4%	45%	44.4%	47%	Yes	N/A
<i>IEP</i>	9.8%	9%	14.3%	8%	No	No
<i>ED</i>	21.5%	26%	25.5%	28%	Yes	N/A
<i>EL</i>	11.6%	10%	16.0%	15%	No	Yes

\*\* Fewer than 10 students in this subgroup

Elementary and middle school reported proficiency rates and reductions of non-proficient students will reflect the ten subgroups in the example above. High school achievement gaps will be determined using graduation and proficiency rates and will also be reflected for 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 (ELA) assessments. While the SEA will determine and report on science participation, these rates will not impact a school’s rating. Given the requirement to measure ELA and Mathematics participation for all students and each of the ten subgroups (see table above) over two content areas, there will be 22 distinct participation measures (11 ELA and 11 Mathematics) determined for each school. Schools must meet participation requirements for all measures.

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.

## **Participation Warning**

Schools failing to meet the overall and subgroup participation rate of 95 percent and failing to meet the 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. No points are deducted for a participation warning.

## **Participation Penalty**

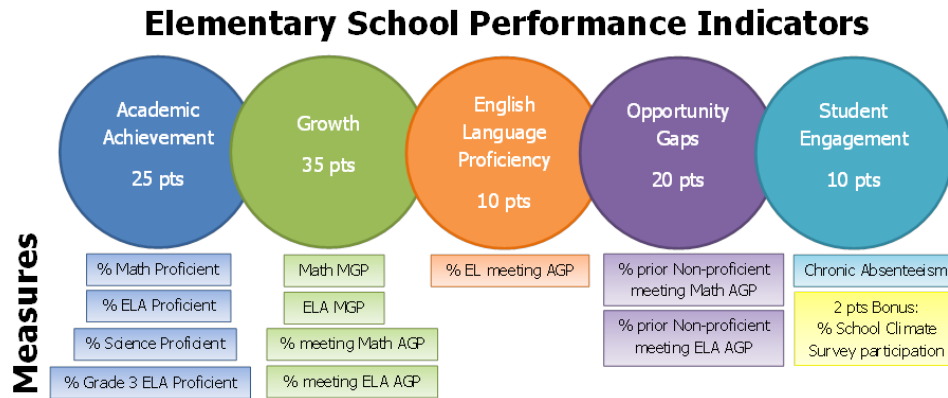
If the school fails to meet overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Academic Achievement Indicator will be reduced by 9 index points, up to the maximum possible points for the Indicator, and the NSPF school report will prominently display the “Participation Penalty” designation with the school index score and Star Rating. The subgroup(s) identified as not meeting the 95% requirement in the year the Participation Penalty is determined do not have to be the same subgroup identified in the previous year.

## **Continuing Participation Penalty**

If a school fails to meet the overall and subgroup participation rate of 95 percent and fails to meet the 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 Academic Achievement indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the school is determined to have a Continuing Participation Penalty do not have to be the same subgroup identified in the previous years.

# Nevada School Performance Framework - School Level Specifics

## Elementary School Model



### Academic Achievement—Student Proficiency

Student Proficiency for elementary schools will be determined by the state administered Criterion Referenced Tests (CRT) in Mathematics, English Language Arts (ELA), Science, and Early Literacy. The state CRT in Mathematics and ELA are administered to grades three through eight; therefore, 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, eighth and tenth grades. Finally, in support of Nevada’s Read-By-Grade-Three legislation, Academic Achievement for elementary schools include an additional measure of 3<sup>rd</sup> grade ELA proficiency. For most Nevada elementary schools, performance status rates will consist of three or four grade levels of Mathematics and ELA performance, and one grade level of Science performance.

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Mathematics are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven. Due to delay in final calculations, the NAA results will not be available in time to meet the NSPF 2018 accountability reporting deadline.

Elementary school status rates are determined by content area (Mathematics, ELA, and science) and include all students who take the State assessment (CRT and NAA). The total 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 represents the percent of students testing in the proficient range and 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 may receive a rate.

Science results will be pooled with ELA and Mathematics 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 in science with approximately one-third the number of students who take ELA and Mathematics. 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 the maximum of 5% was determined.

Example Calculation of Pooled Average:

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

The 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:

<b>Read by Grade 3</b>	<b>CRT ELA Assessment</b>
Number of Students at or above the passing score	200
Number of valid test participants	320
Percent above cut	62.5%

The school’s accountability report on Academic Achievement will include additional information. For example, proficiency rates will be disaggregated by subgroup and the subgroup rates will be compared to district levels and the subgroup’s Measures of Interim Progress (MIP) targets. No points are attached to this reporting; however, low performance by subgroups can impact the school’s rating and/or designation for school support.

## 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.

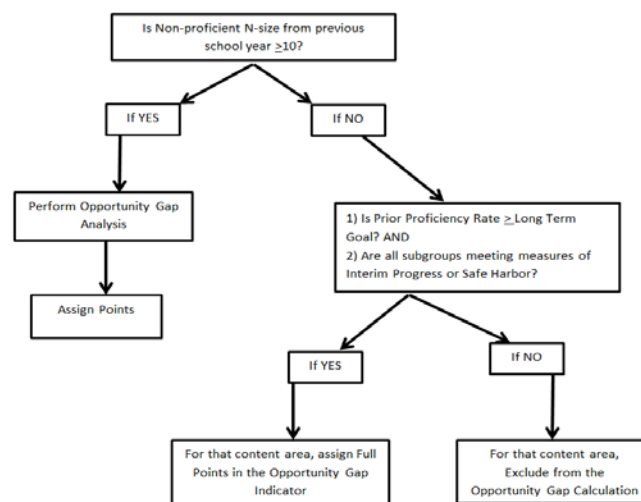
For each school, the median SGP for Mathematics and ELA are computed for all students for whom a growth calculation can be made. Similarly, the percent of students who meet their AGP target for each content area are determined for each school.

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

## Closing Opportunity Gaps

Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year. This rate can be determined for elementary 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-proficient 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 Mathematics). The term “Long Term Goal” in the decision tree refers to the State’s Goal for 2022 for the content area.



The opportunity gap indicator for elementary 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 student's initial English proficiency level is established based on ACCESS results in the first year of identification as an English learner. Levels range from one (1) to six (6). English learners are assessed annually to determine progress toward attaining English proficiency. 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; therefore, a student who meets their AGP target has a score history that predicts he/she will earn a composite score of at least 4.5 within 5 years.

## Student Engagement

The measure for the Student Engagement Indicator for elementary schools is Chronic Absenteeism.

Research shows that reducing chronic absenteeism is critical to improving student achievement. 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 or more days of school for any reason.

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

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 10 days or more at the school—This equals the number of days enrolled multiplied 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 10 days or more at the school at the end of the school year.
- c) An elementary school that reduces the rate of chronic absenteeism by at least 10%, or more, over the previous year's performance will earn a maximum of one (1) additional point, up to the total possible points. The total number of points possible for elementary schools for this Measure is 10.

## Climate Survey Participation

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 2017-2018 school year, the participation threshold is 75%. The NSPF 2019 school ratings will not include bonus point for the Climate Survey Participation measure.



## Elementary School Indicator and Weights Summary

	Points per Measure	Total Points Possible
Academic Achievement		25
Mathematics, ELA and Science (Pooled Proficiency)	20	
Read-by-3 ELA Proficiency	5	
Growth		35
SPG Math	10	
SGP ELA	10	
AGP Math	7.5	
AGP ELA	7.5	
English Language Proficiency		10
AGP WIDA	10	
Opportunity Gap		20
AGP Math	10	
AGP ELA	10	
Student Engagement		10
Chronic Absenteeism	10	
Climate Survey Bonus		2

Additional information regarding NSPF Elementary School Indicators is available at [Youtube](#)

## Elementary School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure. Data for the Academic Achievement Indicator measures for ELA and Mathematics are collected through the administration of the Summative Assessment by Smarter Balanced (SBAC) and the Nevada Alternate Assessment (NAA). The results of this assessment are also utilized to determine the school's status on Growth and Opportunity Gap. Proficiency for students who are English Learners is determined based on the WIDA Assessment.

### ES Academic Achievement (Pooled Proficiency)

Measure	Measured by:	Grade Levels	Pre ID Date**	Administration Dates	Student-Level Data Available to LEAs	Data Validation
Mathematics and English Language Arts (ELA)	Student performance on SBAC and NAA	3 – 6*	SBAC - February 1, 2018; NAA – December 1, 2017	SBAC – February 22- May 23; NAA – February 27 - May 23	July 30	Conducted During the Assessment Window Through e-Direct
Science	Nevada Science Assessment and NAA	5	SBAC - February 1, 2018; NAA – December 1, 2017	Science – February 28- May 23; NAA – February 27 - May 23	July 30	Conducted During the Assessment Window Through e-Direct
Read-by-3	Student performance on SBAC ELA and NAA	3	SBAC - February 1, 2018; NAA – December 1, 2017	SBAC – February 22- May 23; NAA – February 27 - May 23	July 30	Conducted During the Assessment Window Through e-Direct

\* Elementary school grade configurations vary across Nevada schools

\*\*The Pre-ID date is the date the NDE Accountability Office loads student information into the assessment systems. This student information is based on the data entered into the student information system by the LEA based on October 1<sup>st</sup> enrollment (Validation Date).

### ES Growth

Measure	Measured by:	Grade Levels	Student-Level Data Available to LEAs	Data Validation
SPG Math and ELA	Median Student Growth Percentile on SBAC Results	4 – 6	August 1	Conducted During the Assessment Window Through e-Direct
AGP Math and ELA	SBAC Results - % of students meeting AGP	4 – 6	August 1	Conducted During the Assessment Window Through e-Direct

**ES English Language Proficiency – Students Identified as English Learners**

Measure	Measured by:	Grade Levels	Pre ID Date*	Administration Dates	Student-Level Data Available to LEAs	Data Validation
ELPA	WIDA - % of students meeting AGP	1 – 6	October 31, 2017	January 22 – March 2	August 1	By LEA During Testing in DVSL

**ES Opportunity Gap**

Measure	Measured by:	Grad Levels	Student-Level Data Available to LEAs	Data Validation
AGP Math and AGP ELA	SBAC Results - % of students needing improvement in previous year meeting AGP for current year	4-6	August 1	Conducted During the Assessment Window Through e-Direct

**ES Student Engagement**

Student Engagement is measured using data submitted by the Local Education Agency (LEA) per File Specifications provided by NDE. These specifications are included in Appendix G. Data validation is conducted by the LEA prior to submission.

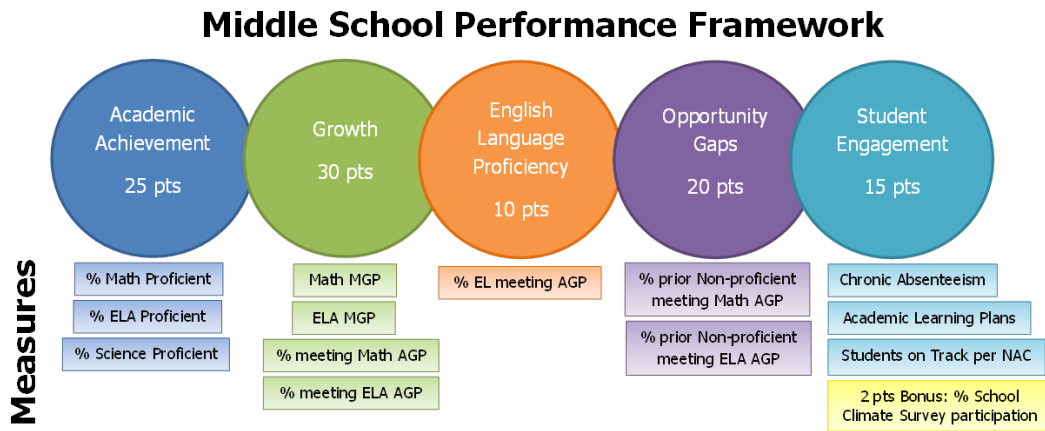
Measure	Measured By	Grades	LEA Data Submission
Chronic Absenteeism	LEA Reported Data per NDE Specs	K - 6	June 1 – 30, 2018

**ES Climate Survey Participation**

Climate survey participation data are collected through administration of the State School Climate Survey and reported through the NDE Office of Safe and Respectful Learning Environment. The grade levels and timelines for administration vary by LEA and/or school.



## Middle School Model



### Academic Performance—Student Proficiency

Student proficiency for middle schools will be determined by the state administered Criterion Referenced Tests (CRT) in Mathematics, English Language Arts (ELA) and Science. The state CRTs in Mathematics and ELA are administered to grades three through eight; therefore, 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, eighth, and tenth grades.

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Math are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven. Due to delay in final calculations, the NAA results will not be available in time to meet the NSPF 2018 accountability reporting deadline.

Middle school status rates are determined by content area (Mathematics, ELA, and science) and include all students who take the State assessment (CRT and 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 represents the percent of students testing in the proficient range and 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 may receive a rate.

Science results will be pooled with ELA and Mathematics 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 Mathematics. 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 the maximum of 5% was determined. Middle school students will participate in Science Assessment in grade eight.

Example Calculation of Pooled Average:

	Mathematics CRT	ELA CRT	Science CRT	Pooled Totals/Average
<i>Number of students at or above the passing score</i>	267	301	104	672
<i>Number of valid test participants</i>	315	314	136	765
<i>Percent Above Cut</i>	84.8%	95.9%	76.5%	87.8%

The school’s accountability report on Academic Achievement will include additional information. For example, proficiency rates will be disaggregated by subgroup and the subgroup rates will be compared to District levels and the subgroup’s Measures of Interim Progress (MIP) targets. No points are attached to this reporting; however, low performance by subgroups may impact the school’s designation for school support.

## Growth

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 in two or three grade levels of student growth data.

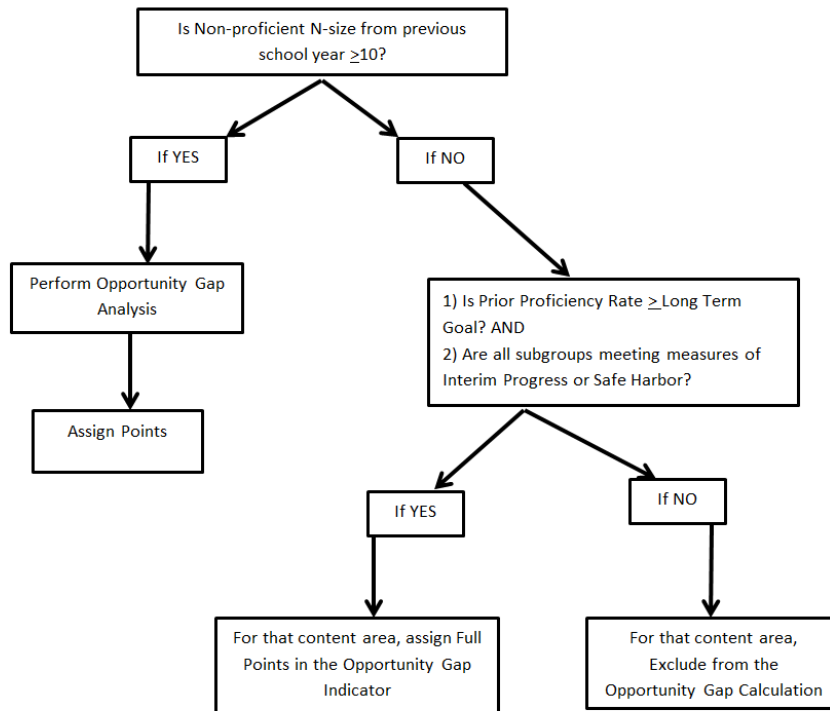
The median SGP for Mathematics and ELA are computed for all students for whom a growth calculation can be made are determined for each school. Similarly, the percentages of students who meet their AGP for each content area are determined for each school.

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

## Closing Opportunity Gaps

Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) 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 middle 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 Mathematics). The term “Long Term Goal” in the decision tree refers to the State’s Goal for 2022 for the content area.



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 student’s initial English proficiency level is established based on ACCESS results in the first year of identification as an English learner. Levels range from one (1) to six (6). English learners are assessed annually to determine progress toward attaining English proficiency. 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; therefore, a student who meets their AGP target has a score history that predicts they will earn a composite score of at least 4.5 within five years or by the twelfth grade, whichever comes first.

## Student Engagement

The Student engagement Indicator at the middle school level is a measure of high school readiness. This indicator includes three measures—NAC 389.445 credit requirements; NRS 388.165 Academic Learning Plans; and Chronic Absenteeism.

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 requirements for promotion to high school.

## Middle School Matriculation

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.

## Academic Learning Plans

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 an academic learning plan.

## Chronic Absenteeism

Research shows that reducing chronic absenteeism is critical to improving student achievement. 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 18 or more days of school for any reason.

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



- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 10 days or more at the school—This equals the number of days enrolled multiplied 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 10 days or more at the school at the end of the school year.
- c) A middle school that reduces the rate of chronic absenteeism by at least 10%, or more, over the previous year’s performance will earn a maximum one (1) additional index point, up to the maximum points possible. The total number of points possible for middle schools for this Measure is 10.

### Climate Survey Participation

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 NSPF 2018 accountability year, the participation threshold is 75%. The school ratings for the NSPF 2019 accountability year will not include the Climate Survey Participation measure.

### Middle School Indicator and Weights Summary

	Points per Measure	Total Points Possible
<b>Academic Achievement</b>		<b>25</b>
Math CRT	10	
ELA CRT	10	
Science CRT	5	
(Pooled Proficiency)		
<b>Growth</b>		<b>30</b>
Math CRT MPG	10	
ELA CRT MPG	10	
Math CRT AGP	5	
ELA CRT AGP	5	
<b>English Language Proficiency</b>		<b>10</b>
AGP WIDA	10	
<b>Opportunity Gap</b>		<b>20</b>
Math CRT AGP	10	
ELA CRT AGP	10	
<b>Student Engagement</b>		<b>15</b>
Chronic Absenteeism	10	
NAC 389.445 Credit Requirements	3	
Academic Learning Plans	2	
<b>Climate Survey Bonus</b>		<b>2</b>

Additional information regarding NSPF Middle School Indicators is available at [Youtube](#)

## Middle School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure. Data for the Academic Achievement Indicator measures for ELA and Mathematics are collected through the administration of the Summative Assessment by Smarter Balanced (SBAC) and the Nevada Alternate Assessment (NAA). The results of this assessment are also utilized to determine the school's status on Growth and Opportunity Gap. Proficiency for students who are English Learners is determined based on the WIDA Assessment.

### MS Academic Achievement (Pooled Proficiency)

Measure	Measured By	Grade Levels	Pre ID Date**	Administration Dates	Student-Level Data Available to LEAs	Data Validation
Mathematics and English Language Arts (ELA)	SBAC and NAA	6 - 8*	NAA – December 1, 2017 SBAC - February 1, 2018	SBAC – February 22- May 23; NAA – February 27 - May 23	July 30	Conducted During the Assessment Window Through e-Direct
Science	Nevada Science Assessment and NAA	8	NAA – December 1, 2017 SBAC - February 1, 2018	Science – February 28-May 23; NAA – February 27 - May 23	July 30	Conducted During the Assessment Window Through e-Direct

\* Middle school grade configurations vary across Nevada schools

\*\* The Pre-ID date is the date the NDE Accountability Office loads student information into the assessment systems. This student information is based on the data entered into the student information system by the LEA based on October 1 enrollment (Validation date).

### MS Growth

Measure	Measured by:	Grade Levels	Student-Level Data Available to LEAs	Data Validation
SPG Math	Median Student Growth Percentile on SBAC Results	6-8	August 1	Conducted During the Assessment Window Through e-Direct
SGP ELA	Median Student Growth Percentile on SBAC Results	6-8	August 1	Conducted During the Assessment Window Through e-Direct
AGP Math	SBAC Results - % of students meeting AGP	6-8	August 1	Conducted During the Assessment Window Through e-Direct
AGP ELA	SBAC Results - % of students meeting AGP	6-8	August 1	Conducted During the Assessment Window Through e-Direct

### MS English Language Proficiency – Students Identified as English Learners

Measure	Measured by:	Grade Levels	Pre ID Date*	Administration Dates	Student-Level Data Available to LEAs	Data Validation
ELPA	WIDA - % of students meeting AGP	6-8	October 31, 2017	January 22 – March 2	August 1	By LEA During Testing in DVSL

### MS Opportunity Gap

Measure	Measured by:	Grad Levels	Student-Level Data Available to LEAs	Data Validation
AGP Math and AGP ELA	SBAC Results - % of students needing improvement in previous year meeting AGP for current year	6-8	August 1	Conducted During the Assessment Window Through e-Direct

### MS Student Engagement

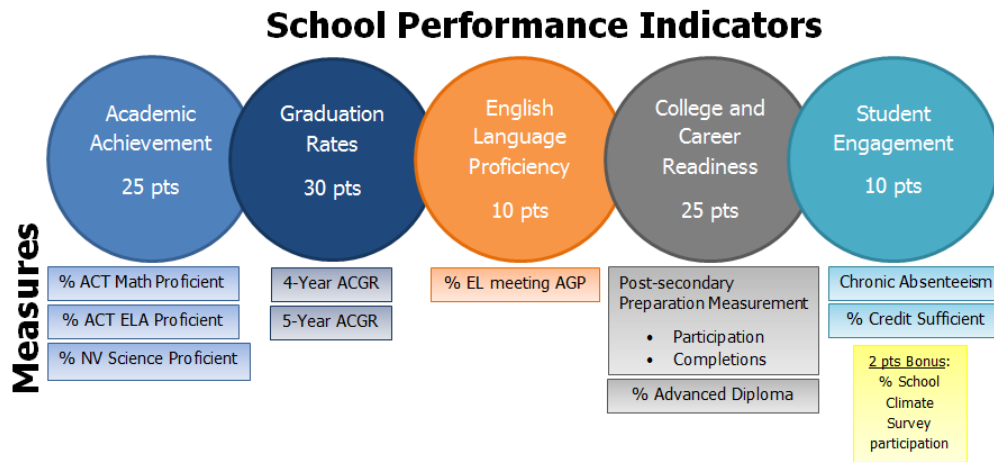
Student Engagement is measured using data submitted by the Local Education Agency (LEA) per File Specifications provided by NDE. These specifications are included in Appendix G. Data validation is conducted by the LEA prior to submission.

Measure	Measured By	Grades	LEA Data Submission
NAC 389.445 Credit Requirements	LEA Reported Data per NDE Specs	8	June 1 – 30, 2018
Academic Learning Plans	LEA Reported Data per NDE Specs	6-8	June 1 – 30, 2018
Chronic Absenteeism	LEA Reported Data per NDE Specs	6-8	June 1 – 30, 2018

### MS Climate Survey Participation

Climate survey participation data are collected through administration of the State School Climate Survey and reported through the NDE Office of Safe and Respectful Learning Environment. The grade levels and timelines for administration vary by LEA and/or school.

## High School Model



### Academic Achievement—Student Proficiency

Student Proficiency for high schools will be determined through the state administered American College Test (ACT) subtest scores in Mathematics and ELA, and the Nevada High School Science Assessment.

Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Math are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven. Due to delay in final calculations, the NAA results will not be available in time to meet the 2017-2018 accountability reporting deadline.

Proficiency rates for high schools will be determined separately for Mathematics, ELA, and science and will be assigned points separately. A minimum of 10 student records in a content area is required in order to report on a school’s proficiency. The ACT Mathematics and ELA proficiency results will each contribute 10 points to the schools total index score and the Science results will contribute 5 points. Therefore the maximum number of points possible for the high school academic achievement indicator is 25 points.

Example Calculation:

	Points Possible	Percent Proficient	Points Earned
ACT Mathematics	10 pts	32.5%	6 pts
ACT ELA	10 pts	50.8%	7 pts
Nevada Science	5 pts	35.40%	3 pts
	25 pts	Total Points	16 pts

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; however, low performance by subgroups may impact the school's designation for school support.

## **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.

The maximum number of points possible for the Graduation Indicator is 30. The total number of points possible for the 4-year graduation rate is 25 and the total possible for the 5-year graduation rate is 5.

## **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 student's initial English proficiency level is established based on ACCESS results in the first year of identification as an English learner. Levels range from one (1) to six (6). English learners are assessed annually to determine progress toward attaining English proficiency. 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; therefore, a student who meets their AGP target has a score history that predicts they will earn a composite score of at least 4.5 within five years or by the twelfth grade, whichever comes first. The maximum number of points possible for this indicator is 10.

## **College and Career Readiness**

The College and Career Readiness Indicator for high schools consist of three measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and the percent of graduates earning an Advanced Diploma. Post-Secondary Preparation programs include Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment, and Career and Technical Education. The post-secondary preparation and completion measures each have a maximum of 10 points and the advanced diploma measure has a maximum of 5 points for a total of 25 points maximum for the indicator.

In the last legislative session, Assembly Bill (AB) 7 required the State Board of Education to develop high school diploma types and college and career readiness endorsements. This law is in effect for this accountability year and graduation cohorts will soon be awarded with these endorsement options. The sufficiency of available data on these diploma types and college and career readiness endorsements will be evaluated annually beginning with the graduating class of 2018 until such time as the NDE and the

stakeholder advisory groups deem it appropriate to include the rates of endorsement in the high school accountability system. Once this determination is made, these rates may replace the post-secondary preparation measures and the advanced diploma measure.

## **Student Engagement**

The Student Engagement Indicator for high school has two Measures—Chronic Absenteeism and 9<sup>th</sup> grade Credit Sufficiency.

### **Ninth 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. The numerator will consist of the number of ninth grade students with at least five credits at the end of the school year and the denominator will be the total number of ninth 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).

### **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 Kindergarten through Grade 12 using the following business rules:

- a) A 10% chronic absenteeism threshold will be calculated for each student with an enrollment of 10 days or more at the school—This equals the number of days enrolled multiplied 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 10 days or more at the school at the end of the school year.
- c) A high school that reduces the rate of chronic absenteeism by at least 10%, or more, over the previous year's performance will earn a maximum of one half (0.5) additional index point, up to the maximum points possible. The total number of points possible for high schools for this Measure is 5.

### **Climate Survey Participation**

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 NSPF 2018 accountability year, the participation threshold is 75%. The school ratings for the NSPF 2019 accountability year will not include the Climate Survey Participation measure.

## High School Indicator and Weights Summary

	Points per Measure	Total Points Possible
<b>Academic Achievement</b>		<b>25</b>
CCR Math	10	
CCR ELA	10	
High School Science	5	
<b>Graduation</b>		<b>30</b>
4-Year	25	
5-Year	5	
<b>English Language Proficiency</b>		<b>10</b>
AGP WIDA	10	
<b>College and Career Readiness</b>		<b>25</b>
Post-Secondary Preparation Participation	10	
Post-Secondary Preparation Completion	10	
Advanced Diploma	5	
<b>Student Engagement</b>		<b>10</b>
Chronic Absenteeism	5	
9 <sup>th</sup> Grade Credit Sufficiency	5	
<b>Climate Survey Bonus</b>		<b>2</b>

Additional information regarding NSPF High School Indicators is available at [Youtube](#)

## High School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure. Data for the Academic Achievement Indicator measures for ELA and Mathematics are collected through the administration of the American College Test (ACT) and the Nevada Alternate Assessment (NAA). Proficiency for students who are English Learners is determined based on the WIDA Assessment.

### HS Academic Achievement

Measure	Measured By	Grade Levels	Pre ID Date*	Administration Dates	Student-Level Data Available to LEAs	Data Validation
Mathematics and English Language Arts (ELA)	ACT and NAA	11	ACT - 11/20/17; NAA - 12/1/17	ACT- February 27; Make-up March 20; NAA – February 27 - May 23	July 30	DVSL During May
Science	Nevada High School Science and NAA	9 or 10	ACT - 3/26/18; NAA - 12/1/17	Science – February 28- May 23; NAA – February 27 - May 23	August 1	Conducted During the Assessment Window Through e-Direct

### HS English Language Proficiency – Students Identified as English Learners

Measure	Measured by:	Grade Levels	Pre ID Date*	Administration Dates	Student-Level Data Available to LEAs	Data Validation
ELPA	WIDA - % of students meeting AGP	9-12	October 31, 2017	January 22 – March 2	July	By LEA in DVSL

### HS Graduation

Measure	Measured by:	Grade Levels	Pre ID Date*	Administration Date	Student-Level Data Available to LEAs	Data Validation
4-Year Cohort	% of total students in the 4-year graduating class of 2016-2017 receiving a diploma**	12	Based on Year of 9th Grade	2016 – 2017 Graduation	December 2017	DVSL October - December
5-Year Cohort	% of students whose OYOG is 2015-2016 but received a diploma as part of the graduating class in 2016-2017	12	Based on Year of 9th Grade	2016 – 2017 Graduation	December 2017	DVSL October - December

\* The Pre-ID date is the date the NDE Accountability Office loads student information into the assessment systems. This student information is based on the data entered into the student information system by the LEA based on October 1 enrollment (Validation date).

\*\* Preliminary graduation rates are available 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.



### HS College and Career Readiness

College and Career Readiness and Student Engagement is measured using data submitted by the Local Education Agency (LEA) per File Specifications provided by NDE. These specifications are included in Appendix G. Data validation is conducted by the LEA prior to submission.

#### Post-Secondary Preparation Participation

Measure	Measured By	Grades	LEA Data Submission
Students who participated in Advanced Placement	LEA Reported Data per NDE Specs	12	July - August
Students who participated in International Baccalaureate	LEA Reported Data per NDE Specs	12	July - August
Students who participated in Dual Credit/Dual Enrollment	LEA Reported Data per NDE Specs	12	July - August
Students who participated in Career and Technical Education	LEA Reported Data per NDE Specs	12	July - August

#### Post-Secondary Preparation Completion

Measure	Measured By	Grades	LEA Data Submission
Students who <u>completed</u> Advanced Placement	LEA Reported Data per NDE Specs	12	July - August
Students who <u>completed</u> International Baccalaureate	LEA Reported Data per NDE Specs	12	July - August
Students who <u>completed</u> Dual Credit/Dual Enrollment	LEA Reported Data per NDE Specs	12	July - August
Students who <u>completed</u> Career and Technical Education	LEA Reported Data per NDE Specs	12	July - August

#### Advanced Diploma

Measure	Measured By	Grades	LEA Data Submission
% of total Students receiving an Advanced Diploma in 2016-2017 that were part of the <u>original cohort for 2016-2017*</u>	LEA Reported Data per NDE Specs	12	December 2018

*\* Preliminary graduation rates are available in October, with disaggregated rates determined in December. These dates are past the required state school accountability reporting date of September 15<sup>th</sup>; therefore, the cohort rates used for the Advanced Diploma Measure lags one year behind the other accountability indicators in the school rating system.*

#### HS Student Engagement

Measure	Measured By	Grades	LEA Data Submission
9th Grade Credit Sufficiency	LEA Reported Data per NDE Specs	9	June 1 – 30, 2018
Chronic Absenteeism	LEA Reported Data per NDE Specs	9-12	June 1 – 30, 2018

#### HS Climate Survey Participation

Climate survey participation data are collected through administration of the State School Climate Survey and reported through the NDE Office of Safe and Respectful Learning Environment. The grade levels and timelines for administration vary by LEA and/or school.

## Point Attribution Tables 2017-2018

The Point Attribution Tables (PAT) identifies points for each Indicator and Measure and were developed in collaboration with Nevada stakeholders. The information in the rate column represents the percent of performance for each Indicator/Measure and the corresponding points assigned. Typically performance in the PAT is set at maximum point earnings at the SEA 2022 Long term Goals or 85th percentile of statewide student performance, half points set at the 2017 measures of interim progress or 50th percentile of statewide student performance, and minimum point earning at the 15th percentile of statewide student performance.

### Elementary School Point Attribution Tables:

#### ES Indicator: Academic Achievement (25 points total)

ES 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

ES 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

### ES Indicator: Growth (35 points total)

ES Measure: Math CRT MGP (10 points possible)

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

ES Measure: ELA CRT MGP (10 points possible)

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

ES Measure: Math CRT AGP (7.5 points possible)

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

ES 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

### ES Indicator: English Language Proficiency (10 points total)

ES 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
<39 and ≥36	3
<36 and ≥33	2
<33	1

### ES Indicator: Opportunity Gap (20 points total)

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

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

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

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

## ES Indicator: Student Engagement (10 points total)

ES Measure: Chronic Absenteeism (10 points possible)

Rate	Points
<5	10
≥5 and <6	9.5
≥6 and <7	9
≥7 and <8	8.5
≥8 and <9	8
≥9 and <10	7.5
≥10 and <11	7
≥11 and <12	6.5
≥12 and <13	6
≥13 and <14	5.5
≥14 and <15	5
≥15 and <16	4.5
≥16 and <17	4
≥17 and <18	3.5
≥18 and <19	3
≥19 and <20	2.5
≥20 and <21	2
≥21 and <22	1.5
≥22 and <23	1
≥23 and <24	0.5
≥24	0

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn a maximum of an additional 1 point (elementary/middle school) up to the total number of possible points (10 points for Elementary/Middle school).

ES Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
≥75	2

## Middle School Point Attribution Tables

### MS Indicator: Academic Achievement (25 points total)

MS Measure: Math, ELA, Science CRT 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

### MS Indicator: Growth (30 points total)

MS 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

MS 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

MS 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



MS Measure: ELA CRT AGP (5 points possible)

Rate	Points
≥61	5
<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

**MS Indicator: English Language Proficiency (10 points total)**

MS 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

### MS Indicator: Opportunity Gap (20 points total)

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

Rate	Points
$\geq 24$	10
$< 24$ and $\geq 21$	9
$< 21$ and $\geq 19$	8
$< 19$ and $\geq 17$	7
$< 17$ and $\geq 15$	6
$< 15$ and $\geq 13$	5
$< 13$ and $\geq 11$	4
$< 11$ and $\geq 10$	3
$< 10$ and $\geq 8$	2
$< 8$	1

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

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

## MS Indicator: Student Engagement (15 points total)

MS Measure: Chronic Absenteeism (10 points possible)

Rate	Points
<5	10
≥5 and <6	9.5
≥6 and <7	9
≥7 and <8	8.5
≥8 and <9	8
≥9 and <10	7.5
≥10 and <11	7
≥11 and <12	6.5
≥12 and <13	6
≥13 and <14	5.5
≥14 and <15	5
≥15 and <16	4.5
≥16 and <17	4
≥17 and <18	3.5
≥18 and <19	3
≥19 and <20	2.5
≥20 and <21	2
≥21 and <22	1.5
≥22 and <23	1
≥23 and <24	0.5
≥24	0

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn a maximum of an additional 1 point (elementary/middle school) up to the total number of possible points (10 points for Elementary/Middle school).

MS 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

MS Measure: Academic Learning Plans (2 points possible)

Rate	Points
≥95	2

MS Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
≥75	2

## High School Point Attribution Tables

### HS Indicator: Academic Achievement (25 points total)

HS Measure: Math ACT (10 points possible)

Rate	Points
$\geq 42.4$	10
$< 42.4$ and $\geq 41.1$	9.5
$< 41.1$ and $\geq 39.7$	9
$< 39.7$ and $\geq 38.4$	8.5
$< 38.4$ and $\geq 37$	8
$< 37$ and $\geq 35.7$	7.5
$< 35.7$ and $\geq 34.3$	7
$< 34.3$ and $\geq 33$	6.5
$< 33$ and $\geq 31.6$	6
$< 31.6$ and $\geq 30.3$	5.5
$< 30.3$ and $\geq 28.3$	5
$< 28.3$ and $\geq 25.3$	4.5
$< 25.3$ and $\geq 22.4$	4
$< 22.4$ and $\geq 19.4$	3.5
$< 19.4$ and $\geq 16.5$	3
$< 16.5$ and $\geq 13.5$	2.5
$< 13.5$ and $\geq 10.6$	2
$< 10.6$ and $\geq 7.6$	1.5
$< 7.6$ and $\geq 4.7$	1
$< 4.7$	0.5

HS Measure: ELA ACT (10 points possible)

Rate	Points
$\geq 55.9$	10
$< 55.9$ and $\geq 54.9$	9.5
$< 54.9$ and $\geq 53.9$	9
$< 53.9$ and $\geq 52.9$	8.5
$< 52.9$ and $\geq 51.9$	8
$< 51.9$ and $\geq 50.9$	7.5
$< 50.9$ and $\geq 49.8$	7
$< 49.8$ and $\geq 48.8$	6.5
$< 48.8$ and $\geq 47.8$	6
$< 47.8$ and $\geq 46.8$	5.5
$< 46.8$ and $\geq 44.8$	5
$< 44.8$ and $\geq 41.1$	4.5
$< 41.1$ and $\geq 37.3$	4
$< 37.3$ and $\geq 33.5$	3.5
$< 33.5$ and $\geq 29.8$	3
$< 29.8$ and $\geq 26$	2.5
$< 26$ and $\geq 22.2$	2
$< 22.2$ and $\geq 18.4$	1.5
$< 18.4$ and $\geq 14.7$	1
$< 14.7$	0.5

HS Measure: Nevada High School Science Assessment (5 points possible)

Rate	Points
$\geq 54.3$	5
$< 54.3$ and $\geq 49$	4.5
$< 49$ and $\geq 43.7$	4
$< 43.7$ and $\geq 38.4$	3.5
$< 38.4$ and $\geq 33.1$	3
$< 33.1$ and $\geq 29.3$	2.5
$< 29.3$ and $\geq 25.5$	2
$< 25.5$ and $\geq 21.7$	1.5
$< 21.7$ and $\geq 17.9$	1
$< 17.9$	0.5

## HS Indicator: Graduation Rate (30 points total)

HS Measure: 4-Year ACGR (25 points possible)

Rate	Points
$\geq 89.4$	25
$< 89.4$ and $\geq 88.7$	24
$< 88.7$ and $\geq 87.9$	23
$< 87.9$ and $\geq 87.2$	22
$< 87.2$ and $\geq 86.4$	21
$< 86.4$ and $\geq 85.7$	20
$< 85.7$ and $\geq 84.9$	19
$< 84.9$ and $\geq 84.2$	18
$< 84.2$ and $\geq 83.4$	17
$< 83.4$ and $\geq 82.7$	16
$< 82.7$ and $\geq 81.9$	15
$< 81.9$ and $\geq 81.2$	14
$< 81.2$ and $\geq 80.4$	13
$< 80.4$ and $\geq 79.3$	12
$< 79.3$ and $\geq 78.2$	11
$< 78.2$ and $\geq 77.1$	10
$< 77.1$ and $\geq 75.9$	9
$< 75.9$ and $\geq 74.8$	8
$< 74.8$ and $\geq 73.7$	7
$< 73.7$ and $\geq 72.6$	6
$< 72.6$ and $\geq 71.5$	5
$< 71.5$ and $\geq 70.4$	4
$< 70.4$ and $\geq 69.3$	3
$< 69.3$ and $\geq 68.1$	2
$< 68.1$ and $\geq 67$	1
$< 67$	0

HS Measure: 5-Year ACGR (5 points possible)

Rate	Points
$\geq 91.4$	5
$< 91.4$ and $\geq 85.3$	4
$< 85.3$ and $\geq 79.2$	3
$< 79.2$ and $\geq 73.1$	2
$< 73.1$ and $\geq 67$	1
$< 67$	0

### HS Indicator: English Language Proficiency (10 points total)

HS Measure: English Learner WIDA AGP (10 points possible)

Rate	Points
$\geq 20$	10
$< 20$ and $\geq 18$	9
$< 18$ and $\geq 15$	8
$< 15$ and $\geq 12$	7
$< 12$ and $\geq 10$	6
$< 10$ and $\geq 8$	5
$< 8$ and $\geq 7$	4
$< 7$ and $\geq 6$	3
$< 6$ and $\geq 5$	2
$< 5$	1

### HS Indicator: College and Career Readiness (25 points total)

HS Measure: Post-Secondary Preparation Participation (10 points possible)

Rate	Points
$\geq 74.5$	10
$< 74.5$ and $\geq 73$	9.5
$< 73$ and $\geq 71.4$	9
$< 71.4$ and $\geq 69.9$	8.5
$< 69.9$ and $\geq 68.3$	8
$< 68.3$ and $\geq 66.8$	7.5
$< 66.8$ and $\geq 65.2$	7
$< 65.2$ and $\geq 63.7$	6.5
$< 63.7$ and $\geq 62.1$	6
$< 62.1$ and $\geq 60.6$	5.5
$< 60.6$ and $\geq 59$	5
$< 59$ and $\geq 57.5$	4.5
$< 57.5$ and $\geq 55.9$	4
$< 55.9$ and $\geq 54.4$	3.5
$< 54.4$ and $\geq 52.8$	3
$< 52.8$ and $\geq 51.3$	2.5
$< 51.3$ and $\geq 49.7$	2
$< 49.7$ and $\geq 48.2$	1.5
$< 48.2$ and $\geq 46.6$	1
$< 46.6$	0.5



HS Measure: Post-Secondary Preparation Completion (10 points possible)

Rate	Points
$\geq 55.8$	10
$< 55.8$ and $\geq 53$	9.5
$< 53$ and $\geq 50.1$	9
$< 50.1$ and $\geq 47.3$	8.5
$< 47.3$ and $\geq 44.4$	8
$< 44.4$ and $\geq 41.6$	7.5
$< 41.6$ and $\geq 38.7$	7
$< 38.7$ and $\geq 35.9$	6.5
$< 35.9$ and $\geq 33$	6
$< 33$ and $\geq 30.2$	5.5
$< 30.2$ and $\geq 27.3$	5
$< 27.3$ and $\geq 24.5$	4.5
$< 24.5$ and $\geq 21.6$	4
$< 21.6$ and $\geq 18.8$	3.5
$< 18.8$ and $\geq 15.9$	3
$< 15.9$ and $\geq 13.1$	2.5
$< 13.1$ and $\geq 10.2$	2
$< 10.2$ and $\geq 7.3$	1.5
$< 7.3$ and $\geq 4.5$	1
$< 4.5$	0.5

HS Measure: Advanced Diploma (5 points possible)

Rate	Points
$\geq 53.3$	5
$< 53.3$ and $\geq 39.4$	4
$< 39.4$ and $\geq 25.5$	3
$< 25.5$ and $\geq 11.5$	2
$< 11.5$	1

## HS Indicator: Student Engagement (10 points total)

HS Measure: Chronic Absenteeism (5 points possible)

Rate	Points
<5	5
≥5 and <7	4.5
≥7 and <9	4
≥9 and <11	3.5
≥11 and <13	3
≥13 and <15	2.5
≥15 and <17	2
≥17 and <19	1.5
≥19 and <21	1
≥21 and <23	0.5
≥23	0

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 0.5 point up to the maximum number of possible points (5 points for High school).

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

Rate	Points
≥ 99.7	5
< 99.7 and ≥ 92.4	4
< 92.4 and ≥ 85.1	3
< 85.1 and ≥ 77.8	2
< 77.8	1

HS Measure: Climate Survey Participation Bonus (2 points possible)

Rate	Points
≥75	2

## School Support and Improvement

Schools demonstrating low overall performance or low performance within subgroups will be identified for support and improvement. There are three categories of support and improvement schools:

1. Comprehensive Support and Improvement (CSI);
2. Targeted Support and Improvement (TSI); and
3. Additional Targeted Support and Improvement (Additional TSI).
4. Schools can receive one designation at most and designation criteria will be determined in the following order: CSI, TSI, and then Additional TSI. The designation and exit criteria for each category are included in this section. 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 were identified for Comprehensive Support and Improvement (CSI) beginning in the 2016-2017 accountability 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.

Schools designated as Additional Targeted Support and Improvement (Additional TSI) schools that have not improved after implementing a three year improvement plan will also be designated as CSI schools. The Additional TSI designation criteria are included in this section.

## Elementary and Middle School Designation Criteria

Elementary and middle schools will be designated as CSI schools based on 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. All schools classified as a 1-star school will be identified
4. The school was designated for Targeted Support and Improvement (TSI) or Additional 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 percent of non-proficient students in the subgroup by at least 10%

## High School Designation Criteria

High schools will be designated as CSI schools 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. All schools classified as a 1-star school will be identified
4. The school has a 4-year adjusted cohort graduation rate (ACGR) less than 67%
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 percent 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. For schools identified in CSI due to chronically low-performing subgroups (schools that were previously in TSI status), should maintain or reach at least 3-star status and reduce the number of students in low-performing subgroups by 10% or greater.

## 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. Schools that have already been designated as 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). 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. A 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 associated Indicator is flagged. If a school has consistently underperforming subgroups within the Academic Achievement Indicator (Mathematics or ELA) and two or more of the remaining Indicators (indicators flagged two years in a row) then the school will be designated a TSI school. To be a TSI school, the same subgroup does not need to be identified across the three Indicators. A school designated for TSI may not be rated higher than 3 Stars in the year of designation.

## **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 percent 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

Mathematics and ELA AGP, Opportunity Gap, Science Proficiency, Chronic Absenteeism, NAC 389.445 (1) a-d, Credit Sufficiency, Academic Learning Plans, CCR Post-Secondary Preparation Participation and Completion, and Advanced Diploma will be measured against the point attribution tables. These goals will also be used to flag low-performing subgroups beginning in the NSPF 2018 reporting year. Any subgroup achieving in the lowest point earning category on the point attribution table will be flagged.

## Additional Targeted Support and Improvement (Additional TSI) Designation Criteria

Schools identified for Additional Targeted Support and Improvement (Additional TSI) are any school that has a designation of TSI and 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). Schools will be designated for Additional TSI annually starting with the 2017-2018 school year. Designations will be determined through the NSPF 2018 accountability process based on 2017-2018 school year data and the designation will be for three years. Schools will be designated separately as Additional TSI by school level (elementary, middle or high school); however, the designation methodology will be the same for each school level. A school can be identified as an Additional TSI school regardless of star rating.

## Establishing Performance Level Expectations for Subgroups for Additional TSI

The performance level expectations for designating schools for Additional TSI will be determined as follows:

1. Title I schools will be rank ordered from lowest to highest index score by each school level (elementary, middle, and high).
2. The 5<sup>th</sup> percentile of index score will be identified from this rank order.
3. The "all student" group performance level for all NSPF measures will be identified based on the performance of the school(s) at the top of the 5<sup>th</sup> percentile at each school level.
4. The lowest "all student" group performance level for each measure for the identified school(s) will be used as the cut to determine performance level expectations for each subgroup of students, for all school levels.
5. 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).

### **Targeted Support and Improvement and Additional-TSI 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 percentage of non-proficient students in the identified subgroup by at least 10% for two consecutive years.





## Appendix A      NSPF 2018 At-A-Glance Accountability Notes

For the NSPF 2018 accountability period, the following updates to the Accountability Procedures are noted:

1. State Assessment - The State Board of Education chose the American College Test (ACT) as Nevada's College and Career Ready (CCR) assessment. Measures for the Academic Achievement Indicator for high schools now reflect student proficiency in ELA and Mathematics based on the cuts established for the ACT rather than on the End-of-Course (EOC) testing.
2. Measures changed for index calculations for Indicators as follows:
  - a. Elementary School –
    - i. Academic Achievement – based on the performance cuts established for Science in the Fall of 2017, student proficiency in Science, based on the Smarter Balanced Criterion Referenced Test (CRT) has been added to the pooled proficiency calculation for elementary schools including grade 5. Measures of interim progress have not been established for Science at this time.
  - b. Middle School –
    - i. Academic Achievement – student proficiency for Mathematics will be based on the CRT only. Math EOC results are not included in the pooled average. Student proficiency in Science, based on the CRT, will be included in the pooled average.
  - c. High School –
    - i. Academic Achievement - The State Board of Education set proficiency standards for the Mathematics and ELA and cuts were established for star ratings for high schools. Index points will be assigned based on student proficiency on ACT Mathematics and ELA and Nevada High School Science assessment.
    - ii. College and Career Readiness (CCR) – The Measure for CCR for NSPF 2018 is based on Post-Secondary Preparation Participation, Post-Secondary Preparation Completion and Advanced Diploma. Average Composite for ACT, credit sufficiency EOC results are not included as measures for CCR for the current year.
    - iii. Student Engagement – The Measures for Student Engagement now include 9<sup>th</sup> Grade Credit Sufficiency and Chronic Absenteeism. Academic Learning plans are not included as a measure for this accountability period.
3. All high schools will receive an NSPF rating in 2018 based on performance in the 2017-2018 school year.
4. Improvement Incentive for Chronic Absenteeism Measure – A school that reduces chronic absenteeism by at least 10% or more over the prior year's performance will earn a maximum of an additional 0.5 (high school) or 1 (elementary/middle school) index point up to the total number of points possible.
5. Participation Penalty – The NSPF had previously indicated that a school failing to meet the subgroup participation requirements for the second consecutive year would have index points reduced by a "significant number". "Significant" has been defined as a reduction of nine (9) index points and the penalty will be applied to the Academic Achievement Indicator.

6. School Support and Improvement, December 2018 – This section of the Manual was updated. Decision and exit flowcharts were deleted due to identified inconsistency with methodologies utilized in the process. The language regarding criteria for TSI and ATSI designations was updated.

## 7. Appendix B Acronyms

AA	Academic Achievement
ACGR	Adjusted Cohort Graduation Rates
ACT	American College Test
AGP	Adequate Growth Percentile
AP	Advanced Placement
APF	Nevada Alternative Performance Framework (APF)
CA	Chronic Absenteeism
CCR	College and Career Ready
CEP	Community Eligible Provision
CRT	Criterion Referenced Test
CSI	Comprehensive Support and Improvement School
CTE	Career and Technical Education
DRC	Data Recognition Corporation
DVSL	Data Validation Sign-Off and Lock
ED	Economically Disadvantaged
EL	English Learner
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
ESEA	Elementary and Secondary Education Act (ESEA) (1965)
ESSA	Every Student Succeeds Act (2015)
FRL	Free or Reduced-Price Lunch
IB	International Baccalaureate
IEP	Individualized Education Program
LEA	Local Education Agency
LIEP	Language Instruction Education Program
LTG	Long Term Goals
MGP	Median Growth Percentile
MIP	Measures of Interim Progress
NAA	Nevada Alternate Assessment
NAC	Nevada Administrative Code
NAEP	National Assessment of Educational Progress
NDE	Nevada Department of Education
NEPF	Nevada Educator Performance Framework
NGMA	Nevada Growth Model of Achievement
NIC	New in Country
NRS	Nevada Revised Statute
NSPF	Nevada School Performance Framework
OYOG	Original Year of Graduation
PAC	Percent Above the Cut
PAT	Points Attribution Table
PLD	Policy Level Descriptors
RLIS	Rural and Low-Income Schools
SBAC	Smarter Balanced Assessment Consortium
SEA	State Education Agency
SGP	Student Growth Percentile
SPLD	School Performance Level Descriptors

TAG	Technical Advisory Group
TSI	Targeted Support and Improvement School
US DOE	United States Department of Education
WIDA	World-Class Instructional Design Assessment
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners
YID	Year in District
YIS	Year in School

## Appendix C      Reference Sheet

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](#)

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

### Nevada Revised Statutes (NRS)

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)

## Nevada Administrative Code (NAC)

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 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 (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 (January, 2017). ESSA consolidated state plan guidance. [US DOE ESSA consolidated state plan guidance](#)

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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](#)

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

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The Council of Chief State School Officers (CCSSO) (April 2018). Establishing Performance Standards for School Accountability Systems

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## 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 inventions.

## 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/Mathematics

<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%
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/Mathematics

<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 ACT ELA

ELA	2017 Baseline	2018 Goal	2019 Goal	2020 Goal	2021 Goal	2022 Goal
Asian	61.34%	63.27%	65.11%	66.85%	68.51%	70.08%
African American	23.98%	27.78%	31.39%	34.82%	38.08%	41.18%
Caucasian	58.17%	60.26%	62.25%	64.14%	65.93%	67.63%
Hispanic	29.64%	33.15%	36.50%	39.67%	42.69%	45.55%
Native American	29.92%	33.43%	36.76%	39.92%	42.92%	45.78%
Multi-race	53.54%	55.86%	58.07%	60.16%	62.16%	64.05%
Pacific Islander	43.21%	46.05%	48.75%	51.31%	53.74%	56.06%
IEP	6.60%	11.27%	15.71%	19.92%	23.93%	27.73%
Current + Frm EL	8.61%	13.18%	17.52%	21.64%	25.56%	29.28%
Current EL	2.00%	6.90%	11.55%	15.98%	20.18%	24.17%
FRL	30.92%	34.37%	37.66%	40.77%	43.73%	46.55%
All Students	42.98%	45.83%	48.54%	51.11%	53.55%	55.88%

## Long Term Goals and Measures of Interim Progress: High School ACT Mathematics

Math	2017 Baseline	2018 Goal	2019 Goal	2020 Goal	2021 Goal	2022 Goal
Asian	44.90%	47.65%	50.27%	52.76%	55.12%	57.36%
African American	9.60%	14.12%	18.42%	22.50%	26.37%	30.05%
Caucasian	38.23%	41.31%	44.25%	47.04%	49.68%	52.20%
Hispanic	14.60%	18.87%	22.93%	26.78%	30.44%	33.92%
Native American	14.81%	19.07%	23.12%	26.96%	30.62%	34.09%
Multi-race	30.15%	33.64%	36.96%	40.11%	43.10%	45.95%
Pacific Islander	21.62%	25.54%	29.26%	32.80%	36.16%	39.35%
IEP	2.92%	7.77%	12.38%	16.76%	20.93%	24.88%
Current + Frm EL	5.29%	10.02%	14.52%	18.80%	22.86%	26.71%
Current EL	2.07%	6.96%	11.62%	16.04%	20.23%	24.22%
FRL	15.79%	20.01%	24.00%	27.80%	31.41%	34.84%
All Students	25.57%	29.29%	32.83%	36.19%	39.38%	42.41%

## 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 89.4% for the class of 2022 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 91.4% for the “All Student” group with other subgroup goals established accordingly.

### 4-Year ACGR Subgroup

Subgroup	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Asian	93.1	93.3	93.5	93.7	93.9	94.1
Caucasian	84.2	85.5	86.8	88.1	89.4	90.7
Pacific Islander	82.3	83.9	85.5	87.1	88.7	90.3
EL (Current + Former)	81.7	83.4	85.1	86.8	88.5	90.2
Multi-race	81.3	83.0	84.7	86.4	88.1	89.8
All	80.9	82.6	84.3	86.0	87.7	89.4
Hispanic	79.7	81.5	83.3	85.1	86.9	88.7
FRL	76.8	78.7	80.6	82.5	84.4	86.3
Native American	73.9	75.9	77.9	79.9	81.9	83.9
Black	67.7	69.8	71.9	74.0	76.1	78.2
IEP	64.7	66.9	69.1	71.3	73.5	75.7

## 5-Year ACGR

Subgroup	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Asian	95.1	95.3	95.5	95.7	95.9	96.1
Caucasian	86.2	87.5	88.8	90.1	91.4	92.7
Pacific Islander	84.3	85.9	87.5	89.1	90.7	92.3
EL (Current + Former)	83.7	85.4	87.1	88.8	90.5	92.2
Multi-race	83.3	85.0	86.7	88.4	90.1	91.8
All	82.9	84.6	86.3	88.0	89.7	91.4
Hispanic	81.7	83.5	85.3	87.1	88.9	90.7
FRL	78.8	80.7	82.6	84.5	86.4	88.3
Native American	75.9	77.9	79.9	81.9	83.9	85.9
Black	69.7	71.8	73.9	76.0	78.1	80.2
IEP	66.7	68.9	71.1	73.3	75.5	77.7

## Appendix F State Assessment Proficiency Cut Scores

### Summative Assessment by Smarter Balanced

The Smarter Balanced Assessment Consortium (SBAC) provides Nevada’s criterion-referenced examinations in English Language Arts/Literacy and Mathematics. The Smarter Balanced assessments (SBAC) are a key part of measuring student progress in grades 3-8 towards success in college and career. The assessments are aligned with the Nevada Academic Content Standards in ELA and mathematics. Results from SBAC are included on the Nevada Report Card. Students are assessed in the areas of English Language Arts/Literacy and Mathematics and achievement levels range from 1 - 4. Students meeting grade-level standards will earn an achievement level of 3-4.

### SBAC Achievement Level Descriptors

Level 1	Level 2	Level 3	Level 4
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

### Nevada Summative Assessment, Achievement Level Cut Scores

#### ELA Achievement Level Cut Scores

Grade	Level 1	Level 2	Level 3	Level 4
3	2114–2366	2367–2431	2432–2489	2490–2623
4	2131–2415	2416–2472	2473–2532	2533–2663
5	2201–2441	2442–2501	2502–2581	2582–2701
6	2210–2456	2457–2530	2531–2617	2618–2724
7	2258–2478	2479–2551	2552–2648	2649–2745
8	2288–2486	2487–2566	2567–2667	2668–2769

#### Mathematics Achievement Level Cut Scores

Grade	Level 1	Level 2	Level 3	Level 4
3	2189–2380	2381–2435	2436–2500	2501–2621
4	2204–2410	2411–2484	2485–2548	2549–2659
5	2219–2454	2455–2527	2528–2578	2579–2700
6	2235–2472	2473–2551	2552–2609	2610–2748
7	2250–2483	2484–2566	2567–2634	2635–2778
8	2265–2503	2504–2585	2586–2652	2653–2802

**NOTE:** It is not meaningful to compare the scale scores across content areas. So even though the Level 4 cut score for ELA grade 3 is a lower value than that for Math grade 3, that does not imply that it is easier (or harder) to attain a Level 4 in that content area.

## 2018 Nevada Science Assessments

To fulfill federal testing regulations all public school students in 5th, 8th, and 10th grade (focus on life science) must participate in the Science assessments. The Science assessments are a computer-based test administered at schools once a year in the spring. Spring 2017 is the first year that Nevada Science scores will report on student performance based on the newly adopted Nevada Academic Content Standards for Science.

In July and August 2017, *standard settings* were conducted for Nevada Science. Achievement Level Descriptors (ALD) were developed by Nevada educators and stakeholders.

### Policy ALDs for Science

Minimal Understanding	Partial Understanding	Proficient	Advanced
The student <b>does not meet the expectations</b> as defined by the grade-level and course content standards. Student needs substantial support to meet college content-readiness standard.	The student <b>partially meets the expectations</b> as defined by the grade-level and course content standards. The student needs academic support to be prepared for the next grade level* and to be on track for college and career readiness.	The student <b>meets the expectations</b> as defined by the grade-level and course content standards. The student is prepared for the next grade level* and is on track for college and career readiness.	The student <b>exceeds the expectations</b> as defined by the grade-level and course content standards. The student is well prepared for the next grade level* and is well prepared for college and career readiness.

\* For High School Science, no reference to “to next grade level” is made.

### Achievement Level Cut Scores

Grade	Level 1	Level 2	Level 3	Level 4
5	100-399	400-449	450-511	512-750
8	100-399	400-449	450-514	515-750
HS	100-399	400-449	450-513	514-750



## Nevada Alternate Assessment (NAA)

Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada's students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Mathematics are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

### Achievement Level Cut Scores for NAA ELA and Mathematics

#### English Language Arts (ELA)

Grade	Level 1	Level 2	Level 3	Level 4
3	200-399	400-449	450-517	518-720
4	200-399	400-449	450-520	521-720
5	200-399	400-449	450-483	484-720
6	200-399	400-449	450-517	518-720
7	200-399	400-449	450-492	493-720
8	200-399	400-449	450-473	474-720
11	200-399	400-449	450-483	484-720

#### Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	200-399	400-449	450-547	548-720
4	200-399	400-449	450-511	512-720
5	200-399	400-449	450-499	500-720
6	200-399	400-449	450-510	511-720
7	200-399	400-449	450-476	477-720
8	200-399	400-449	450-478	479-720
11	200-399	400-449	450-483	484-720

Note: Pending Nevada State Board of Education Approval, NAA Science cut scores will be presented a scale scores beginning in 2018.

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The following table includes the projected timeline for a student to achieve proficiency based on the student’s performance level on the assessment at the time of initial identification as an English learner.

Student’s Initial ELP Level in Year 1	Years to Achieve EL Proficiency
1 - Entering	4-6 years
2 - Emerging	3-5 years
3- Developing	2-4 years
4- Expanding	1-3 years
5 - Bridging	Considered EL Proficient
6 - Reaching	Considered EL Proficient

The table below provides an example of “expected progress” or growth over a six-year period for a student to achieve proficiency based on the student’s level at initial identification as an English learner.

**Nevada Expected Time to English Language Proficiency**

Initial ELP Level	Expected Target	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 - Entering	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 4	Level 5
1 - Entering	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+
2 - Emerging	Expected Proficiency Level	Level 2	Level 3	Level 4	Level 4	Level 5	
2 - Emerging	Expected Progress	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+	
3- Developing	Expected Proficiency Level	Level 3	Level 4	Level 4	Level 5		
3- Developing	Expected Progress	3.0-3.9	4.0-4.5	4.6-4.9	5.0+		
4 - Expanding	Expected Proficiency Level	Level 4	Level 4	Level 5			
4 - Expanding	Expected Progress	4.0-4.5	4.6-4.9	5.0+			

Students entering at levels 5 (Bridging) and 6 (Reaching) are considered English Language proficient in Nevada.

## ACT

At the June 19, 2018 meeting the Nevada State Board of Education adopted cut scores recommended by the Standard Setting Committee and approved by the Academic Standards Council with Levels 3 and 4 being proficient.

### ACT Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Student demonstrates minimal understanding of and the ability to apply knowledge and skills associated with college and career readiness.	Student demonstrates partial understanding of and the ability to apply knowledge and skills associated with college and career readiness.	Student demonstrates Adequate understanding of and the ability to apply knowledge and skills associated with college and career readiness.	Student demonstrates Advanced understanding of and the ability to apply knowledge and skills associated with college and career readiness.
Student needs substantial support to meet the Nevada college and career readiness standard.	Student needs additional support to meet the Nevada college and career readiness standard.	Student meets the Nevada college and career readiness standard.	Student exceeds the Nevada college and career readiness standard.

### ACT Proficiency Cut Scores

Test	Level 1	Level 2	Level 3	Level 4
ELA	2-11	12-16	17-23	24-36
Math	1-14	15-19	20-25	26-36
	Non-Proficient	Non-Proficient	Proficient	Proficient

# Appendix G Data File Specifications



**NEVADA DEPARTMENT OF EDUCATION;  
Office of Assessment, Data and Accountability  
Management**

**NDE-ADAM File Submission Guidance  
Document**

**ADAM01 – College and Career  
Readiness (CCR)  
File Specifications**

**SY 2017-18**

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## DOCUMENT CONTROL

### DOCUMENT INFORMATION

<b>Title:</b>	<b>ADAM01 – College and Career Readiness File Specifications</b>
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### DOCUMENT HISTORY

Version Number	Date	Summary of Change
0.1	February 2018	Document Initiation and Planning- INTERNAL USE ONLY
0.2	March 2018	Draft Document- INTERNAL USE ONLY
0.3	March 1, 2018	Draft Document sent to stakeholders for review.
0.4	March 5, 2018	Internal Changes
0.5	March 5, 2018	Internal Changes (edits, clarification, 3.1 changes)
0.6	March 14, 2018	Draft for sharing with LEA's via TA Webinar
0.7	May 25, 2018	Point of contact updated, text edits, specifications updates
1.0	May 25, 2018	2018 collection posted
1.1	June 11, 2018	Internal Changes

## PREFACE

This document provides technical instructions for building files that are submitted to the Nevada Department of Education- ADAM office.

## DATA COLLECTION INFORMATION

- Why are we collecting these data?
  - These data are collected to support the Nevada School Performance Framework (NSPF), a system that measures the progress of schools in Nevada.
- What do we do with the requested data?
  - These data are used to calculate measures within the Nevada School Performance Framework (NSPF).
  - These data are used to determine the points earned by high schools within the College and Career Readiness indicator.
- What type of collection is this?
  - This collection is student level data.
- When is the data due?
  - This data collection is due to NDE on July 10, 2018

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## 1.0 PURPOSE

This document contains instructions for building files to submit ADAM01: College and Career Readiness table. These data will be used for evaluating the Post-secondary Preparation Measure (PPM) within the College and Career Readiness indicator within the Nevada School Performance Framework (NSPF).

The data collected using this file specification are used to report on school performance within Nevada's high school rating system as required by Federal education law, the Every Student Succeeds Act (ESSA).

## 2.0 GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, general guidance, and definitions.

### 2.1 Changes from the SY 2016-17 File Specifications

This is a new File Specifications Document; no changes from the prior version.

### 2.2 Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

	LEA	School	Student
Reporting Period			The 2017-2018 school year
Education units included			Operational public and state charter schools
Education units <u>not</u> reported			Closed, inactive or future schools
Type of count			Include all students and an indication of their membership in the defined categories
Zero counts			Not required
Zero exceptions or not applicable			None
Missing			Leave the cell blank. <b>Do not put NA or MISSING</b>

## 2.3 Guidance

This section contains guidance for submitting this file in the format of questions and answers.

### **What students should be reported in this file?**

Include all students with an Original Year of Graduation (OYOG) of school year 2017-2018.

## 2.4 Definitions

The following definitions support this file:

**Advanced Placement (AP) Participation** – students who pass at least one advanced placement course at any point during their high school career are considered AP participants.

**Advanced Placement (AP) Completion** – students who pass at least one advanced placement exam with a score of three or better at any point during their high school career are considered AP completers. Students are not required to be AP participants in order to be AP completers.

**International Baccalaureate (IB) Participation** – students who pass at least one IB course in the IB Diploma Program at any point during their high school career are considered IB participants.

**International Baccalaureate (IB) Completion** – students who pass at least one IB exam in the IB Diploma Program with a score of four or better at any point during their high school career are considered IB completers. Students must be IB participants in order to be IB completers.

**Dual Credit/Dual Enrollment (DC/DE) Participation** – students who pass at least two DC/DE courses at any point during their high school career and earn at least 6 credits are considered DC/DE participants.

**Dual Credit/Dual Enrollment (DC/DE) Completion** - students who pass at least four DC/DE courses at any point during their high school career and earn at least 12 credits are considered DC/DE completers. Students must be DC/DE participants in order to be DC/DE completers.

**Career and Technical Education (CTE) Participation\*** – students who are enrolled in an approved CTE program of study and have completed enough courses to be considered CTE Concentrators at any point during their high school career are

considered CTE participants for the purposes of this data collection. CTE Concentrators have completed both Level 1 and Level 2 courses in a program of study.

**Career and Technical Education (CTE) Completion\*** – students who are enrolled in an approved CTE program of study and have completed enough courses to be considered CTE Completers, and have taken the associated end of program assessment and workplace readiness assessment are considered CTE completers. Students must be CTE Concentrators in order to be considered CTE Completers.

\*CTE programs define three levels of CTE engagement (participation, concentration, and completion). The definitions contained in this document do not redefine existing CTE definitions and structures. They are only for the purposes of satisfying this data collection.

## FILE NAMING CONVENTION

The following file naming convention is to help identify files for submission to NDE-ADAM.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

**Schema: adam01\_dd\_vvvvvvvv.ext** Example: adam01\_02\_ccr.txt

**Table 3.0-1: File Naming Convention**

Where	Means	Limit in characters
adam01	ADAM File name- Designated file name by NDE	6
dd	Nevada District Numeric Indicator, e.g. 02	2
vvvvvvvv	Alphanumeric string designated by the LEA to uniquely identify the individual submission (e.g., lyonccr, v010803)	9
.ext	Extension identifying the file format: .txt – text file .csv – comma delimited .xls – Excel Workbook .xlsx – Excel Workbook	5

### 3.0 FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications.

The “Pop” column in the header and data records is coded as follows:

- M - Mandatory, this field must always be populated.
- O - Optional, data in this field may not be required.

#### 3.1 Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the NDE.

**Table 3.1–1: Data Records- File Specifications**

Data Element Name	Type	Pop	Definition / Comments	Permitted Values Abbreviations	IC Pull Information
Master_District_Name	String	M	The local education agency that authorizes schools. For most Nevada districts, Master district name and District name will be the same. State sponsored charters schools will indicate SPCSA as master district. e.g. Clark County School District, Lyon County School Distict, SPCSA	Text, A-Z	To be determined
District_Name	String	M	Identifies the Nevada school district, e.g.Clark County School District, Lyon County School District, Sommerset Academy, Doral Academy	Text, A-Z	To be determined
District_Number	Number	M	Two digit numeric value for the Nevada school district, e.g. 02.	Numeric, 0-9	To be determined
School_Number	Number	M	Five digit numeric value for the Nevada school, e.g. 02608.	Numeric, 0-9	To be determined
School_Name	String	M	The name of the Nevada School, e.g. Foothill HS.	Text, A-Z	To be determined

State_Unique_ID	Number	M	Ten digit identifier assigned to a student by the state education agency (NDE). Usually 10 digits	Numeric, 0-9	To be determined
Local_Unique_ID	Number	O	The students ten digit LEA Unique ID	Numeric, 0-9	To be determined
Student_Last_Name	String	M	The Nevada students last name.	Text, A-Z	To be determined
Student_First_Name	String	M	The Nevada students first name.	Text, A-Z	To be determined
Student_Ethnicity	Number	M	The student's ethnicity: <ul style="list-style-type: none"> <li>• A = Asian</li> <li>• B = Black</li> <li>• C = Caucasian</li> <li>• H = Hispanic</li> <li>• I = American Indian/Alaska Native</li> <li>• M = Two or More Races</li> <li>• P = Hawaiian/Pacific Islander</li> </ul>	Text, A-Z	To be determined
Student_Gender	String	M	<ul style="list-style-type: none"> <li>• F = Female</li> <li>• M = Male</li> </ul>	Text, F or M	To be determined
Student_IEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul>	Numeric, 0 or 1	To be determined
Student_LEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul> LEP – Limited English Proficient, more commonly referred to as EL or English learner	Numeric, 0 or 1	To be determined
Student_FRL_Status	Number	M	Numeric, 0 or 1	Numeric, 0 or 1	To be determined
AP_Participation_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
AP_Completion_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
IB_Participation_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
IB_Completion_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
Dual_Credit_Dual_Enrollment_Participation_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined

Dual_Credit_Dual_Enrollment _Completion Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
CTE_Participation_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined
CTE_Completion_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Yes</li> <li>• 0 = No</li> </ul>	Numeric, 0 or 1	To be determined

## 4.0 Data Submission Instructions

Data must be submitted using the file template titled ADAM01\_CCR\_Template\_2018. Do not alter the column names when populating the template. This template can be found in your district folder in the NSPF 2018 folder on Bighorn.

Upload your completed data file to your district folder on Bighorn by July 10, 2018.



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***Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.***

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**NEVADA DEPARTMENT OF EDUCATION;  
Office of Assessment, Data and Accountability  
Management**

**NDE-ADAM File Submission Guidance  
Document**

**ADAM02 – Chronic Absenteeism  
File Specifications**

**SY 2017-18**

# DOCUMENT CONTROL

## DOCUMENT INFORMATION

<b>Title:</b>	<b>ADAM02 – Chronic Absenteeism File Specifications</b>
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## DOCUMENT HISTORY

<b>Version Number</b>	<b>Date</b>	<b>Summary of Change</b>
0.1	March 6, 2018	Document Initiation and Planning- INTERNAL USE ONLY
0.2	March 6, 2018	First draft for internal review.
0.3	April 17, 2018	Draft for external LEA review
0.4	May 3, 2018	Edited with federal definitions
0.5	May 3, 2018	Internal Edits
0.6	May 25, 2018	Definition updates, due date added, point of contact change, submission instructions added
1.0	May 25, 2018	2018 collection posted

## PREFACE

This document provides technical instructions for building files that are submitted to the Nevada Department of Education- ADAM office.

## DATA COLLECTION INFORMATION

- Why are we collecting this data?
  - These data are collected to support the Nevada School Performance Framework (NSPF), a system that measures the progress of schools in Nevada.
  
- What do we do with the requested data?
  - These data are used to calculate measures within the Nevada School Performance Framework (NSPF).
  - These data are used to determine the points earned by schools within the Student Engagement indicator of the NSPF.
  
- What type of collection is this?
  - This collection is student level data.
  
- When is the data due?
  - This data collection is due to NDE on June 30, 2018

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## 1.0 PURPOSE

This document contains instructions for building files to submit ADAM02: Chronic Absenteeism table. These data will be used for evaluating the Chronic Absenteeism (CA) within the Student Engagement indicator within the Nevada School Performance Framework (NSPF).

The data collected using this file specification are used to report on school performance within Nevada's high school rating system as required by Federal education law, the Every Student Succeeds Act (ESSA).

## 2.0 GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, general guidance, and definitions.

### 2.1 Changes from the SY 2016-17 File Specifications

The number of days of enrollment required for students to be included in this collection is changed from 30 to 10.

The provision of including students at their last school of record at which they attended at least 10 days has been added to the specifications.

Students enrolled in kindergarten have been added to the collection.

### 2.2 Core Requirements for Submitting this File

The following table contains the reporting period; the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

	LEA	School	Student
Reporting Period			The 2017-2018 school year
Education units included			Operational public and state charter schools
Education units <u>not</u> reported			Closed, inactive or future schools
Type of count			Include all students and in indication of their membership in the defined categories

Zero counts			Not required
Zero exceptions or not applicable			None
Missing			Leave the cell blank. Do not put NA or MISSING

### 2.3 Guidance

This section contains guidance for submitting this file in the format of questions and answers.

#### **What students should be reported in this file?**

Include all Nevada K-12 students.

### 2.4 Definitions

The following definitions support this file:

#### **Chronic Absenteeism**

Chronic absenteeism is a school quality measure that captures the total percentage of students who are absent for 10% or more of their enrolled days.

A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Students who are absent 10% or more of their enrolled school days are considered chronically absent. See appendix A of this document for more information including attendance codes.

#### **What are considered instruction or instruction-related activities?**

Activities that have been approved by the school, districts, and/or the Nevada Department of Education (e.g. field trips, work-study, and extracurricular activities) and activities that are part of a student’s documented educational program. These may include specially designed instruction (SDI) and homebound instruction.

- Local Education Agencies will count a student absent if they miss 50% or more of the school day. A student will be considered absent when they meet this threshold and are not receiving instruction or instruction-related activities.
- The NDE will work through the Infinite Campus Governing Board to establish the technical requirements and a reasonable timeline to implement this change.

- A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Only students who missed 10% of the school days in which they were enrolled in the school are counted in this rate.
- The NDE will adopt and apply the above definition of chronic absenteeism when determining this rate for state and federal reporting purposes.
- Please see [Appendix “A”](#) for additional Information.

**Which Students to Include in this Collection?**

Include students who were enrolled in the school at any time during the school year for ten(10) days. Include students at their last school of record for which they attended at least 10 days.

**What days are included in the 10%?**

All days for which a student attends are included in this collection. Only students who have attended at least 10 days will be included in the calculations.

**Do students who are late arriving at school (“tardies”) count as absences?**

Only students who miss 50% or more of a school day should be counted as absent.

## FILE NAMING CONVENTION

The following file naming convention is to help identify files for submission to NDE-ADAM.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

**Schema:** adam02\_dd\_vvvvvvvv.ext **Example:** adam02\_02\_ca.txt

**Table 3.0-1: File Naming Convention**

Where	Means	Limit in characters
adam02	ADAM File name- Designated file name by NDE	6
dd	Nevada District Numeric Indicator, e.g. 02	2
vvvvvvvv	Alphanumeric string designated by the LEA to uniquely identify the individual submission (e.g., lyonccr, v010803)	9
.ext	Extension identifying the file format: .txt – text file .csv – comma delimited .xls – Excel Workbook .xlsx – Excel Workbook	5



### 3.0 FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications.

The “Pop” column in the header and data records is coded as follows:

- M - Mandatory, this field must always be populated.
- O - Optional, data in this field may not be required.

### 3.1 Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the NDE.

**Table 3.1–1: Data Records- File Specifications**

Data Element Name	Type	Pop	Definition / Comments	Permitted Values Abbreviations	IC Pull Information
Master_District_Name	String	M	The local education agency that authorizes schools. For most Nevada districts, Master district name and District name will be the same. State sponsored charters schools will indicate SPCSA as master district. e.g. Clark County School District, Lyon County School Distict, SPCSA	Text, A-Z	To be determined
District_Name	String	M	Identifies the Nevada school district, e.g. Clark County School District, Lyon County School District, Sommerset Academy, Doral Academy	Text, A-Z	To be determined
District_Number	Number	M	Two digit numeric value for the Nevada school district, e.g. 02.	Numeric, 0-9	To be determined
School_Number	Number	M	Five digit numeric value for the Nevada school, e.g. 02608.	Numeric, 0-9	To be determined
School_Name	String	M	The name of the Nevada School, e.g. Foothill HS.	Text, A-Z	To be determined
State_Unique_ID	Number	M	The students ten digit State Unique ID	Numeric, 0-9	To be determined
Local_Unique_ID	Number	O	The students ten digit LEA Unique ID	Numeric, 0-9	To be determined
Student_Last_Name	String	M	The students last name.	Text, A-Z	To be determined
Student_First_Name	String	M	The students first name.	Text, A-Z	To be determined

State_Grade_Level	Number	M	The students two digit grade level. e.g. 0K, 01 – 09, 10 -12	Numeric, 0-9	To be determined
Student_Ethnicity	String	M	The student's ethnicity: <ul style="list-style-type: none"> <li>• A= Asian</li> <li>• B = Black</li> <li>• C = Caucasian</li> <li>• H = Hispanic</li> <li>• I = American Indian/Alaska Native</li> <li>• M = Two or More Races</li> <li>• P = Hawaiian/Pacific Islander</li> </ul>	Text, A-Z	To be determined
Student_Gender	String	M	<ul style="list-style-type: none"> <li>• F = Female</li> <li>• M = Male</li> </ul>	Text, F or M	To be determined
Student_IEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul>	Numeric, 0 or 1	To be determined
Student_LEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul> LEP – Limited English Proficient, more commonly referred to as EL or English learner	Numeric, 0 or 1	To be determined
Student_FRL_Status	Number	M	Numeric, 0 or 1	Numeric, 0 or 1	To be determined
Total_Days_Enrolled	Number	M	Number of days the student was enrolled	Numeric, 0-9	To be determined
Total_Days_Absent	Number	M	Number of days the student was absent.	Numeric, 0-9	To be determined
Total_Days_Attended	Number	M	Number of days the student attended school.	Numeric, 0-9	To be determined
School_Ending_Date	Number	M	The school ending date	Date, mm/dd/yyyy	To be determined

#### 4.0 Data Submission Instructions

Data must be submitted using the file template titled ADAM02\_CA\_Tempate\_2018. Do not alter the column names when populating the template. This template can be found in your district folder in the NSPF 2018 folder on Bighorn.

Upload your completed data file to your district folder on Bighorn by June 30, 2018.

#### Appendix “A” - State Department of Education Chronic Absenteeism Memo

[18-06GuidanceMemoonChronicAbsenteeism](#)

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**NEVADA DEPARTMENT OF EDUCATION;  
Office of Assessment, Data and Accountability  
Management**

**NDE-ADAM File Submission Guidance  
Document**

**ADAM03 – Middle School  
Matriculation, Middle School  
Academic Learning Plans, & High  
School Credit Sufficiency**

**SY 2017-18**

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## DOCUMENT CONTROL

### DOCUMENT INFORMATION

<b>Title:</b>	<b>ADAM03 – Credit Sufficiency File Specifications</b>
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### DOCUMENT HISTORY

Version Number	Date	Summary of Change
0.1	April 23, 2018	Document Initiation and Planning- INTERNAL USE ONLY
0.2	April 25, 2018	Merged Credit Sufficiency & Academic Learning Plan
0.3	April 26, 2018	Internal Edits
0.4	May 25, 2018	Updates to business rules, included 9 <sup>th</sup> grade credit information, updates to specifications. Document updated to include middle school and high school student engagement information
1.0	May 25, 2018	2018 collection posted
1.1	June 11, 2018	Internal Changes

## PREFACE

This document provides technical instructions for building files that are submitted to the Nevada Department of Education- ADAM office.

## DATA COLLECTION INFORMATION

- Why are we collecting these data?
  - These data are collected to support the Nevada School Performance Framework (NSPF), a system that measures the progress of schools in Nevada.
- What do we do with the requested data?
  - These data are used to calculate measures within the Nevada School Performance Framework (NSPF).
  - These data are used to determine the points earned by schools within the Student Engagement indicator of the NSPF.
- What type of collection is this?
  - This collection is student level data.
- When is the data due?
  - This data collection is due to NDE on June 30, 2018

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## 1.0 PURPOSE

This document contains instructions for building files to submit ADAM03: Credit Sufficiency and Academic Learning Plan tables. These data will be used for evaluating Middle School Matriculation Requirements (MR), Middle School Academic Learning Plans (ALP), and Ninth Grade Credit Sufficiency within the Student Engagement Indicator within the Nevada School Performance Framework (NSPF).

The data collected using this file specification are used to report on school performance within Nevada's high school rating system as required by federal education law, the Every Student Succeeds Act (ESSA).

## 2.0 GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, general guidance, and definitions.

### Changes from the SY 2016-17 File Specifications

This is a new File Specifications Document; therefore, there are no changes from the previous version.

### Core Requirements for Submitting this File

The following table contains the reporting period; the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

	LEA	School	Student
Reporting Period			The 2017-2018 school year
Education units included			Operational public and state charter schools
Education units <u>not</u> reported			Closed, inactive or future schools
Type of count			Include all students and in indication of their membership in the defined categories
Zero counts			Not required
Zero exceptions or not applicable			None

Missing			Leave the cell blank. Do not put NA or MISSING
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## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

### What students should be reported in this file?

Include all Nevada middle school students and all ninth grade high school students.

## Definitions

The following definitions support this file:

### Middle School Matriculation in the Nevada School Performance Framework (NSPF)

Credit Sufficiency is governed by [NAC 389.445](#).

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 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.

### Academic Learning Plans in the Nevada School Performance Framework (NSPF)

Academic Learning Plans are governed by [NRS 388.165](#).

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.

### Ninth Grade Credit Sufficiency in the Nevada School Performance Framework (NSPF)

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The Ninth grade 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 divided by the total number of ninth grade students at the school.

### **Business Rules for submitting the Matriculation Requirement information**

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). Submit information only for grade 8 based on whether they have met or not met the requirements of NAC 389.445.

- Local Education Agencies will count a student as having met the middle school matriculation requirement if the student has successfully completed:
  - One and one-half units (1½) of credit in English with a passing grade;
  - One and one-half units (1½) of credit in mathematics with a passing grade;
  - One unit (1) of credit in science with a passing grade; and
  - One unit (1) of credit in social studies with a passing grade.

### **Business Rules for submitting the Academic Learning Plan information**

The Academic Learning Plan rate will be calculated using the total number of students in the middle school enrolled at the end of the school year with an academic learning plan divided by the total number of students enrolled at the school at the end of the school year. Submit information only for middle school students (the middle school grades may differ depending on school configuration) who have met or not met the requirements of NRS 388.165.

- Local Education Agencies will count that a student is compliant with NRS 388.165 if s/he has an Academic Learning Plan on file:
  - This requirement can be met if the student has a plan in Infinite Campus or other student information system.
- NRS 388-165:
  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)

### **Business Rules for submitting the Ninth Grade Credit Sufficiency information**

Submit information only for grade 9 students who have earned or not earned at least five (5) credits by the end of the school year, not including summer school.

**FILE NAMING CONVENTION**

The following file naming convention is to help identify files for submission to NDE-ADAM.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

**Schema: adam03\_dd\_vvvvvvvv.ext** Example: adam03\_02\_vvvvvvvv.txt

**Table 3.0-1: File Naming Convention**

<b>Where</b>	<b>Means</b>	<b>Limit in characters</b>
adam03	ADAM File name- Designated file name by NDE	6
dd	Nevada District Numeric Indicator, e.g. 02	2
vvvvvvvv	Alphanumeric string designated by the LEA to uniquely identify the individual submission (e.g., lyonccr, v010803)	9
.ext	Extension identifying the file format: .txt – text file .csv – comma delimited .xls – Excel Workbook .xlsx – Excel Workbook	5

### 3.0 FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications.

The “Pop” column in the header and data records is coded as follows:

- M - Mandatory, this field must always be populated.
- O - Optional, data in this field may not be required.

#### Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the NDE.

**Table 3.1–1: Data Records- File Specifications**

Data Element Name	Type	Pop	Definition / Comments	Permitted Values Abbreviations	IC Pull Information
Master_District_Name	String	M	The local education agency that authorizes schools. For most Nevada districts, Master district name and District name will be the same. State sponsored charters schools will indicate SPCSA as master district. e.g. Clark County School District, Lyon County School District, SPCSA	Text, A-Z	To be determined
District_Name	String	M	Identifies the Nevada school district, e.g. Clark County School District, Lyon County School District, Sommerset Academy, Doral Academy	Text, A-Z	To be determined
District_Number	Number	M	Two digit numeric value for the Nevada school district, e.g. 02.	Numeric, 0-9	To be determined
School_Number	Number	M	Five digit numeric value for the Nevada school, e.g. 02608.	Numeric, 0-9	To be determined
School_Name	String	M	The name of the Nevada School, e.g. Pa Wa Lu MS.	Text, A-Z	To be determined
State_Unique_ID	Number	M	The students ten digit State Unique ID	Numeric, 0-9	To be determined
Local_Unique_ID	Number	O	The students ten digit LEA Unique ID	Numeric, 0-9	To be determined

Student_Last_Name	String	M	The students last name.	Text, A-Z	To be determined
Student_First_Name	String	M	The students first name.	Text, A-Z	To be determined
State_Grade_Level	Number	M	The students two digit grade level. e.g. 05 – 09. This collection will include only middle school students and 9 <sup>th</sup> grade students	Numeric, 0-9	To be determined
Student_Ethnicity	String	M	The student's ethnicity: <ul style="list-style-type: none"> <li>• A= Asian</li> <li>• B = Black</li> <li>• C = Caucasian</li> <li>• H = Hispanic</li> <li>• I = American Indian/Alaska Native</li> <li>• M = Two or More Races</li> <li>• P = Hawaiian/Pacific Islander</li> </ul>	Text, A-Z	To be determined
Student_Gender	String	M	<ul style="list-style-type: none"> <li>• F = Female</li> <li>• M = Male</li> </ul>	Text, F or M	To be determined
Student_IEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul>	Numeric, 0 or 1	To be determined
Student_LEP_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul> LEP – Limited English Proficient, more commonly referred to as EL or English learner	Numeric, 0 or 1	To be determined
Student_FRL_Status	Number	M	<ul style="list-style-type: none"> <li>• 1 = Identified</li> <li>• 0 = Not identified</li> </ul>	Numeric, 0 or 1	To be determined
Gr8_NAC389_Met	Number	M	<ul style="list-style-type: none"> <li>• 1 = met requirements</li> <li>• 0 = not met requirements</li> <li>• Blank = not an 8<sup>th</sup> grader</li> </ul>	Numeric, 0, 1, blank Blank values should be used for students not in the 8 <sup>th</sup> grade	To be determined
Academic_Learning_Plan_Met	Number	M	<ul style="list-style-type: none"> <li>• 1 = met requirements</li> <li>• 0 = not met requirements</li> <li>• Blank = is a 9<sup>th</sup> grader</li> </ul>	Numeric, 0, 1, blank Blank values should be used for 9 <sup>th</sup> graders	To be determined
Sufficiency_Gr9_Met	Number	M	<ul style="list-style-type: none"> <li>• 1 = earned at least 5 credits</li> <li>• 0 = have not earned at least 5 credits</li> <li>• Blank = not a 9<sup>th</sup> grader</li> </ul>	Numeric, 0, 1, blank Blank values should be used for students not in the 9 <sup>th</sup> grade	To be determined

## 4.0 Data Submission Instructions

Data must be submitted using the file template titled ADAM03\_MR-ALP-CS\_Template\_2018. Do not alter the column names when populating the template. This template can be found in your district folder in the NSPF 2018 folder on Bighorn.

Upload your completed data file to your district folder on Bighorn by June 30, 2018.





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***Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.***

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