

**Nevada Department of Education**

**Nevada School  
Performance Framework  
Technical Manual**

**2018-2019 School Year**

## Table of Contents

Nevada School Performance Framework (NSPF) Technical Manual .....	7
Purpose of Document .....	7
Disclaimer .....	7
Overview of NSPF Indicators and Measures .....	7
N-sizes .....	7
Star Ratings .....	8
Computing Rates and Reporting .....	9
Subgroups and Data Disaggregation .....	9
Accountability Levels .....	9
Year-in-School (YIS), Year-in-District (YID), New-in-Country (NIC) .....	10
Year-in-School (YIS) .....	10
Year-in-District (YID) .....	11
New-in-Country (NIC) .....	11
Data Validation .....	12
Elementary School (ES) Indicators and Measures .....	13
ES Indicator and Measure Weights .....	13
ES Academic Achievement Indicator .....	13
Notes .....	13
ES Pooled Proficiency Measure (20 points) .....	13
ES Pooled Proficiency PAT .....	15
ES Read-By-Grade-3 (RBG3) Measure (5 points) .....	15
RBG3 PAT .....	16
ES Growth Indicator .....	16
Notes .....	16
ES Math/ELA Median Growth Percentile (MGP) Measures (10 points each) .....	16
ES Math/ELA MGP PATs .....	16
ES Math/ELA Adequate Growth Percentile (AGP) Measures (7.5 points each) .....	16
ES Math/ELA AGP PATs .....	17
ES English Language Proficiency Indicator .....	17
Notes .....	17
ES WIDA Adequate Growth Percentile (AGP) Measure (10 points) .....	17
ES WIDA AGP PAT .....	18
ES Closing Opportunity Gaps Indicator .....	18

Notes .....	18
ES Math/ELA Closing Opportunity Gaps Measures (10 points each) .....	19
ES Math/ELA Closing Opportunity Gaps PATs .....	20
ES Student Engagement Indicator .....	20
ES Chronic Absenteeism Measure (10 points).....	20
ES Chronic Absenteeism PAT .....	20
Middle School (MS) Indicators and Measures.....	21
MS Indicator and Measure Weights .....	21
MS Academic Achievement Indicator .....	21
Notes .....	21
MS Pooled Proficiency Measure (25 points) .....	21
MS Pooled Proficiency PAT .....	21
MS Growth Indicator.....	21
MS Math/ELA Median Growth Percentile (MGP) Measures (10 points each) .....	21
MS Math/ELA MGP PATs.....	22
MS Math/ELA Adequate Growth Percentile (AGP) Measures (5 points each) .....	22
MS Math/ELA AGP PATs.....	22
MS English Language Proficiency Indicator.....	22
MS WIDA AGP Measure (10 points) .....	22
MS WIDA AGP PAT .....	22
MS Closing Opportunity Gaps Indicator.....	22
MS Math/ELA Closing Opportunity Gaps Measures (10 points each) .....	22
MS Math/ELA Closing Opportunity Gaps PATs .....	22
MS Student Engagement Indicator .....	23
MS Chronic Absenteeism Measure (10 points) .....	23
MS Chronic Absenteeism PAT .....	23
MS Academic Learning Plans Measure (2 points) .....	23
MS Academic Learning Plans PAT .....	23
MS NAC 389 8 <sup>th</sup> Grade Credit Requirements Measure (3 points) .....	23
MS 8 <sup>th</sup> Grade Credit Requirements PAT .....	24
High School (HS) Indicators and Measures .....	25
HS Indicator and Measure Weights .....	25
HS Academic Achievement Indicator .....	25
Notes .....	25

HS Math/ELA Proficiency Measures (10 points each) .....	25
HS Math/ELA PATs .....	26
HS Science Proficiency Measure (5 points) .....	26
HS Science PAT .....	28
HS Graduation Rates Indicator.....	28
Notes .....	28
HS 4-Year Adjusted Cohort Graduation Rate (ACGR) Measure (25 points).....	28
HS 4-Year ACGR PAT.....	28
HS 5-Year Adjusted Cohort Graduation Rate (ACGR) Measure (5 points).....	28
HS 5-Year ACGR PAT.....	29
HS English Language Proficiency Indicator .....	29
HS WIDA AGP Measure (10 points) .....	29
HS WIDA AGP PAT .....	29
HS College and Career Readiness Indicator .....	29
HS Post-Secondary Preparation Participation Measure (10 points).....	29
HS Post-Secondary Preparation Participation PAT.....	29
HS Post-Secondary Preparation Completion Measure (10 points).....	29
HS Post-Secondary Preparation Completion PAT .....	30
HS Post-Secondary Preparation Participation and Completion Criteria.....	30
HS Advanced/CCR Diploma Measure (5 points).....	30
HS Advanced/CCR Diploma PAT.....	31
HS Student Engagement Indicator.....	31
HS Chronic Absenteeism Measure (5 points) .....	31
HS Chronic Absenteeism PAT .....	31
HS 9 <sup>th</sup> Grade Credit Sufficiency Measure (5 points) .....	31
HS 9 <sup>th</sup> Grade Credit Sufficiency PAT .....	31
Assessment Participation .....	32
General Participation Calculations.....	32
Definition of Participation by Assessment.....	32
Participation Calculation Process .....	32
ES/MS (Smarter and NAA) Participation .....	33
HS (ACT and NAA) Participation .....	33
Consequences for Not Meeting Participation Requirements .....	34
Low Participation and Reduced Proficiency Rates .....	34

Participation Warnings and Penalties.....	37
School Designations (CSI, TSI, and TSI/ATSI) .....	39
Background .....	39
Comprehensive Support and Improvement (CSI) .....	40
Background.....	40
CSI Effect on Star Rating .....	40
CSI Process.....	40
CSI Categories .....	40
CSI Category 1: Lowest-Performing Schools .....	40
CSI Category 2: One-Star Schools.....	41
CSI Category 3: Low Graduation Rate Schools .....	41
CSI Designation Decision Tree.....	41
CSI Exit Criteria .....	41
CSI Exit Decision Tree .....	42
Targeted Support and Improvement (TSI) .....	43
Background.....	43
TSI Effect on Star Ratings.....	43
TSI Process.....	43
Indicators and NSPF Measures Included in TSI.....	43
Logic for TSI Calculations .....	43
TSI Designation Decision Tree .....	46
TSI Exit Criteria .....	46
TSI Exit Decision Tree .....	47
Targeted Support and Improvement (TSI)/Additional Targeted Support and Improvement (ATSI) .....	48
Background.....	48
TSI/ATSI Effect on Star Ratings .....	48
TSI/ATSI Process .....	48
NSPF Measures Included in TSI/ATSI .....	48
Logic for TSI/ATSI Calculations .....	48
TSI/ATSI Designation Decision Tree .....	50
TSI/ATSI Exit Criteria .....	50
TSI/ATSI Exit Decision Tree.....	51
Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs).....	52
Elementary Schools (ES).....	52

ES Math LTGs and MIPs .....	52
ES ELA LTGs and MIPs .....	52
Middle Schools (MS) .....	53
MS Math LTGs and MIPs.....	53
MS ELA LTGs and MIPs .....	53
High Schools (HS) .....	54
HS Math LTGs and MIPs.....	54
HS ELA LTGs and MIPs .....	54
HS 4-Year ACGR LTGs and MIPs .....	55
HS 5-Year ACGR LTGs and MIPs .....	55
State Assessment Cut Scores and Achievement Levels.....	56
Smarter Summative Assessment .....	56
Smarter Achievement Level Descriptors .....	56
Smarter Achievement Level Cut Scores.....	56
ELA.....	56
Mathematics .....	56
Nevada Science Assessments.....	57
Science Achievement Level Descriptors .....	57
Science Achievement Level Cut Scores.....	57
Nevada Alternate Assessment (NAA).....	57
NAA Achievement Level Cut Scores.....	57
ELA.....	57
Mathematics .....	58
Science .....	58
ACT .....	58
ACT Achievement Level Descriptors.....	58
ACT Achievement Level Cut Scores .....	58

# Nevada School Performance Framework (NSPF) Technical Manual

## Purpose of Document

The federal Every Student Succeeds Act (ESSA) requires states to use an accountability system to annually rate all public schools within that state ([20 USC §6311\(c\)\(4\)\(C\)](#)). To that end, the Nevada Department of Education (NDE) has created the Nevada School Performance Framework (NSPF). Under the NSPF, each public school is issued an annual index score and star rating based on that school's performance on various measures over the prior school year.

This document, the NSPF Technical Manual, outlines the logic, business rules, and filters used for the 2018-19 NSPF. The primary audience is accountability professionals within Local Education Agencies (LEAs). However, this manual can be utilized by anyone desiring more information on the technical details of the NSPF. More general aspects of the NSPF can be found in the [2019 NSPF Guidance Manual](#).

## Disclaimer

The NDE has made considerable attempts to ensure the accuracy of this document, via both internal and external (LEA) reviews; however, if errors are found herein and edits are required, the NDE will reserve the right to revise this document where appropriate.

## Overview of NSPF Indicators and Measures

The NSPF is comprised of Measures categorized under Indicators specific to each of the elementary, middle, and high school levels. A school earns points in the NSPF earned based on their performance in the Measures, and points for Measures are totaled under their respective Indicators. Elementary and middle schools (ES/MS) are rated on various Measures under Academic Achievement, Growth, English Language Proficiency, Closing Opportunity Gaps, and Student Engagement Indicators. High schools (HS) are rated on various Measures under Academic Achievement, Graduation Rates, English Language Proficiency, College and Career Readiness, and Student Engagement Indicators. See the [elementary](#), [middle](#), and [high school](#) sections of this document for more details regarding Indicators and Measures.

## N-sizes

The NSPF applies various n-sizes with respect to ratings, reporting, [school designations](#), and participation. Each of these n-sizes is outlined below.

- An n-size  $\geq 10$  is required in/for:
  - Measures required for rating.
    - See the [Star Ratings](#) section of this document for more information on the Measures required for rating by school level.
  - Calculating rates associated with NSPF Indicators and Measures.
  - Reporting performance on NSPF star rating reports.
    - Star rating reports indicate if a subgroup has insufficient n-size.
  - [CSI](#) calculations related to low graduation rates (i.e., an n-size  $\geq 10$  is required for inclusion in the [low graduation rate CSI category](#)).
- An n-size  $\geq 25$  is required for:

- A subgroup’s inclusion in calculations related to designation of schools as [Targeted Support and Improvement \(TSI\)](#) or [Targeted Support and Improvement/Additional Targeted Support and Improvement \(TSI/ATSI\)](#).
- An n-size is not applied in [participation](#) (PT) calculations.
  - However, PT calculations are different for subgroups with n-sizes >20 (rate is calculated) and ≤ 20 (N-1 methodology is used). See the [participation](#) section for more information.

## Star Ratings

ESSA requires states to rate all public schools ([20 USC §6311\(c\)\(4\)\(C\)](#)). The star rating is the summative annual determination made for all Nevada public and charters schools. A school’s star rating is associated with their NSPF index score—the total points received by a school based on their performance across various Measures over the prior school year. Because ESSA requires Nevada to use the NSPF to rate all public schools, schools rated under the Alternative Performance Framework (APF) pursuant to [NRS 385A.730](#) and [NAC 385A.130](#) still receive an NSPF star rating. Generally, the business rules for receiving an NSPF star rating are as follows:

- For ES and MS, the school must have 10 records (i.e., an n-size ≥ 10) in the current NSPF year data within the all-students group in each of the following Measures:
  - [Pooled Proficiency](#);
  - [Mathematics \(Math\) Median Growth Percentile \(MGP\)](#);
  - [English Language Arts \(ELA\) MGP](#);
  - [Math Adequate Growth Percentile \(AGP\)](#) ; and
  - [ELA AGP](#)
- For HS, the school must have 10 records (i.e., an n-size ≥ 10) in the current NSPF year data within the all-students group in each of the following Measures:
  - [Math Proficiency](#);
  - [ELA Proficiency](#); and
  - [4-Year Adjusted Cohort Graduation Rate \(ACGR\)](#)

Some Nevada schools have n-sizes less than 10 in Measures required for rating; therefore, there are some exceptions to the rating rules:

- Starting in the 2018-19 NSPF, schools with low n-size(s)—i.e., those that do not have 10 records in the current year’s data in the Measures required for rating—will achieve n-size sufficiency in the Measures required for rating via pooling of data over the most recent two or three years.
- Starting in the 2018-19 NSPF, schools with grade configurations that do not assess and/or have growth, such as a K-1 school, will achieve n-size sufficiency in the Measures required for rating based on a “feeder” methodology. Schools lacking assessment and/or growth data will have another school’s data assigned to them, or will have their data combined with another school(s). This “pairing” will generally be with another school(s) within the LEA that receives students from the non-assessed school. The NDE will work with affected LEAs to identify appropriate pairings.
- Starting in the 2018-19 NSPF, ES and MS that solely administer the Nevada Alternate Assessment (NAA) will only need to achieve n-size sufficiency in pooled proficiency to be rated,



as growth is not determined for this assessment. The NDE will continue to explore methodologies to measure student growth for these schools in the future.

## Computing Rates and Reporting

The NDE does not round rates. Rates for NSPF Measures are calculated and truncated to the tenth for the purposes of associating the rate with the point-earning category on the point attribution table (PAT). Furthermore, rates are displayed to the tenth on NSPF reports. As an example, a calculated rate of 59.99 is truncated to 59.9 for both (1) awarding points and (2) reporting; this rate is not rounded to 60.

## Subgroups and Data Disaggregation

ESSA requires states to disaggregate and report data for various subgroups, including students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and English learners ([20 USC §6311\(c\)\(2\)](#)). Subgroup data are also used to identify underperforming schools (see [TSI](#) and [TSI/ATSI](#) sections). All Measures for all school levels in the NSPF are disaggregated and reported by:

- Seven race/ethnicity populations, including American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or More Races; and White;
- Students with Disabilities (students with an Individualized Education Program, or IEP);
- Current and former English Learners (ELs), per ESSA ([20 USC §6311\(b\)\(3\)\(B\)](#)), which includes:
  1. Students who are ELs and receiving English language support and
  2. Students who have exited from an English language support program within the most recent four years; and
- Students who are Economically Disadvantaged (ED), which is measured as students who meet criteria to receive free or reduced-price lunch (FRL) through the National School Lunch Program.
  - Of note, a school with as few as 40% of students identified as FRL-eligible may qualify for school lunch funding under the Community Eligible Provision (CEP). The total student population (100%) in CEP schools is identified as ED. Schools with as many as 80% of students identified as FRL-eligible may be identified as Provision II schools and will also have 100% of the population identified as ED, but this 100% FRL designation will only be applied in the second and subsequent years the school is identified as a Provision II.

## Accountability Levels

LEAs may determine the grade configurations for their schools within the parameters defined in Nevada Revised Statute (NRS) ([NRS 388.020](#)). For the purposes of receiving an NSPF star rating, LEAs may request that the NDE approve grade configurations that diverge from NRS requirements.

Because NSPF Measures differ by school level and some Nevada schools serve grade levels that cross the typical configuration of an elementary, middle, and/or high school, the NDE is compelled to identify the school level(s) for each school in the state to appropriately rate ES, MS, and HS. This is achieved by appending “.1” (ES), “.2” (MS), or “.3” (HS) to each Nevada school code. Individual students are assigned to a school’s appropriate accountability level based on their grade level.

As an example, Mount Rose (school code 16211) in Washoe County serves grades K-8, and taken as a whole, cannot be rated under either the ES or MS NSPF frameworks. Thus, the school is split into an ES 16211.1 (grades K-6), which receives a rating under the ES framework, and a MS 16211.2 (grades 7-8), which receives a rating under the MS framework. All K-6 students at the school are assigned to 16211.1, while all 7-8 students at the school are assigned to 16211.2.

### Year-in-School (YIS), Year-in-District (YID), New-in-Country (NIC)

ESSA indicates that students who have not attended a school for at least half a year cannot be counted in that school’s rating, with a few exceptions ([20 USC §6311\(c\)\(4\)\(F\)](#)). Year-in-School (YIS) is used by the NDE to include students in a school’s rating, while Year-in-District (YID) is used to assign students to districts to report district rates. New-in-Country (NIC) is used to exclude recently-arrived English Learners from school and district rates.

### Year-in-School (YIS)

YIS is used to count students toward a school’s rating. For all Measures within the NSPF, the table below outlines whether YIS is applied, and if so, the criteria needed to meet YIS.

Indicators/Measures	YIS applied	YIS=1 criteria
Academic Achievement: Math, ELA, Science Proficiency, and Read-by-3	Yes	For Smarter Balanced, the Nevada Alternate Assessment (NAA), and Nevada Science: Enrolled ≥ 120 school days between first day of school and April 15 of the current school year. For ACT: Enrolled ≥ 100 school days between first day of school and date of state ACT administration.
Growth: Math and ELA MGP and AGP	Yes	Same as criteria for Math/ELA Proficiency. YIS does not need to be met in prior year, only current year.
Closing Opportunity Gaps: Math and ELA	Yes	Same as criteria for Math/ELA Proficiency. YIS does not need to be met in prior year, only current year.
Graduation Rates: 4- and 5-Year ACGR	No	N/A
English Language Proficiency: WIDA AGP	Yes	Enrolled ≥ 90 school days between first day of school and end of testing window (for 2019, March 1).
Post-Secondary Preparation Participation and Completion	No	N/A
Advanced/CCR Diploma	No	N/A
Chronic Absenteeism	Yes	Enrolled ≥ 91 school days between first day of school and end of school year.
Academic Learning Plans	Yes	Enrolled ≥ 91 school days between first day of school and end of school year.
8 <sup>th</sup> Grade Credit Requirements (NAC 389)	No	N/A
9 <sup>th</sup> Grade Credit Sufficiency	Yes	Enrolled ≥ 91 school days between first day of school and end of school year.

At a technical level, when the NDE refers to “enrolled days” in the table above, the student must (1) have an enrollment that is included in apportionment (Average Daily Enrollment) and (2) be scheduled for instructional courses in a given school for the specified number of days during the specified timeline.

There are various exceptions to these criteria. For schools operating on a year-round schedule, to meet YIS (i.e., YIS=1), a student must be enrolled for a period equal to or greater than the number of days specified for the relevant assessment between the first day of school and the last day of the testing window. For schools operating on an alternative calendar (for example, a 4-day week), to meet YIS (i.e., YIS=1), a student must be enrolled for a period equal to or greater than the prorated number of days specified for the relevant assessment between the first day of school and the last day of the testing window. In these cases, enrolled days must include minutes equivalent to the YIS criteria. As an example, a school on a 4-day week would use 80% of the required days—4 days / 5 day week = 80%; for Smarter, multiply required number of days (120) by 80% = 96 days needed to meet YIS.

### Year-in-District (YID)

YID criteria are identical to YIS criteria, except a student must be enrolled in a district for the specified period. Students who are YID=1 are assigned to their respective district for the reporting of district rates. District rates on star rating reports are data from all schools in the district at that level (ES, MS, HS); for example, an ES rating report shows the district ES rate. By default, students who are YIS=1 are YID=1.

The NDE utilizes an EDEN district code/name for the purposes of YID. For most school districts (i.e., Churchill, Clark, etc.), the EDEN district code/name is the same as the school district code/name. However, all state charter schools under the State Public Charter School Authority (SPCSA) are within the SPCSA EDEN district. Likewise, all Achievement Schools under the Achievement School District (ASD) are within the ASD EDEN district. For example, if a student moves from charter school A to charter school B, they may not meet YIS criteria at either school, but may meet YID criteria for SPCSA.

### New-In-Country (NIC)

NIC is used to exclude recently-arrived English Learners (ELs) from school and district assessment and growth rates. For accountability purposes, NIC means a student is an immigrant, an EL, and has a first date of entry into the U.S. within one year of the date of enrollment in the school. A student is NIC for one year from the date of entry into the U.S.

LEAs should use the YIS end dates specified above for the “as of” NIC date; for example, a student who meets the NIC criteria as of April 15<sup>th</sup> on Smarter should be marked as NIC=1 in the Smarter assessment validation. Year-round and alternative schools should use the YIS end date exception specified above (last day of the testing window) for the “as of” NIC date.

The definition of immigrant for the NSPF differs from criteria required for participation in the Immigrant Program. The one-year timeline established for NSPF reflects the requirements for inclusion of the student’s results in accountability reporting. The following sections of the definition remain consistent:

- Age 3 through 21; and were not born in any state, where “state” means the 50 states, the District of Columbia, and Puerto Rico. Children born to U.S. citizens abroad may be considered immigrants if they meet the criteria in the definition of immigrant.

ESSA allows Nevada to exclude NIC student assessment results from the NSPF, include growth for students who were NIC in the prior year (i.e., in their second year in the country), and include

proficiency results beginning in a student’s third year in the country ([20 USC §6311\(b\)\(3\)\(A\)\(ii\)](#)). NIC students count in other NSPF Measures such as Chronic Absenteeism, Academic Learning Plans, etc. NIC student assessment performance is still included in reporting on the Nevada Report Card.

## Data Validation

Data validation is an important component of the NSPF process. Student-level data used in the NSPF are validated by LEAs in regard to demography, YIS/YID/NIC status, EL/IEP/FRL status, etc. These validations are conducted by LEAs during the assessment window, post-assessment, or prior to data submission to the NDE. The validation processes for NSPF Indicators/Measures are outlined in the table below.

Indicators/Measures	Data Validation Process	Period
Academic Achievement: Math, ELA, and Science Proficiency; Read-by-Grade-3	For Smarter Balanced, Nevada Alternate Assessment (NAA), and Nevada Science, data are validated by LEAs during the assessment window in the DRC eDirect system. For ACT, data are validated by LEAs post-assessment in the NDE DVSL tool.	Feb. to May
Growth: Math/ELA MGP and AGP	LEA-validated Smarter data are used to produce the growth file needed for these calculations.	Feb. to May
Closing Opportunity Gaps: Math and ELA	LEA-validated Smarter data are used to produce the growth file needed for these calculations.	Feb. to May
Graduation Rates: 4/5-Year ACGR	Data are validated by LEAs in the NDE DVSL tool.	Nov. to Mar.
English Language Proficiency: WIDA AGP	Data are validated by LEAs during and after the assessment window in the WIDA Assessment Management System (AMS). LEA-validated WIDA data are used to produce the growth file used for these calculations.	Jan. to May
Post-Sec. Prep. Part. and Comp.	Data are validated by LEAs prior to LEA submission to the NDE.	Jun. to Jul.
Advanced/CCR Diploma	LEA-validated ACGR data are used to calculate these rates.	Nov. to Mar.
Chronic Absenteeism	Data are validated by LEAs prior to LEA submission to the NDE.	Jun.
Academic Learning Plans	Data are validated by LEAs prior to LEA submission to the NDE.	Jun.
8 <sup>th</sup> Grade Credit Requirements	Data are validated by LEAs prior to LEA submission to the NDE.	Jun.
9 <sup>th</sup> Grade Credit Sufficiency	Data are validated by LEAs prior to LEA submission to the NDE.	Jun.

The NDE regularly issues data validation guidance and reminders via webinars, emails, and other communications. If data are not entered by LEAs during validation, the NDE reserves the right to utilize default values and/or validation day data in the missing field(s). LEAs will be fully responsible for data inaccuracies in these cases. For example, if YIS, YID, and/or NIC values are not recorded by an LEA, the NDE will default these fields to 1, 1, and 0, respectively (i.e., the student will count in the school, district, and state rates). The NDE will occasionally use validation day data to fill missing fields where if data cannot be collected from LEAs during an assessment validation.

The NDE provides final assessment, growth, and graduation rate data files to LEAs before the NSPF is published. Student-level revisions are not allowed once data validation windows close. Pursuant to [NRS 385A.720](#), the NDE issues preliminary NSPF school ratings to LEAs for review in mid-August, at least one month before the NSPF is officially published on or before September 15. These preliminary ratings are accompanied by a data file (the NSPF extract), which includes n-counts, school rates, district rates, and disaggregated subgroup data for each Measure, along with star rating and designation information. Student-level remediation is similarly not available during this window, but broader issues may be addressed and remediated where appropriate.

## Elementary School (ES) Indicators and Measures

This section outlines details related to NSPF elementary school (ES) Indicators and Measures.

### ES Indicator and Measure Weights

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Pooled Proficiency Measure	20
Read-by-Grade-3 Measure	5
<b>Growth Indicator</b>	<b>35</b>
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	7.5
ELA AGP Measure	7.5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>Closing Opportunity Gaps Indicator</b>	<b>20</b>
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure	10

### ES Academic Achievement Indicator

#### Notes

- Rates for Measures under this Indicator include both Smarter and NAA data.
- Use the fields “sch\_num” or “sch\_name” to aggregate to school. Use the fields “dist\_num” or “dist\_name” to aggregate to district.
- Certain students are excluded from denominators, including those who: have Special Circumstance (SC) exemptions approved by the NDE; are not enrolled (NER) at the given school; homeschooled (HS); funded out of state (OS); or in the incorrect assessment file (i.e., was a NAA student in the Smarter file, or a General Education student in the NAA file). These codes are found in the “did not participate” fields in the student-level assessment files.
- Invalidated or modified assessments are not counted, even if an achievement level is present.
- Results for assessments with an achievement level and a “did not participate” code are counted (i.e., the achievement level is used and the “did not participate” code is disregarded).
- Math and ELA proficiency rates may be reduced if assessment participation requirements are not met by the all-students group. See [“Low Participation and Reduced Participation Rates”](#).

### ES Pooled Proficiency Measure (20 points)

- Data sources: Summative, NAA, and Science 5/8 files
- Pooled Proficiency Rate =  $((\# \text{ proficient in CRT Math} + \# \text{ proficient in CRT ELA} + \# \text{ proficient in CRT Science}) / (\# \text{ assessed in CRT Math} + \# \text{ assessed in CRT ELA} + \# \text{ assessed in CRT Science})) \times 100$
- Math/ELA CRT Business Rules
  - To find the denominator (# students assessed) for a given school/district, combine:

- In student-level summative file, filter on that school/district and:
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - For school-level calculations NV\_YIS=1
  - For district-level calculations NV\_YID=1
  - Use NV\_GradeLevel to select appropriate grades if needed
  - [math/ela]\_tc\_invalidation\_CAT=blank
  - [math/ela]\_tc\_invalidation\_PT=blank
  - [math/ela]\_tc\_modification\_CAT=blank
  - [math/ela]\_tc\_modification\_PT=blank
  - [math/ela]\_achievement\_level=1,2,3,4
- In student-level Science 5/8 file, filter on that school/district and:
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - For school-level calculations NV\_YIS=1
  - For district-level calculations NV\_YID=1
  - Use NV\_GradeLevel to select appropriate grades if needed
  - tc\_invalidation=blank
  - tc\_modification=blank
  - achievement\_level=1,2,3,4
- In student-level NAA file, filter on that school/district and:
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - For school-level calculations NV\_YIS=1
  - For district-level calculations NV\_YID=1
  - Use NV\_GradeLevel to select appropriate grades if needed
  - [math/ela/sci]\_tc\_invalidation=blank
  - [math/ela/sci]\_tc\_modification=blank
  - [math/ela/sci]\_achievement\_level=1,2,3,4
- To find the numerator (# proficient) for a given school, combine:
  - In student-level summative file, use filters above but change:
    - [math/ela]\_achievement\_level=3,4
  - In student-level Science 5/8 file, use filters above but change:
    - achievement\_level=3,4
  - In student-level NAA file, use filters above but change:
    - [math/ela/sci]\_achievement\_level=3,4

ES Pooled Proficiency PAT

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

ES Read-By-Grade-3 (RBG3) Measure (5 points)

- Data source: Summative file
- $RBG3 \text{ rate} = (\# \text{ 3}^{\text{rd}} \text{ graders proficient in ELA}) / (\# \text{ 3}^{\text{rd}} \text{ graders assessed in ELA}) \times 100$
- To find the denominator (# students assessed) for a given school/district, combine:
  - In student-level summative file, filter on that school/district and:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - For school-level calculations NV\_YIS=1
    - For district-level calculations NV\_YID=1
    - NV\_GradeLevel=3
    - ela\_tc\_invalidation\_CAT=blank
    - ela\_tc\_invalidation\_PT=blank
    - ela\_tc\_modification\_CAT=blank
    - ela\_tc\_modification\_PT=blank
    - ela\_achievement\_level=1,2,3,4
  - In student-level NAA file, filter on that school/district and:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - For school-level calculations NV\_YIS=1
    - For district-level calculations NV\_YID=1
    - NV\_GradeLevel=3
    - ela\_tc\_invalidation=blank
    - ela\_tc\_modification=blank
    - ela\_achievement\_level=1,2,3,4
- To find the numerator (# proficient) for a given school/district, combine:
  - In student-level summative file, use filters above but change:
    - ela\_achievement\_level=3,4
  - In student-level NAA file, use filters above but change:
    - ela\_achievement\_level=3,4

RBG3 PAT

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

## ES Growth Indicator

### Notes

- To be included in the growth file, a student must have an achievement level in Math/ELA; a student does not need two years of scores to be included. However, at least two consecutive years of scores are needed to generate a Student Growth Percentile (SGP) and SGP target, fields required for NSPF calculations below.
- Growth is not calculated for students who are retained a grade.
- Students who assess with the NAA are not included in these growth calculations, as growth is not determined for the NAA.

### ES Math/ELA Median Growth Percentile (MGP) Measures (10 points each)

- Data source: Summative growth file
- Math/ELA MGP = median of Math/ELA SGPs at a given school
- To find SGPs for a given school/district, in student-level growth file, filter on that school/district and:
  - CONTENT\_AREA=MATHEMATICS/ELA
  - Use GRADE to select appropriate grades if needed
  - SGP=not blank
  - SGP\_TARGET\_3\_YEAR=not blank
  - STATE\_ENROLLMENT\_STATUS=Enrolled State: Yes (NIC=0)
  - VALID\_CASE=VALID\_CASE
  - For school-level calculations YIS=1
  - For district-level calculations YID=1
- Then find the median of these SGPs.

### ES Math/ELA MGP PATs

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

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

### ES Math/ELA Adequate Growth Percentile (AGP) Measures (7.5 points each)

- Data source: Summative growth file
- Math/ELA AGP = (# meeting Math/ELA AGP) / (# of growth records) X 100



- To find the denominator (# total growth records) for a given school/district, in student-level growth file, filter on that school/district and:
  - CONTENT\_AREA=MATHEMATICS/ELA
  - Use GRADE to select appropriate grades if needed
  - SGP=not blank
  - SGP\_TARGET\_3\_YEAR=not blank
  - STATE\_ENROLLMENT\_STATUS=Enrolled State: Yes (NIC=0)
  - VALID\_CASE=VALID\_CASE
  - For school-level calculations YIS=1
  - For district-level calculations YID=1
- To find the numerator (# meeting AGP) for a given school/district, in student-level growth file, use filters above and find students where:
  - AGP\_Met=1 (i.e.,  $SGP \geq SGP\_TARGET\_3\_YEAR$ )

### ES Math/ELA AGP PATs

Math Rate	Math Points	Math Rate	Math Points
≥52	7.5	<35 and ≥33	3.5
<52 and ≥50	7	<33 and ≥31	3
<50 and ≥47	6.5	<31 and ≥29	2.5
<47 and ≥44	6	<29 and ≥27	2
<44 and ≥41	5.5	<27 and ≥25	1.5
<41 and ≥39	5	<25 and ≥23	1
<39 and ≥37	4.5	<23	0.5
<37 and ≥35	4		

ELA Rate	ELA Points	ELA Rate	ELA Points
≥63	7.5	<49 and ≥47	3.5
<63 and ≥61	7	<47 and ≥45	3
<61 and ≥59	6.5	<45 and ≥43	2.5
<59 and ≥57	6	<43 and ≥41	2
<57 and ≥55	5.5	<41 and ≥38	1.5
<55 and ≥53	5	<38 and ≥35	1
<53 and ≥51	4.5	<35	0.5
<51 and ≥49	4		

## ES English Language Proficiency Indicator

### Notes

- To be included in the WIDA growth file, a student must have an achievement level; a student does not need two years of scores to be included. However, at least two consecutive years of scores are needed to generate an SGP and SGP target, fields required for the calculations below.
- Students who assess with the WIDA ALT are not included in these calculations, as growth is not determined for the WIDA ALT.

### ES WIDA Adequate Growth Percentile (AGP) Measure (10 points)

- Data source: WIDA growth file
- $WIDA\ AGP = (\# \text{ meeting AGP}) / (\# \text{ growth records}) \times 100$
- To find the denominator (# growth records) for a given school/district, in student-level WIDA growth file, filter on that school/district and:
  - Use GRADE to select appropriate grades if needed
  - SGP=not blank
  - SGP\_TARGET\_5\_YEAR=not blank
  - VALID\_CASE=VALID\_CASE
  - For school-level calculations YIS=1

- For district-level calculations YID=1
- To find the numerator (# meeting AGP) for a given school/district, in student-level WIDA growth file, use filters above and find students where:
  - AGP\_MET=1 (i.e.,  $SGP \geq SGP\_TARGET\_5\_YEAR$ )
  - Note: it is possible for a student to not meet AGP but have an achievement level of 4.5+ and exit; these students have met AGP for the purposes of this Measure and have been marked as such in the WIDA growth file.

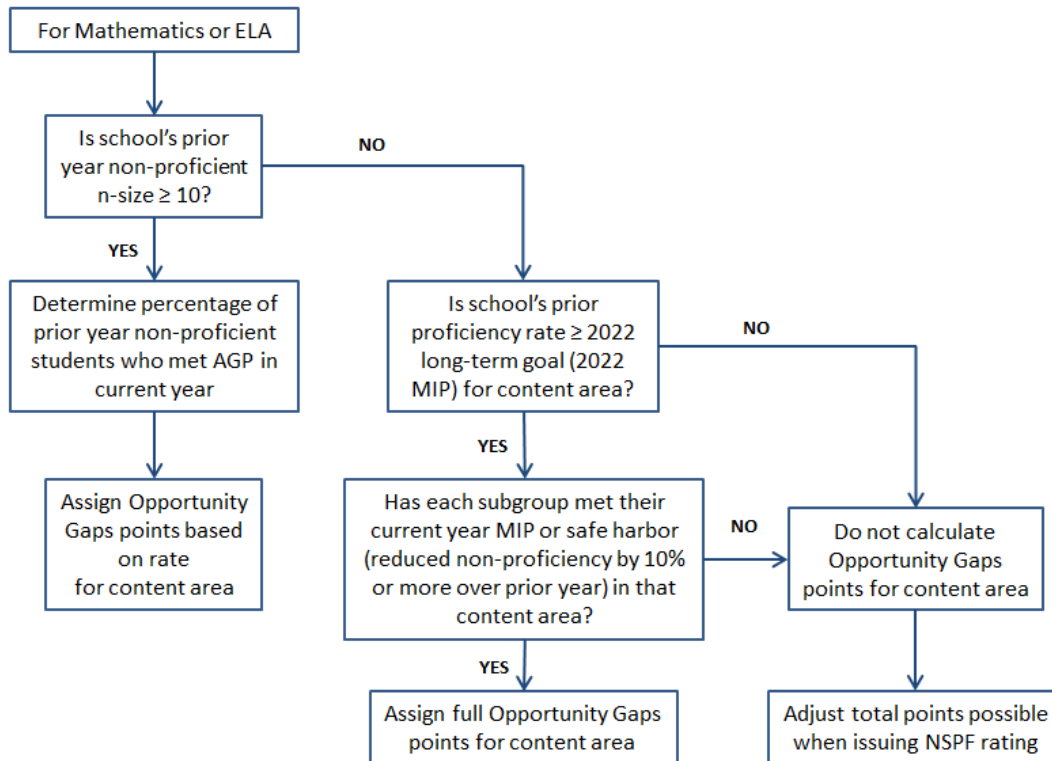
ES WIDA AGP PAT

Rate	Points	Rate	Points
≥57	10	<45 and ≥42	5
<57 and ≥54	9	<42 and ≥39	4
<54 and ≥51	8	<39 and ≥36	3
<51 and ≥48	7	<36 and ≥33	2
<48 and ≥45	6	<33	1

## ES Closing Opportunity Gaps Indicator

### Notes

- To be included in calculations, a student must have at least two consecutive years of scores (and therefore have the required SGP and SGP target).
- Students who assess with the NAA are not included in these calculations, as growth is not determined for the NAA.
- Schools with high proficiency rates in the prior year may not meet n-size ( $n \geq 10$ ) in the Measures below. In these cases, the school is awarded full points in Math/ELA Closing Opportunity Gaps if:
  - The school’s prior proficiency rate is greater than or equal to the 2022 long term goal for the content area (i.e., the 2022 measure of interim progress, or MIP, for the all-students group for the content area), and
  - Each subgroup met their content area current year MIPs OR safe harbor targets (i.e., reduced non-proficient students in that subgroup by 10% or more over the prior year’s performance in the content area)
    - Where SafeHarbor is calculated by:
      - Prior year non-proficiency rate =  $100 - \text{prior year proficiency rate}$
      - Current year non-proficiency target =  $\text{prior year non-proficiency rate} * 0.9$
      - SafeHarborTarget =  $100 - \text{current year non-proficiency target}$
      - If ( $\text{current year proficiency} \geq \text{SafeHarborTarget}$ ) then safe harbor is met



### ES Math/ELA Closing Opportunity Gaps Measures (10 points each)

- Data source: Summative growth file
- Math/ELA Closing Opportunity Gaps Rate =  $(\text{\# meeting Math/ELA AGP this year who were non-proficient in the prior year}) / (\text{\# non-proficient in prior year}) \times 100$
- To find the denominator (#non-proficient in prior year) for a given school/district, in student-level growth file, filter on that school/district and:
  - CONTENT\_AREA=MATHEMATICS/ELA
  - Use GRADE to select appropriate grades if needed
  - ACHIEVEMENT\_LEVEL\_PRIOR = Partial Understanding, Minimal Understanding
  - SGP=not blank
  - SGP\_TARGET\_3\_YEAR=not blank
  - STATE\_ENROLLMENT\_STATUS=Enrolled State: Yes (NIC=0)
  - VALID\_CASE=VALID\_CASE
  - For school-level calculations YIS=1
  - For district-level calculations YID=1
- To find the numerator (# students meeting AGP this year who were non-proficient in the prior year), use filters above and find students where:
  - AGP\_Met=1 (i.e.,  $SGP \geq SGP\_TARGET\_3\_YEAR$ )

*ES Math/ELA Closing Opportunity Gaps PATs*

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

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

**ES Student Engagement Indicator**

**ES Chronic Absenteeism Measure (10 points)**

- Data Source: Chronic Absenteeism files submitted by LEAs to the NDE
- Chronic Absenteeism Rate =  $(\# \text{ chronically absent}) / (\# \text{ enrolled}) \times 100$
- To find the denominator (# enrolled) for a given school/district, filter on that school/district and:
  - Select appropriate grade levels if needed
  - For school-level calculations (YIS=1): TotalDaysEnrolled ≥ 91
  - For district-level calculations (YID=1): TotalDaysDistrictEnrolled ≥ 91
- To find the numerator (# chronically absent) for a given school/district, use filters above and find students where:
  - ChronicAbsentIndicator=Y
- Chronic Absenteeism Incentive Points
  - If a school’s current year rate is an improvement of 10% or more over the prior year rate, award incentive points outlined below, up to the total points possible in Measure.
    - If  $(\text{CurrentRate}) \leq (\text{PriorRate} \times 0.9)$ :
      - For ES/MS, award 1 point, up to the total maximum of 10 points in this Measure.
      - For HS, award one-half (0.5) point, up to the total maximum of 5 points in this Measure.
- Notes
  - The chronic absenteeism file includes # enrolled days and # absent days for all Nevada students who were enrolled at any point during the school year.
  - Only K-12 students are used in Chronic Absenteeism in the NSPF.
  - An absent day is any day where the student was absent more than 50% of the school day. See the NDE [Guidance Memo #18-06](#) regarding chronic absenteeism.

*ES Chronic Absenteeism PAT*

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

## Middle School (MS) Indicators and Measures

This section outlines details related to NSPF middle school (MS) Indicators and Measures.

### MS Indicator and Measure Weights

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Pooled Proficiency Measure	25
<b>Growth Indicator</b>	<b>30</b>
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	5
ELA AGP Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>Closing Opportunity Gaps Indicator</b>	<b>20</b>
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
<b>Student Engagement Indicator</b>	<b>15</b>
Chronic Absenteeism Measure	10
Academic Learning Plans Measure	2
8 <sup>th</sup> Grade Credit Requirements (NAC 389) Measure	3

### MS Academic Achievement Indicator

#### Notes

- [Refer to the Elementary School \(ES\) notes.](#)

### MS Pooled Proficiency Measure (25 points)

- [Use same business rules as ES.](#)

#### *MS Pooled Proficiency PAT*

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

### MS Growth Indicator

#### MS Math/ELA Median Growth Percentile (MGP) Measures (10 points each)

- [Use same business rules as ES.](#)

*MS Math/ELA MGP PATs*

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

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

MS Math/ELA Adequate Growth Percentile (AGP) Measures (5 points each)

- Use same business rules as ES.

*MS Math/ELA AGP PATs*

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

ELA Rate	ELA Points	ELA Rate	ELA Points
≥61	5	<48 and ≥45	2.5
<61 and ≥58	4.5	<45 and ≥41	2
<58 and ≥55	4	<41 and ≥37	1.5
<55 and ≥51	3.5	<37 and ≥32	1
<51 and ≥48	3	<32	0.5

**MS English Language Proficiency Indicator**

MS WIDA AGP Measure (10 points)

- Use same business rules as ES.

*MS WIDA AGP PAT*

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

**MS Closing Opportunity Gaps Indicator**

MS Math/ELA Closing Opportunity Gaps Measures (10 points each)

- Use same business rules as ES.

*MS Math/ELA Closing Opportunity Gaps PATs*

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

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

## MS Student Engagement Indicator

### MS Chronic Absenteeism Measure (10 points)

- [Use same business rules as ES](#)

#### *MS Chronic Absenteeism PAT*

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

### MS Academic Learning Plans Measure (2 points)

- Data Source: Files submitted by LEAs to the NDE
- Academic Learning Plan (ALP) Rate = ((# with ALPs) / (# middle schoolers)) X 100
- To find the denominator (# middle schoolers) for a given school/district, filter on that school/district and:
  - GradeLevel ≤ 08
  - For school-level calculations (YIS=1): TotalDaysEnrolled ≥ 91
  - For district-level calculations (YID=1): TotalDaysDistrictEnrolled ≥ 91
- To find the numerator (# with ALPs), use filters above and find students where:
  - ALPMet=1
- Notes
  - This data file includes all middle school students who were enrolled at the end of the school year, not to include summer school after the recently completed school year.
  - Per [NRS 388.165](#), all MS students are required to have an ALP.

#### *MS Academic Learning Plans PAT*

Rate	Points
≥95	2

### MS NAC 389 8<sup>th</sup> Grade Credit Requirements Measure (3 points)

- Data Source: Files submitted by LEAs to the NDE
- 8<sup>th</sup> Grade Credits Rate = ((# 8<sup>th</sup> graders on track) / (# 8<sup>th</sup> graders)) X 100
  - To be considered on track, an 8<sup>th</sup> grader must have earned the following credits by the end of 8<sup>th</sup> grade, not to include summer school after 8<sup>th</sup> grade:
    - One and one-half units of credit in English with a passing grade;
    - One and one-half units of credit in mathematics with a passing grade;
    - One unit of credit in science with a passing grade; and
    - One unit of credit in social studies with a passing grade.

- To find the denominator (# 8<sup>th</sup> graders) for a given school/district, filter on that school/district and:
  - GradeLevel = 08
- To find the numerator (# 8<sup>th</sup> graders on track), use filters above and find students where:
  - 8thGradeCreditRequirementsMet=1
- Notes
  - This data file includes all 8<sup>th</sup> grade students who were enrolled at the end of the school year, not to include credits from summer school after the 8<sup>th</sup> grade year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure.
  - See [NAC 389.445](#) for Nevada regulations related to this Measure.

*[MS 8<sup>th</sup> Grade Credit Requirements PAT](#)*

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



## High School (HS) Indicators and Measures

This section outlines details related to NSPF high school (HS) Indicators and Measures.

### HS Indicator and Measure Weights

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Math Proficiency Measure	10
ELA Proficiency Measure	10
Science Proficiency Measure	5
<b>Graduation Rates Indicator</b>	<b>30</b>
4-year ACGR Measure	25
5-year ACGR Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>College and Career Readiness Indicator</b>	<b>25</b>
Post-Secondary Preparation Participation Measure	10
Post-Secondary Preparation Completion Measure	10
Advanced/CCR Diploma Measure	5
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure	5
9 <sup>th</sup> Grade Credit Sufficiency Measure	5

### HS Academic Achievement Indicator

#### Notes

- Math and ELA rates under this Indicator include ACT and NAA data.
- Science rates under this Indicator include Nevada HS Science and NAA students.
  - Science performance is attributed to the school where the student assessed.
- Certain students are excluded from denominators, including those who: have Special Circumstance (SC) exemptions approved by the NDE; are not enrolled (NER) at the given school; homeschooled (HS); funded out of state (OS); or in the incorrect assessment file (i.e., was a NAA student in the ACT results file, or a General Education student in the NAA results file). These codes are found in the “did not participate” fields in the student-level assessment files.
- Invalidated or modified assessments are not counted, even if an achievement level is present.
- Results for assessments with an achievement level and a “did not participate” code are counted (i.e., the achievement level is used and the “did not participate” code is disregarded).
- Math and ELA proficiency rates may be reduced if assessment participation requirements are not met by the all-students group. See “[Low Participation and Reduced Participation Rates](#)”.

### HS Math/ELA Proficiency Measures (10 points each)

- Data sources: ACT and NAA files
- Proficiency Rate = ((# proficient) / (# assessed)) X 100
- To find the denominator (# students assessed) for a given school/district, combine:
  - In student-level ACT file, filter on that school/district and:
    - IsActive=1
    - NV\_NIC=0

- nic\_y2=0
- NV\_GradeLevel=11
- For school-level calculations NV\_YIS=1
- For district-level calculations NV\_YID=1
- mc\_score\_ind=R, blank (invalidation flag)
- writ\_score\_ind=R, blank (invalidation flag)
- [math/ela]\_cut\_level=1,2,3,4
- In student-level NAA file, filter on that school/district and:
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - NV\_GradeLevel=11
  - For school-level calculations NV\_YIS=1
  - For district-level calculations NV\_YID=1
  - [math/ela]\_tc\_invalidation=blank
  - [math/ela]\_tc\_modification=blank
  - [math/ela]\_achievement\_level=1,2,3,4
- To find the numerator (# proficient) for a given school/district, combine:
  - In student-level ACT file, use filters above but change:
    - [math/ela]\_cut\_level=3,4
  - In student-level NAA file, use filters above but change:
    - [math/ela]\_achievement\_level=3,4

### HS Math/ELA PATs

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

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

### HS Science Proficiency Measure (5 points)

- Data sources: HS Science (current and prior year) and NAA (current year) files
- HS Science Proficiency Rate = ((# proficient 9<sup>th</sup> graders in prior year file + # proficient 10<sup>th</sup> graders in current year file + # proficient 11<sup>th</sup> grade NAA students in current year file) / (# assessed 9<sup>th</sup> graders in prior year file + # assessed 10<sup>th</sup> graders in current year file + # assessed 11<sup>th</sup> grade NAA students in current year file)) X 100

- To find the denominator (# students assessed) for a given school/district, combine:
  - In prior year student-level HS Science file, filter on that school/district and:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_GradeLevel=9
    - For school-level calculations NV\_YIS=1
    - For district-level calculations NV\_YID=1
    - tc\_invalidation=blank
    - tc\_modification=blank
    - achievement\_level=1,2,3,4
  - In current year student-level HS Science file, filter on that school/district and:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_GradeLevel=10
    - For school-level calculations NV\_YIS=1
    - For district-level calculations NV\_YID=1
    - tc\_invalidation=blank
    - tc\_modification=blank
    - achievement\_level=1,2,3,4
  - In current year student-level NAA file, filter on that school/district and:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_GradeLevel=5,8
    - For school-level calculations NV\_YIS=1
    - For district-level calculations NV\_YID=1
    - sci\_tc\_invalidation=blank
    - sci\_tc\_modification=blank
    - sci\_achievement\_level=1,2,3,4
- To find the numerator (# proficient) for a given school/district, combine:
  - In prior year student-level HS Science file, use filters above but change:
    - achievement\_level=3,4
  - In current year student-level HS Science file, use filters above but change:
    - achievement\_level=3,4
  - In current year student-level NAA file, use filters above but change:
    - sci\_achievement\_level=3,4

HS Science PAT

Rate (%)	Points	Rate (%)	Points
≥54.3	5	<33.1 and ≥29.3	2.5
<54.3 and ≥49	4.5	<29.3 and ≥25.5	2
<49 and ≥43.7	4	<25.5 and ≥21.7	1.5
<43.7 and ≥38.4	3.5	<21.7 and ≥17.9	1
<38.4 and ≥33.1	3	<17.9	0.5

**HS Graduation Rates Indicator**

Notes

- Graduation rates are lagged one year in the NSPF.

**HS 4-Year Adjusted Cohort Graduation Rate (ACGR) Measure (25 points)**

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2019 use 2017-18 dataset)
- 4-Year ACGR Rate = ((# graduates) / (# in cohort)) X 100
- To find the denominator (# in cohort) for a given school/district, filter on that school/district and:
  - Cohort\_Completion\_Type=Graduate,Non-Graduate
- To find the numerator (# graduates) for a given school, filter on that school/district and:
  - Cohort\_Completion\_Type=Graduate
- For district-level calculations IncludedDist=1

HS 4-Year ACGR PAT

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

**HS 5-Year Adjusted Cohort Graduation Rate (ACGR) Measure (5 points)**

- Data source: 5-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2019 use 2017-18 dataset)
- 5-Year ACGR Rate = ((# graduates) / (# in cohort)) X 100
- To find the denominator (# in cohort) for a given school/district, filter on that school/district and:
  - Cohort\_Completion\_Type=Graduate,Non-Graduate
- To find the numerator (# graduates) for a given school, filter on that school/district and:
  - Cohort\_Completion\_Type=Graduate
- For district-level calculations IncludedDist=1

HS 5-Year ACGR PAT

Rate	Points	Rate	Points
≥91.4	5	<79.2 and ≥73.1	2
<91.4 and ≥85.3	4	<73.1 and ≥67	1
<85.3 and ≥79.2	3	<67	0

**HS English Language Proficiency Indicator**

HS WIDA AGP Measure (10 points)

- Use same business rules as ES

HS WIDA AGP PAT

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

**HS College and Career Readiness Indicator**

HS Post-Secondary Preparation Participation Measure (10 points)

- Data Source: ADAM01 files submitted by LEAs to the NDE
- Participation Rate = ((# participants) / (# students in file)) X 100
- To find the denominator for a given school/district, find total students for that school/district.
- To find the numerator (# participants), additionally filter on students whose:
  - AP\_Participant =1 OR IB\_Participant =1 OR DCDE\_Participant=1 OR CTE\_Participant=1
- Notes
  - The ADAM01 file includes all students with an OYOG of the current NSPF year (i.e. 18-19 for the Sept. 2019 NSPF) who were enrolled at the end of the school year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure.

HS Post-Secondary Preparation Participation PAT

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

HS Post-Secondary Preparation Completion Measure (10 points)

- Data Source: ADAM01 files submitted by LEAs to the NDE
- Completion Rate = ((# completers) / (# students in file)) X 100
- To find the denominator for a given school/district, find total students for that school/district.
- To find the numerator (# completers), additionally filter on students whose:

- AP\_Completer=1 OR IB\_Completer=1 OR DCDE\_Completer=1 OR CTE\_Completer=1
- Notes
  - The ADAM01 file includes all students with an OYOG of the current NSPF year (i.e. 18-19 for the Sept. 2019 NSPF) who were enrolled at the end of the school year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure.

### HS Post-Secondary Preparation Completion PAT

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

### HS Post-Secondary Preparation Participation and Completion Criteria

	Participant	Completer
<b>AP</b>	Passed at least one AP course at any point during HS career.	Passed at least one AP exam with a score of three or better at any point during HS career. Do not need to be an AP participant to be an AP completer.
<b>IB</b>	Passed at least one IB course in the IB Diploma Program at any point during HS career.	Pass at least one IB exam in the IB Diploma Program with a score of four or better at any point during HS career. Must be an IB participant to be an IB completer.
<b>DC/DE</b>	Passed at least two DC/DE courses and earned at least 6 college credits at any point during HS career.	Passed at least four DC/DE courses and earned at least 12 college credits at any point during HS career. Must be a DC/DE participant to be a DC/DE completer.
<b>CTE</b>	Was enrolled in approved CTE program of study and passed enough courses to be considered a CTE Concentrator at any point during HS career. Concentrators have completed both Level 1 and 2 courses in a program of study.	Enrolled in approved CTE program of study and have passed (1) enough courses to be considered a CTE Completer and (2) the associated end of program and workplace readiness assessments. Must be a CTE participant to be a CTE completer.

### HS Advanced/CCR Diploma Measure (5 points)

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2019 use 2017-18 dataset)
- Advanced/CCR Diploma Rate = ((# with Advanced or CCR Diploma) / (# graduates)) X 100
  - Advanced Diploma requirements are found in [NAC 390.430](#).
  - CCR Diploma requirements are found in these approved [regulations](#).
- To find the denominator (# graduates) for a given school, filter on that school/district and:
  - Cohort\_Completion\_Type=Graduate
- To find the numerator (# with Advanced/CCR Diploma), additionally filter on:
  - Completion\_Type\_Cd=B19,B27
- For district-level calculations IncludedDist=1

HS Advanced/CCR Diploma PAT

Rate	Points
≥53.3	5
<53.3 and ≥39.4	4
<39.4 and ≥25.5	3
<25.5 and ≥11.5	2
<11.5	1

**HS Student Engagement Indicator**

HS Chronic Absenteeism Measure (5 points)

- Use same business rules as ES

HS Chronic Absenteeism PAT

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

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

- Data Source: Files submitted by LEAs to the NDE
- 9<sup>th</sup> Grade Credit Rate =  $(\# \text{ 9}^{\text{th}} \text{ graders meeting credit requirements}) / (\# \text{ 9}^{\text{th}} \text{ graders}) \times 100$ 
  - To meet 9<sup>th</sup> grade credit requirements, a 9<sup>th</sup> grade student must have earned 5 credits by the end of 9<sup>th</sup> grade, not to include summer school after 9<sup>th</sup> grade.
- To find the denominator (# 9<sup>th</sup> graders) for a given school/district, filter on that school/district and:
  - GradeLevel=09
  - For school-level calculations (YIS=1): TotalDaysEnrolled ≥ 91
  - For district-level calculations (YID=1): TotalDaysDistrictEnrolled ≥ 91
- To find the numerator (# 9<sup>th</sup> graders meeting credit requirements), additionally filter on:
  - 9thGradeCreditRequirementsMet=1
- Notes
  - This data file includes all 9<sup>th</sup> grade students who were enrolled at the end of the school year, not to include credits from summer school after the 9<sup>th</sup> grade year.
  - See [NAC 389.659\(1\)\(a\)\(1\)](#) for Nevada regulations related to this Measure.

HS 9<sup>th</sup> Grade Credit Sufficiency PAT

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

## Assessment Participation

ESSA requires states to assess not less than 95% of all students, and 95% of each subgroup, on the state’s Math and ELA assessments ([20 USC §6311\(c\)\(4\)\(E\)\(i\)](#)). Thus, Nevada expects the all-students group, as well as each of the [10 subgroups outlined above](#)—with the exception of the EL subgroup, where EL Current is used instead of EL Current+Former—to achieve 95% participation (PT) rates on the state Math and ELA assessments, which includes the Smarter, NAA, and ACT assessments. There may be [consequences](#) in the NSPF for not meeting Math and/or ELA PT requirements. Science PT is not a factor in the NSPF, but these rates are reported to the U.S. Department of Education.

## General Participation Calculations

### Definition of Participation by Assessment

- Smarter:
  - PT is determined for each content area.
  - To be considered a Math participant, a student must login to both the Math Computer Adaptive Test (CAT) and Math Performance Task (PT).
  - To be considered an ELA participant, a student must login to both the ELA Computer Adaptive Test (CAT) and ELA Performance Task (PT).
- NAA:
  - PT is determined for the test, not by content area.
    - If a student is a NAA participant, they are by default a Math participant and an ELA participant.
  - To be considered a participant, a student must attempt one or more items in ANY content area.
- ACT:
  - PT is determined for the test, not by content area.
    - If a student is an ACT participant, they are by default a Math participant and an ELA participant.
  - To be considered an ACT participant, a student must respond to one (any) item.

### Participation Calculation Process

For a given school, the number of participants (numerator) and the number of students who should have assessed (denominator) are isolated and combined from the Smarter, NAA, and ACT results files. Specific filters are shown below.

Certain students are excluded from denominators, including those who: have Special Circumstance (SC) exemptions approved by the NDE; are not enrolled (NER) at the given school; homeschooled (HS); funded out of state (OS); or are in the incorrect assessment file (i.e., was a NAA student in the Smarter results file, or a General Education student in the NAA results file). These codes are found in the “did not participate” fields in the student-level assessment files.



### ES/MS (Smarter and NAA) Participation

- To find the denominator (# students that should have assessed) for a given school, combine Smarter and NAA records:
  - In student-level summative file, filter on that school and:
    - inactive\_flag=0
    - Select appropriate grade levels if needed
    - [math/ela]\_did\_not\_participate\_CAT=ABS,OTH,blank
    - [math/ela]\_did\_not\_participate\_PT=ABS,OTH,blank
  - In student-level NAA file, filter on:
    - inactive\_flag=0
    - [math/ela]\_did\_not\_participate=ABS,OTH,blank
- To find the numerator (# participants) for a given school, use filters above and add:
  - In student-level Smarter file, filter on that school and:
    - [math/ela]\_participation\_status=1
  - In student-level NAA file, filter on that school and:
    - participation\_status=1

### HS (ACT and NAA) Participation

- To find the denominator (# students that should have assessed) for a given school, combine ACT and NAA records:
  - In student-level ACT file, filter on that school and
    - IsActive=1
    - NV\_GradeLevel=11
    - did\_not\_participate=ABS,OTH,blank
  - In student-level NAA file, filter on that school and:
    - inactive\_flag=0
    - NV\_GradeLevel=11
    - [math/ela]\_did\_not\_participate=ABS,OTH,blank
- To find the numerator (# participants) for a given school, use filters above and:
  - In student-level ACT file, filter on that school and:
    - participation=1
  - In student-level NAA file, filter on that school and:
    - participation\_status=1

Once numerators and denominators are found, PT flags—i.e., whether PT requirements were met or not—are calculated for each school’s all-students group, 7 race/ethnicity subgroups, and the IEP, Current EL, and FRL subgroups. Therefore, there are 22 individual calculations for each school (two content areas multiplied by 11 subgroups) to determine if PT requirements were met.

Calculations differ based on the n-size of the subgroup in question. A simple rate is used for subgroups with an n-size greater than 20. As an example, a subgroup with 50 students, of which 48 are participants, would have a rate of  $48/50 = 96\%$ . An “N-1” methodology is used for subgroups with an n-size less than or equal to 20. As an example, a pool of 14 students with 13 participants would meet PT

requirements (“N-1”) even though their PT rate (13/14) is 92.8%. In contrast, a pool of 14 students with 12 participants would not meet PT requirements ( $N_{Participants} < N_{Pool}-1$ ; 12 is less than 14 minus 1). A minimum n-size is not used for PT calculations, as Nevada expects 100% of students to test. The logic related to n-size follows:

- IF ( $N_{Pool} > 20$ )
  - IF ( $N_{Participants}/N_{Pool} \geq 95\%$ )  $PT\_flag=1$  (participation met)
  - ELSE  $PT\_flag=0$  (participation not met)
- ELSE
  - IF ( $N_{Participants} < N_{Pool}-1$ )  $PT\_flag=0$  (participation not met)
  - ELSE  $PT\_flag=1$  (participation met)

## Consequences for Not Meeting Participation Requirements

A failure by a school to meet PT requirements can lead to consequences under the NSPF, including (1) reduced proficiency rates and (2) PT penalties (i.e. points deducted from the school’s NSPF index score). The business rules underlying each of these potential outcomes are defined below.

### Low Participation and Reduced Proficiency Rates

ESSA ([20 USC §6311\(c\)\(4\)\(E\)\(ii\)](#)) states the denominator for proficiency must be the greater of:

- 95% of students OR
- The number of students participating in assessment

Therefore, if a subgroup does not meet PT requirements (i.e.,  $<95\%$  or does not meet N-1 if  $n\text{-size} \leq 20$ ), that subgroup’s proficiency rate will be reduced. Only schools not meeting PT requirements in the all-students subgroup could lose points in the NSPF (Academic Achievement Indicator) due to lower proficiency. Since the other subgroups (race/ethnicity, IEP, EL, FRL) do not earn points in NSPF Measures, low participation in these subgroups would not impact NSPF index scores. However, lower subgroup proficiency as a result of low PT may impact TSI or TSI/ATSI designations.

Logic used to calculate proficiency rates under ESSA if the subgroup does not meet PT requirements ( $<95\%$  or  $>N-1$ ) in Math/ELA:

- For ES/MS, if subgroup does not meet PT requirements ( $<95\%$  or  $>N-1$ ) in Math/ELA:
  - Denominator should be greater of:
    - Students who assessed; combine Smarter and NAA:
      - Smarter filters:
        - $inactive\_flag=0$
        - $NV\_NIC=0$
        - $nic\_y2=0$
        - $NV\_YIS=1$
        - Use  $NV\_GradeLevel$  to select appropriate grades if needed
        - $[math/ela]\_tc\_invalidation\_CAT=blank$
        - $[math/ela]\_tc\_invalidation\_PT=blank$
        - $[math/ela]\_tc\_modification\_CAT=blank$

- [math/ela]\_tc\_modification\_PT=blank
    - [math/ela]\_achievement\_level=1,2,3,4
  - NAA filters:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - Use NV\_GradeLevel to select appropriate grades if needed
    - [math/ela]\_tc\_invalidation=blank
    - [math/ela]\_tc\_modification=blank
    - [math/ela]\_achievement\_level=1,2,3,4
- OR
- 95% of students in accountability universe who should have tested; combine Smarter and NAA:
  - Smarter filters:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - Use NV\_GradeLevel to select appropriate grades if needed
    - [math/ela]\_did\_not\_participate\_CAT=ABS/OTH/blank
    - [math/ela]\_did\_not\_participate\_PT=ABS/OTH/blank
  - NAA filters:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - Use NV\_GradeLevel to select appropriate grades if needed
    - [math/ela]\_did\_not\_participate=ABS/OTH/blank
  - Multiply this number of records by 0.95 before greater than check
- Numerator (students who tested who are proficient); combine Smarter and NAA:
  - Smarter filters:
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - Use NV\_GradeLevel to select appropriate grades if needed
    - [math/ela]\_tc\_invalidation\_CAT=blank
    - [math/ela]\_tc\_invalidation\_PT=blank
    - [math/ela]\_tc\_modification\_CAT=blank
    - [math/ela]\_tc\_modification\_PT=blank

- [math/ela]\_achievement\_level=3,4
- NAA filters
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - NV\_YIS=1
  - Use NV\_GradeLevel to select appropriate grades if needed
  - [math/ela]\_tc\_invalidation=blank
  - [math/ela]\_tc\_modification=blank
  - [math/ela]\_achievement\_level=3,4
- For HS, if subgroup does not meet PT requirements (<95% or >N-1) in Math/ELA:
  - Denominator should be greater of:
    - Students who assessed; combine ACT and NAA:
      - ACT filters:
        - isActive=1
        - NV\_NIC=0
        - nic\_y2=0
        - NV\_YIS=1
        - NV\_GradeLevel=11
        - mc\_score\_ind=R, blank (invalidation flag)
        - writ\_score\_ind=R, blank (invalidation flag)
        - [math/ela]\_cut\_level=1,2,3,4
      - NAA filters:
        - inactive\_flag=0
        - NV\_NIC=0
        - nic\_y2=0
        - NV\_YIS=1
        - NV\_GradeLevel=11
        - [math/ela]\_tc\_invalidation=blank
        - [math/ela]\_tc\_modification=blank
        - [math/ela]\_achievement\_level=1,2,3,4
  - OR**
  - 95% of students in accountability universe who should have tested; filters in ACT or NAA files; combine ACT and NAA:
    - ACT filters:
      - isActive=1
      - NV\_NIC=0
      - nic\_y2=0
      - NV\_YIS=1
      - NV\_GradeLevel=11
      - did\_not\_participate=ABS/OTH/blank

- NAA filters:
  - inactive\_flag=0
  - NV\_NIC=0
  - nic\_y2=0
  - NV\_YIS=1
  - NV\_GradeLevel=11
  - [math/ela]\_did\_not\_participate=ABS/OTH/blank
- Multiply this number of records by 0.95 before greater than check
- Numerator (students who tested who are proficient):
  - ACT filters:
    - isActive=1
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - NV\_GradeLevel=11
    - mc\_score\_ind=R, blank
    - writ\_score\_ind=R, blank
    - [math/ela]\_cut\_level=3,4
  - NAA filters
    - inactive\_flag=0
    - NV\_NIC=0
    - nic\_y2=0
    - NV\_YIS=1
    - NV\_GradeLevel=11
    - [math/ela]\_tc\_invalidation=blank
    - [math/ela]\_tc\_modification=blank
    - [math/ela]\_achievement\_level=3,4

### Participation Warnings and Penalties

In support of high PT expectations on state assessments, the NSPF includes PT warnings and penalties. If a given school has one or more subgroups in one or more content areas that do not meet PT requirements, a “Participation Warning” is issued. A point penalty is not associated with a PT warning. After a warning year, a flat point “Participation Penalty” is imposed based on the number of subgroups (includes the all-students group and subgroups) not meeting PT requirements, after averaging over the most recent two or three years:

- 1 group/subgroup flag triggered – 1 penalty point deducted from the Academic Achievement (AA) Indicator, down to zero points
- 2 flags – 2 points deducted from AA Indicator
- 3 flags – 3 points deducted from AA Indicator
- 4 flags – 4 points deducted from AA Indicator
- 5 flags – 5 points deducted from AA Indicator

- 6+ flags – 6 points deducted from AA Indicator

Theoretically, a school could trigger 22 flags if the all-students group and all subgroups do not meet PT requirements. A penalty is applied each year (after a warning year) for a school with groups that do not meet PT requirements. If a warning or penalty school meets all PT requirements in a subsequent year (i.e., subgroups do not trigger any flags), the warning or penalty resets.

Although this warning/penalty structure has been revised for the 2019 NSPF, 2018 PT warning/penalties will not be reset. For example, a school with a 2018 PT warning may receive a 2019 PT penalty if PT requirements are not met in 2019.

Averaging to clear a warning or clear/reduce a penalty is the responsibility of LEAs; the NDE does not conduct averaging. The NDE shares preliminary PT flags with LEAs early in the summer. LEAs then have the ability to demonstrate to the NDE, via averaging over the most recent two or three years, if any schools/subgroups should be “cleared” from a warning or penalty.

## School Designations (CSI, TSI, and TSI/ATSI)

### Background

ESSA requires states to identify schools needing additional supports via their rating systems, including low-performing schools (Comprehensive Support and Improvement, or CSI), schools with consistently underperforming subgroups (Targeted Support and Improvement, or TSI), and schools with very low performing subgroups (Additional Targeted Support and Improvement, or ATSI) ([20 USC §6311\(c\)\(4\)\(D\)](#) and [20 USC §6311\(d\)\(2\)](#)). The NSPF rating system allows the NDE to identify and support underperforming schools. Please refer to the NDE CSI/TSI/ATSI [Guidance Memo](#) and [Guidance Document](#) for additional information regarding school, district, and NDE responsibilities on designations.

Nevada issues annual CSI, TSI, and TSI/ATSI designations (as ATSI is a subset of TSI) based on various criteria. From the list of non-designated schools in the state, CSI schools are identified first, followed by TSI schools, and finally, TSI/ATSI schools. A school can have a maximum of one designation. Designations can affect a school's star rating in the NSPF; CSI schools cannot receive more than a two-star rating in their year of designation, while TSI and TSI/ATSI schools cannot receive more than a three-star rating in their year of designation. Criteria for the designation categories are outlined below.

A designation involves a designation year followed by a three-year improvement phase. During the designation year, a school must work with their LEA to develop a plan to exit the designation within three years. An exit evaluation is conducted at the end of this three-year improvement phase. As an example, if a school was designated in the September 2017 NSPF release (i.e., as a result of their 2016-17 school year data), the 2017-18 school year would be the designation year. The three-year improvement phase would span the 2018-19, 2019-20, and 2020-21 school years. The exit evaluation for this school would be performed in the summer of 2021. Due to the years CSI, TSI, and TSI/ATSI cohorts were first identified in Nevada, exit evaluations will begin for CSI in the summer of 2021 and for TSI and TSI/ATSI in the summer of 2022.

## Comprehensive Support and Improvement (CSI)

### Background

In Nevada, CSI schools are:

- The lowest-performing schools, according to their adjusted NSPF index score;
- One-star schools;
- High schools with a four-year adjusted cohort graduation rate below 67%; or
- Schools that did not exit a [Targeted Support and Improvement \(TSI\)](#) or [TSI/Additional Targeted Support and Improvement \(ATSI\)](#) designation after a three-year improvement plan.

### CSI Effect on Star Rating

A school designated as CSI cannot be classified higher than a two-star school in the designation year—the year the school is first designated. CSI schools can receive a rating greater than two stars in any year following the designation year (i.e., during the three-year improvement phase).

### CSI Process

A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by the NDE. The school is evaluated for exit at the end of this three-year period.

### CSI Categories

#### [CSI Category 1: Lowest-Performing Schools](#)

ESSA defines the first category of CSI schools—the lowest-performing schools—as the bottom 5<sup>th</sup> percentile of Title I schools ([20 USC §6311\(c\)\(4\)\(D\)\(i\)\(I\)](#)). In the NSPF, these schools are rated Title I schools in the bottom 5<sup>th</sup> percentile of NSPF adjusted index score. A 5<sup>th</sup> percentile is found for each of the levels (elementary, middle, and high schools). Subsequently, any school at or below this 5<sup>th</sup> percentile index score falls into this “lowest-performing” category. The steps needed to find the lowest-performing (5<sup>th</sup> percentile) schools are as follows:

- Find the 5<sup>th</sup> percentile index score of rated Title I schools. In the state NSPF file, filter on:
  - Sch\_level=1/2/3, depending on level (ES, MS, HS) in question
  - StarRating=1,2,3,4,5
  - Title\_I=Y
- Find the 5<sup>th</sup> percentile of AdjustedPoints for these schools.
- Find rated ES/MS/HS at or below that 5<sup>th</sup> percentile (includes Title I and non-Title I). In the state NSPF file, filter on:
  - Sch\_level=1/2/3, depending on level (ES, MS, HS) in question
  - StarRating=1,2,3,4,5
  - AdjustedPoints ≤ 5<sup>th</sup> percentile determined above
- Any school at or below the 5<sup>th</sup> percentile not previously designated as CSI, TSI, or TSI/ATSI is designated CSI



### CSI Category 2: One-Star Schools

ESSA allows states to identify additional statewide categories of CSI schools ([20 USC §6311\(c\)\(4\)\(D\)\(ii\)](#)). Nevada has selected one-star schools as those that additionally meet CSI criteria. The steps needed to find this second category of CSI schools are as follows:

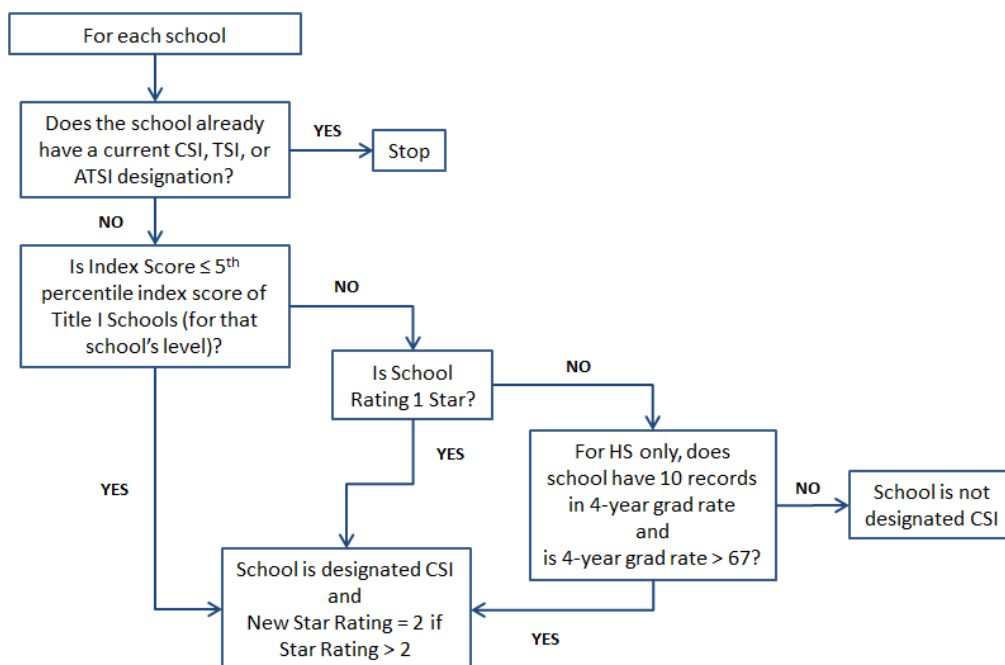
- In the state NPSF file, filter on:
  - Sch\_level=1/2/3, depending on level (ES, MS, HS) in question
  - StarRating=1
- Any one-star school not previously designated as CSI, TSI, or TSI/ATSI is designated CSI

### CSI Category 3: Low Graduation Rate Schools

ESSA requires all public high schools “failing to graduate one third or more of their students” to be identified as CSI ([20 USC §6311\(c\)\(4\)\(D\)\(i\)\(II\)](#)). A school does not need to be rated to be identified under this category. The steps needed to find this third category are as follows:

- In the state NPSF file, filter on:
  - Sch\_level=3
  - N\_Cohort\_4Yr ≥ 10
  - Perc\_Cohort\_4Yr < 67
- Any school with a graduation rate below 67% not previously designated as CSI, TSI, or TSI/ATSI is designated CSI

### CSI Designation Decision Tree

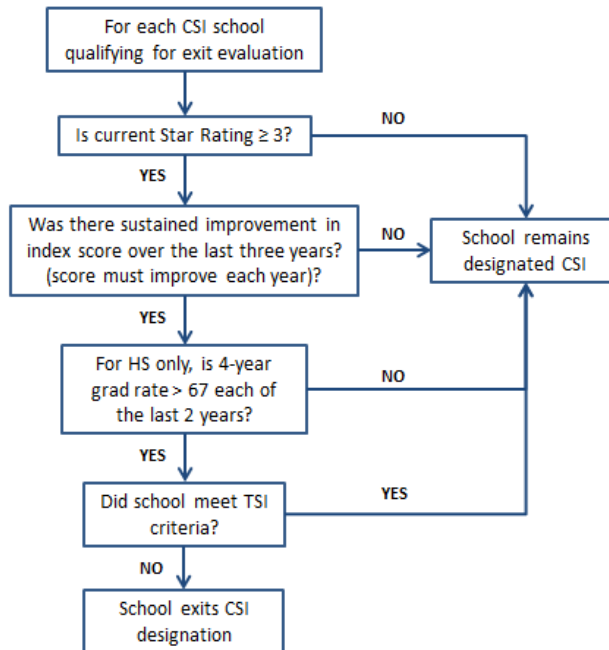


### CSI Exit Criteria

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification (i.e., score must improve **each** year).

A school must also meet [TSI exit criteria](#) to exit from the CSI designation. In addition, a high school must have a 4-year adjusted cohort graduation rate (ACGR) of at least 67% over the most recent two years to exit the CSI designation. Schools that do not exit remain CSI until exit criteria are met, and may be subject to state interventions.

CSI Exit Decision Tree



## Targeted Support and Improvement (TSI)

### Background

In Nevada, schools with a TSI designation meet the following criteria:

- Not designated for [CSI](#);
- Consistently underperforming subgroups (subgroup with an n-size of at least 25 that did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators.

### TSI Effect on Star Ratings

A school designated as TSI cannot be classified higher than a three-star school in the designation year—the year the school is first designated. TSI schools can receive a rating greater than three stars in any year following the designation year (i.e., during the three-year improvement phase).

### TSI Process

A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation within three years. The school is evaluated for exit at the end of this three-year period.

### Indicators and NSPF Measures Included in TSI

The hierarchy of Indicators/Measures used in TSI differs slightly from the hierarchy used in the NSPF; this is due to the use of the ESSA-required Indicators under TSI. The Nevada [ESSA plan](#) outlines how NSPF Measures fall under federal TSI Indicators. All NSPF Measures relevant to a school’s level are included in TSI calculations, with the exception of ES/MS Science (as targets are not available):

ES Indicators and Measures	MS Indicators and Measures	HS Indicators and Measures
Academic Achievement Indicator	Academic Achievement Indicator	Academic Achievement Indicator
Math Proficiency	Math Proficiency	Math Proficiency
ELA Proficiency	ELA Proficiency	ELA Proficiency
Read-by-Grade-3		
Growth Indicator	Growth Indicator	Graduation Rates Indicator
Math MGP	Math MGP	4-Year ACGR
ELA MGP	ELA MGP	5-Year ACGR
Math AGP	Math AGP	
ELA AGP	ELA AGP	
EL Proficiency Indicator	EL Proficiency Indicator	EL Proficiency Indicator
WIDA AGP	WIDA AGP	WIDA AGP
Student Engagement Indicator	Student Engagement Indicator	Student Engagement Indicator
Math Closing Opportunity Gaps	Math Closing Opportunity Gaps	Science Proficiency
ELA Closing Opportunity Gaps	ELA Closing Opportunity Gaps	Post-Sec. Prep. Participation
Chronic Absenteeism	Chronic Absenteeism	Post-Sec. Prep. Completion
	8 <sup>th</sup> Grade Credit Requirements	Advanced/CCR Diploma
	Academic Learning Plans	Chronic Absenteeism
		9 <sup>th</sup> Grade Credit Requirements

### Logic for TSI Calculations

A school is identified for TSI if one or more subgroups do not meet performance targets over two consecutive years in the Academic Achievement Indicator AND two or more additional Indicators. Put another way, to avoid a TSI designation, each of a school’s subgroups must meet the prior year targets

with their prior year data AND meet the current year targets with their current year data in at least the Academic Achievement Indicator.

Subgroups used in TSI are those outlined in the [Subgroups and Data Disaggregation](#) section. The one exception is that the EL Current subgroup is the EL subgroup used for WIDA AGP. The EL Current+Former subgroup is the EL subgroup used for every other Measure in TSI.

Targets for Math, ELA, and Graduation Rates are the relevant subgroup MIPs. An alternative to meeting Math and ELA MIPs is a reduction in non-proficient students in that subgroup by 10% or more over the prior year (safe harbor). The remaining targets are the rates associated with the lowest point-earning category in each Measure’s PAT. Data are not disaggregated for the WIDA AGP Measure, therefore, only the Current EL subgroup is measured against the targets. Targets for 2019 TSI calculations are as follows.

<b>Elementary School Measures</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>
Academic Achievement Indicator		
Math Proficiency	<a href="#">≥2017 subgroup MIP or safe harbor</a>	<a href="#">≥2018 subgroup MIP or safe harbor</a>
ELA Proficiency	<a href="#">≥2017 subgroup MIP or safe harbor</a>	<a href="#">≥2018 subgroup MIP or safe harbor</a>
Read-by-Grade-3	≥ <a href="#">25%</a>	≥ <a href="#">25%</a>
Growth Indicator		
Math MGP	≥ <a href="#">35</a>	≥ <a href="#">35</a>
ELA MGP	≥ <a href="#">35</a>	≥ <a href="#">35</a>
Math AGP	≥ <a href="#">23%</a>	≥ <a href="#">23%</a>
ELA AGP	≥ <a href="#">35%</a>	≥ <a href="#">35%</a>
EL Proficiency Indicator		
WIDA AGP	≥ <a href="#">33%</a>	≥ <a href="#">33%</a>
Student Engagement Indicator		
Math Closing Opportunity Gaps	≥ <a href="#">16%</a>	≥ <a href="#">16%</a>
ELA Closing Opportunity Gaps	≥ <a href="#">27%</a>	≥ <a href="#">27%</a>
Chronic Absenteeism	≤ <a href="#">24%</a>	≤ <a href="#">24%</a>

<b>Middle School Measures</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>
Academic Achievement Indicator		
Math Proficiency	<a href="#">≥2017 subgroup MIP or safe harbor</a>	<a href="#">≥2018 subgroup MIP or safe harbor</a>
ELA Proficiency	<a href="#">≥2017 subgroup MIP or safe harbor</a>	<a href="#">≥2018 subgroup MIP or safe harbor</a>
Growth Indicator		
Math MGP	≥ <a href="#">35</a>	≥ <a href="#">35</a>
ELA MGP	≥ <a href="#">35</a>	≥ <a href="#">35</a>
Math AGP	≥ <a href="#">15%</a>	≥ <a href="#">15%</a>
ELA AGP	≥ <a href="#">32%</a>	≥ <a href="#">32%</a>
EL Proficiency Indicator		
WIDA AGP	≥ <a href="#">13%</a>	≥ <a href="#">13%</a>
Student Engagement Indicator		
Math Closing Opportunity Gaps	≥ <a href="#">8%</a>	≥ <a href="#">8%</a>
ELA Closing Opportunity Gaps	≥ <a href="#">16%</a>	≥ <a href="#">16%</a>

Middle School Measures	2017-18 Target	2018-19 Target
Chronic Absenteeism	≤24%	≤24%
Academic Learning Plans	≥95%	≥95%
8 <sup>th</sup> Grade Credit Requirements	≥60%	≥60%

High School Measures	2017-18 Target	2018-19 Target
Academic Achievement Indicator		
Math Proficiency	≥2017 subgroup MIP or safe harbor	≥2018 subgroup MIP or safe harbor
ELA Proficiency	≥2017 subgroup MIP or safe harbor	≥2018 subgroup MIP or safe harbor
Graduation Rates Indicator		
4-Year ACGR	≥2017 subgroup MIP	≥2018 subgroup MIP
5-Year ACGR	≥2017 subgroup MIP	≥2018 subgroup MIP
EL Proficiency Indicator		
WIDA AGP	≥5%	≥5%
Student Engagement Indicator		
Science Proficiency	≥17.9%	≥17.9%
Post-Sec. Prep. Participation	≥46.6%	≥46.6%
Post-Sec. Prep. Completion	≥4.5%	≥4.5%
Advanced/CCR Diploma	≥11.5%	≥11.5%
Chronic Absenteeism	≤23%	≤23%
9 <sup>th</sup> Grade Credit Requirements	≥77.8%	≥77.8%

The logic for MIP-associated Measures (Math, ELA, and 4 and 5-year graduation rates) is as follows, except the safe harbor option is used only in Math/ELA and not graduation rates:

- IF (subgroup n-size ≥ 25)
  - IF (prior year rate ≥ prior year MIP) OR (current year rate ≥ current year MIP) OR (SafeHarborMet)
    - TSI\_FLAG for that subgroup and Measure = 0 (pass)
    - Where SafeHarbor (only for Math/ELA, not graduation rates) is calculated by:
      - Prior year non-proficiency rate = 100 – prior year proficiency rate
      - Current year non-proficiency target = prior year non-proficiency rate\*0.9
      - SafeHarborTarget = 100 – current year non-proficiency target
      - If (current year proficiency ≥ SafeHarborTarget) then SafeHarborMet
  - ELSE TSI\_FLAG for that subgroup and Measure and Indicator = 1 (flagged)
- ELSE (i.e., subgroup n-size insufficient for TSI calculations)
  - TSI\_FLAG for that subgroup and Measure = 0 (pass)

The logic for non-MIP-associated Measures is as follows:

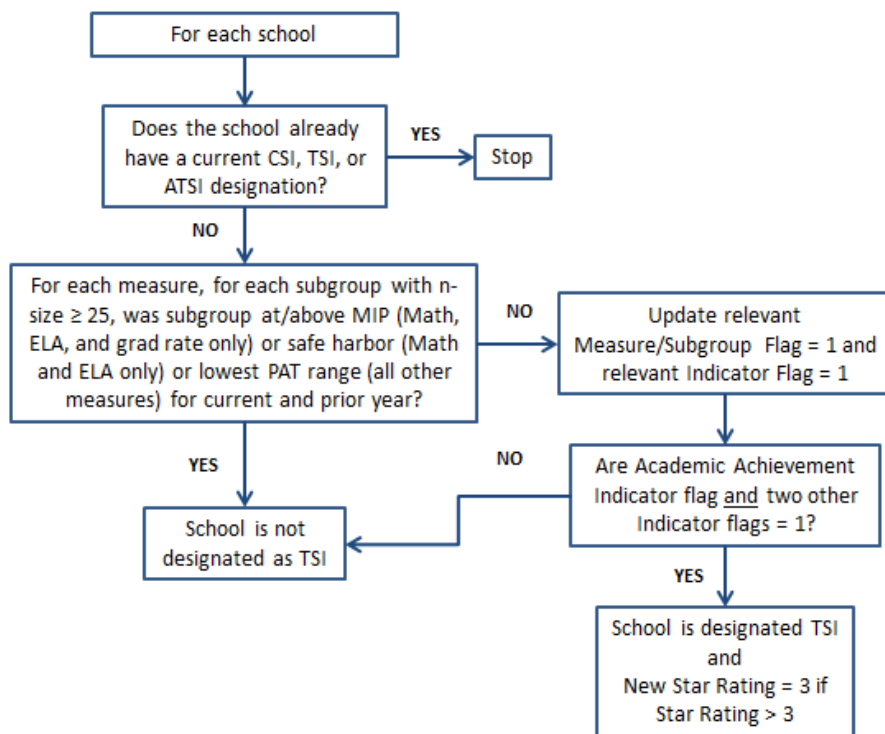
- IF (subgroup n-size ≥ 25)
  - IF (prior year rate ≥ prior year PAT target) OR (current year rate ≥ current year PAT target)
    - TSI\_FLAG for that subgroup and Measure = 0 (pass)

- ELSE
  - TSI\_FLAG for that subgroup and Measure and Indicator = 1 (flagged)
- ELSE (i.e., subgroup n-size insufficient for TSI calculations)
  - TSI\_FLAG for that subgroup and Measure = 0 (pass)
- Note, for Chronic Absenteeism, since the goal is to be below the target, signs are flipped (prior year rate  $\leq$  prior year PAT, etc.)

TSI Measure subgroup flags are aggregated up to Indicator levels. Final TSI identification logic follows:

- IF (Academic Achievement Indicator flag tripped) **AND** (two other Indicator flags tripped)
  - School is identified as TSI if not previously identified as CSI, TSI, or TSI/ATSI
  - If (preliminary school rating > 3 stars), cap school at 3 stars
- ELSE
  - School is not TSI
- Note: to be identified as a TSI school, the same subgroup does not need to be identified across the three Indicators (i.e., a school could be identified for TSI where FRL students were flagged under the Academic Achievement Indicator, Hispanic/Latino students were flagged under the Growth Indicator, and IEP students were flagged under the Student Engagement Indicator).

TSI Designation Decision Tree

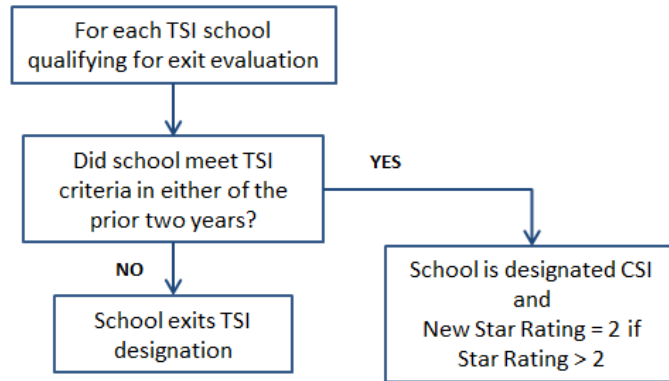


TSI Exit Criteria

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of

the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a CSI school.

*TSI Exit Decision Tree*



## Targeted Support and Improvement (TSI)/Additional Targeted Support and Improvement (ATSI)

### Background

Nevada considers ATSI schools a subset of TSI schools; therefore, there is not a standalone ATSI designation. Instead, schools that meet both the [TSI criteria](#) outlined above and the ATSI criteria below are designated TSI/ATSI.

In Nevada, schools with a TSI/ATSI designation meet the following criteria:

- Not designated for [CSI](#);
- Designated for [TSI](#);
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size  $\geq 25$ ) on any one Measure is at or below a performance level representative of CSI schools on that Measure.

### TSI/ATSI Effect on Star Ratings

A school designated as TSI/ATSI cannot be classified higher than a three-star school in the designation year— the year the school is first designated. A TSI/ATSI school can receive a rating greater than three stars in any year following the designation year (i.e., during the three-year improvement phase).

### TSI/ATSI Process

A school designated as TSI/ATSI must work with their LEA to develop a plan to exit the TSI/ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

### NSPF Measures Included in TSI/ATSI

All NSPF Measures relevant to a school’s level (ES, MS, or HS) are included in ATSI calculations:

ES ATSI Measures	MS ATSI Measures	HS ATSI Measures
Math Proficiency	Math Proficiency	Math Proficiency
ELA Proficiency	ELA Proficiency	ELA Proficiency
Science Proficiency	Science Proficiency	Science Proficiency
Read-by-Grade-3	Math MGP	4-Year ACGR
Math MGP	ELA MGP	5-Year ACGR
ELA MGP	Math AGP	WIDA AGP
Math AGP	ELA AGP	Post-Sec. Prep. Participation
ELA AGP	WIDA AGP	Post-Sec. Prep. Completion
WIDA AGP	Math Closing Opportunity Gaps	Advanced/CCR Diploma
Math Closing Opportunity Gaps	ELA Closing Opportunity Gaps	Chronic Absenteeism
ELA Closing Opportunity Gaps	Chronic Absenteeism	9 <sup>th</sup> Grade Credit Requirements
Chronic Absenteeism	8 <sup>th</sup> Grade Credit Requirements	
	Academic Learning Plans	

### Logic for TSI/ATSI Calculations

The logic for TSI calculations is outlined in the [TSI section](#). The ATSI logic (1) determines performance levels (targets) for each Measure representative of the current year’s CSI schools, and (2) compares each



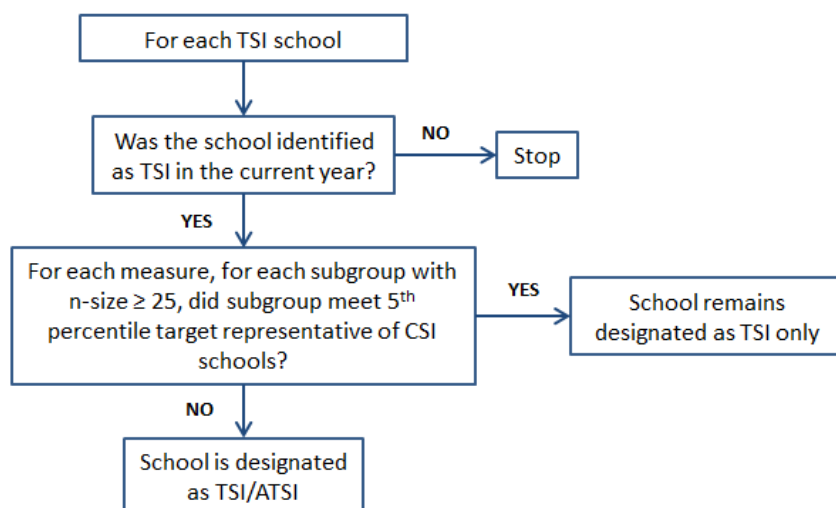
TSI school's subgroup performance against those targets. If one or more subgroups fails to meet targets on one or more Measures, the TSI school is designated TSI/ATSI. The steps are as follows:

- Find the highest-performing CSI school(s) by adjusted index score at each level (elementary, middle, and high), and use that school's all-students group performance on each Measure to set benchmarks/targets that subgroups must meet to avoid ATSI designation:
  - In the state NSPF file, filter on:
    - Sch\_level=1/2/3, depending on level (ES, MS, HS) in question
    - StarRating=1,2,3,4,5
    - Title\_I=Y
  - Find 5th percentile of AdjustedPoints for these schools
  - Next find the school(s) at the top of this 5<sup>th</sup> percentile and use their all-student group rates as targets for each Measure under ATSI.
    - If there is only one school at the top of this 5<sup>th</sup> percentile, use that school's all-students group rate as the target for each Measure under ATSI.
    - If there are multiple schools at the top of this 5<sup>th</sup> percentile, use the highest all-students group rate amongst the schools as the target for each Measure under ATSI.
      - An exception is the Chronic Absenteeism Measure, where the lowest all-students group rate is used as the ATSI target.
    - If an all-students group rate is higher than the all-students MIP or lowest rate in the PAT, use the MIP or lowest rate in the PAT.
      - An exception is the Chronic Absenteeism Measure. If the all-students group rate is lower than the highest rate in the PAT, use the highest rate in the PAT as the ATSI target.
- For each TSI school newly identified in that year, compare all subgroups (as specified in the [Subgroups and Data Disaggregation](#) section) to the targets established above. The one exception is that the EL Current subgroup is the EL subgroup used for WIDA AGP (not EL Current+Former, which is the EL subgroup used for every other Measure in ATSI). If one or more subgroups fail to meet one or more targets, the school is identified for ATSI.
  - IF one or more ATSI targets not met
    - School is designated as TSI/ATSI
  - ELSE
    - School remains designated only as TSI

ATSI targets are determined after preliminary NSPF calculations, typically in late July or early August.

Elementary Schools	2018-19 ATSI Target	Middle Schools	2018-19 ATSI Target	High Schools	2018-19 ATSI Target
Math Proficiency	TBD	Math Proficiency	TBD	Math Proficiency	TBD
ELA Proficiency	TBD	ELA Proficiency	TBD	ELA Proficiency	TBD
Science Proficiency	TBD	Science Proficiency	TBD	Science Proficiency	TBD
Read-by-Grade-3	TBD	Math MGP	TBD	4-Year ACGR	TBD
Math MGP	TBD	ELA MGP	TBD	5-Year ACGR	TBD
ELA MGP	TBD	Math AGP	TBD	WIDA AGP	TBD
Math AGP	TBD	ELA AGP	TBD	Chronic Absenteeism	TBD
ELA AGP	TBD	WIDA AGP	TBD	Post-Sec. Prep. Part.	TBD
WIDA AGP	TBD	Math Op. Gaps	TBD	Post-Sec. Prep. Comp.	TBD
Math Op. Gaps	TBD	ELA Op. Gaps	TBD	Adv./CCR Diploma	TBD
ELA Op. Gaps	TBD	Chronic Absenteeism	TBD	9 <sup>th</sup> Gr. Credit Reqs.	TBD
Chronic Absenteeism	TBD	8 <sup>th</sup> Gr. Credit Reqs.	TBD		
		Acad. Learning Plans	TBD		

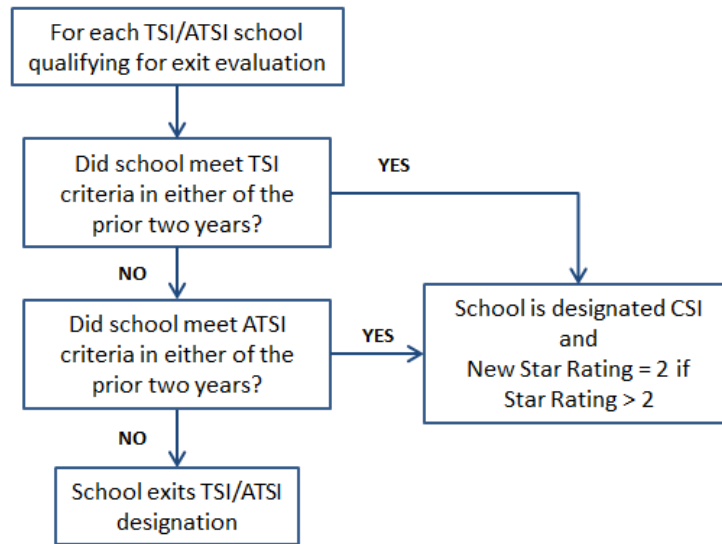
### *TSI/ATSI Designation Decision Tree*



### *TSI/ATSI Exit Criteria*

To exit a TSI/ATSI designation, a school must not meet TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria—one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a CSI school.

TSI/ATSI Exit Decision Tree



## Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs)

Goals for Math, ELA, and Graduation Rates are focused on continual improvement. Goals through 2022 are distinct by subgroup. MIPs are used in [TSI calculations](#).

### Elementary Schools (ES)

#### ES Math LTGs and MIPs

Math ES	2016	2017	2018	2019	2020	2021	2022
All Students	39.9%	42.9%	45.8%	48.5%	51.1%	53.5%	55.8%
American Indian/Alaska Native	23.4%	27.2%	30.9%	34.3%	37.6%	40.7%	43.7%
Asian	63.6%	65.4%	67.2%	68.8%	70.4%	71.9%	73.3%
Black/African American	21.1%	25.0%	28.8%	32.3%	35.7%	38.9%	42.0%
Economically Disadvantaged (FRL)	28.8%	32.4%	35.7%	39.0%	42.0%	44.9%	47.7%
English Learners (Current + Former)	25.1%	28.8%	32.4%	35.8%	39.0%	42.0%	44.9%
Hispanic/Latino	29.6%	33.1%	36.5%	39.6%	42.7%	45.5%	48.2%
Native Hawaiian/Pacific Islander	39.7%	42.7%	45.6%	48.3%	50.9%	53.4%	55.7%
Students with Disabilities (IEP)	16.7%	20.9%	24.8%	28.6%	32.1%	35.5%	38.8%
Two or More Races	47.8%	50.4%	52.9%	55.3%	57.5%	59.6%	61.6%
White	52.5%	54.9%	57.2%	59.3%	61.3%	63.3%	65.1%

#### ES ELA LTGs and MIPs

ELA ES	2016	2017	2018	2019	2020	2021	2022
All Students	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%	63.1%
American Indian/Alaska Native	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%	50.7%
Asian	71.4%	72.8%	74.1%	75.4%	76.7%	77.8%	78.9%
Black/African American	33.0%	36.4%	39.6%	42.6%	45.4%	48.2%	50.8%
Economically Disadvantaged (FRL)	37.9%	41.0%	44.0%	46.8%	49.4%	51.9%	54.4%
English Learners (Current + Former)	31.7%	35.1%	38.4%	41.4%	44.4%	47.2%	49.8%
Hispanic/Latino	39.6%	42.6%	45.5%	48.2%	50.8%	53.2%	55.6%
Native Hawaiian/Pacific Islander	50.9%	53.3%	55.7%	57.9%	60.0%	62.0%	63.9%
Students with Disabilities (IEP)	18.3%	22.4%	26.3%	30.0%	33.5%	36.8%	39.9%
Two or More Races	58.5%	60.6%	62.6%	64.4%	66.2%	67.9%	69.5%
White	62.0%	63.9%	65.7%	67.4%	69.0%	70.6%	72.1%

## Middle Schools (MS)

### MS Math LTGs and MIPs

<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 Students	26.0%	29.7%	33.2%	36.5%	39.7%	42.7%	45.6%
American Indian/Alaska Native	16.4%	20.6%	24.6%	28.4%	31.9%	35.3%	38.6%
Asian	51.7%	54.1%	56.4%	58.6%	60.6%	62.6%	64.5%
Black/African American	10.8%	15.2%	19.5%	23.5%	27.3%	31.0%	34.4%
Economically Disadvantaged (FRL)	17.4%	21.5%	25.5%	29.2%	32.7%	36.1%	39.3%
English Learners (Current + Former)	6.9%	11.6%	16.0%	20.2%	24.2%	28.0%	31.6%
Hispanic/Latino	17.5%	21.6%	25.5%	29.3%	32.8%	36.2%	39.4%
Native Hawaiian/Pacific Islander	26.4%	30.1%	33.6%	36.9%	40.1%	43.1%	45.9%
Students with Disabilities (IEP)	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%	30.2%
Two or More Races	30.8%	34.2%	37.5%	40.6%	43.6%	46.4%	49.1%
White	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%	54.7%

### MS ELA LTGs and MIPs

<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 Students	46.4%	49.1%	51.7%	54.1%	56.4%	58.6%	60.6%
American Indian/Alaska Native	34.0%	37.3%	40.5%	43.4%	46.3%	49.0%	51.5%
Asian	71.9%	73.3%	74.6%	75.9%	77.1%	78.2%	79.3%
Black/African American	27.5%	31.1%	34.5%	37.8%	40.9%	43.9%	46.7%
Economically Disadvantaged (FRL)	35.1%	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%
English Learners (Current + Former)	11.7%	16.1%	20.3%	24.3%	28.1%	31.7%	35.1%
Hispanic	36.0%	39.2%	42.2%	45.1%	47.9%	50.5%	53.0%
Native Hawaiian/Pacific Islander	45.4%	48.1%	50.7%	53.2%	55.5%	57.8%	59.9%
Students with Disabilities (IEP)	9.0%	13.5%	17.8%	21.9%	25.8%	29.6%	33.1%
Two or More Races	54.8%	57.1%	59.2%	61.3%	63.2%	65.0%	66.8%
White	60.7%	62.7%	64.6%	66.3%	68.0%	69.6%	71.1%

## High Schools (HS)

### HS Math LTGs and MIPs

<b>Math HS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All Students	25.57%	29.29%	32.83%	36.19%	39.38%	42.41%
American Indian/Alaska Native	14.81%	19.07%	23.12%	26.96%	30.62%	34.09%
Asian	44.90%	47.65%	50.27%	52.76%	55.12%	57.36%
Black/African American	9.60%	14.12%	18.42%	22.50%	26.37%	30.05%
Economically Disadvantaged (FRL)	15.79%	20.01%	24.00%	27.80%	31.41%	34.84%
English Learners (Current + Former)	5.29%	10.02%	14.52%	18.80%	22.86%	26.71%
English Learners (Current)	2.07%	6.96%	11.62%	16.04%	20.23%	24.22%
Hispanic/Latino	14.60%	18.87%	22.93%	26.78%	30.44%	33.92%
Native Hawaiian/Pacific Islander	21.62%	25.54%	29.26%	32.80%	36.16%	39.35%
Students with Disabilities (IEP)	2.92%	7.77%	12.38%	16.76%	20.93%	24.88%
Two or More Races	30.15%	33.64%	36.96%	40.11%	43.10%	45.95%
White	38.23%	41.31%	44.25%	47.04%	49.68%	52.20%

### HS ELA LTGs and MIPs

<b>ELA HS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All Students	42.98%	45.83%	48.54%	51.11%	53.55%	55.88%
American Indian/Alaska Native	29.92%	33.43%	36.76%	39.92%	42.92%	45.78%
Asian	61.34%	63.27%	65.11%	66.85%	68.51%	70.08%
Black/African American	23.98%	27.78%	31.39%	34.82%	38.08%	41.18%
Economically Disadvantaged (FRL)	30.92%	34.37%	37.66%	40.77%	43.73%	46.55%
English Learners (Current + Former)	8.61%	13.18%	17.52%	21.64%	25.56%	29.28%
English Learners (Current)	2.00%	6.90%	11.55%	15.98%	20.18%	24.17%
Hispanic/Latino	29.64%	33.15%	36.50%	39.67%	42.69%	45.55%
Native Hawaiian/Pacific Islander	43.21%	46.05%	48.75%	51.31%	53.74%	56.06%
Students with Disabilities (IEP)	6.60%	11.27%	15.71%	19.92%	23.93%	27.73%
Two or More Races	53.54%	55.86%	58.07%	60.16%	62.16%	64.05%
White	58.17%	60.26%	62.25%	64.14%	65.93%	67.63%

### HS 4-Year ACGR LTGs and MIPs

<b>4-Year ACGR (graduation rate) HS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All Students	80.9%	82.6%	84.3%	86.0%	87.7%	89.4%
American Indian/Alaska Native	73.9%	75.9%	77.9%	79.9%	81.9%	83.9%
Asian	93.1%	93.3%	93.5%	93.7%	93.9%	94.1%
Black/African American	67.7%	69.8%	71.9%	74.0%	76.1%	78.2%
Economically Disadvantaged (FRL)	76.8%	78.7%	80.6%	82.5%	84.4%	86.3%
English Learners (Current + Former)	81.7%	83.4%	85.1%	86.8%	88.5%	90.2%
Hispanic/Latino	79.7%	81.5%	83.3%	85.1%	86.9%	88.7%
Native Hawaiian/Pacific Islander	82.3%	83.9%	85.5%	87.1%	88.7%	90.3%
Students with Disabilities (IEP)	64.7%	66.9%	69.1%	71.3%	73.5%	75.7%
Two or More Races	81.3%	83.0%	84.7%	86.4%	88.1%	89.8%
White	84.2%	85.5%	86.8%	88.1%	89.4%	90.7%

### HS 5-Year ACGR LTGs and MIPs

<b>5-Year ACGR (graduation rate) HS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
All Students	82.9%	84.6%	86.3%	88.0%	89.7%	91.4%
American Indian/Alaska Native	75.9%	77.9%	79.9%	81.9%	83.9%	85.9%
Asian	95.1%	95.3%	95.5%	95.7%	95.9%	96.1%
Black/African American	69.7%	71.8%	73.9%	76.0%	78.1%	80.2%
Economically Disadvantaged (FRL)	78.8%	80.7%	82.6%	84.5%	86.4%	88.3%
English Learners (Current + Former)	83.7%	85.4%	87.1%	88.8%	90.5%	92.2%
Hispanic/Latino	81.7%	83.5%	85.3%	87.1%	88.9%	90.7%
Native Hawaiian/Pacific Islander	84.3%	85.9%	87.5%	89.1%	90.7%	92.3%
Students with Disabilities (IEP)	66.7%	68.9%	71.1%	73.3%	75.5%	77.7%
Two or More Races	83.3%	85.0%	86.7%	88.4%	90.1%	91.8%
White	86.2%	87.5%	88.8%	90.1%	91.4%	92.7%

## State Assessment Cut Scores and Achievement Levels

In this section, achievement level descriptors are outlined for each state assessment, along with associated proficiency cut scores.

### Smarter Summative Assessment

The Smarter Balanced Assessment Consortium (SBAC) provides Nevada’s criterion-referenced examinations in English Language Arts (ELA) and Mathematics. The Smarter Balanced assessments are a key part of measuring student progress in grades three through eight. The assessments are aligned with the Nevada Academic Content Standards. Achievement levels range from 1-4, and students meeting grade-level standards will earn an achievement level of 3 or 4.

### Smarter 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.

### Smarter Achievement Level Cut Scores

#### ELA

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

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. Although 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.



## Nevada Science Assessments

To fulfill federal requirements all public school students in 5th, 8th, and 10th grade must participate in the Science assessments. The Science assessments are a computer-based test administered at schools once a year in the spring.

### Science Achievement Level Descriptors

Level 1 - Minimal Understanding	Level 2 - Partial Understanding	Level 3 - Proficient	Level 4 - Advanced
The student does not meet the expectations as defined by the grade-level and course content standards. Student needs substantial support to meet college content-readiness standard.	The student partially meets the expectations 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 meets the expectations 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 exceeds the expectations 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.

### Science 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 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.

### NAA Achievement Level Cut Scores

#### 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

Science

Grade	Level 1	Level 2	Level 3	Level 4
5	200-399	400-449	450-519	520-620
8	200-399	400-449	450-508	509-620
11	200-399	400-449	450-488	489-620

**ACT**

**ACT Achievement 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 Achievement Level Cut Scores**

Test	Level 1	Level 2	Level 3	Level 4
ELA	2-11	12-16	17-23	24-36
Mathematics	1-14	15-19	20-25	26-36
	<b>Non-Proficient</b>	<b>Non-Proficient</b>	<b>Proficient</b>	<b>Proficient</b>