Nevada Department of Education

Nevada School Performance Framework Manual

2021-22 School Year

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Nevada School Performance Framework (NSPF) 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. 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.

Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume in 2023.

This document outlines the logic, business rules, and filters used for the 2021-22 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.

Summary of Changes

This year's procedures and technical manuals have been combined into a single NSPF manual, combining the "why" of the Procedures manual and the "how" of the Technical manual. In doing so, the NDE streamlined the information contained in both manuals into a single manual to simplify the process for stakeholders and users. Historical information can be found in the 2019 Procedures Manual.

This year, in alignment with NDE's accountability addendum request, approved by USED, points for Measures and Indicators will be calculated and combined into an overall Index Score, however, no star ratings will be assigned for the 2021-22 NSPF. All star ratings information in this document are provided for reference purposes Star ratings will resume for the 2022-23 NSPF.

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 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.

The minimum number (n-size) of student records required for calculation in each Measure of the NSPF is ten (10). A minimum subgroup n-size of twenty-five (25) is required for the subgroup to be included in the calculations related to designation of schools as Targeted Support and Improvement (TSI) or Targeted Support/Additional Targeted Support (TSI/ATSI). For more information please view the Technical Rules for each of these n-sizes is outlined below:

- An n-size ≥ 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 ≥ 10 is required for inclusion in the low graduation rate CSI category).
- An n-size ≥ 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

Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the USED's addendum to Nevada's consolidated state plan due to COVID-19.

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;

- o [Math Adequate Growth Percentile (AGP)](#) ; and
- o [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:
  - o [Math Proficiency](#);
  - o [ELA Proficiency;](#) and
  - o [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:

- 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.
- 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](#), 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.

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-5), which receives a rating under the ES framework, and a MS 16211.2 (grades 6-8), which receives a rating under the MS framework. All K-5 students at the school are assigned to 16211.1, while all 6-8 students at the school are assigned to 16211.2.

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19.

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-Grade-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 2022, Feb 25th, 2022).
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.
8th Grade Credit Requirements (NAC 389)	No	N/A
9th 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. 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.

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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 15th 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.

Foreign Exchange Students

All students in Nevada are required to participate on state assessments. This includes foreign exchange students. Since many of the Measures in the NSPF report on a single year of results (assessment proficiency, chronic absenteeism, etc.), foreign exchange students would be considered for inclusion in Measures like any other student, I.e., meeting criteria (YIS/YID/NIC, etc.; see business rules for each Measure) to be included in results. Some Measures require multi-year data points (Growth, Closing Opportunity Gaps, etc.), so if the student is only in Nevada for a single year, then they would have insufficient data to be included.

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 INSIGHT system. For ACT, data are validated by LEAs post-assessment in the NDE DVSL tool, typically in July.	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.
8th Grade Credit Requirements	Data are validated by LEAs prior to LEA submission to the NDE.	Jun.
9th 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.

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19.

Differences in Reporting for the NSPF and Nevada Report Card

The Nevada Report Card reports on Nevada statutory reporting requirements and some expressed ESSA reporting requirements. ESSA requires states to count students differently across the State's Accountability System and the State Report Card. Based on these requirements, data associated with a school's star rating under the NSPF must be based on students who have been enrolled in a given school for at least half of the school year (see YIS and YID definitions) and excludes Recently-Arrived ELs for assessments and growth (see NIC definition). However, results for all students (not just students who have been enrolled at least half a year and also includes Recently-Arrived ELs) must be reported on the Nevada Report Card. Therefore, there may be differences between rates reported in their NSPF report versus online at the Nevada Report Card in some instances. This is due to the differences between the sets of students included in the NSPF and Report Card.

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume 2023.

Elementary School (ES) Indicators and Measures

This section outlines details related to NSPF elementary school (ES) Indicators and Measures.
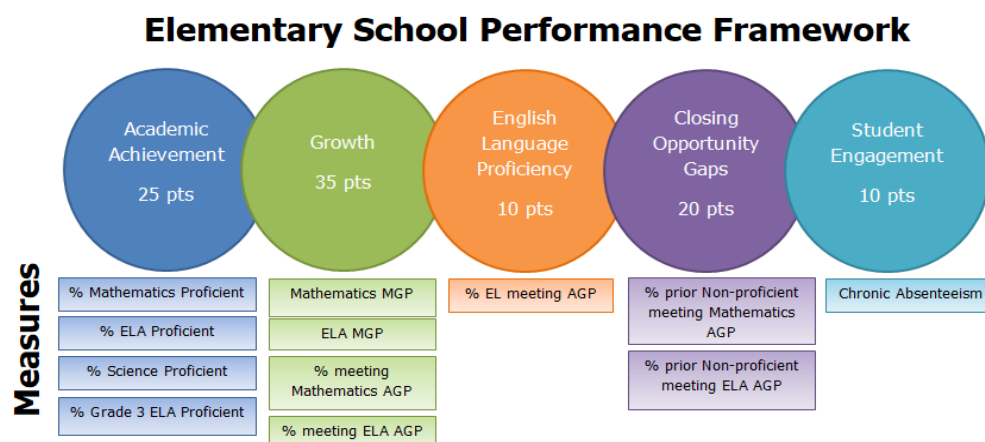
This section outlines the Elementary School (ES) Framework, which includes:

- The Academic Achievement Indicator, with Pooled Proficiency and Read-By-Grade-3 Measures;
- The Growth Indicator, with Mathematics and ELA Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures;
- The English Language Proficiency Indicator, with the WIDA AGP Measure;
- The Closing Opportunity Gaps Indicator, with Measures for Mathematics and ELA; and
- The Student Engagement Indicator, with the Chronic Absenteeism Measure.

Each of these Indicators and Measures are further described below.

Data for all NSPF Measures are disaggregated by required subgroups and displayed on school rating reports. Subgroup rates will be compared to district level performance and the subgroup's Measures of

Interim Progress (MIPs) targets. Data is only disaggregated for reporting purposes; no index points are awarded based on subgroup rates, however, low performance by subgroups can impact a school's rating and/or designation for school supports.

ES Indicator and Measure Weights

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

ES Academic Achievement Indicator

Pooled Proficiency

The pooled proficiency measure combines a school's Mathematics, ELA, and Science results (based on student performance on the state CRTs identified under the Academic Achievement Indicator) for a total proficiency rate. Pooled Proficiency measures the percentage of students who are proficient over the Mathematics, English Language Arts (ELA), and Science content areas. This pooling method can also help schools meet the n-size (10) threshold required to receive a proficiency rate. Science for ES is administered in 5th grade and for MS is administered in 8th grade, so the grade-level configuration of the school may affect if Science scores are included in the Pooled Proficiency calculations.

Read-by-Grade-Three

In support of Nevada's Read-By-Grade-3 legislation, the AA Indicator for ES includes an additional Measure of 3rd grade ELA proficiency—the Read-By-Grade-3 Measure. The proficiency rate for the Read-by-Grade-3 Measure is determined in addition to the pooled rates. Since the legislation targets grade 3, the Measure is based on the number of grade 3 students reaching proficiency on the CRT ELA assessment (includes Smarter and NAA).

Technical Notes

- Rates for Measures under this Indicator include both Smarter and NAA data.
- Assessment results are assigned to and included with the school where the student assessed, regardless of where student is currently enrolled.

- 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 (these will be added on after the files have been received by NDE and before sent out to districts);
    - are not enrolled (NER) at the given school; homeschooled (HS);
    - funded out of state (OS);
    - are currently enrolled but was absent (ABS) and did not participate during test administration;
    - are currently enrolled but did not participate for some other (OTH) reason;
    - 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" (DNP) 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 <u>and</u> a DNP code are not counted (i.e., the achievement level is disregarded and the DNP code is used).
- 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".
- Home school students who assess are not to be counted in participation and proficiency calculations.
    - How should one flag home school students?
        - If student is home school and shows up in DRC Insight, flag student as home school in the demographic field (whether they actually assess or not); "Homeschool" = 1 or Yes.
            - Additionally, if home school student has sessions assigned but does NOT assess, mark DNP/ "Reason Not Tested" of "HS"
            - However, if home school student does assess OR does not have a session assigned, no additional action is needed

ES Pooled Proficiency Measure Business Rules (20 points)
- Data sources: Summative, NAA, and Science 5/8 files
- Pooled Proficiency Rate = ((# proficient in CRT Math + # proficient in CRT ELA + # proficient in CRT Science) / (# assessed in CRT Math + # assessed in CRT ELA + # assessed in CRT Science)) X 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]_did_not_participate_CAT=blank
- [math/ela]_ did_not_participate _PT=blank
- Homeschool = 0
- [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
        - did_not_participate =blank
        - Homeschool = 0
        - 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]_did_not_participate =blank
        - Homeschool = 0
        - [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 Business Rules (5 points)

- Data source: Summative file
- RBG3 rate = (# 3rd graders proficient in ELA) / (# 3rd graders assessed in ELA) X 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_ did_not_participate _CAT=blank
    - ela_ did_not_participate _PT=blank
    - Homeschool = 0
    - 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_ did_not_participate =blank
    - Homeschool = 0
    - 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

The Growth Indicator includes Median Student Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures for Mathematics and ELA. The CRTs in Mathematics and ELA are used to determine growth for each of these content areas. A minimum of two consecutive years of CRT Mathematics and ELA results are required in order for a student to have growth (i.e. to be assigned a SGP). For a given school, the MGP is determined by rank ordering all the SGPs within the school and determining the median. An AGP (growth to target) is also determined for each student. A student has met their AGP if their SGP meets or exceeds their determined AGP. A school's AGP rate is the percent of students meeting their AGP.

Growth is determined for ES with a grade configuration that accommodates at least one prior year score and one current year score. At a minimum, this requires grades three and four at an ES. For most ES, this results in two or three grade levels of SGP data that are incorporated into the Growth Measures described above. Growth is not calculated for students who assess with the NAA; therefore, schools that only administer the NAA will not have growth data. Information on individual district and school level performance relative to MGP and AGP is available on the Nevada Growth Model Website at Nevada Department of Education Bighorn .

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

ES Math/ELA Adequate Growth Percentile (AGP) Measures Business Rules (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 ≥ SGP_TARGET_3_YEAR)

ES Math/ELA AGP PATs

Math Rate	Math Points	Math Rate	Math Points	ELA Rate	ELA Points	ELA Rate	ELA Points
≥52	7.5	<35 and ≥33	3.5	≥63	7.5	<49 and ≥47	3.5
<52 and ≥50	7	<33 and ≥31	3	<63 and ≥61	7	<47 and ≥45	3
<50 and ≥47	6.5	<31 and ≥29	2.5	<61 and ≥59	6.5	<45 and ≥43	2.5
<47 and ≥44	6	<29 and ≥27	2	<59 and ≥57	6	<43 and ≥41	2
<44 and ≥41	5.5	<27 and ≥25	1.5	<57 and ≥55	5.5	<41 and ≥38	1.5
<41 and ≥39	5	<25 and ≥23	1	<55 and ≥53	5	<38 and ≥35	1
<39 and ≥37	4.5	<23	0.5	<53 and ≥51	4.5	<35	0.5
<37 and ≥35	4			<51 and ≥49	4		

ES English Language Proficiency Indicator

The English Language Proficiency Indicator includes the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) AGP Measure. The students counted in this Measure are those who have been identified as English Learners (EL). For schools, student performance on the WIDA ACCESS assessment is included for students with at least two consecutive years of WIDA results. The student's initial English proficiency level is established based on WIDA results in the first year of identification as an English learner.   Levels range from one (1) to six (6).

For a given school, the percentage of students meeting their AGP (i.e. target) is the Measure used for this Indicator. Growth-to-target calculations are set to five years; therefore, students that meet their AGP target has a score history that predicts they will reach an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first. It is possible for students to not meet AGP targets but still meet the composite achievement level of 4.5 and exit from EL identification. These students are considered to have met AGP and will be identified as having done so. English learners are assessed annually to determine progress toward attaining English proficiency.

Technical 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 Business Rules (10 points)
- Data source: WIDA growth file
- WIDA AGP = (# meeting AGP) / (# growth records) X 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

- o For school-level calculations YIS=1
- o 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:
  - o AGP_MET=1 (i.e., SGP ≥ SGP_TARGET_5_YEAR)
  - o 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

The Closing Opportunity Gaps Indicator determines the percentage of students meeting their AGP who did not achieve proficiency in the prior year's state-administered CRT ELA and Mathematics assessments. This rate can be determined for elementary and middle school students between grades four and eight. For most elementary and middle schools, this results in two or three grade levels of AGP data that are incorporated into the Closing Opportunity Gaps Measures for Mathematics and ELA.

For these Measures, students who did not pass the CRT from the previous year are identified and the percentage who met their AGP (i.e., growth target) is determined. It is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficient n-size for this calculation. To avoid excluding high proficiency schools from receiving credit for closing the opportunity gaps the following decision tree will be used to calculate the Closing the Opportunity Gap rate for each content area (ELA and Mathematics). The term "Long Term Goal" in the decision tree refers to the State's Goal for 2024 for the content area.

Technical 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≥10) in the Measures below. In these cases, the school is awarded full points in Math/ELA Closing Opportunity Gaps if:
  - o The school's prior proficiency rate is greater than or equal to the 2024 long term goal for the content area (i.e., the 2024 measure of interim progress, or MIP, for the all-students group for the content area), <u>and</u>

- o Each subgroup met their content area current year MIPs <u>OR</u> 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 – 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 safe harbor is met
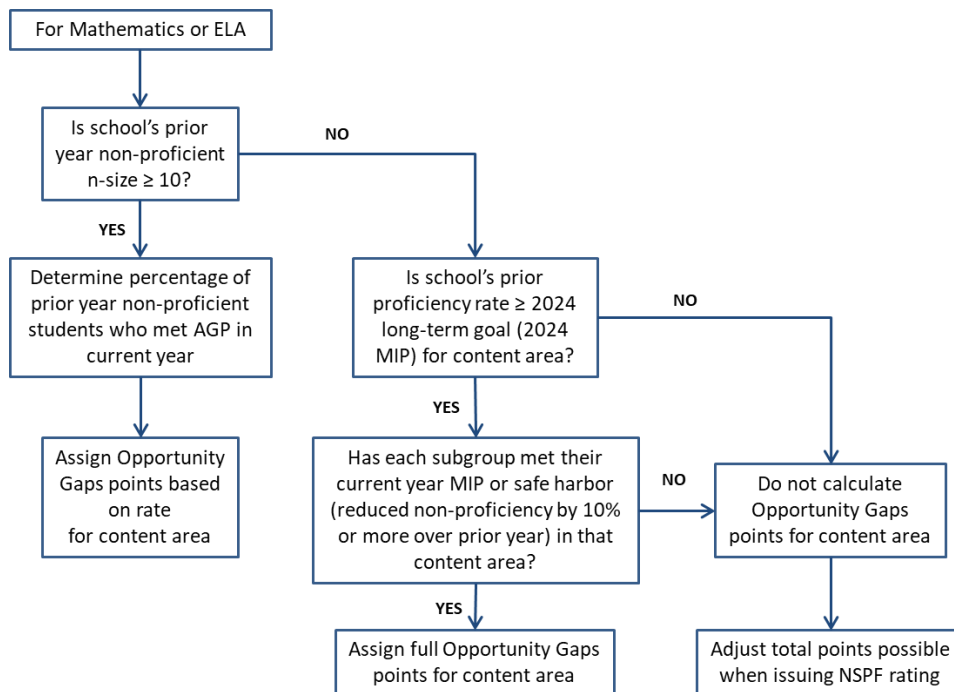
ES Math/ELA Closing Opportunity Gaps Measures Business Rules (10 points each)

- • Data source: Summative growth file
- • Math/ELA Closing Opportunity Gaps Rate = ((# meeting Math/ELA AGP this year who were non-proficient in the prior year) / (# non-proficient in prior year)) X 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:
    - o CONTENT_AREA=MATHEMATICS/ELA
    - o Use GRADE to select appropriate grades if needed
    - o ACHIEVEMENT_LEVEL_PRIOR = Partial Understanding, Minimal Understanding
    - o SGP=not blank
    - o SGP_TARGET_3_YEAR=not blank
    - o STATE_ENROLLMENT_STATUS=Enrolled State: Yes (NIC=0)

- o VALID_CASE=VALID_CASE
        - o For school-level calculations YIS=1
        - o 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:
        - o AGP_Met=1 (i.e., SGP ≥ SGP_TARGET_3_YEAR)

ES Math/ELA Closing Opportunity Gaps PATs

Math Rate	Math Points	Math Rate	Math Points	ELA Rate	ELA Points	ELA Rate	ELA Points
≥42	10	<30 and ≥27	5	≥52	10	<40 and ≥37	5
<42 and ≥39	9	<27 and ≥24	4	<52 and ≥49	9	<37 and ≥34	4
<39 and ≥36	8	<24 and ≥20	3	<49 and ≥46	8	<34 and ≥31	3
<36 and ≥33	7	<20 and ≥16	2	<46 and ≥43	7	<31 and ≥27	2
<33 and ≥30	6	<16	1	<43 and ≥40	6	<27	1

ES Student Engagement Indicator

The Measure for the Student Engagement Indicator for elementary schools is Chronic Absenteeism. Research shows that reducing chronic absenteeism is critical to improving student achievement. Only students who have been enrolled in a given school for 91 days or more of the current school year at any point in the year will be included in this Measure. A chronically-absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences. For example, students who are enrolled and scheduled instructional courses for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 or more days of school for any reason. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. A school's chronic absenteeism rate is the percentage of chronically-absent students in Kindergarten through grade 12. Additional guidance related to chronic absenteeism can be found on NDE website at: Nevada Department of Education Guidance Memos

An elementary or middle school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year's performance will earn a maximum of one (1) additional point, up to the total possible points for the Measure. For example, a school who had a prior chronic absenteeism rate of 20% must reach 18% or less in the current year to receive this incentive.   The total number of points possible for elementary schools for this Measure is 10.

Note for 2022 reporting: NDE offered flexibility to LEAs for taking attendance during the COVID-19 pandemic. Some LEAs took weekly attendance (one check-in a week counted as full attendance for the week) versus others that took attendance daily. LEAs also had different procedures for attendance taking when students were excluded from in-person instruction due to COVID-19 (illness, exposure, etc.). In 2020-21, chronic absenteeism was not used as part of NSPF data due to USEd addendum. During the 2021 Nevada Legislative Session, SB249 was passed, which allowed for medically-excused absences (use of MDP code in Infinite Campus) to be exempt from a school's NSPF CA rate,   Given these changes and flexibilities, there is no comparable CA rate to that reported in the 2021-22 NSPF, therefore there will be no incentive points for a 10% reduction in CA this year.

ES Chronic Absenteeism Measure Business Rules (10 points)

- Data Source: Chronic Absenteeism files submitted by LEAs to the NDE
- Chronic Absenteeism Rate = ((# chronically absent) / (# enrolled)) X 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): TotalDaysEnrolled ≥ 91
- To find the numerator (# chronically absent) for a given school/district, use filters above and find students where:
    - NVStateChronicAbsentIndicator=Y for school-level calculation
    - Federal ChronicAbsentIndicator=Y for district-level calculation
- Chronic Absenteeism Incentive Points – WILL NOT BE CALCULATED FOR 2022 NSPF
- Notes
    - The chronic absenteeism file includes # enrolled days, # scheduled days, and # absent days for all Nevada students who were enrolled at any point during the school year.
        - # Days Absent field is broken into two:
            - Total Days Absent State
                - Uses State definition of chronic absenteeism
                    - Exempts MDP code
                - Used for NSPF school-level rates
            - Total Days Absent Federal
                - Uses Federal definition of chronic absenteeism
                    - Includes MDP code
                - Used for NSPF district-level rates, as well as Nevada Report Card and EdFacts reporting
    - 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 Memos #18-06 and #22-06 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.

Middle School Performance Framework
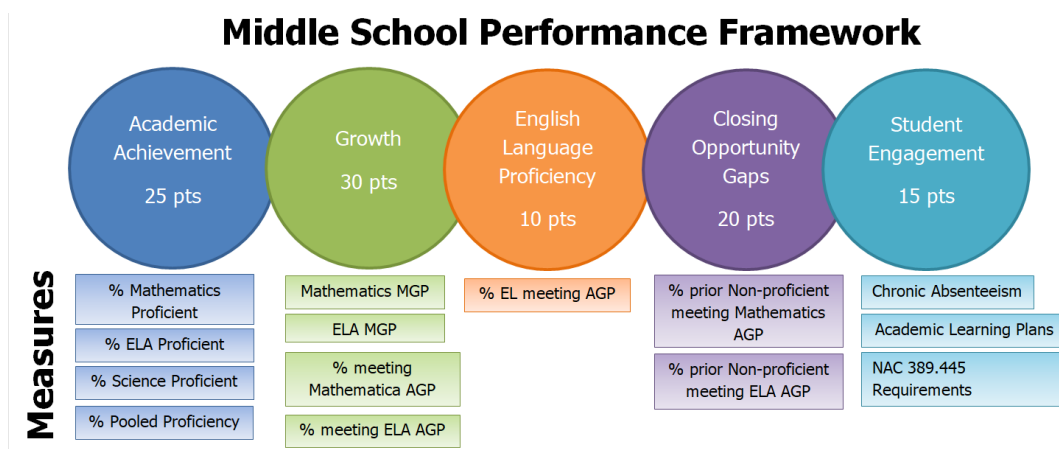
This section outlines the Middle School (MS) Framework, which includes: the Academic Achievement Indicator, with the Pooled Proficiency Measure; the Growth Indicator, with Mathematics and ELA Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) measures; the English Language Proficiency Indicator, with the WIDA AGP Measure; the Closing Opportunity Gaps Indicator, with the Mathematica and ELA Opportunity Gaps Measures; and the Student Engagement Indicator, with the NAC 389.445 Requirements, Academic Learning Plans, and Chronic Absenteeism Measures. Each of these Indicators and Measures are further described below.

Data for all NSPF Measures are disaggregated by required subgroups and displayed on school rating reports. Data is only disaggregated for reporting purposes; no index points are awarded based on subgroup rates, however, low performance by subgroups can impact a school's rating and/or designation for school supports.

MS Indicator and Measure Weights

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

MS Academic Achievement Indicator

Student proficiency for middle schools is determined by the state administered Criterion Referenced Tests (CRTs) in Mathematics, ELA and Science. The state CRTs (the Smarter Balanced Summative Assessment and the Nevada Alternate Assessment) in Mathematics and ELA are administered to grades three through eight; therefore, depending on the grade configuration of the middle school, this results in two or three consecutive years of test data. The Nevada Science CRT is administered in the fifth, eighth, and tenth grades.

Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada's students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the Individualized Education Program (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.

Pooled Proficiency
Refer to Pooled Proficiency description for ES.

Technical Notes
- Refer to the Elementary School (ES) notes.

MS Pooled Proficiency Measure Business Rules (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
Refer to the Growth description in ES.

Growth is determined for all MS grade configurations. For most MS, this results in two to four grade levels of SGP data that are incorporated into the growth Measures described above. Growth is not calculated for students who assessed with the NAA; therefore, schools that only administer the NAA will not have growth data. Information on individual district and school level performance relative to MGP and AGP is available on the Nevada Growth Model Website at Nevada Department of Education Bighorn.

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

- Use same business rules as ES.

MS Math/ELA MGP PATs

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

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

- Use same business rules as ES.

MS Math/ELA AGP PATs

Math Rate	Math Points	Math Rate	Math Points	ELA Rate	ELA Points	ELA Rate	ELA Points
≥42	5	<27 and ≥24	2.5	≥61	5	<48 and ≥45	2.5
<42 and ≥39	4.5	<24 and ≥21	2	<61 and ≥58	4.5	<45 and ≥41	2
<39 and ≥35	4	<21 and ≥18	1.5	<58 and ≥55	4	<41 and ≥37	1.5
<35 and ≥31	3.5	<18 and ≥15	1	<55 and ≥51	3.5	<37 and ≥32	1
<31 and ≥27	3	<15	0.5	<51 and ≥48	3	<32	0.5

MS English Language Proficiency Indicator

Refer to the English Language Proficiency description for ES.

MS WIDA AGP Measure Business Rules (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

Refer to the Closing Opportunity Gaps description for ES.

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

- Use same business rules as ES.

MS Math/ELA Closing Opportunity Gaps PATs

Math Rate	Math Points	Math Rate	Math Points	ELA Rate	ELA Points	ELA Rate	ELA Points
≥24	10	<15 and ≥13	5	≥34	10	<26 and ≥24	5
<24 and ≥21	9	<13 and ≥11	4	<34 and ≥32	9	<24 and ≥22	4
<21 and ≥19	8	<11 and ≥10	3	<32 and ≥30	8	<22 and ≥19	3
<19 and ≥17	7	<10 and ≥8	2	<30 and ≥28	7	<19 and ≥16	2
<17 and ≥15	6	<8	1	<28 and ≥26	6	<16	1

MS Student Engagement Indicator

One of NDE's goals is for all students to enter high school with the skills necessary to succeed. The Student Engagement Indicator at the middle school level is a measure of high school readiness. This Indicator includes the NAC 389.445 credit requirements, Academic Learning Plans, and Chronic Absenteeism Measures.

Note: The Academic Learning Plans and Credit requirements are pulled from Infinite Campus through the ALP Credits report. When pulling this report, schools and districts are to include all students considered to be middle schoolers (based on the accountability level 2 low and high grades entered in Infinite Campus under Resources>Schools) and all 9th graders (used for 9th grade credits reported in high school framework) enrolled with E1 and R2 codes at the end of the school year. This includes combined schools, such as K – 8, K – 12, or 6 – 12, where multiple school levels exist.

Chronic Absenteeism

Refer to the Chronic Absenteeism description for ES.

Academic Learning Plans

NRS 388.165 requires all middle school students to have an Academic Learning Plan (ALP) on initial enrollment. An ALP rate will be determined through district submitted data. A school's ALP rate is the percentage of students with ALPs. Only students who have been enrolled for at least 91 days or more during the current school year are included in this measure. These data are district reported.

NAC 389.445 Credit Requirements

One of NDE's goals is for all students to enter high school with the skills necessary to succeed. To this end, MS ratings will include and assign points to the percent of MS students meeting requirements for promotion to high school. NAC 389.445 (1) a-d lists the required units of credit that must be obtained during the seventh and eighth grades for promotion to high school. This Measure calculates the percentage of students meeting the NAC 389.445 requirements at the end of the eighth-grade year. These data are district reported. Since these are cohort data, all eighth graders enrolled at the end of the year are counted in this Measure.

MS Chronic Absenteeism Measure Business Rules (10 points)

- Use same business rules as ES

MS Chronic Absenteeism PAT

Rate	Points	Rate	Points	Rate	Points

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 Business Rules (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.
  - An IEP may be used as an ALP in this Measure if it satisfies the requirements of NRS 388.165
  - If an 8th grade student is assigned a high school plan mid-year and replaces their middle school plan, then the ALP requirement is met with the high school plan.

MS Academic Learning Plans PAT

Rate	Points
≥95	2

MS NAC 389 8th Grade Credit Requirements Measure Business Rules (3 points)

- Data Source: Files submitted by LEAs to the NDE
- 8th Grade Credits Rate = ((# 8th graders on track) / (# 8th graders)) X 100
  - To be considered on track, an 8th grader must have earned the following credits by the end of 8th grade, not to include summer school after 8th 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 (# 8th graders) for a given school/district, filter on that school/district and:
  - GradeLevel = 08
- To find the numerator (# 8th graders on track), use filters above and find students where:
  - 8thGradeCreditRequirementsMet=1
- Notes
  - This data file includes all 8th grade students who were enrolled at the end of the school year, not to include credits from summer school after the 8th grade year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure as these credits can be earned at any time during middle school.
  - See NAC 389.445 for Nevada regulations related to this Measure.
    - Students with disabilities who meet NAC 389.445 (4) should also be captured as meeting 8th grade credits.

MS 8th 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.
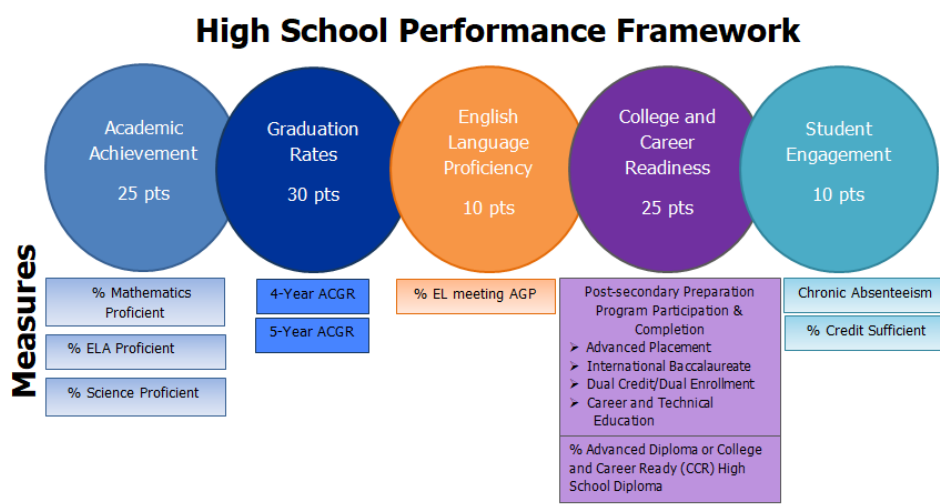
This section outlines the High School (HS) Framework, which includes: the Academic Achievement Indicator with Mathematics, ELA, and Science proficiency Measures; the Graduation Rates Indicator, with 4- and 5-year cohort rate Measures; the English Language Proficiency Indicator, with the WIDA Adequate Growth Percentile (AGP) Measure; the College and Career Readiness Indicator, with Post-

Secondary Preparation Post-Secondary Completion, and Advanced or College and Career Ready (CCR) Diploma Measures; and the Student Engagement Indicator, with the Chronic Absenteeism and 9th grade Credit Sufficiency Measures. Each of these Indicators and Measures are further described below.

HS Indicator and Measure Weights

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

HS Academic Achievement Indicator

The Academic Achievement Indicator includes Mathematics, English Language Arts (ELA), and Science proficiency Measures. Proficiency rates for high schools are determined separately for Mathematics, ELA, and Science and points are assigned separately for each content area. A minimum of 10 student records in a content area is required in order to report on a school's proficiency.

Student proficiency for high schools will be determined through the state administered American College Test (ACT) subtest scores in Mathematics and ELA (11th grade), the Nevada High School Science Assessment (10th grade) and the Nevada Alternate Assessment (NAA) in Mathematics, ELA and Science (11th grade). The NAA results are combined with ACT and the Nevada High School Science assessment results for proficiency calculations and reporting.

The HS Science assessment may be administered in the 9th grade, however the student's assessment score is banked and credited to the school where the student assessed. The score is reported at the school where the student assessed in the student's 10th grade year, regardless if the student is enrolled at that school during their 10th grade year.

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 Individualized Education Program (IEP) process.

The total number of test participants or 95% of students enrolled, whichever is greater, serves as the denominator for the proficiency rates in this indicator, while the number of students who meet or exceed the minimum passing score serves as the numerator of the rates.

The Mathematics and ELA proficiency results will each contribute 10 points to the school's total index score and the Science results will contribute 5 points. Therefore, the maximum number of points possible for the high school academic achievement indicator is 25 points.

Technical Notes

- Math and ELA rates under this Indicator include ACT and NAA data.
  - Only ACT results from the statewide administration will count in assessment proficiency results.
- Assessment results are assigned to the school where the student assessed, regardless of enrollment length.
- 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 (these will be added on after the files have been received by NDE and before sent out to districts);
  - are not enrolled (NER) at the given school; homeschooled (HS);
  - funded out of state (OS);
  - are currently enrolled but was absent (ABS) and did not participate during test administration;
  - are currently enrolled but did not participate for some other (OTH) reason;
  - 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" (DNP) 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 <u>and</u> a DNP code are not counted (i.e., the achievement level is disregarded and the DNP code is used).
- Math and ELA proficiency rates may be reduced if assessment participation requirements are not met by the all-students group. See "<u>Low Participation and Reduced Participation Rates</u>".
- Home school students who assess are not to be counted in participation and proficiency calculations.
  - How should one flag home school students for NAA and HS Science?
    - If student is home school and shows up in DRC Insight, flag student as home school in the demographic field (whether they actually assess or not); "Homeschool" = 1 or Yes.
      - Additionally, if home school student has sessions assigned but does NOT assess, mark DNP/ "Reason Not Tested" of "HS"

- However, if home school student does assess OR does not have a session assigned, no additional action is needed
  - How should one flag home school students for ACT?
    - If student is home school and shows up in the ACT Validation in DVSL, flag student as home school in the demographic field (whether they actually assess or not); "Homeschool" = 1 or Yes.
      - Additionally, if home school student is in the ACT Validation in DVSL but does NOT assess, mark DNP/ "Reason Not Tested" of "HS"
      - However, if home school student does assess, no additional action is needed

HS Math/ELA Proficiency Measures Business Rules (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
    - DidNotParticipate=blank
    - Homeschool=0
    - mc_scoreind=R, blank (invalidation flag)
    - [math/ela]_ 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]_ did_not_participate =blank
    - Homeschool = 0
    - [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	ELA Rate	ELA Points	ELA Rate	ELA Points
≥42.4	10	<30.3 and ≥28.3	5	≥55.9	10	<46.8 and ≥44.8	5
<42.4 and ≥41.1	9.5	<28.3 and ≥25.3	4.5	<55.9 and ≥54.9	9.5	<44.8 and ≥41.1	4.5
<41.1 and ≥39.7	9	<25.3 and ≥22.4	4	<54.9 and ≥53.9	9	<41.1 and ≥37.3	4
<39.7 and ≥38.4	8.5	<22.4 and ≥19.4	3.5	<53.9 and ≥52.9	8.5	<37.3 and ≥33.5	3.5
<38.4 and ≥37	8	<19.4 and ≥16.5	3	<52.9 and ≥51.9	8	<33.5 and ≥29.8	3
<37 and ≥35.7	7.5	<16.5 and ≥13.5	2.5	<51.9 and ≥50.9	7.5	<29.8 and ≥26	2.5
<35.7 and ≥34.3	7	<13.5 and ≥10.6	2	<50.9 and ≥49.8	7	<26 and ≥22.2	2
<34.3 and ≥33	6.5	<10.6 and ≥7.6	1.5	<49.8 and ≥48.8	6.5	<22.2 and ≥18.4	1.5
<33 and ≥31.6	6	<7.6 and ≥4.7	1	<48.8 and ≥47.8	6	<18.4 and ≥14.7	1
<31.6 and ≥30.3	5.5	<4.7	0.5	<47.8 and ≥46.8	5.5	<14.7	0.5

HS Science Proficiency Measure Business Rules (5 points)

- Data sources: HS Science (current and prior year) and NAA (current year) files
- HS Science Proficiency Rate = ((# proficient 9th graders in prior year file + # proficient 10th graders in current year file + # proficient 11th grade NAA students in current year file) / (# assessed 9th graders in prior year file + # assessed 10th graders in current year file + # assessed 11th 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
    - did_not_participate =blank
    - Homeschool = 0
    - 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
    - did_not_participate =blank

- ▪ Homeschool = 0
- ▪ tc_invalidation=blank
- ▪ tc_modification=blank
- ▪ achievement_level=1,2,3,4
    - o In current year 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
        - ▪ sci_ did_not_participate =blank
        - ▪ Homeschool = 0
        - ▪ 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:
    - o In prior year student-level HS Science file, use filters above but change:
        - ▪ achievement_level=3,4
    - o In current year student-level HS Science file, use filters above but change:
        - ▪ achievement_level=3,4
    - o 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

The Graduation Rates Indicator consists of the 4- and 5-year Adjusted Cohort Graduation Rate (ACGR) measures. The Cohort Graduation Rate is determined through the cohort validation process following federal guidelines for reporting. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. These dates are past the September 15th accountability reporting deadline (NRS 385A.720); therefore, the cohort rates used for this Indicator lag one year behind the other accountability Indicators in the school rating system.

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

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

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2022 use 2020-21 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 Business Rules (5 points)

- Data source: 5-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2022 use 2020-21 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

Refer to the English Language Proficiency description for ES.

HS WIDA AGP Measure Business Rules (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

The College and Career Readiness Indicator for high schools consist of three Measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and the percent of graduates earning an Advanced Diploma or College and Career Ready (CCR) Diploma.

Post-Secondary Preparation and Completion

Post-Secondary Preparation includes Participation and Completion Measures in Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE) programs. Post-secondary Preparation Participation and Completion can be achieved at any point during a student's high school career. The students included in these Measures are those with an Original Year of Graduation (OYOG) of the current NSPF year. A student is considered a participant/completer if they meet the criteria specified below for at least one program. A school's Post-Secondary Preparation Participation and Completion rates are based on the percentage of students participating in or completing the specified programs, respectively. Further details can be found in the NSPF Technical Manual.

The Post-Secondary Preparation Participation and Completion Measures each have a maximum of 10 points and the Advanced Diploma or CCR Measure has a maximum of 5 points for a total of 25 points maximum for the Indicator.

HS Post-Secondary Preparation Participation and Completion Criteria

	Participant	Completer
AP	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.
IB	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.
DC/DE	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.
CTE	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 an approved CTE program of study and have passed (1) enough courses to be considered a CTE completer and (2) qualified to take the associated end of program and workplace readiness assessments are considered CTE completers. Students must be CTE Participants to be CTE completers.

Advanced Diploma or College and Career Ready (CCR) Diploma

A school's rate for this Measure is their percentage of graduates with an Advanced or CCR Diploma.
To receive an Advanced Diploma, a student must meet the requirements as outlined in NAC 390.430. To earn a CCR Diploma, a student must meet the requirements outlined in Regulation File No. R076-17.

HS Post-Secondary Preparation Participation Measure Business Rules (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. 2021-22 for the Sept. 2022 NSPF) who were enrolled at the end of the school year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure as students may have participated at any time during high school.

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 Business Rules (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. 2021-22 for the Sept. 2022 NSPF) who were enrolled at the end of the school year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure as students may have met the requirements for completion at any time during high school.

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 Advanced/CCR Diploma Measure Business Rules (5 points)

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2022, use 2020-21 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

Chronic Absenteeism
Refer to the Chronic Absenteeism description for ES.

A high school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year's performance will earn a maximum of one-half (0.5) additional points, up to the total possible points for the Measure. For example, a school who had a prior chronic absenteeism rate of 20% must reach 18% or less in the current year to receive this incentive. The total number of points possible for high schools for this Measure is 5. Additional guidance related to chronic absenteeism can be found on NDE website at: Nevada Department of Education Guidance Memos.

Note for 2022 reporting: NDE offered flexibility to LEAs for taking attendance during the COVID-19 pandemic. Some LEAs took weekly attendance (one check-in a week counted as full attendance for the

week) versus others that took attendance daily. LEAs also had different procedures for attendance taking when students were excluded from in-person instruction due to COVID-19 (illness, exposure, etc.). In 2020-21, chronic absenteeism was not used as part of NSPF data due to USEd addendum. During the 2021 Nevada Legislative Session, SB249 was passed, which allowed for medically-excused absences (use of MDP code in Infinite Campus) to be exempt from a school's NSPF CA rate,   Given these changes and flexibilities, there is no comparable CA rate to that reported in the 2021-22 NSPF, therefore there will be no incentive points for a 10% reduction in CA this year.

Ninth Grade Credit Sufficiency

This Measure is the percentage of ninth grade students who earned at least five credits by the end of their first year of high school, as specified by NAC 389.659. Only students who have been enrolled at a given school for at least 91 days or more will be included in this Measure. This Measure considers ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader's school year).

HS Chronic Absenteeism Measure Business Rules (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 9th Grade Credit Sufficiency Measure Business Rules (5 points)
- Data Source: Files submitted by LEAs to the NDE
- 9th Grade Credit Rate = ((# 9th graders meeting credit requirements) / (# 9th graders)) X 100
    - To meet 9th grade credit requirements, a 9th grade student must have earned 5 credits by the end of 9th grade, not to include summer school after 9th grade.
- To find the denominator (# 9th 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 (# 9th graders meeting credit requirements), additionally filter on:
    - 9thGradeCreditRequirementsMet=1
- Notes
    - This data file includes all 9th grade students who were enrolled at the end of the school year, not to include credits from summer school after the 9th grade year.
    - See NAC 389.659(1)(a)(1) for Nevada regulations related to this Measure.

HS 9th 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

Assigning Star Ratings*

A total index score is the sum of the number of points earned for all Indicators divided by the number of points possible and multiplying by 100. Each Indicator is a sum of multiple Measures that is further aggregated into a total index score that falls within one of five score ranges. Each score range corresponds to a star rating which is a descriptor of how a school is performing based on the Indicators in the framework.

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19.

Elementary School Star Rating Table

Points	Star Rating
< 27	1 Star
≥ 27 and < 50	2 Stars
≥ 50 and < 67	3 Stars
≥ 67 and < 84	4 Stars
≥ 84 and ≤ 100	5 Stars

Middle School Star Rating Table

Points	Star Rating
< 29	1 Star
≥ 29 and < 50	2 Stars
≥ 50 and < 70	3 Stars
≥ 70 and < 80	4 Stars
≥ 80 and ≤ 100	5 Stars

High School Star Rating Table

Points	Star Rating
< 27	1 Star
≥ 27 and < 50	2 Stars
≥ 50 and < 70	3 Stars
≥ 70 and < 82	4 Stars
≥ 82 and ≤ 100	5 Stars

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).
        - As long as the student logs on to at least one part of the PT, they will meet the participation requirement for the ELA PT portion.
- 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
        - Homeschool = 0
    - In student-level NAA file, filter on:
        - inactive_flag=0
        - [math/ela]_ did_not_participate =ABS,OTH,blank
        - Homeschool = 0
- 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
        - Homeschool=0
    - In student-level NAA file, filter on that school and:
        - inactive_flag=0
        - NV_GradeLevel=11
        - [math/ela]_ did_not_participate =ABS,OTH,blank
        - Homeschool = 0
- 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 (NParticipants < NPool-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 (NPool>20)
  - IF (NParticipants/NPool ≥ 95%) PT_flag=1 (participation met)
  - ELSE PT_flag=0 (participation not met)
- ELSE
  - IF (NParticipants<NPool-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-size ≤ 20), that subgroup's proficiency rate will be reduced. <u>Only</u> 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 <u>ES/MS</u>, 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

- o Use NV_GradeLevel to select appropriate grades if needed
- o [math/ela]_ did_not_participate _CAT=blank
- o [math/ela]_ did_not_participate _PT=blank
- o Homeschool = 0
- o [math/ela]_tc_invalidation_CAT=blank
- o [math/ela]_tc_invalidation_PT=blank
- o [math/ela]_tc_modification_CAT=blank
- o [math/ela]_tc_modification_PT=blank
- o [math/ela]_achievement_level=1,2,3,4
- • NAA filters:
  - o inactive_ flag=0
  - o NV_NIC=0
  - o nic_y2=0
  - o NV_YIS=1
  - o Use NV_GradeLevel to select appropriate grades if needed
  - o [math/ela]_ did_not_participate =blank
  - o Homeschool = 0
  - o [math/ela]_tc_invalidation=blank
  - o [math/ela]_tc_modification=blank
  - o [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:
    - o inactive_ flag=0
    - o NV_NIC=0
    - o nic_y2=0
    - o NV_YIS=1
    - o Use NV_GradeLevel to select appropriate grades if needed
    - o [math/ela]_did_not_participateCAT=ABS/OTH/blank
    - o [math/ela]_did_not_participate_PT=ABS/OTH/blank
    - o Homeschool = 0
  - • NAA filters:
    - o inactive_ flag=0
    - o NV_NIC=0
    - o nic_y2=0
    - o NV_YIS=1
    - o Use NV_GradeLevel to select appropriate grades if needed
    - o [math/ela]_did_not_participate=ABS/OTH/blank
    - o Homeschool = 0
  - • Multiply this number of records by 0.95 before greater than check

- o 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]_ did_not_participate _CAT=blank
    - [math/ela]_ did_not_participate _PT=blank
    - Homeschool = 0
    - [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]_ did_not_participate =blank
    - Homeschool = 0
    - [math/ela]_tc_invalidation=blank
    - [math/ela]_tc_modification=blank
    - [math/ela]_achievement_level=3,4
- For <u>HS</u>, if subgroup does not meet PT requirements (<95% or >N-1) in Math/ELA:
  - o Denominator should be greater of:
    - ▪ Students who assessed; combine ACT and NAA:
      - ACT filters:
        - o isActive=1
        - o NV_NIC=0
        - o nic_y2=0
        - o NV_YIS=1
        - o NV_GradeLevel=11
        - o DidNotParticipate=blank
        - o Homeschool=0
        - o mc_score_ind=R, blank (invalidation flag)
        - o [math/ela]_ level=1,2,3,4
      - NAA filters:
        - o inactive_ flag=0

- o NV_NIC=0
- o nic_y2=0
- o NV_YIS=1
- o NV_GradeLevel=11
- o [math/ela]_ did_not_participate =blank
- o Homeschool = 0
- o [math/ela]_tc_invalidation=blank
- o [math/ela]_tc_modification=blank
- o [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:
    - o IsActive=1
    - o NV_NIC=0
    - o NIC_Y2=0
    - o NV_YIS=1
    - o NV_GradeLevel=11
    - o DidNotParticipate=ABS/OTH/blank
    - o Homeschool = 0
  - • NAA filters:
    - o inactive_ flag=0
    - o NV_NIC=0
    - o nic_y2=0
    - o NV_YIS=1
    - o NV_GradeLevel=11
    - o [math/ela]_did_not_participate=ABS/OTH/blank
    - o Homeschool = 0
  - • <u>Multiply this number of records by 0.95 before greater than check</u>
- o Numerator (students who tested who are proficient):
  - ▪ ACT filters:
    - • isActive=1
    - • NV_NIC=0
    - • nic_y2=0
    - • NV_YIS=1
    - • NV_GradeLevel=11
    - • DidNotParticipate=blank
    - • mc_score_ind=R, blank
    - • [math/ela]_level=3,4
  - ▪ NAA filters
    - • inactive_ flag=0

- NV_NIC=0
- nic_y2=0
- NV_YIS=1
- NV_GradeLevel=11
- [math/ela]_did_not_participate =blank
- Homeschool = 0
- [math/ela]_tc_invalidation=blank
- [math/ela]_tc_modification=blank
- [math/ela]_achievement_level=3,4

Participation Warnings and Penalties

Note: All previous Participation (PT) Warnings and Penalties have been reset for the 2021-22 NSPF. If a school fails to meet 95% PT in all-student group or any subgroups, they will receive a PT warning. The information below is for reference as NDE will evaluate for penalties starting in the 2022-23 NSPF.

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.

Averaging to clear a warning or clear/reduce a penalty is the responsibility of LEAs; NDE does not conduct averaging. NDE shares preliminary PT flags with LEAs early in the summer. LEAs then have the ability to demonstrate to NDE, via averaging over the most recent two or three years, if any schools/subgroups should be "cleared" from a warning or penalty. Due to the waivers on accountability, granted by USED, in 2019-20 and 2020-21 school years, there are no recent years in which to use assessment participation to average two or three years, therefore, this is not applicable for 2021-22 NSPF.

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. See Star Rating note. 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 have spanned the 2018-19, 2019-20, and 2020-21 school years. The exit evaluation for this school would have been performed in the summer of 2021. However, due to COVID-19 pandemic accountability waivers provided by USEd, the 2019-20 and 2020-21 school years are not included as improvement years. The three-year improvement phase is now the 2018-19, 2021-22, and 2022-23 school years. 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 2023 and for TSI and TSI/ATSI in the summer of 2024.

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. . Star ratings will resume 2023.

Comprehensive Support and Improvement (CSI)

Background

In Nevada, CSI schools are:

- The lowest-performing Title I schools, according to their adjusted NSPF index score;
- High schools with a four-year adjusted cohort graduation rate below 67%; or
- Title I schools that did not exit a Targeted Support and Improvement (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).

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19.   Star ratings will resume 2023.

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 5th 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 5th percentile of NSPF adjusted index score. A 5th percentile is found for each of the levels (elementary, middle, and high schools). The steps needed to find the lowest-performing (5th percentile) Title I schools are as follows:

- Find the 5th 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 5th percentile of AdjustedPoints for these schools.
- Find rated Title I ES/MS/HS at or below that 5th percentile. 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
    - AdjustedPoints ≤ 5th percentile determined above
- Any Title I school at or below the 5th percentile not previously designated as CSI, TSI, or TSI/ATSI is designated CSI

CSI Category 2: 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 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
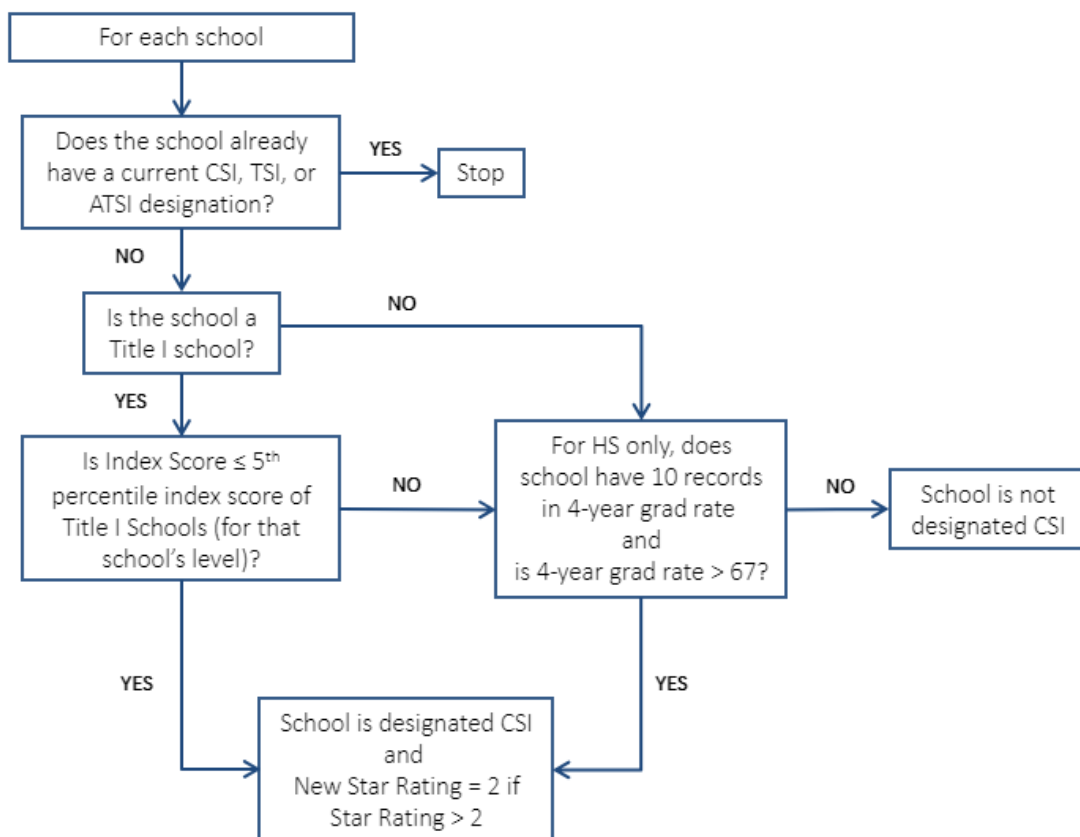
CSI Exit Criteria

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.

*Note: Star ratings will not be calculated in 2022 d in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume 2023.

CSI Exit Decision Tree
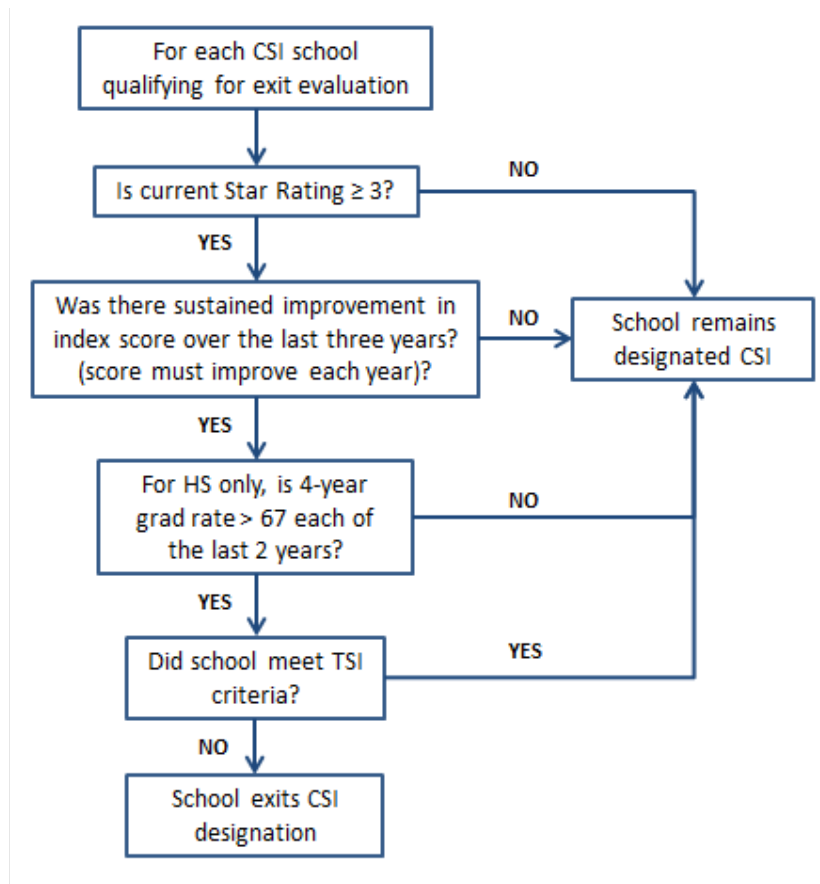
Targeted Support and Improvement (TSI)

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.

Note: SY18-19 data matched to SY21-22 data will be used for this calculation due to waived years of accountability per the USED addendum for accountability reporting SY21-22.

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).

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume 2023.

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
	8th Grade Credit Requirements	Advanced/CCR Diploma
	Academic Learning Plans	Chronic Absenteeism
		9th 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 2022 TSI calculations are as follows. Note: for 2021-22 TSI designations, NDE will use data and MIPS for school years 2018-19 and 2021-22 due to the two years of accountability waivers provided by the U.S. Department of Education (2019-20 and 2020-21).

Elementary School Measures	2018-19 Target	2021-22 Target
Academic Achievement Indicator		
Math Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
ELA Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
Read-by-Grade-3	≥25%	≥25%
Growth Indicator		
Math MGP	≥35	≥35
ELA MGP	≥35	≥35
Math AGP	≥23%	≥23%
ELA AGP	≥35%	≥35%
EL Proficiency Indicator		
WIDA AGP	≥33%	≥33%
Student Engagement Indicator		
Math Closing Opportunity Gaps	≥16%	≥16%
ELA Closing Opportunity Gaps	≥27%	≥27%
Chronic Absenteeism	≤24%	≤24%

Middle School Measures	2018-19 Target	2021-22 Target
Academic Achievement Indicator		
Math Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
ELA Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
Growth Indicator		
Math MGP	≥35	≥35
ELA MGP	≥35	≥35
Math AGP	≥15%	≥15%
ELA AGP	≥32%	≥32%
EL Proficiency Indicator		
WIDA AGP	≥13%	≥13%
Student Engagement Indicator		
Math Closing Opportunity Gaps	≥8%	≥8%
ELA Closing Opportunity Gaps	≥16%	≥16%
Chronic Absenteeism	≤24%	≤24%
Academic Learning Plans	≥95%	≥95%
8th Grade Credit Requirements	≥60%	≥60%

High School Measures	2018-19 Target	2021-22 Target
Academic Achievement Indicator		
Math Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
ELA Proficiency	≥2019 subgroup MIP or safe harbor	≥2022 subgroup MIP or safe harbor
Graduation Rates Indicator		
4-Year ACGR	≥2018 subgroup MIP	≥2021 subgroup MIP
5-Year ACGR	≥2018 subgroup MIP	≥2021 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%
9th 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 ≤ 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) <u>AND</u> (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).

*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume 2023.

TSI Designation Decision Tree
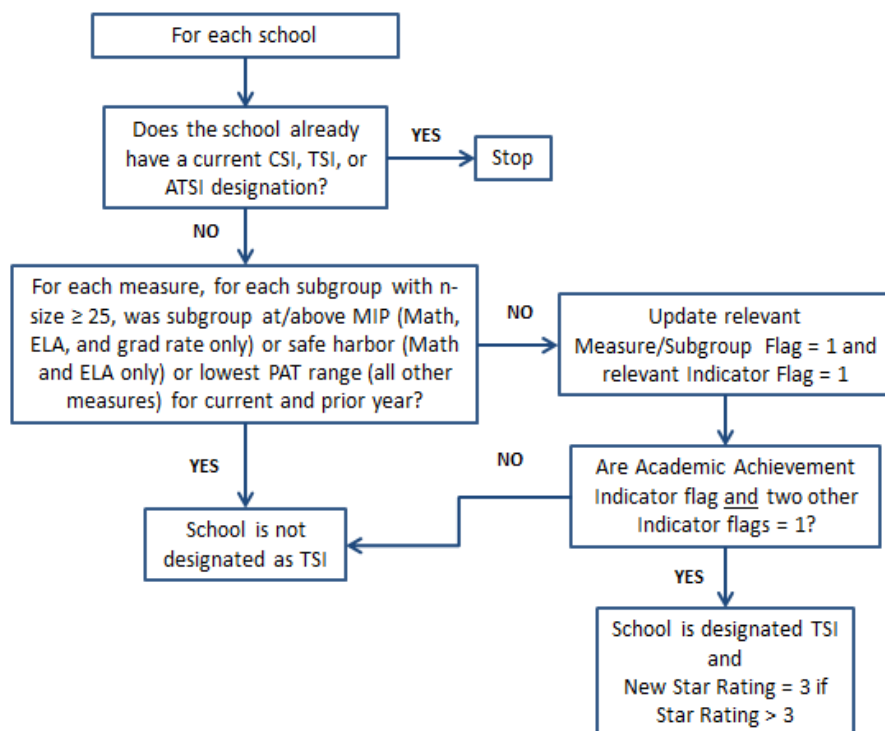
TSI Exit Criteria

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 continue to be designated as TSI and will be re-evaluated in the next year.

TSI Exit Decision Tree
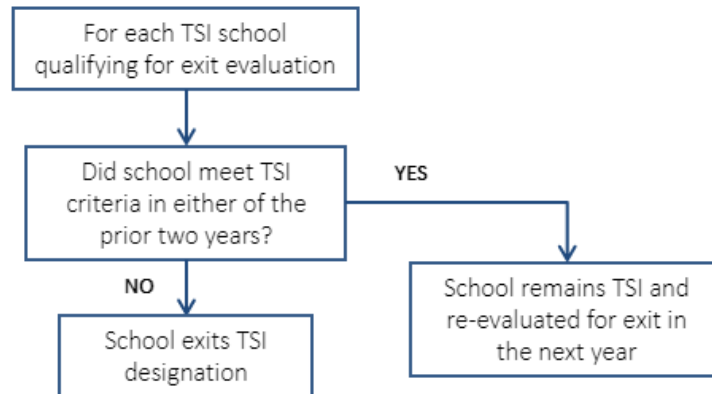
Targeted Support and Improvement (TSI)/Additional Targeted Support and Improvement (ATSI)

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;
- Newly 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 ≥ 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).
*Note: Star ratings will not be calculated in 2022 in accordance with flexibility offered in the U.S. Department of Education's addendum to Nevada's consolidated state plan due to COVID-19. Star ratings will resume 2023.

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	9th Grade Credit Requirements
Chronic Absenteeism	8th 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 5th 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 5th 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 5th 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	2021-22 ATSI Target	Middle Schools	2021-22 ATSI Target	High Schools	2021-22 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	9th Gr. Credit Reqs.	TBD
Chronic Absenteeism	TBD	8th Gr. Credit Reqs.	TBD		
		Acad. Learning Plans	TBD		

TSI/ATSI Designation Decision Tree
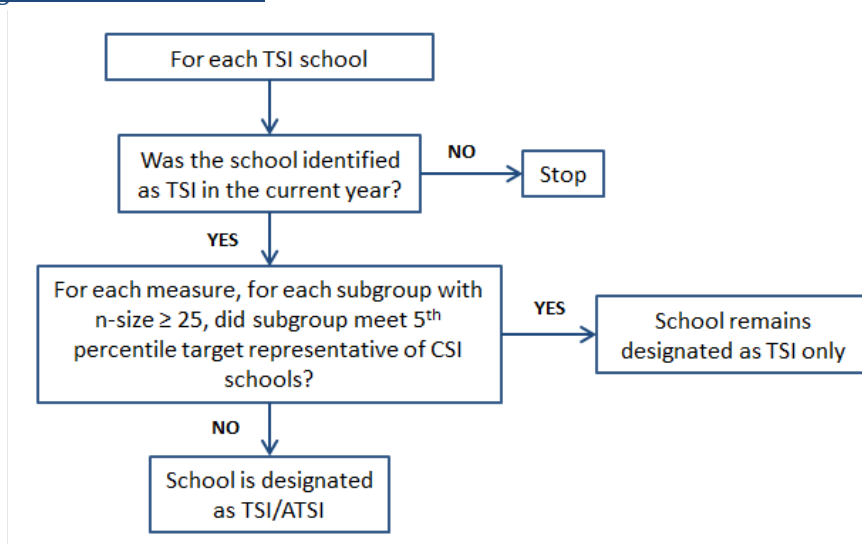
TSI/ATSI Exit Criteria

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. Title I 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, while non-Title I schools will remain designated as a TSI/ATSI school and will be re-evaluated in the next year.

TSI/ATSI Exit Decision Tree
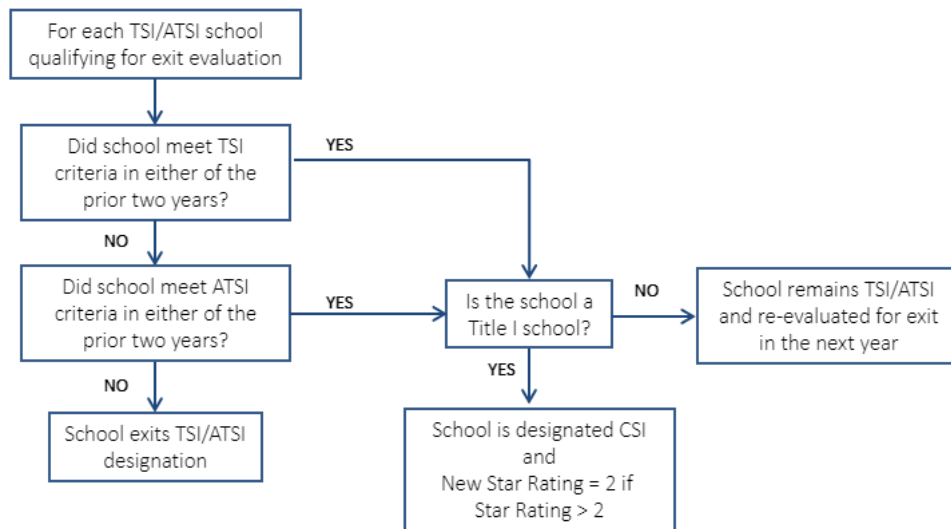
Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs)

Goals for Math, ELA, and Graduation Rates are focused on continual improvement. Goals through 2024 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	2023	2024
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	2023	2024
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

Math MS	2016	2017	2018	2019	2020	2021	2022	2023	2024
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

ELA MS	2016	2017	2018	2019	2020	2021	2022	2023	2024
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/Latino	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

Math HS	2017	2018	2019	2020	2021	2022	2023	2024
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

ELA HS	2017	2018	2019	2020	2021	2022	2023	2024
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

4-Year ACGR (graduation rate) HS	2017	2018	2019	2020	2021	2022	2023	2024
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

5-Year ACGR (graduation rate) HS	2017	2018	2019	2020	2021	2022	2023	2024
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 needs substantial support to meet the Nevada college and career readiness standard.	Student demonstrates partial understanding of and the ability to apply knowledge and skills associated with college and career readiness. Student needs additional support to meet the Nevada college and career readiness standard.	Student demonstrates adequate understanding of and the ability to apply knowledge and skills associated with college and career readiness. Student meets the Nevada college and career readiness standard.	Student demonstrates advanced understanding of and the ability to apply knowledge and skills associated with college and career readiness. 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
	Non-Proficient	**Non-Proficient**	**Proficient**	**Proficient**

Appendix A   Acronyms

Acronym	Term
AA	Academic Achievement
ACGR	Adjusted Cohort Graduation Rates
ACT	American College Test
AGP	Adequate Growth Percentile
ALP	Academic Learning Plan
AP	Advanced Placement
APF	Nevada Alternative Performance Framework
ATSI	Additional Targeted Support and Improvement
CA	Chronic Absenteeism
CCR	College and Career Ready
CEP	Community Eligible Provision
CRT	Criterion Referenced Test
CSI	Comprehensive Support and Improvement School
CTE	Career and Technical Education
DNP	Did Not Participate
DRC	Data Recognition Corporation
DVSL	Data Validation Sign-Off and Lock
ED	Economically Disadvantaged
EL	English Learner
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
ESEA	Elementary and Secondary Education Act (1965)
ESSA	Every Student Succeeds Act (2015)
FRL	Free or Reduced-Price Lunch
IB	International Baccalaureate
IEP	Individualized Education Program
LEA	Local Education Agency
LIEP	Language Instruction Education Program
LTG	Long Term Goals
MGP	Median Growth Percentile
MIP	Measures of Interim Progress
NAA	Nevada Alternate Assessment
NAC	Nevada Administrative Code
NAEP	National Assessment of Educational Progress
NDE	Nevada Department of Education
NEPF	Nevada Educator Performance Framework
NER	Not Enrolled
NGMA	Nevada Growth Model of Achievement
NIC	New in Country
NRS	Nevada Revised Statute
NSPF	Nevada School Performance Framework
OYOG	Original Year of Graduation
PAT	Points Attribution Table
PLD	Policy Level Descriptors

Acronym	Term
PT	Participation
RLIS	Rural and Low-Income Schools
SBAC	Smarter Balanced Assessment Consortium
SC	Special Circumstance
SEA	State Education Agency
SGP	Student Growth Percentile
SPLD	School Performance Level Descriptors
TAG	Technical Advisory Group
TSI	Targeted Support and Improvement School
USEDED	United States Department of Education
WIDA	World-Class Instructional Design Assessment
ACCESS for ELs	Assessing Comprehension and Communication in English State-to-State for English Learners
YID	Year in District
YIS	Year in School

Appendix B Nevada Policy Descriptors*

*Note: Star ratings will not be calculated in 2022 due to lack of data brought on by pandemic as approved by USED. Star ratings will resume 2023.

Elementary and Middle School

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

High School

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