



Supporting the Implementation of AB400/SB98

Current Reporting Requirements & A New Reporting Framework

June 27, 2024

Agenda

- **Streamlining Current Reporting Requirements**
- **Decision Points for New Reporting Framework**
- **Questions & Discussion**



Streamlining Current Reporting Requirements



Objective

Review reports considered by districts to be duplicative or no longer needed and make initial recommendations to streamline or eliminate.

Duplicative/Unnecessary Reports

Based on district feedback, we identified over 20 reports that 3+ districts considered to be duplicative/redundant or no longer needed

- Will share initial list today, review is still underway

Potential recommendations for addressing these reports include:

- Eliminate redundant or unnecessary reporting requirements
 - Leverage data available from another report or source with similar information
- Streamline reporting requirements by:
 - Modifying similar reports to meet requirements so one will suffice
 - Consider if a database, like Infinite Campus, could be leveraged instead to pull needed data directly
 - Reduce frequency of reporting

Acing Accountability Reporting

Reports included: CCR Diploma; College, Career, and Workforce Readiness; District Developed Success Target; District Performance Plan; Rigorous Coursework and Student Proficiency (CCR).

District feedback: Districts shared concerns about the alignment and overlap between the Acing Accounting framework, NSPF, and report card; that these reports were redundant to data collected elsewhere; that rules/guidance were unclear/changing; time intensive to complete district performance plan

Considerations/potential recommendations: Note, Acing Accountability reporting should be temporary; consider reducing frequency of reporting from quarterly to annually; consider if other reporting can be leveraged/compiled to complete instead of a new data collection.

Class Size Reporting

Reports included: Pupil Ratios Report (NRS 388.890), Personnel Reports (NRS 387.12468), Quarterly Class Size Reduction Reports, Annual Class Size Reduction Plan, and District Accountability/Report Card: Student Teacher Ratio

District feedback: Districts noted that these reports collect similar information (class size or ratios); quarterly reporting on class size reduction and waiver requests was burdensome and class size reduction plan was not meaningful

Considerations/potential recommendations: consider eliminating class size reduction plan and quarterly reporting requirements; consider streamlining reporting requirements for other reports to provide needed data on class size and ratios annually

Staffing/Personnel Reporting

Reports included: District Accountability/Report Card: Staffing (personnel employed by school district; designation of categories of personnel); District Accountability/Report Card: Staffing (teachers, other licensed educational personnel and paraprofessionals); Personnel Reports (387.12468)

District feedback: Districts noted that similar data was collected in these reports and from other sources, such as school-level in In\$ites/Schoolnomics reports

Considerations/potential recommendations: consider streamlining reporting requirements

Financial Reporting

Reports included: Spending Report (NRS 387.303); Quarterly Financial Reports; Minimum Expenditures (NRS 387.206); and Summary Financial Report (Dept. of Taxation/Newspaper publication).

District feedback: For the 387.303 report, districts indicated that similar, more detailed school-level financial data is in other reports (like In\$ites/Schoolnomics) but broken down differently; quarterly financial reporting is burdensome and unhelpful; minimum expenditure reporting is unnecessary; for Summary Financial report, submitted in a different, less detailed format to Dept. of Taxation, it is costly to publish in newspaper and not all districts have a printed newspaper, data already available on website, and more detailed information in other financial reports.

Considerations/potential recommendations for discussion: consider eliminating requirements for Summary Financial report, quarterly reporting and minimum expenditure reporting; consider streamlining reporting requirements by modifying reports, like the 387.303, to meet LEA and school level financial reporting needs.

Enrollment

Reports included: Average Daily Enrollment Quarterly Reports

District feedback: For ADE quarterly reporting, this is available through Infinite Campus, and wondering if there is a way to collect this important data without requiring each district to separately pull this information and submit separate reports

Considerations/potential recommendations: explore whether it is possible for NDE to pull available data from existing database.



Operationalizing the New PCFP Reporting Framework

Objectives for the PCFP Reporting Framework

Review information and make a recommendation on the following:

1. The structure of the PCFP reporting framework (e.g., frequency, due date, level of reporting)
2. Which of the metrics that are currently available and already included in other reporting frameworks to include in the PCFP reporting framework
3. Which additional metrics to include in the PCFP reporting framework
4. Which metrics need slight adjustments to align with available data or existing reporting
5. Which metrics need further discussion to determine whether to include/not include
6. Secondary and longer-term recommendations

Objective One Discussion: Structure of the PCFP Reporting Framework

Objective One: Review information and make a recommendation on the structure of the PCFP reporting framework

- **Frequency of reporting.** AB400/SB98 require districts and charter schools to submit a quarterly report to the CSF on how PCFP funding is being used to improve student and school performance. However, nearly all the metrics outlined in AB400/SB98 are only collected once per year.
 - Consideration: The CSF may want to consider annual reporting rather than quarterly, since data for most of the metrics are collected only once per year.
- **Timing of reporting by districts.** Most of the AB400/SB98 metrics that are currently collected are received by NDE in late winter/spring/summer and reported by NDE in the early fall.
 - Consideration: The CSF may want to consider public reporting of the data collected through the PCFP reporting framework in November to align with the timing of current data collection and to allow time for analysis of the data.
- **Level of reporting.** Data for nearly all of the metrics is available at the school level.
 - Consideration: The CSF may want to consider requesting data at the school level, rather than at the district level, for a more detailed view on student and school progress.

Objective One: Review information and make a recommendation on the structure of the PCFP reporting framework

- **Avoiding duplicative reporting.** Metrics outlined in AB400/SB98 come from a mix of sources and would likely involve multiple NDE offices. Some data are reported directly to NDE from a vendor (e.g., from NWEA), while others must be reported by school districts and charter schools to NDE to meet reporting requirements.
 - Consideration: To avoid any duplication in reporting, the CSF may want to consider having districts and charter schools report only data that NDE does not already have access to each year (i.e., NDE receives it directly from a vendor or it is reported as part of an alternate reporting requirement).
- **Trend analysis.** AB400/SB98 do not specify how many years of data should be collected, analyzed and reported to understand changes in student and school performance.
 - Consideration: For the initial report, the CSF may want to consider including data starting from 2020 in order to compare the old funding plan with the new funding plan and the additional investment. Reports for future years would only collect data for the current year.

What does the Commission recommend?

- Frequency of reporting
- Timing of reporting by district
- Level of reporting
- Avoiding duplicative reporting
- Trend analysis

Objective Two Discussion: Metrics that are currently available and already included in other reporting frameworks

Objective Two: Review and make recommendations on metrics that are currently available and already included in other reporting frameworks

- **The rate of graduation of pupils from high school by type of diploma**
- **The performance of pupils on standardized examinations in math, reading and science**
- **The number of pupils who earn a passing score on an advanced placement examination**
- **The number of pupils who earn a passing score on an international baccalaureate examination**
- **The percentage of pupils in each school who drop out**
- **Number of violent acts by pupils and disciplinary actions**
- **The retention rate for teachers (including mover, leaver, and stay rate)**
- **The number of credentials or other certifications in fields of career and technical education earned by high school graduates who completed a CTE program of study**
- **The number of pupils who enroll in higher education upon graduation (for NSHE institutions only)**

What does the Commission Recommend? #1

- The rate of graduation of pupils from high school by type of diploma
- The performance of pupils on standardized examinations in math, reading and science
- The number of pupils who earn a passing score on an advanced placement examination
- The number of pupils who earn a passing score on an international baccalaureate examination
- The percentage of pupils in each school who drop out
- Number of violent acts by pupils and disciplinary actions
- The retention rate for teachers (including mover, leaver, and stay rate)
- The number of credentials or other certifications in fields of career and technical education earned by high school graduates who completed a CTE program of study
- The number of pupils who enroll in higher education upon graduation (for NSHE institutions only)

Objective Three Discussion: Additional metrics to understand the use of funds

Objective Three: Review and make recommendations on additional metrics to understand the use of funds

- **Per pupil total expenditures by LEA and school**
- **Per pupil revenues by PCFP fund category**
- **Per pupil expenditures by PCFP fund category**
- **Per pupil expenditures and percentage of total expenditures by function (total and by PCFP fund category, if available)**
- **Per pupil expenditures and percentage of total expenditures by object (total and by PCFP fund category, if available)**
- **FTE counts and per student ratios by function (total and by PCFP fund category, if available)**

What does the Commission Recommend?

- **Per pupil total expenditures by LEA and school**
- **Per pupil revenues by PCFP fund category**
- **Per pupil expenditures by PCFP fund category**
- **Per pupil expenditures and percentage of total expenditures by function (total and by PCFP fund category, if available)**
- **Per pupil expenditures and percentage of total expenditures by object (total and by PCFP fund category, if available)**
- **FTE counts and per student ratios by function (total and by PCFP fund category, if available)**

Objective Four Discussion: Alternative metrics

Objective four: Review and make recommendations on alternative metrics

- **The attendance rate for pupils**

- Considerations: Chronic absenteeism is included in the NSPF, but not the attendance rate. Attendance rate is reported on the Nevada Report Card. Acing Accountability does not include attendance or chronic absenteeism. Which measure of attendance will be used (e.g., attendance rate, chronic absenteeism)?

- **The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year**

- Considerations: 9th grade credit deficiency is included under the “student engagement” indicator for the NSPF as an early indicator of whether students are on track to graduate. The CSF may want to consider inclusion of 9th grade credit deficiency in the PCFP framework to align with the NSPF.

Objective four: Review and make recommendations on alternative metrics

#1

- **The literacy rate for pupils in first, third and fifth grades**
 - Considerations:
 - Would need to define literacy rate (could be proficiency, growth?)
 - Students take NWEA MAP in grades K–3. Include kindergarten and 2nd grades also?
 - Students take the SBAC in 5th grade and these data would already be reported through the metric related to performance on standardized tests. However, ELA measures are more than just reading.
 - May want to consider whether diagnostic measures (e.g., NWEA MAP) are valid for use in school accountability. Public reporting of literacy rates is scarce across the nation (O’Keefe, 2017).

Objective four: Review and make recommendations on alternative metrics

#2

- **The number of classes taught by a substitute teacher for more than 25 percent of the school year**
 - Considerations: The CSF would need to work with NDE to determine how to collect data for this metric since it does not currently exist, and/or use existing data on the number of short- and long-term substitutes either temporarily or in lieu of this metric.
- **The rate of vacancies in positions for teachers, support staff and administrators**
 - Considerations: NDE currently collects data on the vacancy rate for teachers and administrators but NOT for support staff. If the CSF recommends including data on the vacancy rate for support staff, NDE would need to define “support staff.” NDE mentioned that these data would be useful to have, particularly if the data were broken out by position type for support staff.

What does the Commission Recommend? #2

- The attendance rate for pupils
- The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year
- The literacy rate for pupils in first, third and fifth grades
- The number of classes taught by a substitute teacher for more than 25 percent of the school year
- The rate of vacancies in positions for teachers, support staff and administrators

Objective Five Discussion: Metrics for further discussion

Objective Five: Review and make recommendations on metrics that require further discussion

- **The attendance rate for teachers**
 - Considerations: There tends to be limited variability in attendance rates for teachers across districts. There is also a lack of strong evidence in support of using teacher attendance for school accountability (Gershenson, 2015).
- **The number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test**
 - Consideration: Does this metric provide substantive value about literacy not already discerned through the literacy rate metric?

Objective Five: Review and make recommendations on metrics that require further discussion (continued)

- **The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher**
 - Consideration: The CSF may want to consider how this new metric will help them assess student and school progress. Can reporting account for differences in how much of the staff member's day is dedicated to this role (i.e., the percent of FTE dedicated to being a literacy specialist)? Can failure to employ versus designate be discerned? According to NDE, some schools are not able to hire a literacy specialist because of staffing issues in the state.

Objective Five: Review and make recommendations on metrics that require further discussion (continued) #3

- **The number of pupils who enroll in a vocational or technical school or apprenticeship training program**
 - Considerations: Does the CSF want to include data related to the participation, access to, and enrollment in vocational and technical schools? NDE suggested that the Department should not be adding this as a data collection point. If that is what the CSF wants, NDE will need to submit a significant budget enhancement to do this work. The best way to get this data in the future is through NPWR, not NDE.
- **The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designed capacity for the school or classroom**
 - Considerations: Data for this metric may not be reliable. Does the CSF want to align with research related to the effects and importance of educational environments? This metric helps identify schools that may require additional resources, infrastructure improvements, or policy adjustments to ensure optimal learning conditions.

Objective Five: Review and make recommendations on metrics that require further discussion (continued) #4

- **Survey data on school satisfaction (The results of an annual survey of satisfaction of school employees; the results of an annual survey of satisfaction of pupils, parents or legal guardians of pupils and graduates).**
 - Considerations: All districts must use the same survey. Statistical properties and response rates of existing surveys from past years should be analyzed to examine validity. See Schneider et al., 2021 for more information on use of climate surveys in accountability systems.

What does the Commission Recommend? #3

- The attendance rate for teachers
- The number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test
- The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher
- The number of pupils who enroll in a vocational or technical school or apprenticeship training program
- The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designed capacity for the school or classroom
- Survey data on school satisfaction (The results of an annual survey of satisfaction of school employees; the results of an annual survey of satisfaction of pupils, parents or legal guardians of pupils and graduates)

Objective Six Discussion: Secondary and longer-term recommendations

Objective Six: Review and make recommendations on secondary and longer-term recommendations

- **Creating a single, integrated reporting framework to measure progress in Nevada that incorporates the most meaningful elements of the NSPF, Acing Accountability, and AB 400/SB 98 reporting framework. This may require:**
 - Sunsetting reporting requirements for Acing Accountability as a separate reporting framework
 - Adding AB 400/SB98 metrics and all metrics from the NSPF to the Report Card
 - Moving away from separate reporting for AB400/SB98 (and all other reporting requirements) and building a statewide data portal and reporting system so school district data can be uploaded instead of entered manually
 - Reducing the burden on districts and charter schools by collecting data at the state level when possible
 - Additional investments in NDE to make these changes
 - Disaggregating data to align with PCFP. Currently, data for the NSPF are disaggregated by race/ethnicity, special education, English learner status, and economically disadvantaged status, but they are not disaggregated by the “at-risk” category used to allocate funding in the PCFP. To align with the PCFP, Nevada may want to consider tracking performance and expenditures for students who meet the definition of “at-risk.”

Objective Six: Review and make recommendations on secondary and longer-term recommendations #5

- **The CSF may also want to consider having NDE evaluate and revise the NSPF to include more meaningful/holistic indicators and measures.**
 - NDE and the CSF may want to continue to identify key performance indicators that are the best harbingers of success and incorporate them into the new reporting framework.
- **The CSF may want to work with NDE to ensure public engagement around the new reporting framework.**

What does the Commission Recommend? #5

- **Creating a single, integrated reporting framework to measure progress in Nevada that incorporates the most meaningful elements of the NSPF, Acing Accountability, and AB 400/SB 98 reporting framework. This may require, for example, building a statewide data portal and reporting system.**
- **The CSF may also want to consider having NDE evaluate and revise the NSPF to include more meaningful/holistic indicators and measures.**
- **The CSF may want to work with NDE to ensure public engagement around the new reporting framework.**

Questions & Discussion

