



Supporting the Implementation of AB400/SB98

Current Reporting Requirements and Operationalizing the AB400/SB98 Reporting Framework

July 19, 2024

Agenda

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- **Operationalizing the AB400/SB98 Reporting Framework**
 - Review recommendations from the last meeting
 - Discussion and recommendations on the remaining metrics
 - **Streamlining Current Reporting Requirements**
 - **Data Visualization**
 - **Questions and Discussion**



Operationalizing the AB400/SB98 Reporting Framework

Adopted Recommendations



Objective One: Adopted recommendations on the structure of the AB400/SB98 Reporting Framework

- **Frequency of reporting**
 - The Commission on School Funding (CSF) recommended annual reporting rather than quarterly, since data for most of the metrics are collected only once per year.
- **Timing of data reporting**
 - The CSF recommended public reporting of the data collected through the AB400/SB98 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**
 - The CSF recommended collection and reporting of data at the school level for a more detailed view on student and school progress.
- **Avoiding duplicative reporting**
 - To avoid any duplication in reporting, the CSF recommended having districts and charter schools report only data that the New Department of Education (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 ~~annual~~ reporting requirement).
- **Trend analysis**
 - For the initial report, the CSF recommended collecting and reporting on data starting from 2020 to the current year in order to compare student and school performance under the old funding plan to the new funding plan and with the additional investment. Reports for ~~five~~ years would only require the collection of data for the current year, but the summary report would continue to include an analysis of the most recent five years of data.

Objective Two: AB400/SB98 metrics affirmed by the CSF with some additional definition, as needed

- 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 (CTE) 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: Additional metrics adopted by the Commission to understand the use of funds

- Per pupil total expenditures by local education agency (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 the highest level function code only, e.g., 1000, 2100, etc. (total and by PCFP fund category, if available)
- Per pupil expenditures and percentage of total expenditures by the highest level object code only, e.g., 100, 200, etc. (total and by PCFP fund category, if available)
- Full-time employee (FTE) counts and per student ratios by function (total and by PCFP fund category, if available)

Objective Four: Adopted recommendations on a alternative metrics

- **The attendance rate for pupils**
 - In alignment with the NSPF, the CSF recommended use of chronic absenteeism as the metric to measure student attendance.
- **The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year**
 - In alignment with the NSPF, the CSF recommended use of ninth grade credit sufficiency to measure whether students are on track to graduate.
- **The literacy rate for pupils in first, third, and fifth grades**
 - The CSF recommended use of the growth rate in literacy for grades K–3 on the NWEA MAP as a measure of early literacy (i.e., adding scores for kindergarten and second grades and removing fifth grade).
- **The number of classes taught by a substitute teacher for more than 25 percent of the school year**
 - The CSF recommended excluding this metric from the AB400/SB98 reporting framework.
- **The rate of vacancies in positions for teachers, support staff, and administrators**
 - The CSF recommended data collection on the rate of vacancies for teachers and administrators only and not for support staff since those data are not currently collected in Nevada.



Objective Five

Discussion: Metrics for Further Discussion

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

- **The attendance rate for teachers**

- Recommendation: We do not recommend including the teacher attendance rate in the AB400/SB98 reporting framework given a lack of variation in rates across schools and districts.

- **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**

- Recommendation: We do not recommend including these data in the AB400/SB98 reporting framework because of redundancy with reporting on the literacy rate.

- **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**

- Recommendation: We do not recommend including these data in the AB400/SB98 reporting framework given differences in FTE across schools and to avoid additional accountability for hard-to-staff schools.

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

- **The number of pupils who enroll in a vocational or technical school or apprenticeship training program**
 - Recommendation: We recommend including the percentage of students who participate in Work-Based Learning and earn industry-recognized credentials as an alternative metric since data for this metric are not available and would be difficult to collect.
- **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**
 - Recommendation: We do not recommend including these data. Data for this metric may not be reliable and relates to capital and facilities.

Objective Five: Review and make recommendations on metrics that require further discussion (continued) #2

- 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).
 - Recommendation: We recommend working with NDE to explore options for survey administration in the future. These data will not be available for reporting in the AB400/SB98 reporting framework.

Summary of Metrics for Inclusion in AB400/SB98 Reporting Framework

Academic Achievement	Early Literacy	Hiring and Retention	Meeting Needs and Expectations	How Funds are Used
<ul style="list-style-type: none">• Graduation rate• Standardized test scores• # of credentials or other CTE certificates• Passing score on AP Exam• Passing score on IB exam• 9th grade credit sufficiency (revised metric)• Percentage of students who drop out• # of students who enroll in higher education• The number of pupils who enroll in a vocational or technical school or apprenticeship training program (for discussion)• Chronic absenteeism rate (revised metric)• # of violent acts by pupils and disciplinary actions	<ul style="list-style-type: none">• The k–3 literacy rate (revised metric)• Promoted students who tested below proficiency (for discussion)• # of schools that employ a literacy specialist (for discussion)	<ul style="list-style-type: none">• The rate of vacancies for teachers and administrators (revised metric)• The retention rate of teachers (including mover, leaver and stay rate)• Classrooms exceeding capacity (for discussion)	<ul style="list-style-type: none">• Satisfaction survey of school employees (for discussion)• Satisfaction survey of students, parents/guardians, graduates (for discussion)	<ul style="list-style-type: none">• 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,• Per pupil expenditures and percentage of total expenditures by the highest level object code only• FTE counts and per student ratios by function

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 the 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.”
- The CSF may also want to consider having NDE evaluate and revise the NSPF to include more meaningful/holistic indicators and measures.



Streamlining Current Reporting Requirements

Recap of Adopted Reporting Recommendations

- **Acing Accountability**
 - Adopted recommendations: reduce frequency of reporting from quarterly to annually
- **Class Size/Pupil -Teacher Ratio**
 - Adopted recommendations: eliminate Quarterly Class Size Reduction Reports (NRS 388.700, NRS 388.725); keep annual reporting, include Annual Class Size Reduction Plan
- **Staffing/Personnel**
 - Adopted recommendations: none at this time
- **Financial**
 - Adopted recommendations: reduce frequency of financial reporting from quarterly to annually; eliminate Minimum Expenditures Report (NRS 387.206) and Publish Summary Financial Report, Dept. of Taxation (NRS 354.6015)
- **Enrollment**
 - Adopted recommendations: none at this time

Recommendations for Reporting Best Practices: Establishing Reporting Requirements

1. Ideally when legislation is related to education, NDE is given agency/ responsibility to establish the reporting format and structure after the legislation passes.
 - a. If such requirements are to be included in legislation language, recommend that NDE be consulted to develop included reporting requirements.
2. Strengthen requirements in NRS 218D.380 to reduce the number of exemptions to Nevada's sunset provision on reporting requirements.

Recommendations for Reporting Best Practices: Ongoing Review

- 1. As new reporting requirements are implemented, continue to update developed list/database of current required reporting and metrics in order to:**
 - a. Ensure common language for report names, elements, and definitions.
 - b. Allow for mapping of any new requirements to existing reports to support modification or consolidation of reports with similar or duplicative data metrics.
 - c. Cross-reference any new requirements to identify data that is already centrally available and could be leveraged to reduce reporting requests to districts.

- 2. Following NRS 218D.385 which requires a review of the necessity of required reports submitted to the legislature each biennium, continue to eliminate reporting requirements that are outdated or no longer beneficial**
 - a. As NDE is currently reviewing reporting requirements to identify reports for elimination/sunset, the Commission affirms NDE's expertise in this area and gives their support to any NDE recommendations.

Recommendations for Reporting Best Practices: Building Capacity/ Improving Systems

- 1. If data is requested from districts from different state agencies, data collection should be coordinated through NDE to reduce redundancies.**
- 2. Invest in the state's data infrastructure, including a statewide data system/centralized data repository.**
- 3. Staff NDE at an adequate/optimal level to increase their capacity to manage and provide support for data collection and reporting.**



Data Visualization

Goals and Timeline s

Immediate-term Goals

- **WG5 July Report**

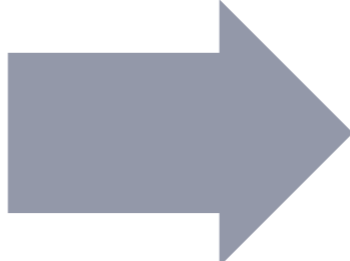
- What priorities or elements should be considered for approaching data visualization?
- Any examples from other states that are helpful?



Short-term Goals

- **CSF Annual Report in the fall**

- What data visualizations are most helpful for CSF for its own understanding and reporting purposes?
- What data visualizations would best communicate to policymakers how PCFP funds have been used to improve outcomes?



Long-term Goals

- **Public data portal**

- How should data be visualized for charter schools and districts? For the public?
- What ways of presenting the data best meet their needs?

Audiences for Data Visualizations

Who are the key audiences for visualizations?

What do they need to know?

Commission

- Impacts of new formula and additional funding
- What resources were purchased with dollars
- Trends for data metrics over time

Policy Makers

- Impacts of investment
- What was purchased with the dollars
- Possible ROI

District and Charter Leaders

- Spending between schools within their district
- Spending trends over time within their district
- What was purchased with the dollars

Public

- Parents: School-to-school comparisons on spending and staffing
- Journalists/researchers: Highlights, access to more detailed data
- Advocates/business Leaders: High-level data

Recommendations

Data Visualization —Higher Priority

- Easy to update and fits into the capabilities of NDE
- Data is clearly and intuitively presented
 - Visually displays information through charts/tables, including trends over time
 - Provides information to communicate how to interpret the data
- Allows for comparison by:
 - Funding source (base and weighted funding categories)
 - Student groups
 - Between schools
- Allows the user to access more detailed data

Data Visualizations —Lower Priority

- Invest in a more robust data portal and visualization system
- Additional data visualization capabilities:
 - Return on Investment (ROI) comparison
 - Comparison between districts and to statewide average