Nevada Department of Education

Nevada School Performance Framework Manual

2025-26 School Year

NDE Office of Assessment, Data, and Accountability Management
8-15-2026

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About This Document

The *2025-26 NSPF Manual* is a document that explains how the Nevada Department of Education (NDE) uses the accountability system to rate the performance of Nevada public schools. The manual describes the Nevada accountability system and explains how NDE processes information from different sources to produce the school performance framework reports.

Purpose of This Document

This document outlines the logic, business rules, and filters used for the 2025-26 school performance ratings primarily for the 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.

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.

2026 Updates

The 2025-26 NSPF has been updated in the following ways:

- The Chronic Absenteeism Bonus has been removed from Sections 5.1, 5.2, and 5.3 due to the introduction of the Chronic Absenteeism Reduction measure.
- District Chronic Absenteeism rates have been updated in Sections 5.1, 5.2, and 5.3 to use NVState Absences.
- The NIC and NIC_Y2 filters have been removed from the Science assessment rules in Sections 5.1, 5.2, and 5.3. This was done to align with federal rules within the Student Succeeds Act (ESSA) around including recently arrived English Learners in assessment results.
- Participation Warnings and Penalties have been removed from Section 6 to align with changes made to Nevada's ESSA plan.
- Section 7.2.5 on Comprehensive Support and Improvement with more Rigorous Interventions (CSI-MRI) was added to align with Nevada's ESSA plan.
- Targeted School Improvement (TSI) rules have been updated in Section 7.4 to align with changes made to Nevada's ESSA plan.

Introduction

The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA) and established by Nevada Revised Statute (NRS) 385A.600, and classifies schools within a five-star performance rating system.

Nevada rates three levels of schools in the NSPF: elementary school (ES), middle school (MS) and high school (HS). Each school level is associated with an *accountability level*. An NSPF star rating report is compiled and published for each level of an individual ES, MS, and HS. The NSPF star ratings, which are based on the school's performance in the immediately preceding school year, are made publicly available no later than September 15th. NSPF star-rating reports for schools are published on the NDE Accountability Portal. More details on the school and accountability levels, computing ratings and publishing the reports can be found in *Section 1: School and Accountability Levels, Star Ratings, Reporting*.

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)). To that extent, the NDE established flags to identify students to be included in the NSPF system. More information on this can be found in *Section 2: Flags for Including Students in the NSPF*.

Per the federal ESSA law, the NSPF Measures for all school levels are disaggregated and reported by various student subgroups. Subgroup data is used to identify the underperforming schools. Because disaggregation can result in small data sets, the NDE defines a minimum number of students, or *n-size* of various values in accountability calculations to make sure maximum student group visibility is possible in reporting, while ensuring the protection of student privacy and maintaining reliability. The NDE recognizes that protecting the privacy of students and personally identifiable information (PII) is of the utmost importance. For more information on subgroups, data disaggregation, and n-size, please view *Section 3: Student Subgroups and N-Size Logic in the NSPF*.

The NDE works extensively with LEAs to ensure the validity of data included in the NSPF. Data is collected and validated throughout the year. For more information on data validation processes and timelines see *Section 4: Data Validation*.

Each school level rating system in the NSPF has five Indicators which are made up of different academic and non-academic Measures. Schools receive points based on their student performance in these Measures. Points are then added together to produce an overall *index score* for each school. This index score is then converted into a *star rating*. More details on Measures and Indicators are in *Section 5: Accountability Indicators and Measures*.

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, and the NDE expects that all students, as well as all applicable subgroups, will achieve 95% participation (PT) rates on the state Math and ELA assessments. Schools

that do not meet the 95% participation rate may face consequences in the NSPF. For more details see *Section 6: Participation*.

Schools that demonstrate low overall performance or have low performing subgroups of students are identified for additional support and improvement categories, which are known as the *school designations*. These categories are designed to help improve student and school outcomes with evidence-based interventions. Schools in these categories are given a certain number of years to implement an action plan and improve. For more information on school designations, please read *Section 7: School Designations (CSI, TSI, and ATSI)*.

At the end of the document, *Section 8: Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs)* and *Section 9: State Assessment Cut Scores and Achievement Levels* provide data tables used for federal reporting and information on the proficiency cut scores for state assessments.

Section 1: School and Accountability Levels, Star Ratings, Reporting

1.1 School and 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.

Accountability Measures differ by school level in the NSPF system. Some Nevada schools serve grade levels that cross the typical configuration of an elementary (K-5), middle (6-8), and/or high school (9-12) level. The NDE rates only three levels of schools in the NSPF: elementary school (ES), middle school (MS) and high school (HS). For those reasons, the NDE identifies 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. These dot notations are known as the *accountability levels* in the NSPF. Individual students are assigned to a school's appropriate accountability level based on their grade level.

Example: Mount Rose (school code 16211) in Washoe County School District serves grades K-8, and taken as a whole, cannot be rated under either the ES or MS under the NSPF. 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.

Institutions that only serve Pre-Kindergarten or Adult students are not included or rated under the NSPF.

1.2 Star Ratings

ESSA requires states to rate all public schools (20 USC §6311(c)(4)(C)). In the NSPF, the star rating is the summative annual determination made for all Nevada public schools including charters. A school's star rating is associated with their NSPF index score, which is the total points received by a school based on their performance across various Indicators and Measures over the prior school year. Schools operating under the Alternative Performance Framework (APF) pursuant to NRS 385A.730 and NAC 385A.130 are

also rated under the NSPF when there are sufficient data for the required NSPF Indicators and Measures. 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;
  - Math Median Growth Percentile (MGP);
  - English Language Arts (ELA) MGP;
  - Math Adequate Growth Percentile (AGP) ; and
  - ELA AGP
- For HS, the school must have 10 records (i.e., an n-size ≥ 10) in the current NSPF year data within the all-students group in each of the following Measures:
  - Math Proficiency;
  - ELA Proficiency; and
  - 4-Year Adjusted Cohort Graduation Rate (ACGR)

1.2.1 Exceptions to the Rating Rules

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.
- Schools that still do not meet the requirements to receive an NSPF star rating, even after pooling available data, will be assigned the label of *Not Rated* until they have enough records to receive an NSPF star rating in the required categories.

1.2.2 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. The relationship between the star ratings and the total index scores are shown in the following tables:

Table 1 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

Table 2 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

Table 3 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

1.3 Computing Rates and Reporting

The NDE does not round rates. Rates for NSPF Measures are calculated and truncated to the tenth for the purpose 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.

1.4 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 in section 2) and excludes Recently-Arrived ELs for assessments and growth (see NIC definition). However, results for all students 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.

Section 2: Flags for Including Students in the NSPF

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

ESSA indicates that students who have not attended the same school for at least half of a school year cannot be counted in that school's rating, with a few exceptions (20 USC §6311(c)(4)(F)). To meet this requirement, the NDE created the YIS, YID and NIC flags to identify the students correctly based on their specified number of enrolled days.

2.1 Year-in-School (YIS)

YIS flag is used in the NSPF school rating system to flag and include students who have met a specified number of days enrolled in a given school in the school's accountability results (star ratings). For all Measures within the NSPF, the table below outlines whether YIS is applied, and if so, the criteria needed to meet YIS.

Indicator	**Measures**	**YIS applied**	**YIS=1 criteria**	
Academic Achievement	Math, ELA, Science Proficiency Read-by-Grade-3	Yes	Summative NAA Science	Enrolled ≥ 120 school days between the first day of school and April 15 of the current school year.
			ACT	Enrolled ≥ 100 school days between first day of school and date of state ACT administration.
Growth	Math MGP ELA MGP Math AGP ELA 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 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-Year ACGR 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 2026, February 27th).	
College and Career Readiness	Post-Secondary Preparation Participation and Completion Advanced/CCR Diploma	No	N/A	
Student Engagement	Chronic Absenteeism	Yes	Enrolled ≥ 91 school days between first day of school and end of school year.	

Indicator	Measures	YIS applied	YIS=1 criteria
	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 YIS 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 Summative, multiply required number of days (120) by 80% = 96 days needed to meet YIS.

2.2 Year-in-District (YID)

YID flag criteria are identical to YIS criteria, except a student must be enrolled in a district for the specified period. YID flag is used in the NSPF school rating system to flag and include students who have met a specified number of days enrolled in a given district in the district's accountability rates. 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.

2.3 New-In-Country (NIC)

The NIC flag in the NPSF school rating system is used to identify and 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 Summative should be marked as NIC=1 in the Summative 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.

2.4 Foreign Exchange Students

All students in Nevada are required to participate in 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.

Section 3: Student Subgroups and N-Size Logic in the NSPF

3.1 Student Subgroups Used in the NSPF

ESSA requires states accountability systems to disaggregate and report data for various student subgroups (20 USC §6311(c)(2)). Student subgroup data are also used to identify underperforming schools (see TSI and ATSI sections). All Measures for all school levels in the NSPF are disaggregated and reported by the following student subgroups.

Group	Description
Race/Ethnicity	Students are identified as one of seven racial/ethnic categories: American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or More Races, and White
Students with Disabilities	Students having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious

Group	Description
	emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP) that has been approved in accordance with NRS/IDEA requirements by an IEP committee in order to ensure that all students receive free appropriate public education.
English Learners (ELs)	English Learners (ELs) are students who are identified as ELs and are receiving English language support.
Economically Disadvantaged (ED)	Students are identified as economically disadvantaged by the district if they meet the criteria to receive free or reduced-price lunch (FRL) through the National School Lunch Program. 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.

3.2 N-Size

N-size refers to the number of student records required for calculations in the NSPF. 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 TSI or ATSI. The Technical Rules for each of these n-sizes are outlined in the following table:

N-size requirement	For	Note
≥ 10	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 Indicators and Measures	N/A
	Reporting performance on 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.
≥ 25	Subgroup's inclusion for TSI or ATSI calculations	N/A
Not applied	Participation (PT) calculations	PT calculations are different for subgroups with n-sizes >20 (rate is calculated) and ≤ 20 (N-1

N-size requirement	For	Note
		methodology is used). See the participation section for more information.

Section 4: Data Validation and Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. Data validation is an important component of the NSPF process. The validation processes for NSPF Indicators/Measures are outlined in the table below.

Indicator	Measures	Data Pull and Validation Process		Period
Academic Achievement	Math, ELA, and Science Proficiency Read-by-Grade-3	Summative NAA Science	LEAs validate the data in the DRC INSIGHT system during the assessment window.	Feb. to May
		ACT	LEAs validate the data in the NDE's DVSL tool during the post-assessment window.	July
Growth	Math MGP ELA MGP Math AGP ELA AGP	This process takes place in summer by using the Summative data which was validated by the LEAs during the assessment window.		Summer
Closing Opportunity Gaps	Math ELA			
Graduation Rates	4-Year ACGR	4- year ACGR dataset is pulled by NDE, loaded into the NDE's DVSL tool and data are validated by LEAs in the DVSL.		October-November
	5-Year ACGR	5-year ACGR dataset is pulled by NDE, loaded into the NDE's DVSL tool and data are validated by LEAs in the DVSL.		February-March
English Language Proficiency	WIDA AGP	Data are validated by LEAs during and after the assessment window in the WIDA Assessment Management System (AMS).		Jan. to May
		LEA-validated WIDA data are used to produce the growth file used for these calculations.		Summer
College and Career Readiness	Post-Secondary Preparation Participation	LEAs pull and validate the data using locally available data sets (including, but not limited to, dual credit, AP courses, AP exam results, IB courses, IB exam results, and CTE data) and then submit the data to NDE as the ADAM-01 file.		Jun. to Jul.
	Post-Secondary Preparation Completion			
	Advanced/CCR Diploma	4-year ACGR data is validated by LEAs in the NDE DVSL tool during Oct. and Nov.; the number of Advanced/CCR Diploma earners are pulled from the validated 4-year ACGR and are then used to calculate these rates.		November
Student Engagement Indicator	Chronic Absenteeism	LEAs pull data from Infinite Campus, validate results, and then submit files to NDE.		June
	Academic Learning Plans			

Indicator	Measures	Data Pull and Validation Process	Period
	8th Grade Credit Requirements		
	9th Grade Credit Sufficiency		

The NSPF system depends on the responsible data submission and validation by school districts. Responsibility for the accuracy and quality of data used for the NSPF rests with local authorities. Because accurate and reliable data are very critical for the NSPF, the NDE regularly issues data validation guidance and reminders for the LEAs 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 use validation day values in the missing field(s), in which case LEAs will be fully responsible for any potential data inaccuracies. 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 rate). The NDE will occasionally use validation day data to fill missing fields 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 not available during this window, but broader issues may be addressed and remediated if appropriate.

Section 5: Accountability Indicators and Measures

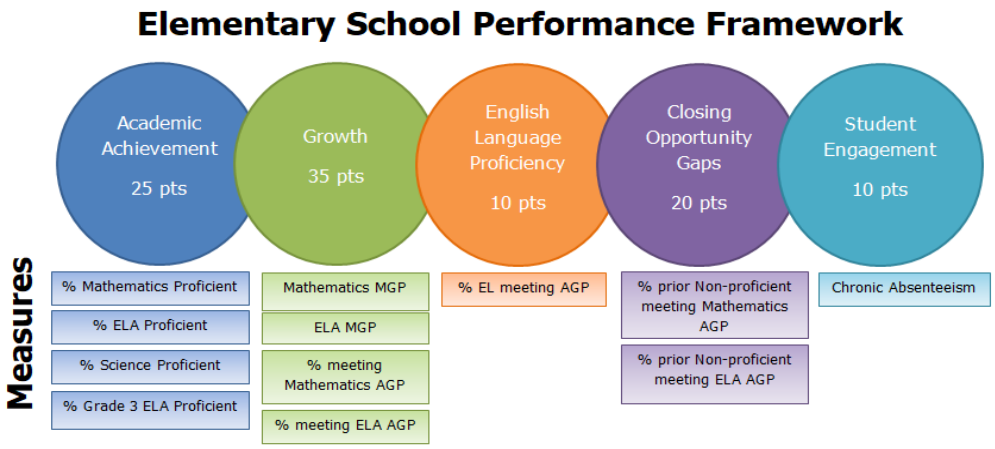
The NSPF is comprised of *Measures* categorized under *Indicators* specific to each of the elementary, middle, and high school levels. A school earns points in the NSPF based on their performance in the *Measures*, and points for Measures are totaled under their respective *Indicators*. Data for all NSPF Measures are disaggregated by required subgroups and displayed on school rating reports. Subgroup rates are 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.

This section outlines these Indicators and Measures used in the rating of elementary, middle, and high schools.

5.1 Elementary School (ES) Indicators and Measures

The five Indicators used for the ES ratings are Academic Achievement, Growth, English Language Proficiency, Closing Opportunity Gaps, and Student Engagement, as individually listed in each circle in

the figure below. These Indicators are made up of several Measures as listed in the boxes under each circle in the same figure:



The following table shows the breakdown of maximum possible points an ES can earn from each Measure under each Indicator.

Table 1: Elementary School 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

5.1.1 ES Academic Achievement Indicator

ES Academic Achievement Indicator reflects how students are doing at meeting the state's proficiency targets based on the scale scores on Nevada's standardized assessments. This Indicator consists of two Measures:

5.1.1.1 ES Pooled Proficiency Measure

The ES Pooled Proficiency measure combines a school's Math, ELA, and Science results based on student performance on the state CRTs for a total proficiency rate and measures the percentage of students who are proficient over the Math, 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. An example calculation is provided below for reference:

	ELA (Summative + NAA)	Math (Summative + NAA)	Science (5/8 + NAA)	Pooled Totals/Average
Number Proficient	168	201	98	467
Number Assessed	267	268	134	669
Proficiency	62.9%	75.0%	73.1%	69.8%

ES Pooled Proficiency Measure is worth a maximum of 20 points. **The technical and business rules for this measure are**:

- Data source files: student level Summative (ELA and Math), NAA, and Science 5/8 assessment files.
- Pooled Proficiency rate is found by the following formula:

$$\left(\frac{\text{number of students proficient in CRT (Math + ELA + Science)}}{\text{number of students assessed in CRT (Math + ELA + Science)}}\right) x\ 100$$

- To find the "number (#) of students assessed" in the denominator for a given school/district, filter the three student-level files to the appropriate school/district level, apply the following business rules for each file, and combine the counts. When reviewing the following table, note that in the Summative and NAA files, users will need to identify the subject area and then apply filters consistently (i.e. when determining Summative Math proficiency, only apply filters to the Math_ did_not_participate_CAT, Math_ did_not_participate _PT, etc. fields):

Data Element	Summative File (Math/ELA)	Science File (Grade 5/8)	NAA File (Math/ELA/Science)
inactive_ flag	0	0	0
NV_NIC	0	*	0 (* for Science)
nic_y2	0	*	0 (* for Science)
For school-level calculations NV_YIS	1	1	1
For district-level calculations NV_YID	1	1	1
NV_GradeLevel	select as appropriate	select as appropriate	select as appropriate
[math/ela] did_not_participate_CAT	blank	*	*
[math/ela] did_not_participate _PT	blank	*	*
did_not_participate	*	blank	*

Data Element	Summative File (Math/ELA)	Science File (Grade 5/8)	NAA File (Math/ELA/Science)
[math/ela/sci] did_not_participate	*	*	blank
Homeschool	0	0	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	*	*
tc_invalidation	*	blank	*
tc_modification	*	blank	*
[math/ela/sci] tc_invalidation	*	*	blank
[math/ela/sci] tc_modification	*	*	blank
[math/ela/sci] achievement_level	1,2,3,4	1,2,3,4	1,2,3,4

*Not applicable field

- To find the "number (#) of students proficient" in the numerator for a given school/district, apply the filters in the above table but change the achievement levels (last row) to 3 and 4.

The following point attribution table displays the proficiency rates and the corresponding points assigned.

Table 2: ES Pooled Proficiency Point Attribution Table (PAT)

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

Pooled Proficiency Rate (%)	Points
<35 and ≥33	4
<33 and ≥30	3
<30 and ≥26	2
<26	1

5.1.1.2 ES Read-by-Grade-Three (RBG3) Measure

RBG3 is an additional Measure for ES besides the Pooled Proficiency rate. It is added to the NSPF because of the Nevada's Read by Grade Three Legislation and is based on the number of grade 3 students reaching proficiency on the CRT ELA assessment (includes Summative and NAA). This measure should not be confused with the district MAP or i-Ready assessment.

The RBG3 Measure is worth a maximum of 5 points. Please read the following technical and business rules about this measure:

- Data source file: student level Summative (ELA) and NAA (ELA)
- RBG3 proficiency rate is found by the following formula:

$$\left(\frac{number\ of\ 3rd\ grade\ students\ proficienct\ in\ ELA\ (Summative+NAA)}{number\ of\ 3rd\ grade\ students\ assessed\ in\ ELA\ (Summative+NAA)}\right)x100$$

To find the "number (#) of students proficient" in the denominator for a given school/district, apply the following filters combine the counts:

Data Element	Summative File (ELA)	NAA File (ELA)
inactive_ flag	0	0
NV_NIC	0	0
nic_y2	0	0
For school-level calculations NV_YIS	1	1
For district-level calculations NV_YID	1	1
NV_GradeLevel	3	3
ela_did_not_participate_CAT	blank	*
ela_did_not_participate _PT	blank	*
ela_did_not_participate	*	blank
Homeschool	0	0
ela_tc_invalidation_CAT	blank	*
ela_tc_invalidation_PT	blank	*
ela_tc_invalidation	*	blank
ela_tc_modification	*	blank
ela_tc_modification_CAT	blank	*
ela_tc_modification_PT	blank	*
ela_achievement_level	1,2,3,4	1,2,3,4

*Not applicable field

- To find the "number (#) of students proficient" in the numerator for a given school/district, apply the filters in the above table but change the achievement levels (last row) to 3 and 4.

The following point attribution table displays the RBG3 proficiency rates and the corresponding points assigned.

Table 3: ES RBG3 PAT

RBG3 Rate	Points
≥63	5
<63 and ≥51	4
<51 and ≥38	3
<38 and ≥25	2
<25	1

5.1.1.3 Technical Notes on ES Academic Achievement Indicator

- Rates for Measures under this Indicator include both Summative and NAA data.
- Assessment results are assigned to and included with the school where the student is assessed, regardless of where the student is currently enrolled.
- Use the fields "sch_num" or "sch_name" in the student-level assessment files 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 being sent out to districts);
    - are not enrolled (NER) at the given school;
    - are homeschooled (HS);
    - moved 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;
    - are in the incorrect assessment file (i.e., was a NAA student in the Summative file, or a General Education student in the NAA file);
    - are in an Alternate Instructional Placement (AIP) with an E11 enrollment code.

  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 and 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 homeschooled students?

- If student is homeschooled and shows up in DRC Insight, flag student as homeschool in the demographic field (whether they actually assess or not); "Homeschool" = 1 or Yes.
    - Additionally, if homeschooled student has sessions assigned but does NOT assess, mark DNP/ "Reason Not Tested" of "HS".
    - However, if homeschooled student does assess OR does not have a session assigned, no additional action is needed.

5.1.2 ES Growth Indicator

The ES Growth Indicator includes four measures: Median Student Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures for Math and ELA. The CRTs in Math and ELA are used to determine growth for each of these content areas. A minimum of two consecutive years of CRT Math and ELA results are required for a student to have growth (i.e. to be assigned a Student Growth Percentile (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 is considered to have met their AGP if their SGP meets or exceeds their determined AGP. A school's AGP rate is the percentage 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 are 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.

5.1.2.1 Technical Notes on ES Growth

- 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 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.

5.1.2.2 ES Math/ELA MGP

ES Math/ELA MGP Measures are worth 10 points each. The technical and business rules about these two measures are:

- Data source: Summative Growth file
- Math/ELA MGP values are found by computing the 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, apply the following business rules (selecting either Mathematics or ELA depending on the measure in question), and then find the median of these SGPs:

Data Element	Summative Growth file
CONTENT_AREA	MATHEMATICS/ELA
GRADE	select appropriate grade/s
SGP	Not blank
SGP_TARGET_3_YEAR	Not blank
NV_NIC	0
VALID_CASE	VALID_CASE
For school-level calculations YIS	1
For district-level calculations YID	1

The following point attribution table displays the Math/ELA MGP values and the corresponding points assigned.

Table 4: ES Math/ELA MGP PAT

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

5.1.2.3 ES Math/ELA AGP

The ES Math/ELA AGP Measures are worth up to 7.5 points each. The technical notes and business rules are as follows.

- Data source: Summative Growth file
- The Math/ELA AGP percentage is found with the following formula:

$$\frac{(\#meeting\ AGP\ (Math\ or\ ELA))}{(\#of\ growth\ records\ (Math\ or\ ELA))}\ x\ 100$$

- To find the denominator (# total growth records) for a given school/district, in student-level growth file, filter on that school/district, and apply the following business rules (selecting either Mathematic or ELA depending on the measure in question):

Data Element	Summative Growth File
CONTENT_AREA	MATHEMATICS/ELA
GRADE	select appropriate grade/s
SGP	Not blank
SGP_TARGET_3_YEAR	Not blank
NV_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:

Data Element	Summative Growth File
AGP_Met	1 (i.e., SGP ≥ SGP_TARGET_3_YEAR)

Table 5: ES Math/ELA AGP PAT

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

Measure	Rate	Points
	<45 and ≥43	2.5
	<43 and ≥41	2
	<41 and ≥38	1.5
	<38 and ≥35	1
	<35	0.5

5.1.3 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 EL. 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 have 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. There are two notable exceptions to this:

- 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.
- It is possible for students not to meet AGP targets but exit via the *Alternate Reclassification Protocol: 4.0-4.4*. In this protocol, students with a composite achievement level of 4.0-4.0 are matched with their most recent SBAC or ACT assessment to determine if they are/were proficient in both Math and ELA. Students grade 3-8 are matched with their SBAC assessment, student grade 9-10 are matched to their 8th grade SBAC assessment, students grade 11 are matched to the ACT, and students grade 12 are matched to their 11th grade ACT assessment. Students who are/were proficient exit from EL identification. These students are considered to have met AGP and will be identified as having done so.

ELs are assessed annually to determine progress toward attaining English proficiency.

5.1.4.1 Technical Notes on English Language Proficiency Indicator

- 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.

The ES WIDA AGP Measure is worth up to 10 points. The business rules are as follows.

- Data source: WIDA growth file
- The WIDA AGP ratio can be found with the following formula:

$$\frac{(\#meeting\ WIDA\ AGP\ )}{(\#growth\ records)}\ x\ 100$$

- To find the denominator (# growth records) for a given school/district, in the student-level WIDA growth file, filter on that school/district and apply the following business rules:

Data Element	WIDA Growth File
GRADE	select appropriate grade/s
SGP	Not blank
SGP_TARGET_5_YEAR	Not blank
VALID_CASE	VALID_CASE
For school-level calculations YIS	1
For district-level calculations YID	1

To find the numerator (# meeting AGP) for a given school/district, in student-level WIDA growth file, use filters above and find students where:

Data Element	WIDA Growth File
AGP_MET	1 (i.e., SGP ≥ SGP_TARGET_5_YEAR)

  - Note: it is possible for a student to not meet AGP but have an achievement level of 4.5+ and exit or exit via the *Alternate Reclassification Protocol: 4.0-4.4*; these students have met AGP for the purposes of this Measure and have been marked as such in the WIDA growth file.

Table 6: ES WIDA AGP PAT

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

5.1.4 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 Math assessments. This rate can be determined for ES and MS students between grades four and eight. For most ES and MS, this results in two or three grade levels of AGP data that are incorporated into the Closing Opportunity Gaps Measures for Math 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.

The ES Math/ELA Closing Opportunity Gaps Measures are worth a maximum of 10 points each. The business rules are as follows.

- Data source: Summative growth file
- The Math/ELA Closing Opportunity Gaps Rate can be found using the following formula:

$$\frac{(\#meeting\ [Math/ELA]\ AGP\ in\ the\ current\ year\ who\ were\ nonproficient\ in\ prior\ year)}{(\#nonproficient\ [Math/ELA]\ in\ prior\ year)} x100$$

- 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 apply the following business rules (selecting either Mathematics or ELA depending on the measure in question):

Data Element	Summative Growth File
CONTENT_AREA	MATHEMATICS/ELA
GRADE	select appropriate grade/s
ACHIEVEMENT_LEVEL_PRIOR	Partial Understanding, Minimal Understanding
SGP	Not blank
SGP_TARGET_3_YEAR	Not blank
NV_NIC	0
VALID_CASE	VALID_CASE
For school-level calculations YIS	1
For district-level calculations YID	1

- To find the numerator (# students meeting AGP this year who were non-proficient in the prior year), use filters above and find students where:

Data Element	Summative Growth File
AGP_Met	1 (i.e., SGP ≥ SGP_TARGET_3_YEAR)

Table 7: ES Math/ELA Closing Opportunity Gaps PAT

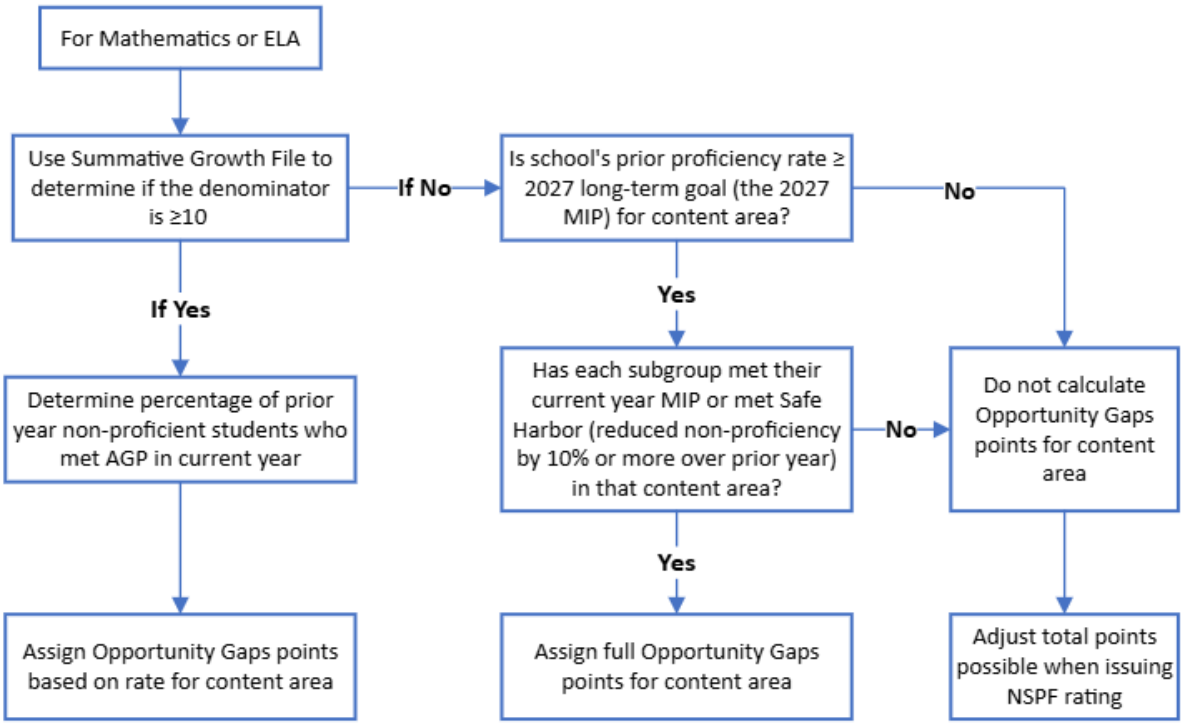
Measure	Rate	Points
Math	≥42	10
	<42 and ≥39	9
	<39 and ≥36	8
	<36 and ≥33	7
	<33 and ≥30	6
	<30 and ≥27	5
	<27 and ≥24	4
	<24 and ≥20	3
	<20 and ≥16	2
	<16	1

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

5.1.4.1 Technical Notes on Closing Opportunity Gaps Indicator

- 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. Refer to the decision tree when evaluating these schools.
- 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:
    - The school's prior proficiency rate is greater than or equal to the 2027 long term goal for the content area (i.e., the 2027 measure of interim progress, or MIP, for the all-students group for the content area), and
    - Each subgroup met their content area current year MIPs OR SafeHarbortargets (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

The following decision tree reflects the process of calculating the Closing Opportunity Gaps rate for each content area (ELA and Math):



5.1.5 ES Student Engagement Indicator

The Measure for the Student Engagement Indicator for ES 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 greater than half the number of instructional days in 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

Due to SB249 passed in the 81st Legislative Session, medical excused absences (via use of MDP code in Infinite Campus) do not count against students or schools in the NSPF system. Due to AB264 passed in the 82nd Legislative Session, up to five approved absences for the observance of a religious holiday (via use of REL code in Infinite Campus) per student will not count against students or schools in the NSPF. Currently there are two calculations for Chronic Absenteeism, a *Nevada calculation* that excludes MDP codes as well as the first five instances of the REL code and is used for school ratings, and a *federal*

calculation that includes MDP and REL coded absences used for state, federal reporting (aka Edfacts reporting), as well as on the Nevada Report Card.

The ES Chronic Absenteeism Measure is worth a maximum of 10 points. The business rules are as follows:

- Data Source: Chronic Absenteeism files submitted by LEAs to the NDE
- The Chronic Absenteeism Rate can be found via the following formula:

$$\frac{(\#Chronically\ absent\ (students\ absent\ \geq 10\%\ of\ scheduled\ days))}{(\#Enrolled)} x100$$

- To find the denominator (# enrolled) for a given school, filter on that school/district and:

Data Element	ADAM02 Chronic Absenteeism
GradeLevel	As appropriate (but ≠ AD, PK, UG)
School Level: YearInSchool	Y

- To find the numerator (# chronically absent) for a given school, use filters above and find students where:

Data Element	ADAM02 Chronic Absenteeism
School Level: NVStateChronicAbsentIndicator	Y

Table 8: ES Chronic Absenteeism PAT

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

Rate	Points
≥23 and <24	0.5
≥24	0

5.1.5.1 Chronic Absenteeism Reduction

To recognize the work done to reduce Chronic Absenteeism, an additional Chronic Absenteeism Reduction opportunity was introduced for the 2024-25 school year. The Chronic Absenteeism Reduction opportunity introduces an "or" into the Chronic Absenteeism measure. If a school's chronic absenteeism rate (including the Chronic Absenteeism Incentive Point) earns a school less than half the measure's points, then the school's reduction rate will be compared to the CA Reduction PAT. The school will earn whichever points are higher, either those on the CA Reduction PAT OR the Chronic Absenteeism PAT (including the Chronic Absenteeism Incentive Point).

The following decision tree helps illustrate how points will be awarded:

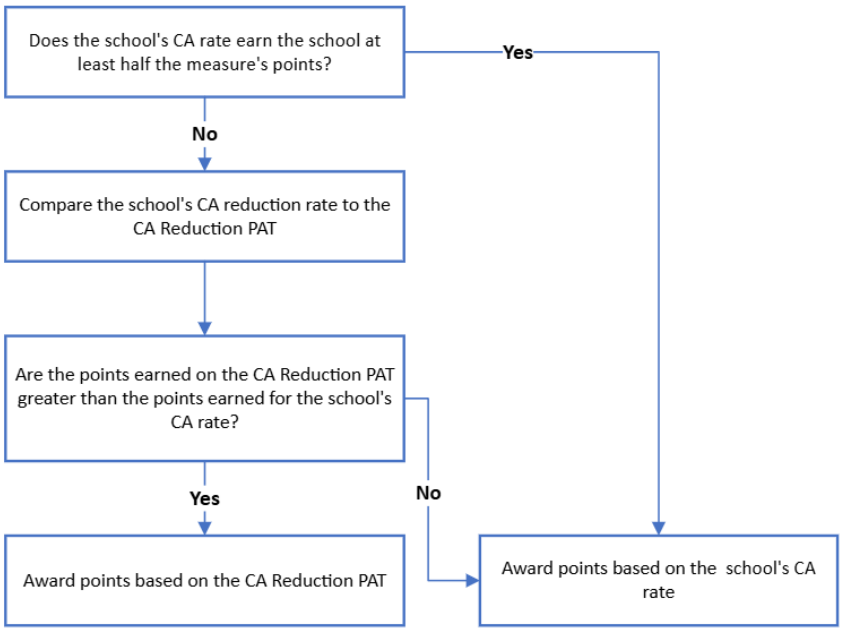


Table 9: ES CA Reduction PAT

Reduction Rate	Points
≥30	5
≥27 and <30	4.5
≥24 and <27	4
≥21 and <24	3.5
≥18 and <21	3
≥15 and <18	2.5

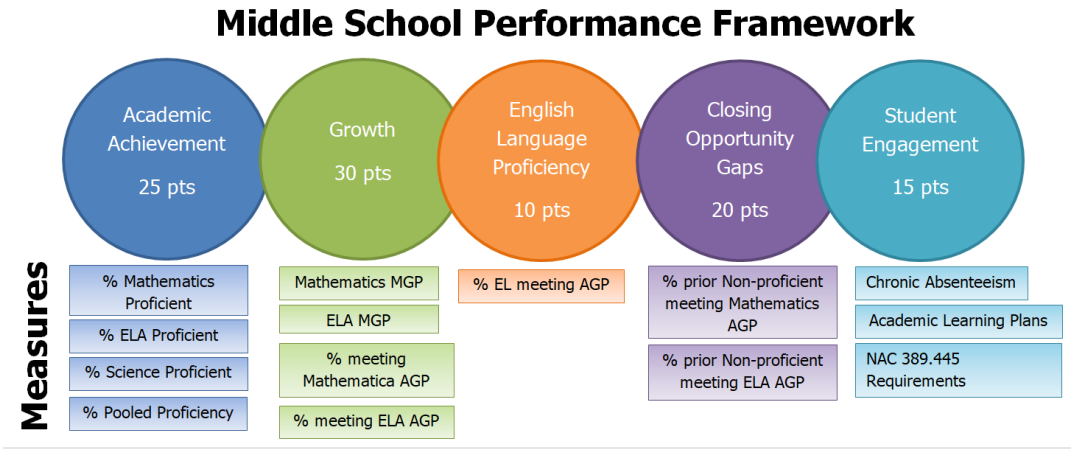
Reduction Rate	Points
≥12 and <15	2
≥9 and <12	1.5
≥6 and <9	1
≥3 and <6	0.5
<3	0

5.1.6.2 Technical Notes on Chronic Absenteeism

- 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 three:
        - Total Days Absent State
            - Uses State definition of chronic absenteeism
                - Exempts MDP code
                - Exempts first 5 instances of REL code
            - Used for NSPF school-level rates and Nevada District Performance Framework (NDPF) district-level rates
        - Total Days Absent Ed Facts
            - Uses Federal definition of chronic absenteeism
                - Includes MDP code
                - Includes REL code
            - Used for the Nevada Report Card and EdFacts reporting
        - Total Days Absent Federal
            - Legacy field that uses Federal definition but may include MDP codes if marked "exempt" in District Editions of IC
- 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.

5.2 Middle School (MS) Indicators and Measures

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



This section outlines the MS Framework, which includes: the Academic Achievement Indicator, with the Pooled Proficiency Measure; the Growth Indicator, with Math 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 Math 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.

The following table shows the breakdown of maximum possible points a MS can earn from each Measure under each Indicator.

Table 10: Middle School 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

5.2.1 MS Academic Achievement Indicator

Student proficiency for MS is determined by the state administered Criterion Referenced Tests (CRTs) in Math, ELA, and Science. The state CRTs (the Summative and the NAA) in Math and ELA are administered to grades three through eight; therefore, depending on the grade configuration of the MS, 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 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 Math, ELA, and Science. The NAA ELA and Math is administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

5.2.1.1 Pooled Proficiency

The Middle School Pooled Proficiency Measure is worth a maximum of 25 points. Refer to the Pooled Proficiency description, Technical Notes, and business rules under ES for more information on this Measure.

Table 11: MS Pooled Proficiency PAT

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

5.2.2 MS Growth Indicator

Please refer to the ES Growth description for more information.

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.

The MS Math/ELA MGP Measures are worth a maximum of 10 points each and follow the same business rules as ES.

Table 12: MS Math/ELA MGP PAT

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

The MS Math/ELA AGP Measures are worth a maximum of 5 points each and follow the same business rules as ES.

Table 13: MS Math/ELA AGP PAT

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

Measure	Rate	Points
	<45 and ≥41	2
	<41 and ≥37	1.5
	<37 and ≥32	1
	<32	0.5

5.2.3 MS English Language Proficiency Indicator

The MS English Language Proficiency Measure is worth up to 10 points. Refer to the ES English Language Proficiency description and business rules for more information.

Table 14: MS WIDA AGP PAT

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

5.2.4 MS Closing Opportunity Gaps Indicator

The MS Closing Opportunity Gaps Measures are worth up to 10 points each. Refer to the ES Closing Opportunity Gaps description, Technical Notes, and business rules for additional information.

Table 15: MS Math/ELA Closing Opportunity Gaps PAT

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

Measure	Rate	Points
	<16	1

5.2.5 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.

5.2.5.1 Chronic Absenteeism

The MS Chronic Absenteeism Measure is worth up to 10 points. Refer to the ES Chronic Absenteeism description, Technical Notes, and business rules for more information.

Table 16: MS Chronic Absenteeism PAT

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

Table 17: MS CA Reduction PAT

Reduction Rate	Points
≥25	5
≥22.5 and <25	4.5
≥20 and <22.5	4
≥17.5 and <20	3.5
≥15 and <17.5	3
≥12.5 and <15	2.5
≥10 and <12.5	2
≥7.5 and <10	1.5
≥5 and <7.5	1
≥2.5 and <5	0.5
<2.5	0

5.2.5.2 Academic Learning Plans

NRS 388.165 requires all MS 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 greater than half the number of instructional days in the current school year are included in this measure. These data are district reported.

The MS ALP Measure is worth up to 2 points and follows the following business rules.

- Data Source: ADAM03 ALP/Credits files submitted by LEAs to the NDE
- Academic Learning Plan (ALP) Rate can be found with the following calculation:

$$\frac{(\#Middle\ School\ Students\ with\ ALPs)}{(\#Middle\ School\ Students)} x100$$

- To find the denominator (# middle schoolers) for a given school/district, filter on that school/district and use the following business rules:

Data Element	ADAM03 ALP/Credits File
GradeLevel	≤ 08
YearInSchool (for YIS / school-level)	Y
YearInDistrict (for YID / district-level)	Y

- To find the numerator (# with ALPs), find students where:

Data Element	ADAM03 ALP/Credits File
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 MS plan, then the ALP requirement is met with the high school plan.

Table 18: MS Academic Learning Plans PAT

Rate	Points
≥95	2

5.2.5.3 NAC 389.445 Credit Requirements

One of NDE's goals is for all students to enter high school (HS) 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 HS. 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 HS. 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.

The MS NAC 389 8th Grade Credit Requirement Measure is worth up to 3 points and can be determined using the following business rules.

- Data Source: ADAM03 files submitted by LEAs to the NDE
- The 8th Grade Credits Rate can be determined using the following formula:

$$\frac{(\#8th\ graders\ on\ track)}{(\#8th\ graders)} x100$$

  - 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 math 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 select:

Data Element	ADAM03 ALP/Credits File
GradeLevel	8

- To find the numerator (# 8th graders on track), use filters above and find students where:

Data Element	ADAM03 ALP/Credits File
8thGradeCreditRequirementsMet	1

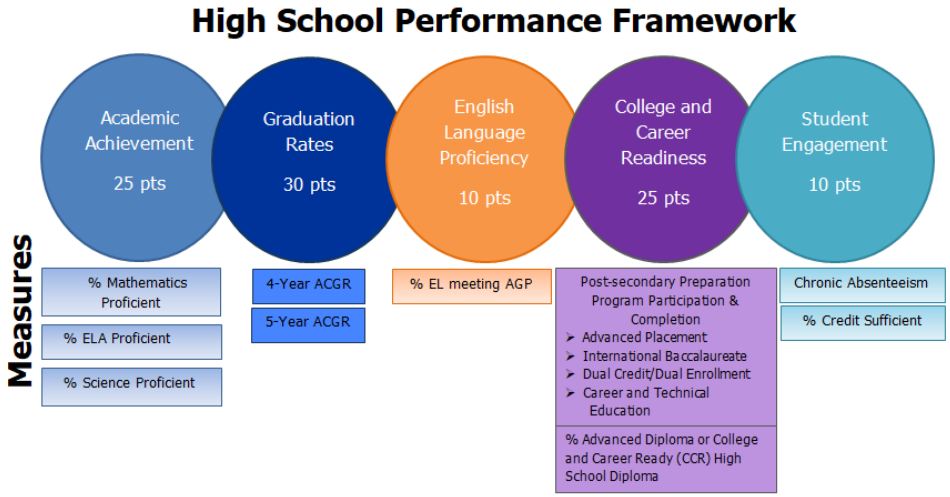
- Notes
  - This data file includes all 8th grade students who were enrolled at the end of the school year, not to include credits from summer school after the 8th grade year.
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure as these credits can be earned at any time during MS.
  - 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.

Table 19: MS 8th Grade Credit Requirements PAT

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

5.3 High School (HS) Indicators and Measures

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



This section outlines the HS Framework, which includes: the Academic Achievement Indicator with Math, 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.

The following table shows the breakdown of maximum possible points a HS can earn from each measure under each indicator.

Table 20: High School 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

5.3.1 HS Academic Achievement Indicator

The Academic Achievement Indicator includes Math, ELA, and Science proficiency Measures. Proficiency rates for HS are determined separately for Math, ELA, and Science and points are assigned separately for each content area. A minimum of 10 student records in a content area is required to report on a school's proficiency.

Student proficiency for HS will be determined through the state administered American College Test (ACT) subtest scores in Math and ELA (11th grade), the Nevada High School Science Assessment (10th grade) and the NAA in Math, 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 of 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 Math 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 HS academic achievement Indicator is 25 points.

5.3.1.1 HS ELA and Math Proficiency

The HS Math/ELA Proficiency Measures are worth 10 points each and can be calculated by using the following Business Rules.

- Data sources: ACT and NAA files
- The Proficiency Rate can be found using the following formula:

$$\frac{(\#proficient\ ACT\ [ELA\ or\ Math] + \#proficient\ NAA\ [ELA\ or\ Math])}{(\#assessed\ ACT\ [ELA\ or\ Math] + \#assessed\ NAA\ [ELA\ or\ Math])} x100$$

- To find the denominator (# students assessed) for a given school/district, filter the two student-level files to the appropriate school/district level, apply the following business rules for each file, and combine the counts. When reviewing the following table, note that in the ACT and NAA files, users will need to identify the subject area and then apply filters consistently:

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
IsActive	1	*
inactive_flag	*	0
NV_NIC	0	0
nic_y2	0	0
NV_GradeLevel	11	11
For school-level calculations NV_YIS	1	1
For district-level calculations NV_YID	1	1
DidNotParticipate	blank	*
[math/ela]_ did_not_participate	*	blank
Homeschool	0	0
mc_scoreind (invalidation flag)	R / blank	*
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank
[math/ela]_ level	1,2,3,4	*
[math/ela]_achievement_level	*	1,2,3,4

*Not applicable field

- To find the numerator (# proficient) for a given school/district, use the filters above, but change:

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
[math/ela]_ level	3,4	*
[math/ela]_achievement_level	*	3,4

*Not applicable field

Table 21: HS Math/ELA PAT

Subject	Rates	Points
Math	≥42.4	10
	<42.4 and ≥41.1	9.5

Subject	Rates	Points
	<41.1 and ≥39.7	9
	<39.7 and ≥38.4	8.5
	<38.4 and ≥37	8
	<37 and ≥35.7	7.5
	<35.7 and ≥34.3	7
	<34.3 and ≥33	6.5
	<33 and ≥31.6	6
	<31.6 and ≥30.3	5.5
	<30.3 and ≥28.3	5
	<28.3 and ≥25.3	4.5
	<25.3 and ≥22.4	4
	<22.4 and ≥19.4	3.5
	<19.4 and ≥16.5	3
	<16.5 and ≥13.5	2.5
	<13.5 and ≥10.6	2
	<10.6 and ≥7.6	1.5
	<7.6 and ≥4.7	1
	<4.7	0.5
ELA	≥55.9	10
	<55.9 and ≥54.9	9.5
	<54.9 and ≥53.9	9
	<53.9 and ≥52.9	8.5
	<52.9 and ≥51.9	8
	<51.9 and ≥50.9	7.5
	<50.9 and ≥49.8	7
	<49.8 and ≥48.8	6.5
	<48.8 and ≥47.8	6
	<47.8 and ≥46.8	5.5
	<46.8 and ≥44.8	5
	<44.8 and ≥41.1	4.5
	<41.1 and ≥37.3	4
	<37.3 and ≥33.5	3.5
	<33.5 and ≥29.8	3
	<29.8 and ≥26	2.5
	<26 and ≥22.2	2
	<22.2 and ≥18.4	1.5
	<18.4 and ≥14.7	1
	<14.7	0.5

5.3.1.2 HS Science Proficiency Measure

The HS Science Proficiency Measure is worth up to 5 points and can be calculated by following these Business Rules.

- Data sources: HS Science (current and prior year) and NAA (current year) files
- The HS Science Proficiency Rate can be found using the following formula:

$$\frac{\begin{pmatrix}(\#prior\ year\ proficient\ 9th\ graders)+\\(\#current\ year\ proficient\ 10th\ graders)+\\(\#current\ year\ proficient\ NAA\ 11th\ graders)\end{pmatrix}}{\begin{pmatrix}(\#prior\ year\ assessed\ 9th\ graders)+\\(\#current\ year\ assessed\ 10th\ graders)+\\(\#assessed\ current\ year\ NAA\ 11th\ graders)\end{pmatrix}} x100$$

- To find the denominator (# students assessed) for a given school/district, filter the three student-level files to the appropriate school/district level, apply the following business rules for each file, and combine the counts:

Data Element	Prior Year HS Science	Current Year HS Science	Current Year NAA
inactive_flag	0	0	0
NV_GradeLevel	9	10	11
For school-level calculations NV_YIS	1	1	1
For district-level calculations NV_YID	1	1	1
did_not_participate	blank	blank	*
sci_ did_not_participate	*	*	blank
Homeschool	0	0	0
tc_invalidation	blank	blank	*
tc_modification	blank	blank	*
sci_tc_invalidation	*	*	blank
sci_tc_modification	*	*	blank
achievement_level	1,2,3,4	1,2,3,4	*
sci_achievement_level	*	*	1,2,3,4

*Not applicable field

- To find the numerator (# proficient) for a given school/district, use filters above but change:

Data Element	Prior Year HS Science	Current Year HS Science	Current Year NAA
achievement_level	3,4	3,4	*
sci_achievement_level	*	*	3,4

*Not applicable field

Table 22: HS Science PAT

Rate	Points
≥54.3	5
<54.3 and ≥49	4.5
<49 and ≥43.7	4
<43.7 and ≥38.4	3.5
<38.4 and ≥33.1	3
<33.1 and ≥29.3	2.5
<29.3 and ≥25.5	2
<25.5 and ≥21.7	1.5

Rate	Points
<21.7 and ≥17.9	1
<17.9	0.5

5.3.1.3 HS Academic Achievement 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);
    - moved 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;
    - are in an Alternate Instructional Placement (AIP) with an E11 enrollment code;
    - or in the incorrect assessment file (i.e., was a NAA student in the ACT file, or a General Education [GEN] student in the NAA file).
        - If students appear in both ACT and NAA, but districts do not code the NAA record as GEN, NDE will use the NAA record for achievement/participation calculations and inactivate the ACT record.
- 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 and 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”.
- Homeschool students who assess are not to be counted in participation and proficiency calculations.
    - How should one flag homeschool students for NAA and HS Science?
        - If student is homeschooled and shows up in DRC Insight, flag student as homeschool in the demographic field (whether they actually assess or not); “Homeschool” = 1 or Yes.
            - Additionally, if homeschool student has sessions assigned but does NOT assess, mark DNP/ “Reason Not Tested” of “HS”

- However, if homeschool 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 homeschooled and shows up in the ACT Validation in DVSL, flag student as homeschool in the demographic field (whether they actually assess or not); "Homeschool" = 1 or Yes.
    - Additionally, if homeschool student is in the ACT Validation in DVSL but does NOT assess, mark DNP/ "Reason Not Tested" of "HS"
    - However, if a homeschool student does assess, no additional action is needed.

5.3.2 HS Graduation Rates Indicator

The Graduation Rates Indicator consists of the 4- and 5-year Adjusted Cohort Graduation Rate (ACGR) Measures. The ACGR is determined through the cohort validation process following federal guidelines for reporting. This process results in disaggregated 4-year graduation rates determined in December, and preliminary 5-year rates the following March. These dates are past the September 15th accountability reporting deadline (NRS 385A.720); therefore, the ACGR used for this Indicator lag one year behind the other accountability Indicators in the school rating system. In contrast to the Report Card, district level 4- and 5-year ACGR rates reported in the NSPF include each district's correctional schools.

The maximum number of points possible for the Graduation Indicator is 30.

The HS 4-year ACGR Measure is worth up to 25 points, and it can be calculated using the following business rules.

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2025, use 2023-24 dataset)
- The 4-Year ACGR can be found using the following formula:

$$\frac{(\#graduates)}{(\#graduates + \#nongraduates)} x100$$

- To find the denominator (# in cohort) for a given school/district, filter on that school/district and:

Data Element	4-year ACGR File
Cohort_Completion_Type	Graduate, Non-Graduate

- To find the numerator (# graduates) for a given school, filter on that school/district and only include:

Data Element	4-year ACGR File
Cohort_Completion_Type	Graduate

Table 23: HS 4-Year ACGR PAT

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

The HS 5-year ACGR Measure is worth up to 5 points, and it can be calculated using the following business rules.

- Data source: 5-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2025 use 2023-24 dataset)
- 5-Year ACGR Rate can be found using the following formula:

$$\frac{(\#graduates)}{(\#graduates + \#nongraduates)} x100$$

- To find the denominator (# in cohort) for a given school/district, filter on that school/district and:

Data Element	5-year ACGR File
Cohort_Completion_Type	Graduate, Non-Graduate

- To find the numerator (# graduates) for a given school, filter on that school/district and only include:

Data Element	5-year ACGR File
Cohort_Completion_Type	Graduate

Table 24: HS 5-Year ACGR PAT

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

5.3.3 HS English Language Proficiency Indicator

The HS English Language Proficiency Indicator is worth a maximum of 10 points. Refer to the English Language Proficiency description for ES and the ES business rules for more information on this Indicator/Measure.

Table 25: HS WIDA AGP PAT

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

5.3.4 HS College and Career Readiness (CCR) Indicator

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

5.3.4.1 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.

The Post-Secondary Preparation Participation and Completion Measures each have a maximum of 10 points.

Table 26: 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.

The HS Post-Secondary Preparation Participation Measure is worth a maximum of 10 points and can be calculated using the following business rules.

- Data Source: ADAM01 files submitted by LEAs to the NDE
- The Participation Rate can be found with the following formula:

$$\frac{(\#participants)}{(\#students\ in\ file)} x100$$

- To find the denominator for a given school/district, find the total number of students for that school/district.
- To find the numerator (# participants), determine the number of students where:
  - AP_Participant =1, IB_Participant =1, DCDE_Participant=1, or CTE_Participant=1
- Notes
  - The ADAM01 file includes all students with an OYOG of the current NSPF year (i.e. 2024-25 for the Sept. 2025 NSPF) who were enrolled at the end of the school year (this collection does not include summer school).
  - YIS/YID (i.e., days enrolled filters) are not applied in this Measure as students may have participated at any time during HS (including at other schools/in other districts).

Table 27: HS Post-Secondary Preparation Participation PAT

Rate	Points
≥74.5	10
<74.5 and ≥73	9.5
<73 and ≥71.4	9

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

The HS Post-Secondary Preparation Completion Measure is worth a maximum of 10 points and can be calculated using the following business rules.

- Data Source: ADAM01 files submitted by LEAs to the NDE
- The Completion Rate can be found with the following formula:

$$\frac{(\#completers)}{(\#students\ in\ file)} x100$$

- To find the denominator for a given school/district, find the total number of students for that school/district.
- To find the numerator (# completers), determine the number of students where:
    - AP_Completer=1, IB_Completer=1, DCDE_Completer=1, or CTE_Completer=1
- Notes
    - The ADAM01 file includes all students with an OYOG of the current NSPF year (i.e. 2024-25 for the Sept. 2025 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 HS (including at other schools/in other districts).

Table 28: HS Post-Secondary Preparation Completion PAT

Rate	Points
≥55.8	10
<55.8 and ≥53	9.5
<53 and ≥50.1	9
<50.1 and ≥47.3	8.5
<47.3 and ≥44.4	8

Rate	Points
<44.4 and ≥41.6	7.5
<41.6 and ≥38.7	7
<38.7 and ≥35.9	6.5
<35.9 and ≥33	6
<33 and ≥30.2	5.5
<30.2 and ≥27.3	5
<27.3 and ≥24.5	4.5
<24.5 and ≥21.6	4
<21.6 and ≥18.8	3.5
<18.8 and ≥15.9	3
<15.9 and ≥13.1	2.5
<13.1 and ≥10.2	2
<10.2 and ≥7.3	1.5
<7.3 and ≥4.5	1
<4.5	0.5

5.3.4.2 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. The Advanced Diploma or CCR Measure is worth a maximum of 5 points and can be calculated using the following business rules.

- Data source: 4-Year ACGR dataset for prior year (i.e., for NSPF issued in Sept. 2025, use 2024-25 dataset)
- Advanced/CCR Diploma Rate can be found using the following formula:

$$\frac{(\#\ with\ Advanced\ or\ CCR\ Diploma)}{(\#\ graduates)} x100$$

  - 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 select the following filter:

Data Element	4-year ACGR File
Cohort_Completion_Type	Graduate

- To find the numerator (# with Advanced/CCR Diploma), add an additional filter:

Data Element	4-year ACGR File
Completion_Type_Cd	B19, B27

Table 29: 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

5.3.5 HS Student Engagement Indicator

5.3.5.1 Chronic Absenteeism

Refer to the Chronic Absenteeism description for ES for overall discussion and business rules. The HS Chronic Absenteeism Measure is worth a maximum of 5 points.

Table 30: HS Chronic Absenteeism PAT

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

- Chronic Absenteeism Reduction

Table 31: HS CA Reduction PAT

Reduction Rate	Points
≥20	2.5
≥15.5 and <20	2
≥11 and <15.5	1.5
≥6.5 and <11	1
≥2 and <6.5	0.5
<2	0

5.3.5.2 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 HS, as specified by NAC 389.659. Only students who have been enrolled at a given school for at least greater than half the number of instructional days 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).

The HS 9th Grade Credit Sufficiency Measure is worth a maximum of 5 points. The Measure can be determined using the following business rules.

- Data Source: ADAM03 ALP/Credits files submitted by LEAs to the NDE
- The 9th Grade Credit Rate can be found using the following formula:

$$\frac{(\#9th\ graders\ meeting\ credit\ requirements)}{(\#9th\ graders)} x100$$

- To find the denominator (# 9th graders) for a given school/district, filter on that school/district and apply the following filters:

Data Element	ADAM03 ALP/Credits File
GradeLevel	9
YearInSchool (for YIS / school-level)	Y
YearInDistrict (for YID / district-level)	Y

- To find the numerator (# 9th graders meeting credit requirements), additionally filter on:

Data Element	ADAM03 ALP/Credits File
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.
  - 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.
  - See NAC 389.659(1)(a)(1) for Nevada regulations related to this Measure.

Table 32: 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

Section 6: Participation

6.1 Assessment Participation (PT)

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, to achieve 95% PT rates on the state Math and ELA assessments, which includes the Summative, 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.

6.1.1 General PT Calculations

Definition of PT by Assessment

- Summative:
  - 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.

6.1.2 PT 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 Summative, 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); moved out of state (OS); have an alternate instructional placement (AIP) with an E11 enrollment code; or are in the incorrect assessment file (i.e., was a NAA student in the Summative 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.

6.1.2.1 ES/MS (Summative and NAA) PT

- To find the denominator (# students that should have assessed) for a given school, filter the student-level Summative and NAA files to the appropriate school/district level, apply the following business rules for each file, and combine the counts. When reviewing the following table, note that in the Summative and NAA files, users will need to identify the subject area and then apply filters consistently (note that the [math/ela]_participation_status fields in the NAA file should be identical since PT for NAA is based on the exam, not the content area):

Data Element	Summative (ELA and Math)	NAA (ELA and Math)
inactive_ flag	0	0
NV_GradeLevel	select as appropriate	select as appropriate
[math/ela]_ did_not_participate _CAT	ABS, OTH, blank	*
[math/ela]_ did_not_participate _PT	ABS, OTH, blank	*
[math/ela]_ did_not_participate	*	ABS, OTH, blank
Homeschool	0	0

*Not applicable field

- To find the numerator (# participants) for a given school, use filters above and add:

Data Element	Summative (ELA and Math)	NAA (ELA and Math)
[math/ela]_participation_status	1	1

6.1.2.2 HS (ACT and NAA) PT

- To find the denominator (# students that should have assessed) for a given school, filter the student-level ACT and NAA files to the appropriate school/district level, apply the following business rules for each file, and combine the counts. When reviewing the following table, note that the [math/ela]_participation_status fields in the NAA file should be identical since PT for both the NAA and ACT is based on the exam, not the content area):

Data Element	ACT (ELA and Math)	NAA (ELA and Math)
IsActive	1	*
inactive_flag	*	0
NV_GradeLevel	11	11
did_not_participate	ABS, OTH, blank	*
[math/ela]_ did_not_participate	*	ABS, OTH, blank
Homeschool	0	0

*Not applicable field

- To find the numerator (# participants) for a given school, use filters above and include:

Data Element	ACT (ELA and Math)	NAA (ELA and Math)
participation	1	*
[math/ela]_participation_status	*	1

*Not applicable field

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)

6.2 Consequences for Not Meeting PT Requirements

A failure by a school to meet PT requirements can lead to consequences under the NSPF due to reduced proficiency rates. The business rules underlying the potential reductions in proficiency rates are defined below.

6.2.1 Low PT 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. Only schools not meeting PT requirements in the all-students subgroup could lose points in the NSPF (Academic Achievement Indicator) due to lower proficiency. Since the other subgroups (race/ethnicity, IEP, EL, FRL) do not earn points in NSPF Measures, low participation in these subgroups would not impact NSPF index scores. However, lower subgroup proficiency because of low PT may impact TSI or ATSI designations. The table below illustrates three example calculations to illustrate the various outcomes:

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

- For ES/MS, if subgroup does not meet PT requirements (<95% or >N-1) in Math/ELA:
    - Denominator should be greater of:
        - Students who assessed; combine student-level Summative and NAA files using the following business rules:

Data Element	Summative (Math/ELA)	NAA (Math/ELA)
inactive_ flag	0	0
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	select as appropriate	select as appropriate
[math/ela]_ did_not_participate _CAT	blank	*
[math/ela]_ did_not_participate _PT	blank	*
Homeschool	0	0

Data Element	Summative (Math/ELA)	NAA (Math/ELA)
[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]_ did_not_participate	*	blank
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank
[math/ela]_achievement_level	1,2,3,4	1,2,3,4

*Not applicable field

OR

- 95% of students in accountability universe who should have tested:
  - Combine student-level Summative and NAA files using the following business rules to determine the total:

Data Element	Summative (Math/ELA)	NAA (Math/ELA)
inactive_ flag	0	0
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	select as appropriate	select as appropriate
[math/ela]_ did_not_participate _CAT	ABS/OTH/blank	*
[math/ela]_ did_not_participate _PT	ABS/OTH/blank	*
Homeschool	0	0
[math/ela]_ did_not_participate	*	ABS/OTH/blank

*Not applicable field

  - **Multiply the combined total by 0.95 before determining which total is greater.**

- Numerator (students who tested who are proficient); combine student-level Summative and NAA files using the following filters:

Data Element	Summative (Math/ELA)	NAA (Math/ELA)
inactive_ flag	0	0
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	select as appropriate	select as appropriate
[math/ela]_ did_not_participate _CAT	blank	*
[math/ela]_ did_not_participate _PT	blank	*
Homeschool	0	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]_ did_not_participate	*	blank
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank

Data Element	Summative (Math/ELA)	NAA (Math/ELA)
[math/ela]_achievement_level	3,4	3,4

*Not applicable field

- For HS, if subgroup does not meet PT requirements (<95% or >N-1) in Math/ELA:
  - Denominator should be greater of:
    - Students who assessed; combine student-level ACT and NAA files based on the following filters:

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
isActive	1	*
inactive_ flag	*	0
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	11	11
DidNotParticipate	blank	*
[math/ela]_ did_not_participate	*	blank
Homeschool	0	0
mc_score_ind	R / blank	*
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank
[math/ela]_ level	1,2,3,4	*
[math/ela]_achievement_level	*	1,2,3,4

*Not applicable field

_____OR_____

    - 95% of students in accountability universe who should have tested; filters in ACT or NAA files; combine ACT and NAA based on the following filters:

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
isActive	1	*
inactive_ flag	*	0
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	11	11
DidNotParticipate	ABS/OTH/blank	*
[math/ela]_ did_not_participate	*	ABS/OTH/blank
Homeschool	0	0

*Not applicable field

      - **Multiply the combined total by 0.95 before determining which total is greater.**
  - Numerator (students who tested who are proficient):

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
isActive	1	*
inactive_ flag	*	0

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
NV_NIC	0	0
nic_y2	0	0
NV_YIS	1	1
NV_GradeLevel	11	11
DidNotParticipate	blank	*
[math/ela]_ did_not_participate	*	blank
Homeschool	0	0
mc_score_ind	R / blank	*
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank
[math/ela]_ level	3,4	*
[math/ela]_achievement_level	*	3,4

*Not applicable field

Section 7: School Designations (CSI, TSI, and ATSI)

7.1 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 very low performing subgroups (Additional Targeted Support and Improvement, or ATSI), and schools with consistently underperforming subgroups (Targeted Support and Improvement, or TSI) (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.

Nevada issues annual CSI, ATSI, and TSI designations based on various criteria. From the list of non-CSI schools, CSI schools are identified first, followed by ATSI schools, and finally, TSI schools. A school can have a maximum of one designation, but ATSI and TSI schools can be redesignated as CSI if they meet CSI criteria. Criteria for the designation categories are outlined below.

CSI and ATSI designations are immediately followed by three years of improvement in which schools must work with their LEA to develop a plan to exit the designation. Exit evaluations will be conducted at the end of the three-year period. Schools are evaluated for TSI designation annually, but exit evaluations are determined by LEAs.

7.2 Comprehensive Support and Improvement (CSI)

7.2.1 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 (ACGR) below 67%; or
- All Title I schools that did not exit an ATSI designation after a three-year improvement plan.

7.2.2 CSI Process

Schools without an existing CSI designation are evaluated for CSI annually. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The school is evaluated for exit at the end of a three-year designation period.

7.2.3 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 at or below 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 of the adjusted index scores of rated Title I schools using the following filters in the state NSPF File:

Data Element	State NSPF File
Sch_level (depending on school level in question)	1/2/3
StarRating	1,2,3,4,5
Title_I	Y

- Find the 5th percentile using the AdjustedPoints field for these schools.
- Find rated Title I ES/MS/HS at or below that 5th percentile using the following filters in the state NSPF File:

Data Element	State NSPF File
Sch_level (depending on school level in question)	1/2/3
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 is designated CSI.
    - Note that Title I schools currently designated as either TSI or ATSI may be redesignated as CSI if they meet these criteria.

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, use the following filters to identify schools:

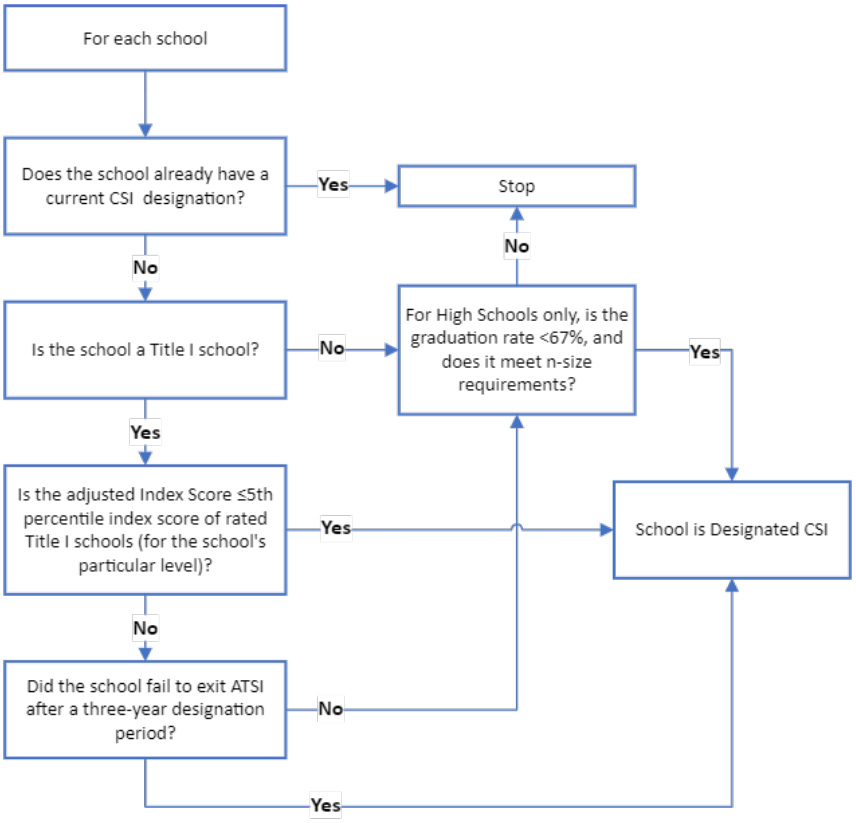
Data Element	State NSPF File
Sch_level	3
N_Cohort_4Yr	≥10
Perc_Cohort_4Yr	<67

- Any school with a graduation rate below 67% that meets the n-size requirement and was not previously designated as CSI is designated CSI.
    - Note that high schools designated as TSI or ATSI may be redesignated as CSI if they meet these criteria.

CSI Category 3: Title I Schools Not Exiting ATSI After Three Years

ESSA requires all Title I schools that fail to exit ATSI after a state-determined number of years (in Nevada, this is three years) to be identified as CSI (20 USC §6311(c)(4)(D)(i)(III)).

CSI Designation Decision Tree



7.2.4 CSI Exit Criteria

CSI schools will be evaluated for exit after a three-year designation period. To exit a CSI designation, schools must meet the following criteria:

- No longer meet CSI entrance criteria;
- For schools designated due to having an adjusted NSPF index score at or below the bottom 5th percentile or because they were a ATSI school that did not exit, schools must not meet CSI entrance criteria, **AND**
    - Have a total adjusted NSPF Index score in the most recent NSPF that is 10 or more points above the year in which the school was identified as CSI.
        - I.e. NDE Middle School was designated in 2022 with an adjusted NSPF index score of 10
        - In 2023 NDE Middle School received a 22, in 2024 a 15, and in 2025 a 16.
        - NDE Middle School would NOT exit because 16 (the most recent adjusted NSPF index score) is not 10 or more points above their initial adjusted index score.

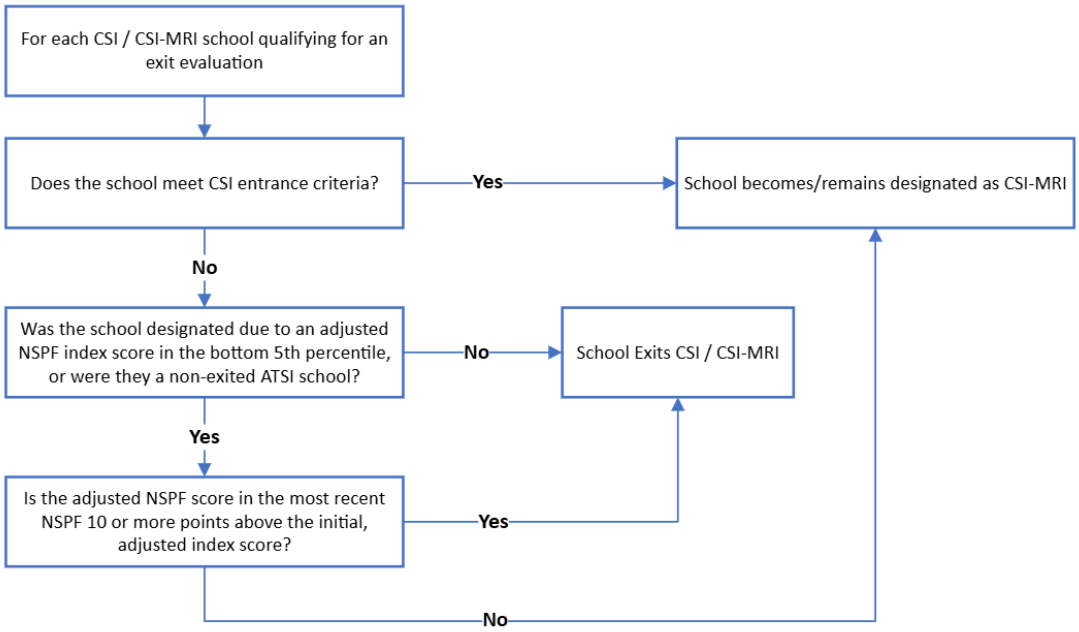
Schools that do not exit will appear as CSI-MRI schools until exit criteria are met and may be subject to state interventions.

Upon exit from CSI, schools are immediately eligible for another designation if they meet the designation's entrance criteria.

7.2.5 Comprehensive Support and Improvement with More Rigorous Interventions (CSI-MRI)

CSI schools will be evaluated for exit after a three-year designation period. Schools that do not exit when evaluated will appear as a Comprehensive Support and Improvement with More Rigorous Interventions (CSI-MRI) school. CSI-MRI schools have the exact same exit criteria as a CSI school and will be evaluated annually using CSI exit criteria. There are no differences in the exit criteria for CSI-MRI schools.

CSI / CSI-MRI Exit Decision Tree



7.3 Additional Targeted Support and Improvement (ATSI)

7.3.1 Background

In Nevada, schools with an ATSI designation meet the following criteria:

- Not designated for CSI;
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation.
    - The NDE will calculate an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups have an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school will be designated as ATSI.
    - Subgroups used in ATSI are those outlined in the Subgroups and Data Disaggregation section.

7.3.2 ATSI Process

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

During the ATSI designation period, if a school meets CSI criteria, the school will be redesignated as CSI.

7.3.3 NSPF Measures Included in ATSI

All NSPF Indicators/Measures relevant to a school's level (ES, MS, or HS) are included in ATSI calculations, and there are no changes in the points possible, Point Attribution Tables, or other business rules used to calculate a school-level NSPF adjusted index score:

Table 33: Elementary School 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

Table 34: Middle School 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

INDICATOR/MEASURES	POINTS
8th Grade Credit Requirements (NAC 389) Measure	3

Table 35: High School 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

Note that only the EL student group is eligible to receive points for the WIDA AGP measure; all other student groups will have adjusted index scores.

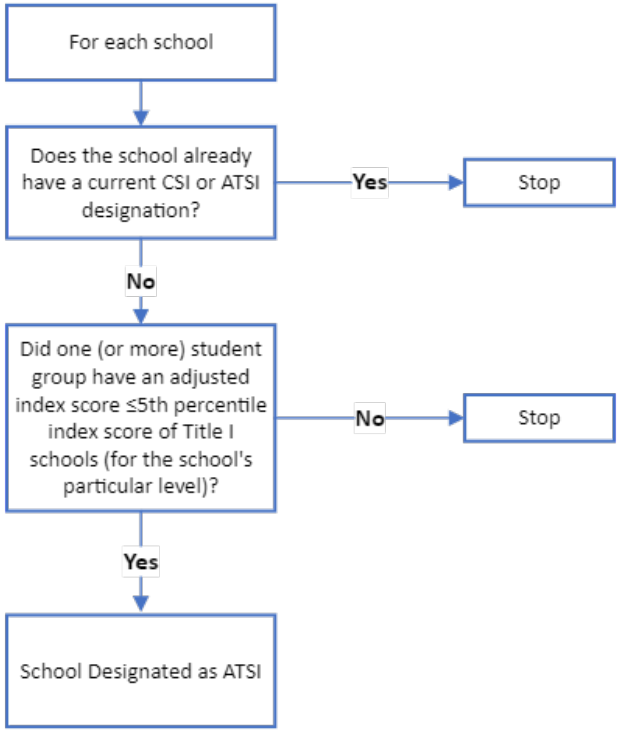
7.3.4 Logic for ATSI Calculations

- Generate an NSPF adjusted index score for each student group at each school, by tying each student group's performance in each NSPF measure to the respective measure point attribution tables:
    - If the student group is sufficiently large (n-size ≥ 25) for the Measure, points are awarded based upon their performance and the point attribution table (PAT).
    - If the student group is not sufficiently large, no points are awarded, and the Measure is not considered in the final adjusted index score calculation (points possible = 0).
    - Please note that the CA Reduction incentives are not be used for determining ATSI status.
- Once each Measure is evaluated, points for each student group at each school are aggregated into a school-level student group NSPF index score.
- For a given student group to receive an overall adjusted NSPF index score, the student group must have earned points (i.e., had an n-size ≥ 25) in each of the Measures required for rating, by level:
    - For ES and MS, the student group must earn points in Pooled Proficiency, Math MGP, ELA MGP, Math AGP, and ELA AGP
    - For HS, the student group must earn points in Math Proficiency, ELA Proficiency, and 4-Year ACGR.

- The student group's NSPF index score is then adjusted based upon the points possible for the student group.
- The student group's adjusted NSPF index score is then compared to the CSI bottom 5th percentile adjusted index score for the relevant school level.
    - If the student group adjusted index score is at or below the CSI bottom 5th percentile adjusted index score for the relevant school level AND the student group meets the star rating requirements, then the student group is flagged for ATSI.
    - If the student group does not meet star rating requirements, the student group is not eligible for an ATSI flag. After evaluating all student groups, if the school has at least one ATSI flag, the school is designated ATSI.

This methodology ensures that any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement (CSI) and would be identified for additional targeted support and improvement (ATSI).

ATSI Designation Decision Tree



7.3.5 ATSI Exit Criteria

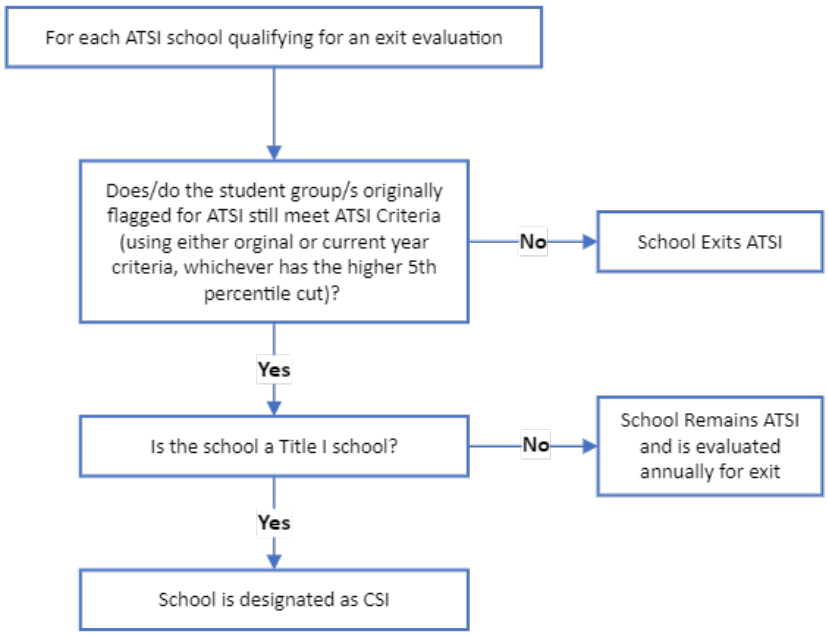
ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria for ***either*** the year they were designated as ATSI ***or*** the current year's ATSI criteria (whichever has a higher bottom 5th percentile cut used for CSI entrance criteria). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period, those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if

these new flag(s) are present upon exit from the original ATSI designation, the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline.

Upon exit, schools are immediately eligible for any of the three designations, including a new ATSI designation.

- Title I ATSI schools that do not meet exit criteria after the three-year period will be designated CSI.
- Non-Title I schools that do not meet exit criteria after the three-year period remain in ATSI status and will be evaluated annually for exit.

ATSI Exit Decision Tree



7.3.6 2024-25 Evaluation of ATSI School designated due to Current + Former English Learners

In accordance with the departmental guidance, ATSI Schools designated solely due to Current + Former English Learners were released from ATSI status once Current + Former English Learners were removed from the Nevada School Performance Framework. Schools designated for populations in addition to Current + Former English Learners are still ATSI schools for those additional populations.

7.4 Targeted Support and Improvement (TSI)

Background

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

- Not designated for CSI or ATSI.
    - The NDE will calculate an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following

applicable rules regarding Measures required for rating. If one or more subgroups have an adjusted NSPF score that is at or below the calculated bottom 15th percentile for the relevant school level, then the school will be designated as TSI.

- Subgroups used in TSI are those outlined in the Subgroups and Data Disaggregation section.

TSI Process

NDE will designate TSI schools annually. A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. LEAs are responsible for notifying the NDE of which schools have exited.

7.4.1 Logic for TSI Calculations

A 15th percentile cut is found for each of the levels (elementary, middle, and high schools). The steps needed to find this value are as follows:

- Find the bottom 15th percentile cut of the adjusted index scores of rated schools using the following filters in the state NSPF File:

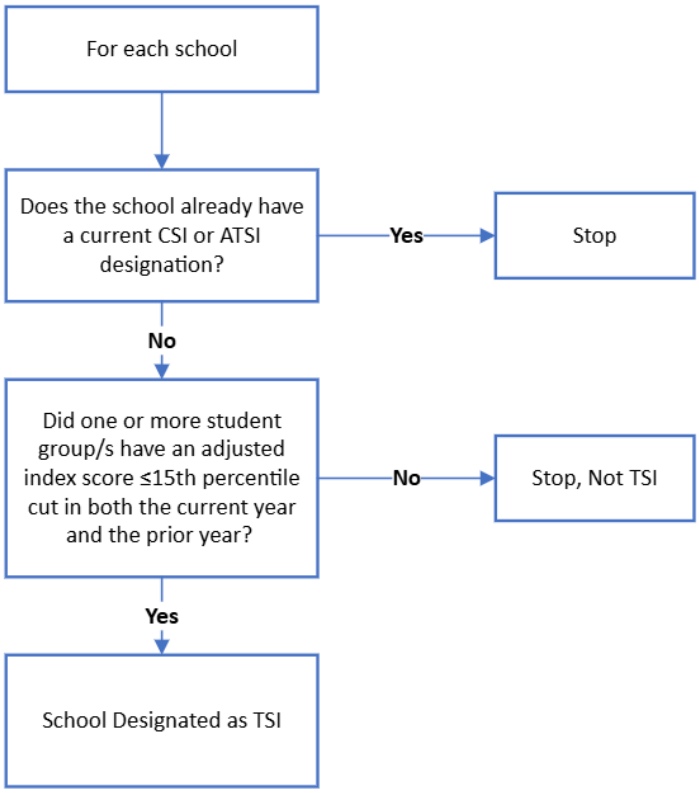
Data Element	State NSPF File
Sch_level (depending on school level in question)	1/2/3
StarRating	1,2,3,4,5
Title_I	Y

- Find the bottom 15th percentile cut using the AdjustedPoints field for these schools.

The same NSPF adjusted index scores for each student group at each school that are generated for ATSI are used for TSI calculations. Review the ATSI section for more information on how these rates are calculated.

- Each student group's adjusted NSPF index score is compared to the bottom 15th percentile cut for the relevant school level.
  - If the student group adjusted index score is at or below the bottom 15th percentile cut for the relevant school level AND the student group meets the star rating requirements in both the current and prior year, then the student group is flagged for TSI.
  - If the student group does not meet star rating requirements in both years, the student group is not eligible for a TSI flag. After evaluating all student groups, if the school has at least one TSI flag, the school is designated TSI.

TSI Designation Decision Tree



7.4.2 TSI Exit Criteria

A school designated as TSI must work with their LEA to develop a plan to address the student group issues identified. Unlike CSI and ATSI, TSI exit criteria is established by the LEA for their schools. A school is no longer TSI:

- if they meet the exit criteria established by their LEA; or
- is no longer designated TSI by NDE for consistently underperforming subgroups.

LEAs are responsible for notifying the NDE of which schools have exited.

Section 8: 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, and they are a requirement under ESSA. Blank fields are a result of COVID waivers that extended MIPs by two years.

Elementary Schools (ES)

ES Math LTGs and MIPs

ES Math	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	38.0%	39.2%	40.4%	41.6%
American Indian/Native American	19.0%	23.0%	26.8%	29.0%
Black/African American	21.3%	25.2%	27.4%	29.6%
Hispanic/Latino	29.2%	31.3%	33.3%	35.3%
Asian	66.9%	67.5%	68.2%	68.8%
Pacific Islander	34.0%	35.3%	36.6%	37.8%
Two or More	45.8%	46.8%	47.9%	48.9%
White/Caucasian	51.5%	52.4%	53.4%	54.3%
Students with Disabilities	16.4%	20.5%	24.5%	28.3%
English Learners	17.4%	21.5%	25.4%	29.1%
Economically Disadvantaged Students	35.0%	36.3%	37.5%	38.8%

ES ELA LTGs and MIPs

ES ELA	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	42.8%	43.9%	45.0%	46.1%
American Indian/Native American	24.2%	27.9%	31.5%	33.6%
Black/African American	28.1%	30.2%	32.3%	34.3%
Hispanic/Latino	34.9%	36.8%	38.7%	40.5%
Asian	66.7%	67.3%	68.0%	68.6%
Pacific Islander	38.5%	39.7%	40.9%	42.1%
Two or More	51.6%	52.5%	53.5%	54.4%
White/Caucasian	55.1%	55.9%	56.8%	57.7%
Students with Disabilities	16.5%	20.6%	24.6%	28.4%
English Learners	16.3%	20.4%	24.4%	28.2%
Economically Disadvantaged Students	40.2%	41.3%	42.5%	43.7%

Middle Schools (MS)

MS Math LTGs and MIPs

MS Math	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	26.8%	28.2%	29.6%	31.1%
American Indian/Native American	14.1%	16.6%	19.1%	21.6%
Black/African American	12.3%	14.9%	17.4%	19.9%
Hispanic/Latino	17.9%	20.3%	22.7%	25.0%
Asian	55.8%	56.6%	57.5%	58.3%
Pacific Islander	23.0%	24.5%	26.0%	27.5%
Two or More	34.4%	35.7%	36.9%	38.2%
White/Caucasian	40.5%	41.6%	42.8%	43.9%
Students with Disabilities	6.4%	11.0%	15.5%	18.0%
English Learners	3.4%	8.2%	12.8%	17.1%
Economically Disadvantaged Students	23.4%	24.9%	26.4%	27.9%

MS ELA LTGs and MIPs

MS ELA	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	39.1%	40.3%	41.5%	42.6%
American Indian/Native American	23.7%	27.5%	29.6%	31.7%
Black/African American	25.2%	27.4%	29.6%	31.7%
Hispanic/Latino	30.8%	32.8%	34.8%	36.8%
Asian	66.2%	66.8%	67.5%	68.1%
Pacific Islander	34.0%	35.9%	37.2%	38.5%
Two or More	48.3%	49.3%	50.3%	51.3%
White/Caucasian	51.9%	52.8%	53.8%	54.7%
Students with Disabilities	9.6%	14.1%	18.4%	22.4%
English Learners	5.1%	9.8%	14.3%	18.6%
Economically Disadvantaged Students	35.8%	37%	38.3%	39.5%

High Schools (HS)

HS Math LTGs and MIPs

HS Math	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	19.4%	21.0%	22.5%	24.1%
American Indian/Native American	6.6%	9.4%	12.1%	14.7%
Black/African American	7.5%	10.2%	12.9%	15.5%
Hispanic/Latino	10.8%	13.4%	16.0%	18.5%
Asian	43.4%	44.5%	45.6%	46.7%
Pacific Islander	15.6%	17.2%	18.9%	20.5%
Two or More	25.9%	27.3%	28.8%	30.2%
White/Caucasian	31.3%	32.6%	34.0%	35.3%
Students with Disabilities	3.9%	8.7%	11.4%	14.1%
English Learners	1.9%	6.8%	9.6%	12.3%
Economically Disadvantaged Students	17.3%	18.9%	20.5%	22.1%

HS ELA LTGs and MIPs

HS ELA	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	45.2%	46.2%	47.3%	48.4%
American Indian/Native American	28.6%	32.1%	34.2%	36.1%
Black/African American	29.6%	33.1%	35.1%	37.0%
Hispanic/Latino	34.7%	36.6%	38.5%	40.4%
Asian	71.1%	71.6%	72.2%	72.7%
Pacific Islander	43.9%	45.0%	46.1%	47.1%
Two or More	56.0%	56.8%	57.7%	58.5%
White/Caucasian	59.5%	60.3%	61.1%	61.8%
Students with Disabilities	9.4%	13.9%	18.2%	22.3%
English Learners	6.8%	11.4%	15.8%	20.0%
Economically Disadvantaged Students	42.6%	43.7%	44.8%	45.9%

HS 4-Year ACGR LTGs and MIPs

4-year ACGR	Baseline (Class of 2024)	Measure of Interim Progress (Class of 2025)	Measure of Interim Progress (Class of 2026)	Long Term Goal (Class of 2027)
All Students	81.6%	81.9%	82.3%	82.6%
American Indian/Native American	74.0%	74.7%	75.5%	76.2%
Black/African American	69.8%	70.7%	71.5%	72.4%
Hispanic/Latino	80.3%	80.6%	81.0%	81.4%
Asian	92.8%	92.9%	93.0%	93.2%
Pacific Islander	82.4%	82.7%	83.0%	83.4%
Two or More	82.0%	82.3%	82.7%	83.0%
White/Caucasian	86.2%	86.4%	86.7%	87.0%
Students with Disabilities	68.2%	69.1%	70.0%	70.9%
English Learners	69.7%	70.6%	71.4%	72.3%
Economically Disadvantaged Students	81.2%	81.5%	81.9%	82.3%

HS 5-Year ACGR LTGs and MIPs

5-year ACGR	Baseline (Class of 2025)	Measure of Interim Progress (Class of 2026)	Measure of Interim Progress (Class of 2027)	Long Term Goal (Class of 2028)
All Students	84.5%	84.8%	85.1%	85.4%
American Indian/Native American	76.7%	77.3%	78.0%	78.7%
Black/African American	74.9%	75.6%	76.3%	77.0%
Hispanic/Latino	83.2%	83.5%	83.8%	84.1%
Asian	94.3%	94.4%	94.5%	94.6%
Pacific Islander	85.8%	86.0%	86.3%	86.6%
Two or More	85.0%	85.3%	85.5%	85.8%
White/Caucasian	88.2%	88.4%	88.6%	88.8%
Students with Disabilities	72.9%	73.7%	74.5%	75.2%
English Learners	73.5%	74.2%	75.0%	75.8%
Economically Disadvantaged Students	84.3%	84.6%	84.9%	85.2%

Section 9: 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.

Summative Assessment

The Smarter Balanced Assessment Consortium (SBAC) provides Nevada's criterion-referenced test (CRT) in ELA and Math that is referred to as the Summative assessment. The Summative assessments are a key part of measuring student progress in grades three through eight and 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.

Summative 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.

Summative 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

Math

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 Math, ELA, and Science. The NAA ELA and Math are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

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

Math

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
Math	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
CTE	Career and Technical Education
DC/DE	Dual Credit/Dual Enrollment
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 English Learner
NRS	Nevada Revised Statute
NSPF	Nevada School Performance Framework
OYOG	Original Year of Graduation
PAT	Points Attribution Table

Acronym	Term
PLD	Policy Level Descriptors
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
USED	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

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.
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.
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.
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.
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.

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.
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.
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.
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.
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.