

Modifications to Finance Commission Areas of Focus:

NASS Feedback on Academic Metrics

Please find below recommendations for possible additional “metrics prescribed by the Commission” as recommended by members of NASS. As we consider, it will be essential that we ensure that measures are uniform across all districts to provide clear comparative data.

Achievement Metrics

- I. The rate of graduation of pupils from high school by type of diploma:
- II. The performance of pupils on standardized examination in math, reading and science;
- III. The number of credentials or other certifications in fields or career and technical education earned by pupils.
- IV. The number of pupils who earn a passing score on an advanced placement examination.
- V. The number of pupils who earn a passing score on an international baccalaureate examination;
- VI. The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year;
- VII. The percentage of pupils in each school who drop out;
- VIII. The number of pupils who enroll in higher education upon graduation;
- IX. The number of pupils who enroll in a vocational or technical school or apprenticeship training program;
- X. The attendance rate of pupils;
- XI. The number of violent acts by pupils and disciplinary actions against pupils; and
- XII. Any other metric prescribed by the Commission.**
 - a. Percentage of graduates completing service toward their community.**
 - b. Percentage of graduates presenting a portfolio of work to their community.**
 - c. Percentage of graduates participating in peer mentoring or other formal leadership activities.**
 - d. Qualitative measures of student achievement (service learning, project-based learning, graduates who have overcome drastic barriers, etc.).**
 - e. 9th grade credit sufficiency. (Aligns to the metric on the NSPF)**
 - f. 8th grade credit sufficiency. (Aligns to the metric on the NSPF)**
 - g. Percentage of age 6-21 year old students eligible for special education that spend 80% or more in the General Education setting. (Aligns to the metric from CGCS Academic KPIs)**

Improvement Metrics

- I. The literacy rate for pupils in first, third and fifth grades;
- II. The number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test;
- III. The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher; and
- IV. **Any other metric prescribed by the Commission.**
 - a. **Percentage/Number of students demonstrating proficiency on teacher-created meaningful and holistic assessments.**
 - b. **Qualitative measures describing students who worked their butts off to improve but might have still fallen short of the AGP required by the NSPF.**
 - c. **Percentage of students meeting their adequate growth percentile (AGP) on the English language proficiency assessment, currently WIDA (Aligns to the metric on the NSPF)**

Hiring and Retaining Staff Metrics

- I. The rate of vacancies in positions for teachers, support staff and administrators;
- II. The attendance rate for teachers;
- III. The retention rate for teachers;
- IV. The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designated capacity for the school or classroom;
- V. The number of classes taught by a substitute teacher for more than 25 percent of the school year; and
- VI. **Any other metric prescribed by the Commission.**
 - a. **Description of teacher and administrator mentoring programs.**
 - b. **Description of teacher and administrator professional learning provided by the district.**
 - c. **Measures related to pay increases and other fiscal investments designed to hire and retain.**
 - d. **For CCSD- this metric needs to be focused at the individual school level. Given NRS 388 G- hiring and placement of staff is at the “local school precinct”. Basically, we do not have position control districtwide.**

Expectation Metrics

- I. The results of an annual survey of satisfaction of school employees;
- II. The results of an annual survey of satisfaction of pupils and graduates; and
- III. **Any other metric prescribed by the Commission.**
 - a. **Description of family engagement events held: types of events, topics covered, attendance, etc.**

Should you have any questions, please don't hesitate to contact me.

Dr. David Jensen

djensen@hcsdnv.com

I would also like to re-include NASS's "meaningful and holistic accountability" document from last year.

[Meaningful and Holistic Accountability](#)