

Acing Accountability in Nevada

State of Nevada

Monitoring Period: 2023-2024 School Year

In 2023, Governor Lombardo committed \$2.6B in increased funding for K-12 education in Nevada. As these funds were distributed to Nevada's school districts, the State also created accountability metrics to ensure that resources are directly tied to performance. The following information describes how the district performed relative to expectations.

To what degree are districts effectively implementing resources?

Evidence Based Instruction Materials

The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.

23/24 Goal	Meets Expectations
23/24 Actual	
23/24 Rating	

District Performance Plan

The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.

23/24 Goal	Meets Expectations
23/24 Actual	
23/24 Rating	

To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?

Student Academic Growth

In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration.

22/23 Base	47.7%
23/24 Goal	65%
23/24 Actual	
23/24 Rating	

Student Academic Proficiency

In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).

22/23 Base	33.3%
23/24 Goal	38.3%
23/24 Actual	
23/24 Rating	

To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

Student Academic Growth

In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).

22/23 Base	32.2%
23/24 Goal	37.2%
23/24 Actual	
23/24 Rating	

Student Academic Proficiency

In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient".

22/23 Base	29.3%
23/24 Goal	34.3%
23/24 Actual	
23/24 Rating	

To what degree are high school graduates prepared for success in college or a career?

Rigorous Coursework

In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.

22/23 Base **69.3%**
23/24 Goal **75%**
23/24 Actual
23/24 Rating

Student Proficiency

School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.

22/23 Base
23/24 Goal
23/24 Actual
23/24 Rating

College and Career Ready (CCR) Diploma

School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.

22/23 Base
23/24 Goal
23/24 Actual
23/24 Rating

To what degree do districts have the workforce to meet the needs of every student?

Fully Licensed and Certified Staff

School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, **OR** at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.

22/23 Base
23/24 Goal
23/24 Actual
23/24 Rating

Distribution of Vacancies & Long-Term Substitutes

School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.

23/24 Goal **<10%**
23/24 Actual
23/24 Rating

District Budget Allocation for Recruitment and Retention

School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.

To what degree are districts using innovative solutions to meet the unique needs of their students?

District Success Goal #1

23/24 Goal
23/24 Actual
23/24 Rating

District Success Goal #2

23/24 Goal
23/24 Actual
23/24 Rating