

Acing Accountability Innovative Goals

9-30-2024

CARSON CITY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

The Carson City School District has a robust Work-based Learning Program in high school grades 9-12. However, widespread work-based learning has inconsistent implementation at the middle school level. Additionally, work-based learning—specifically in the elementary school level—is inconsistent or non-existent. We proposed to research, create, and implement a work-based learning continuum for all students k-12 that matches the work-based Learning Continuum published in the Secondary Guide to work-based Learning. This plan will include developmentally appropriate learning experiences in Career Exploration, Career Readiness, and Career Training.

2. What measure will support the telling of that story?

The Carson City School District currently publishes a work-based Learning Consolidation Report yearly, detailing student experience aligned with the Nevada Department of Education (NDE), Career Readiness, Adult Learning, and Adult Education (CRALEO) required spreadsheet detailing Career Readiness and Career Training. The new yearly work-based Learning Consolidated Report will be revised to include the data related to student experiences k-12.

3. How and when will you collect the data?

As a part of the research and building process, methods of data collection will be created and implemented so that data can be collected in real time using Grouptrail, the digital dashboard Carson City School District uses to track community partnerships and work-based learning experiences. Career Exploration will be documented by grade level, school, number of students, and experience. Career Readiness and Career Training tracking will be documented in Grouptrail and Infinite Campus in Reports/Career Readiness.

4. How will you analyze and report the data?

As data begins to be collected the Grouptrail reporting will be reviewed and shared with district and school leadership to evaluate what we are doing well and where there may be opportunities for growth to expand the quality and quantity of opportunities and so that we broaden our reach along the Nevada Work-based Learning Continuum with opportunities to our lower grade levels. This information will be reported in our annual Work-based Learning Consolidated Report.

CONCEPT	To increase the consistency of implementation of work-based learning opportunities for students K-12.
PROPOSED MEASURES	Analysis of work-based learning for all students aligned to a K-12 continuum (to be developed in alignment with the state’s Secondary Guide).
SOURCE	School District Developed Success Target(s)

GOAL 1	15% of all grade 6-12 students in the Carson City School District will take part in a work-based learning opportunity appropriate to their grade level as defined by Nevada's WBL continuum.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>17%	Between 14%-16%	Between 10%-13%	<10%
GOAL 2	Not applicable			

CHURCHILL COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Churchill County School District works to prepare students for workforce opportunities available in our local area. These opportunities exist in agriculture, manufacturing, hospitality and tourism, architecture and construction, health science and other areas encompassing 16 CTE career pathways available through our high school. We have worked to expand the opportunities for our students and feel it is important to measure the impact these opportunities have on our local community. Our high school work-based learning (WBL) program places students into internships within our local community, facilitating them through the entire process from interview preparation to success in the workforce.

2. What measure will support the telling of that story?

CCSD will measure the number of students participating in work-based internships as well as the alignment of those opportunities to the CCSD Portrait of a Learner.

3. How and when will you collect the data?

The work-based learning coordinator will collect data monthly.

4. How will you analyze and report the data?

The workplace learning advisory committee meets monthly and will receive a report on the data. They will analyze the data and assess progress toward goals. The workplace learning coordinator will meet with district staff on a quarterly basis to review the data and prepare an annual report for the Board of Trustees and the community.

CONCEPT	To tell the story of how Churchill County School District is preparing students to develop the competencies of the Churchill County School District Portrait of a Learner as well as for local careers through work-based internships.
PROPOSED MEASURES	Number of students participating in work-based internship as well as their alignment to the Churchill County School District Portrait.
SOURCE	Total number of students in WBL internships

GOAL 1	Churchill CSD will increase the number of students participating in work-based learning internships.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>40 student enrollment in WBL internships	40 student enrollments in WBL internships	32 student enrollments in WBL internships	<32 student enrollment in WBL internships
GOAL 2	Not applicable			

CLARK COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

The Clark County School District invested in the development and implementation of The Transformation Network in January 2023. Schools selected for The Transformation Network earned an index score less than 25 on the 2022 Nevada School Performance Framework (NSPF), rated one star or two stars on the 2019 NSPF, and scored a Graduation Related Analytic Data (GRAD Score) of 85 or less. Schools in the Transformation Network are provided with additional coaching and assistance.

2. What measure will support the telling of that story?

Multiple measures will assist sharing the story of The Transformation Network, including the improvement of student's outcomes, decline of vacant licensed teaching positions, improvement of staff and parent/guardian survey results, and decrease of chronic absenteeism.

3. How and when will you collect the data?

The method and timeline for collecting the data varies by the measure and at a minimum, aligns to the cycle of progress monitoring conducted by all principals and principal's supervisor within the Teaching and Learning Unit. For example, MAP Growth data is collected in reading and mathematics during fall, winter, and spring. Criterion-referenced data in English Language arts and mathematics is validated and finalized by September 15. In addition, chronic absenteeism is continually monitored throughout the school year.

4. How will you analyze and report the data?

Analyzed of the collected data occurs during the aligned cycle of progress monitoring. Additionally, metrics of progress are aligned to the reports and schedules presented to the Board of School Trustees and are published publicly on the District's Overview Dashboard available at data.ccsd.net.

CONCEPT	To share the story of the Transformation Network which provides a comprehensive package of supports for elementary schools who have been identified as in need of intensive support based on student outcomes.
PROPOSED MEASURES	Student outcomes on state tests, reduction of teacher vacancies, improved student/parent survey data and reduction of chronic absenteeism.
SOURCE	Student proficiency rates, teacher vacancy data and student survey results

GOAL 1	Reduce the percentage of teacher vacancies for the 23 schools in The Transformation Network.			
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
RUBRIC 1	TTN has filled all positions with licensed teachers.	Between 90% and 99.9% of licensed positions in TTN are filled with licensed teachers.	Between 80% and 89.9% of licensed positions in TTN are filled with licensed teachers.	Fewer than 80% of licensed positions in TTN are filled with licensed teachers.
GOAL 2	Not applicable			

DOUGLAS COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

As we continue to strive for excellence in education within our learning community, it is essential to highlight a crucial aspect of our ongoing journey: the development of EPIC learning where we Empower, Prepare, Inspire, and Connect our learners. We are engaged with the Portrait of a Learner initiative with NDE. EPIC learning and Portrait of a learner embraces an innovative approach to personalized learning with an emphasis on positive culture, learner-centered classrooms and environments, and responsive instruction which is transforming the educational experience for our students.

2. What measure will support the telling of that story?

To effectively communicate the progress and success of this initiative, we must utilize appropriate measures to support the narrative. One such measure is attendance, with a specific focus on targeting chronic absenteeism. By monitoring attendance data, we can assess the impact of our personalized learning approach on student engagement and overall academic achievement.

3. How and when will you collect the data?

Our plan is to collect this data on an annual basis, ensuring that we have a comprehensive understanding of attendance patterns and trends throughout the school year.

4. How will you analyze and report the data?

To facilitate the analysis and reporting of this data, we will utilize the DCSD data dashboard, which provides a user-friendly platform for tracking and visualizing key performance indicators. Through this innovative approach to data collection and analysis, we aim to provide a transparent and accurate portrayal of our learning community's success in implementing EPIC Learning through the Portrait of Learner initiative. By addressing chronic absenteeism and fostering a supportive learning environment, we can help our students reach their full potential and achieve long-term success.

CONCEPT	Focus on school attendance as a measure of success for the district's work with developing the EPIC (Empower, Prepare, Inspire, Connect).
PROPOSED MEASURES	Chronic absenteeism
SOURCE	Annual % of chronically absent students

GOAL 1	Reduce the district's chronic absenteeism rate by 3 percentage points from the 24.3% baseline rate recorded in the 22-23 school year by the end of the 23-24 school year.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	<18%	Between 18.1-21%	Between 21.1-24	>24.3%
GOAL 2	Not applicable			

ELKO COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Elko County School District will increase the number of work-based learning (WBL) experiences provided to our students in grades 9-12. Work based learning experiences include, but are not limited to guest speakers, industry tours, volunteer service, simulated workplace experience, school-based enterprise, apprenticeship, and clinical experience. These WBL experiences will be tracked monthly using the SchoolLinks platform. So far, we have provided 721 work-based learning experiences to students in grades 9-12 during the 2023-2024 school year.

2. What measure will support the telling of that story?

- 23/24 goal is to provide at least 850 WBL experiences to students in grades 9-12.
- 24/25 goal is to provide at least 1000 WBL experiences to students in grades in 9-12 and track WBL opportunities provided to students in grades k-8 in order to develop a baseline and include this data for future school years.

3. How and when will you collect the data?

Elko County School District offers many non-mandatory learning opportunities to our students. We want to highlight the opportunities available to our students in grades 7-12 and expand upon them. We will report an aggregate percentage of our student population who participate in extra- and co-curricular activities, including but not limited to athletics, student leadership, music programs, clubs, etc. These non-mandatory learning opportunities will be tracked and reported annually to our district office by each school site.

4. How will you analyze and report the data?

- 23/24 goal is to have 65% of students in grades 7-12 participate in non-mandatory learning opportunities.
- 24/25 goal is to have 80% of students in grades 7-12 participate in non-mandatory learning opportunities.

CONCEPT	To increase the number of students in work-based and non-mandatory learning experiences.
PROPOSED MEASURES	The number of 9-12 students in work-based learning and the number of students 7-12 in non-mandatory, choice-based learning activities.
SOURCE	Work-based learning participation and nonmandatory, choice-based learning participation

GOAL 1	Work-Based learning participation			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>1000 WBL experiences	999-850 WBL experiences	849-721 WBL experiences	< 721 WBL experiences
GOAL 2	Non-mandatory choice-based learning participation			
RUBRIC 2	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>80%	79%-65%	64%-50%	<50%

ESMERALDA COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

We love the support we have received from NDE and appreciate so much the increase funding for pay raises. We are so thankful for the RPDP instructional support we have received and for ways to work and pull together, solve problems, and fix things that, in many cases, are just not permanently fixable.

2. What measure will support the telling of that story?

I did have one recommendation for how to alter our STAR rating systems to show more integrity. Since there is a direct correlation between standardized testing scores and community data, that data should be mandated to be posted with the STAR ratings. Where a school or district is represented by STARs, we should also mandate that poverty rate, homelessness, addiction rates, and crime rates are also listed directly under those STARs.

3. How and when will you collect the data?

As Superintendent of Esmeralda County School District, I've worked for several years to resolve issues over which people are leaving education, because they are so discouraged. I still have hope, because I know we can solve problems, change children's loves for the better, and sometimes even their families. No matter what comes, we have made a resolve to help, look at our data and figure out how to do better. The fact that we are not going to give up, while attempting the nearly impossible is our baseline commitment. We seek positive collaboration and cooperate with others (and there are many) who are also struggling to make something better. I know that is what this memo, and the efforts that have created it as a mandate, have in mind, to seek and do better. Thank you for your support.

4. How will you analyze and report the data?

We will gather data at the end of each academic year. The data will be analyzed and shared by EsCSD's Academic Leadership Team. They will share the data with the district leadership PLC, School Board in a regular board meeting, and the whole district wide staff in our August PD.

CONCEPT	Provide community data alongside STAR ratings where those ratings are published publicly.
PROPOSED MEASURES	Poverty rate, homelessness, addiction rates, and crime rates
SOURCE	School Developed Success Target(s)

GOAL 1	Increase the districtwide number of students enrolled in dual enrollment credit courses by 10%			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	Greater than 10%	Equal to 10%	Between 7 - 9%	Less than 7%
GOAL 2	Not applicable			

EUREKA COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

After analyzing district-based data points from the 2022-2023 school year, the Eureka County School District (ECSD) leadership team determined that student engagement in all classrooms needs to be improved. The opportunity for students to become disengaged was apparent in many classrooms. This lack of student engagement has been observed districtwide after the return to school from the COVID-19 Pandemic. It has become apparent that we need to increase academic engagement through positive social and emotional student-centered learning.

2. What measure will support the telling of that story?

All classrooms districtwide will implement engagement structures to facilitate and promote mandatory learning and student collaboration techniques. To achieve these goals ECSD will implement KAGAN Cooperative Learning Structures.

1. Engage educators in professional and peer-led learning opportunities to build a cooperative learning.
2. Engage all students in cooperative learning structures that create positive outcomes, increased achievement, improved social skills, and improved classroom climate.

3. How and when will you collect the data?

The ECSD Leadership team will conduct scheduled instructional observations using the KAGAN PIES Analyze rubric (attached). We are using this rubric to identify increases within our classrooms in the following areas: PIES (Positive Interdependence, Individual Accountability, Equal Participation, Simultaneous Interaction), ECSD will also continue to utilize the Nevada State School Climate Social and Emotional Learning Survey to evaluate our learning conditions and social environment within ECSD schools from the teachers' and students' perspective.

4. How will you analyze and report the data?

ECSD will compare data previously collected to determine a baseline for our schools. The leadership team will analyze the PIES rubrics quarterly and will report findings to the educational staff and School Board. By the end of the 2024-2025 school year ECSD will see an increase in KAGAN structures used by teachers with all classrooms. ECSD will also see a positive increase in the academic and social wellbeing of our students.

CONCEPT	To increase student engagement through the implementation of research-based engagement strategies as articulated in the KAGAN cooperative learning structures.
PROPOSED MEASURES	Professional learning opportunities (PD, mentorship and peer learning) around the KAGAN methodology; student participation in cooperative learning structures as measured by instructional observations; impact on teacher and student survey data.
SOURCE	Measure(s) of professional learning and support (summary of % or # of educators who have received support) Learning observations – how will this be reported? At the student, educator, or school level? Teacher and student survey measure – What question will you review and report on?

GOAL 1	All classrooms will implement engagement structures to facilitate and promote mandatory learning and student collaboration techniques. These brain-friendly learning techniques will be structured around the individual and diverse needs of our students and educational staff.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>80%	equal to 80%	<50%	<25%
GOAL 2	Not applicable			

HUMBOLDT COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Humboldt County School District determined through a multi-year needs assessment that our Multilingual Learners (ML) were at risk subpopulation which required strategic evidence based instructional practices and strategies during Tier 1 instruction. Data exposed that less than 10% of ML students in HCSD K-12th grades were proficient in ELA or Math. Humboldt County partnered with the Northeastern Nevada Regional Professional Development Project (NNRPDP) team to develop a multi-year plan to support instructional leaders, educators, instructional coaches, and paraprofessionals.

2. What measure will support the telling of that story?

This project is an investment that supports building leaders' capacities for supporting multilingual learners through gaining new knowledge while also implementing the new learning within their school communities. This project also supports building educators', coaches', and paraprofessionals' capacities for providing direct support to multilingual learners through gaining new knowledge and skills while also implementing the new learning within their specific roles and contexts using four evidence-based recommendations from the Institute of Educational Sciences (2014)

1. Engage educators in professional and peer-led learning opportunities to build a cooperative learning.
2. Engage all students in cooperative learning structures that create positive outcomes, increased achievement, improved social skills, and improved classroom climate.

3. How and when will you collect the data?

- (1) a collection of survey responses from all participants after each monthly professional development event. It provides evidence of participants' perception based on their initial satisfaction with the experience, new knowledge or skills gained, degree and quality of the information, and the perceived impact toward student learning.
- (2) anecdotal notes taken during a debrief session with NNRPDP and HCSD District Staff on the training presented, along with feedback collected during monthly Administrator meetings.
- (3) a pre- and post- self-assessment aligned to the IES (2014) Practices Guide based on recommendations #1 and #2. This will offer information of how administrators and key ML staff are implementing their learning at their school sites.

4. How will you analyze and report the data?

HCSD will collaborate with NNRPDP to triangulate all the data sources for year 1 of the project to inform decision for the multi-year project. The monthly summary reports, self-assessments, and walkthrough information will demonstrate staff perception and evidence of learning outcomes. The summary reports will be condensed into a final HCSD Annual Report. All of this information will be reported to all stakeholder groups and to the Board of Trustees during the June 2024 board meeting.

CONCEPT	To report on the impact of the implementation of deep professional learning in support of multilingual learners (MLLs). HCSD has partnered with the Northeast Nevada Regional Professional Development Project (NNRPDP) to develop a plan to understand the impact of a deep series of professional learning, which will be taken as a leading indicator for the future improvement of outcomes for multilingual learners.
PROPOSED MEASURES	Survey responses of educators who have participated in the monthly professional learning, notes taken from debrief meetings between NNRPDP and HCDS leadership, growth on a pre and post self-assessment of implementation, walkthrough observations with a framework that is still in development.
SOURCE	Survey data of participants - Do you want to report on how many participated, what was the quality of their experience, or something else? AND Growth on pre and post self-assessment AND Walkthrough observations - When this is developed, what will you report on based on this tool?

GOAL 1	Text is too big to enter – see next slide			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	see next slide	see next slide	see next slide	see next slide
GOAL 2	Not available			

HUMBOLDT COUNTY SCHOOL DISTRICT

GOAL 1	Increase the academic progress of multilingual learners in Humboldt County schools through evidence-based strategies and recommendations, strategic leadership, effective instruction, and personalized support. Measurable Objectives: (1) The target for the first measure is to achieve a minimum of 0.5% growth from the fall 2023 pre-assessment survey to the spring 2024 post-assessment survey. (2) By the end of the 2023-2024 academic year, we aim to increase the proportion of teachers who self-report as 'Proficient' in their knowledge by 5% and decrease the proportion of those reporting as 'Novice' by 5%, through targeted professional development, mentorship programs, and resource support."			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	Measurable objective #1: 1% growth from pre to post staff survey for PD by NNRPDP Measurable objective #2: 10% growth in teacher efficacy self-reporting proficient and decrease of teachers self-reporting novice by 10%	Measurable objective #1: 0.5% growth from pre to post staff survey for PD by NNRPDP Measurable objective #2: 5% growth in teacher efficacy self-reporting proficient and decrease of teachers self-reporting novice by 5%	Measurable objective #1: 0.25% growth from pre to post staff survey for PD by NNRPDP Measurable objective #2: 2.5% growth in teacher efficacy self-reporting proficient and decrease of teachers self-reporting novice by 2.5% next slide	Measurable objective #1: 0% growth from pre to post staff survey for PD by NNRPDP Measurable objective #2: 1% growth in teacher efficacy self-reporting proficient and decrease of teachers self-reporting novice by 1%
GOAL 2	Not available			

LANDER COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Over the past 8 years, we have experienced an exodus of licensed teachers who were part of the baby boom generation. This demographic change was exacerbated by COVID-19 because the pandemic changed the perception of education resulting in fewer and fewer teachers entering the profession. The result has been that our traditional ways of recruiting teachers are not feasible anymore. Because LSCD is so remote, our challenge has been greater than most districts. We have turned to a grow-our-own model in order to staff current and future teaching positions.

2. What measure will support the telling of that story?

LCSD has been very proactive in supporting our existing staff to further their career and consider becoming a licensed educator, which is beneficial to both the staff member and the district alike. As a district, we will measure the number of fully licensed and certified teachers relative to the total number of teaching positions needed in the district. By measuring this, we will be able to track the progress of transitioning more and more positions from 'long term substitute (temporary) positions, to fully licensed and certified (permanent) positions.

3. How and when will you collect the data?

Since the staffing of the district is an annual event, we will measure this indicator annually. It will be done every year by September 1st. We will collect data which accounts for the licensure status of every teaching position in the district. This will range from an emergency substitute position (least desired) up to a permanent certified (most desired) position. We will monitor the status of every person in a licensed teaching position. That data will be analyzed with the expectation of reducing the number of non-certified people and increasing the percentage of certified personnel overall.

4. How will you analyze and report the data?

The data will be broken down into categories identified the varying degrees of progress toward our ultimate objective. If an instructional assistant, for example, is working on their educator licensure, it will be reported as someone not holding a bachelor's degree - but in an accredited program toward our end objective. If, however, in another example, a candidate has an underlying bachelor's degree and is working on a master's degree which includes licensure as part of the outcome, it will also be reported accordingly. As we gather the data across years and find common groupings of candidates, we will be able to compare progress in achieving degrees as well as gaining licensure.

CONCEPT	To track more detailed data around teacher recruitment and advancement to combat the lack of educators entering the profession.
PROPOSED MEASURES	Licensing status of every educator in the district broken down by advancement along a continuum from least desired (permanent sub) to most desired (fully certified).
SOURCE	Licensing status improvement Degree achievement

GOAL 1	To reduce the number of classroom teachers who are not fully licensed and certified.			
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
RUBRIC 1	Every teacher is certified	The number of teachers certified is more than the previous year	The number of teachers certified is the same as the previous year	The number of teachers certified is less than the previous year
GOAL 2	Not applicable			

LINCOLN COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

LCSD has been on the innovative path with the district redesign working with our partnership with NCEE/NISL since 2018. The Why- Needs Assessment (2019-2025) summary- the need for: High Quality Teachers and Teaching aligned to Tier 1 Educator and Leader practices, High Quality Aligned Instructional System that supports standards, proficiency scales, effective curriculum materials, learning plans, formative assessments, and scoring and High Performing Organization and Management aligned towards a clear vision and mission with budget and policy.

2. What measure will support the telling of that story?

The Empower Learner Competency grade level rubric will tell the story of our learners' success. The Empower Learner will use their grade level rubric to track growth, set goals, and plan for success.

3. How and when will you collect the data?

Data with the Empower Learner Competency grade level rubric will be utilized in the Empower Learner notebook weekly, monthly, quarterly, and yearly until graduation.

4. How will you analyze and report the data?

Schools/ classrooms will from day one assists each learner with the creation and implementation of the Empower Learner notebook. Learners will update weekly monthly, and quarterly and then showcase them twice a year to parents in student led conferences. A school summary of grade level completion as well as level of growth at each grade level will be reported to the district.

CONCEPT	To track more detailed data around teacher recruitment and advancement to combat the lack of educators entering the profession.
PROPOSED MEASURES	Licensing status of every educator in the district broken down by advancement along a continuum from least desired (permanent sub) to most desired (fully certified).
SOURCE	Licensing status improvement Degree achievement

GOAL 1	For the 2023-2024 school year what % of students K to 12 will create and use their Empower Learner Notebooks at Student led conferences held twice a year.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>80%	80%	<80%	50% or less
GOAL 2	For the 2024-2025 school year what % of students K to 12 will create and use their Empower Learner Notebooks at Student led conferences held twice a year.			
RUBRIC 2	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>80%	100%	<80%	50% or less

LYON COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Increase the total number of K-12 work based learning opportunities provided to all students in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.

- Baseline is (1043) K-12 work based learning opportunities for the 22-23 school year
- Goal is 5% increase for the 23-24 school year
- Goal is 10% increase for the 24-25 school year

2. What measure will support the telling of that story?

Increase the total number of students participating in K-12 work based learning opportunities in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.

- Baseline is (4,260) students who participated in work-based learning opportunities for the 22-23 school year
- Goal is 5% increase for the 23-24 school year
- Goal is 10% increase for the 24-25 school year

3. How and when will you collect the data?

Not submitted

4. How will you analyze and report the data?

Not submitted

CONCEPT	To increase the total number of work-based learning opportunities provided as well as the total number of students participating in work-based learning across the district.
PROPOSED MEASURES	Number of work-based learning opportunities, number of students participating in work-based learning.
SOURCE	# of WBL opportunities (Baseline: 1043) # of students participating in WBL opportunities (Baseline: 4260)

GOAL 1	Increase the total number of K-12 work based learning opportunities provided to all students in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	6-8% increase for the 23-24 school year	5% increase for the 23-24 school year	4% increase for the 23-24 school year	2% increase for the 23-24 school year
GOAL 2	Increase the total number of students participating in K-12 work based learning opportunities in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.			
RUBRIC 2	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	6-8% increase for the 23-24 school year	5% increase for the 23-24 school year	4% increase for the 23-24 school year	2% increase for the 23-24 school year

MINERAL COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

The narrative of our learning community encompasses resilience, determination, and innovation amidst adversity. It's about the journey of our students from struggling with traditional education to thriving in a supportive and tailored learning environment. It highlights the transformative impact of our alternative education program in equipping students with essential life skills and academic competencies. Our community strongly exhibits the characteristics of socioeconomically disadvantaged families. A significant portion of our students end up credit deficient and at risk of dropping out due to these life circumstances. Our program was developed to look at the whole student and work with the families.

2. What measure will support the telling of that story?

Several measures can support the telling of our story effectively:

Graduation Rate:

1. Track graduation rates in the alternative education program
2. Track courses recovered among students enrolled in the alternative education program.
3. Monitor student attendance within the alternative education program compared to the regular education student attendance.
4. Assess Alternative students' academic growth and proficiency.
5. Analyze the reduction in dropout rates in the alternative education program.

3. How and when will you collect the data?

Data Collection Methods and Timeline: We will collect data through a combination of quantitative and qualitative methods to capture the multifaceted impact of our program compared to the regular education high school. This includes Regular Attendance Records, Academic Assessments, Surveys and Interviews, and Graduation and Dropout Records.

Data collection will occur continuously throughout the academic year, with periodic assessments and surveys conducted at key intervals. Additionally, graduation and dropout data will be compiled and analyzed annually and for the subsequent 2 years after graduation that the graduation rate is monitored and adjusted.

4. How will you analyze and report the data?

Data Analysis and Reporting: The collected data will be analyzed using both quantitative and qualitative methods to identify trends, patterns, and areas of improvement. This analysis will involve: Statistical Analysis, Comparative Analysis, and Thematic Analysis.

The findings will be compiled into comprehensive reports, detailing the progress and impact of the alternative education program.

CONCEPT	Measure the effectiveness of innovative, personalized alternative education program.
PROPOSED MEASURES	For students who are participating in the program: graduation, course recovery, attendance, proficiency, dropout rates. Qualitative measures of students enrolled in the program.
SOURCE	Administrative data targets (grad, attendance, course recovery, proficiency, drop out) Qualitative measure

GOAL 1	Our goal is to increase our graduation rate through our new Alt. Education program through credit recovery and personalized learning.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	All students that enter into the Alt. Education program recover credit and contribute to the graduation percentage of 100%.	Most students (80%) that enter into the Alt. Education program recover credit and contribute to the graduation percentage of 95% or higher.	Many students (70%) that enter into the Alt. Education program recover credit and contribute to the graduation percentage of 85% or higher.	Some students (60%) that enter into the Alt. Education program recover credit and contribute to the graduation percentage of 80% or higher.
GOAL 2	Not applicable			

NYE COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

The focus will be on improving student outcomes in both ELA and Math.

3. How and when will you collect the data?

Multiple measures support the telling of our story, including our monthly board updates, weekly cabinet meetings, monthly administrative meetings, regular school visits, department meetings, staff meetings, and memos. Our data is collected on our district- created, Power BI data dashboard (see snapshot below), which captures attendance, discipline, academics, and so much more. This data is analyzed/ reported within the above-listed groups as well as used at the school and district team levels on a consistent basis.

2. What measure will support the telling of that story?

Multiple measures support the telling of our story, including our monthly board updates, weekly cabinet meetings, monthly administrative meetings, regular school visits, department meetings, staff meetings, and memos. Our data is collected on our district- created, Power BI data dashboard (see snapshot below), which captures attendance, discipline, academics, and so much more. This data is analyzed/ reported within the above-listed groups as well as used at the school and district team levels on a consistent basis.

4. How will you analyze and report the data?

Multiple measures support the telling of our story, including our monthly board updates, weekly cabinet meetings, monthly administrative meetings, regular school visits, department meetings, staff meetings, and memos. Our data is collected on our district- created, Power BI data dashboard (see snapshot below), which captures attendance, discipline, academics, and so much more. This data is analyzed/ reported within the above-listed groups as well as used at the school and district team levels on a consistent basis.

CONCEPT	Use data from the district created Power BI data dashboard to support this requirement.
PROPOSED MEASURES	Specific measures are unclear based on proposal
SOURCE	School District and SPCSA Developed Success Target(s)

GOAL 1	NCS D will raise the ELA and Math proficiency rates in grades 3-8 and 11 by 4% in both areas by the end of the 2025 school year to shorten the gap with Nevada averages.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>4% ELA	Between 3-6%	Less than 4%	Between 0-1%
GOAL 2	Not applicable			

PERSHING COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

PCSD has been developing and implementing a District specific Multi-Tiered System of Support since 2015. The MTSS promotes children’s social emotional development, the prevention of mental health challenges, and the identification of children in need of emotional or mental health support.

By utilizing data-driven and purposeful planning, students receive interventions that are culturally competent, appropriate, and evidence-based. These interventions are in place to drive behavioral, emotional, and academic success while promoting equity, trust, and respect in a confidential environment.

2. What measure will support the telling of that story?

The number of students receiving interventions are tracked by the MTSS Team every school year. In the 2022-23 sy, 19% of the district’s students (132 students) were identified through screening tools for Tiered interventions and this increased in the 2023-24 sy to 22% of the district’s students (144 students) being identified for Tier 2 and Tier 3 interventions. This data shows that Pershing County Students continue to need access to mental and emotional health support through tiered interventions to continue to increase their social health, emotional health, and mental health. Students that receive interventions are documented by intervention facilitators and tracked using an Electronic Health Record.

3. How and when will you collect the data?

Elementary and middle school students are rated three times a year through a teacher perspective rating tool (Devereux Student Strengths Assessment) that identifies students in need of social and emotional growth. In the 2023-24 sy, PCSD also added a universal student perspective screening tool (Strengths and Difficulty Questionnaire) for middle and high school students that the MTSS coordinator and teachers administer twice throughout the school year. The various ratings identify students and serve as a progress monitoring tool. Baseline data will be collected in the first quarter of the 2024-25 sy through these rating tools and subsequent ratings (in Quarters 3 and 4) will track the trend of students needing continued tiered interventions.

4. How will you analyze and report the data?

The MTSS Coordinator and MTSS Team members analyze this data throughout the year. An annual report written by the MTSS Coordinator provides the number and percentages of students that received interventions, the change in Social and Emotional competencies acquisition and outcomes for students who received interventions. The annual outcome of the fidelity checks for each intervention within the system are also included in this report and the report is publicly presented at a school board meeting, as well as distributed to all staff in the school district. This report will also be provided to the NDE for review of our Innovative Solutions report.

CONCEPT	Measure the effectiveness of the district’s MTSS supports
PROPOSED MEASURES	Change in Social and Emotional competencies and outcomes of students who received interventions
SOURCE	Percent of students in need of Tier 2 & 3 services

GOAL 1	School District's students identified as being in need of Tier 2 and Tier 3 SEL intervention support in Quarters 3 and 4 will decrease by 5 percent from Baseline data gathered in Quarter 1			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	More than 5%	Decrease by 5%	Decrease by 4.9% - 1 %	% increases or remains the same
GOAL 2	Not applicable			

STOREY COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

The story that still needs to be told about our learning community is one of resilience, innovation, and unwavering dedication to the growth and success of every teacher and student. Storey County is a proud community that remains committed to providing exemplary education by fostering a supportive environment and opportunities for where teachers thrive, and students excel. Our story encompasses the journey of transformation and continuous improvement as we adapt to the evolving needs of our diverse student body and educational landscape. Storey County is extremely supportive of the school district and strong advocates of education.

2. What measure will support the telling of that story?

The measures that will support the telling of our story are the percentage of students enrolled in courses unique to Career and College Ready (CCR) diploma coursework, the percentage of students who earn CCR diplomas, graduation rate of students who enroll in CTE courses, attendance of students who enroll in CTE courses, and student survey data.

3. How and when will you collect the data?

Data collection will be ongoing throughout the implementation of the CTE program. Quantitative data, such as enrollments, attendance, and student achievement will be collected and continuously. Quantitative data, such as CCR diplomas and graduation rates will be collected at the end of each year. Qualitative data, including student feedback will be gathered through reflective practices, formative assessment, and student surveys.

4. How will you analyze and report the data?

Data analysis will involve both quantitative and qualitative methods to provide a comprehensive understanding of the CTE program's impact. Quantitative data will be analyzed using statistical techniques to identify trends and patterns, while qualitative data will be analyzed thematically to extract key insights and narratives. Regular reports will be generated to communicate findings, progress, and areas for improvement to stakeholders, including district leadership, teachers, and the wider community.

CONCEPT	To develop, implement, and continuously improve a Career and Technical Education (CTE) program that prepares students for college and career success by offering rigorous, relevant, and engaging coursework, fostering industry partnerships, and promoting work-based learning opportunities.
PROPOSED MEASURES	Storey County School District will measure the effectiveness of its CTE program in evaluating student enrollment, CCR diplomas, graduation rates, attendance, and student surveys.
SOURCE	CTE course enrollment, CCR Diploma rates, attendance.

GOAL 1	To develop, implement, and continuously improve a Career and Technical Education (CTE) program that prepares students for college and career success by offering rigorous, relevant, and engaging coursework, fostering industry partnerships, and promoting work-based learning opportunities. We will develop and implement CTE pathways that are aligned with industry needs, establish partnerships with local businesses and community organizations, provide students with career counseling and guidance, and utilize data-driven assessments to improve student achievement, completion rates, attendance, and graduation rates.			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	9% +	5.0% - 8.9%	0.1% - 4.9%	0%
GOAL 2	Not applicable			

WASHOE COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

GOAL 1: Increase the proportion of multilingual students meeting their adequate growth percentile on the ACCESS exam. WCSD intends to achieve this goal through the following actions: Reduce EL Staffing allocations from 70:1 to 60:1. New teaching positions will focus on evidence-based English language acquisition instruction. Add three English Learning Development Programming Coordinators.

GOAL 2: Increase the percentage of students qualifying for free or reduced-price lunch who earn credit in advanced courses by the conclusion of graduation. Covering the Advanced Placement fees for all students who qualify for Free or Reduced-price lunch. Opening the new CTE high school in 2025. Expanding the concurrent dual credit attainment options in WCSD.

2. What measure will support the telling of that story?

GOAL 1, measures: The percentage of students in grades 1-12 who meet their adequate growth percentile on the ACCESS exam will increase by three percentage points annually.

GOAL 2, measures: The percentage of high school students qualifying for Free and Reduced-Price Lunch who complete at least one of the following: 1. passed AP or IB course (earned high school credit); 2. passed two dual credit courses; or 3. completed a level 1 and 2 Career and Technical Education program of study will increase by 3 percentage points annually.

3. How and when will you collect the data?

GOAL 1, measure: Data will collect on the annual ACCESS exam, typically taken by students in February, NDE usually provides Adequate Growth Percentile data from the ACCESS exam by the end of July each year.

GOAL 2, measure: Data on implementation of action steps will be collected throughout the year, but the actual measure and attainment of the proposed targets will be reported in September after course data is complete. Acing Accountability business rules for the post- secondary participation measure will be leveraged to align with other existing data collection efforts and to ensure data is well-validated and able to be benchmarked with other districts' data in the state.

4. How will you analyze and report the data?

WCSD has an existing data reporting structure with its Board of Trustees to report on Innovative Solution goals internally. Successful target completions will be presented annually at the fall data summit in September alongside other key measures of success outlined in WCSD's new strategic plan. Monthly presentations, called WCSD's Quality of Education presentation series, feature brief 15-minute updates on key strategic plan initiative progress, including progress on the action steps listed in section 1 of this memo.

CONCEPT	Increase student achievement for multilingual learners and students who qualify for free-and reduced lunch.
PROPOSED MEASURES	Percentage of AGP on the ACCESS exam and increase in the number of FRL students accessing at least one CCR opportunity.
SOURCE	% of MLLs achieving AGP on ACCESS # of FRL students accessing at CCR opportunities

GOAL 1	% of MLLs achieving AGP on ACCESS			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>=6% increase	3 to <=5.99% increase	Baseline to <=2.99% increase	<Baseline
GOAL 2	% of FRL students accessing CCR opportunities			
RUBRIC 2	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	>=6% increase	3 to <=5.99% increase	Baseline to <=2.99% increase	<Baseline

WHITE PINE COUNTY SCHOOL DISTRICT

1. What is the story that still needs to be told about your learning community?

Our learning community values meaningful, authentic, and holistic learning experiences as expressed in our Board of Trustees' Revised Framework and our student and community facing draft Portrait of Learner. We reject the notion that any one symbol (such as a star rating) can accurately reflect the depth and breadth of what schools, educators, families, and students are working to accomplish. WE have a number of internal indicators that help tell this story and encourage the NDE and the Governor's Office to align the accountability system with the more holistic vision of learning recently formulated in the Nevada Portrait of a Learner.

2. What measure will support the telling of that story?

Along with the items described above, our learning community values students gathering and sharing evidence of their learning. Our first measure is the percentage of student leading their own conference or portfolio presentation each year. Our goal for 2024 is 65% of students grade K-12. Our goal for 2024 is 80% of students grade K-12. We also intend to report the duplicated number of choice-based, long-term learning opportunities that students engage in. Choice-based is defined as the student opting into the learning activity. Long-term is defined as there must be more than 10 touch points through the year. Our goal for 2024 is 1200 instances of choice-based, long-term learning participants. Our goal for 2025 is 1400 instances of choice-based, long-term learning participants.

3. How and when will you collect the data?

We will collect the data for the first measure in October, March, and May. We will warehouse the data in our revised district plan performance plan. We will collect the data for the second measure in November, February, and May. We will warehouse the data in our revised district performance plan.

4. How will you analyze and report the data?

Versions of both of these measurements currently exist in our local system of reporting. We will analyze the data at each grade level and content area and by typical student groups (SES, special education, race, gender, etc.). We will report the data through the avenues described in response to the first question as well as our website, our district performance plan, and the superintendent's annual visits and reports to stakeholder groups in the community (Board of Trustees, City Councils, County Commission, Rotary Club, Lions Club, power board, hospital board, employer meetings, etc.).

CONCEPT	To report on instances of students engaged in authentic learning as represented by Portrait aligned conference/portfolio presentations as well as student opportunity to participate in long-term, choice-based student activities.
PROPOSED MEASURES	Percent of students engaged in Portrait-aligned conference/portfolio presentations; number of instances of learners engaged in long-term (10+ engagements), choice-based learning opportunities.
SOURCE	% of students leading a Portrait aligned conference or portfolio presentation Instances of student participation in long-term, choice-based learning

GOAL 1	% of students leading a Portrait aligned conference or portfolio presentation			
RUBRIC 1	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	65.1% or greater	65%	51.1% to 64.9%	51% or lower
GOAL 2	Instances of student participation in long-term, choice-based learning			
RUBRIC 2	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
	1201 or more	1200	988 to 1199	987 or below

STATE PUBLIC CHARTER SCHOOL AUTHORITY

	GOAL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
SPCSA	<p>Improve upon existing strong performance on the NSPF by achieving 70% 4-star or better, 83% 3-star or better, no more than 17% 2-star, and less than 4% 1-star, excluding schools rated on the APF.</p>	<p>On the NSPF, SPCSA achieved 70% 4-star or better, 83% 3-star or better, no more than 17% 2-star, and less than 4% 1-star, excluding schools rated on the Alternative Performance Framework.</p>	<p>On the NSPF, SPCSA achieved 65% 4-star or better, 78% 3-star or better, no more than 19% 2-star, and less than 5% 1-star, excluding schools rated on the Alternative Performance Framework.</p>	<p>On the NSPF, SPCSA achieved 60% 4-star or better, 73% 3-star or better, no more than 21% 2-star, and less than 6% 1-star, excluding schools rated on the Alternative Performance Framework.</p>	<p>On the NSPF, SPCSA achieved 55% 4-star or better, 68% 3-star or better, no more than 23% 2-star, and less than 9% 1-star, excluding schools rated on the Alternative Performance Framework.</p>

See slides 21-31 for charter holders

CHARTER HOLDERS - 1

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Freedom Classical Academy	70% of Freedom Classical Academy's students will meet their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.	70% of Freedom Classical Academy's students met their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.	60% of Freedom Classical Academy's students met their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.	50% of Freedom Classical Academy's students met their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.	Less than 50% of Freedom Classical Academy's students met their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.
Legacy Traditional School	Each school site under Legacy Traditional Schools will increase their 2024-25-star rating by at least one star as measured by the spring SBAC: Legacy Cadence Elementary: 2- to 3- star. Legacy Cadence Middle: 2- to 3- star. Legacy North Valley Elementary: 2- to 3- star. Legacy North Valley Middle: 3- to 4- star. Legacy Southwest Elementary: 3- to 4- star. Legacy Southwest Middle School: 4- to 5- star.	5-6 of the campus/levels increase their NSPF star rating by at least 1 star.	3-4 of the campus/levels increase their NSPF star rating by at least 1 star.	1-2 of the campus/levels increase their NSPF star rating by at least 1 star.	None of the campus/levels increase their star ratings.
Futuro Academy	By the end of the 2023-24 school year, Futuro Academy will reduce chronic absenteeism by 10 percentage points when compared to 2022-23.	By the end of the 2023-24 school year, Futuro Academy reduced chronic absenteeism by 10 percentage points when compared to 2022-23.	By the end of the 2023-24 school year, Futuro Academy reduced chronic absenteeism by 7-9 percentage points when compared to 2022-23.	By the end of the 2023-24 school year, Futuro Academy reduced chronic absenteeism by 4-6 percentage points when compared to 2022-23.	By the end of the 2023-24 school year, Futuro Academy reduced chronic absenteeism by less than 6 percentage points when compared to 2022-23.
Mater Academy of Northern Nevada	By the end of the 24/25 school year, Mater will have 100% of our students making their typical growth.	By the end of the 24/25 school year, Mater had 100% of our students making their typical growth.	By the end of the 24/25 school year, Mater had 75% of our students making their typical growth.	By the end of the 24/25 school year, Mater had 50% of our students making their typical growth.	By the end of the 24/25 school year, Mater had less than 50% of our students making their typical growth.
	By the end of the 24/25 school year, Mater will have 100% of our students making their stretch growth.	By the end of the 24/25 school year, Mater had 75% of our students making their stretch growth.	By the end of the 24/25 school year, Mater had 50% of our students making their stretch growth.	By the end of the 24/25 school year, Mater had 25% of our students making their stretch growth.	By the end of the 24/25 school year, Mater had less than 25% of our students making their stretch growth.

CHARTER HOLDERS - 2

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Mater Academy of Nevada	Each of the seven NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	5-7 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.	3-4 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.	1-2 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.	0 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.
Amplus Academy	51 or more Amplus Academy (Durango Campus) students in grades K-5 will indicate meeting the high growth indicator of 50% growth (compared to current 47%) as measured by the Winter Reading interim assessment (MAP) by December 2024.	51 or more Amplus Academy (Durango Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	40-50 or more overall Amplus Academy (Durango Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	29-39 Amplus Academy (Durango Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	28 or fewer Amplus Academy (Durango Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.
	47 or more Amplus Academy (Rainbow Campus) students in grades K-5 will indicate meeting the high growth indicator of 50% growth (compared to current 42%) as measured by the Winter Reading interim assessment (MAP) by December 2024.	47 or more Amplus Academy (Rainbow Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	36-46 or more overall Amplus Academy (Rainbow Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	25-35 Amplus Academy (Rainbow Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	24 or fewer Amplus Academy (Rainbow Campus) students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.
	12 or more Amplus Academy students in grade 9 will indicate meeting the student growth indicator of 50% growth (compared to current 44%) as measured by the Winter interim assessment (CERT) by December 2024	12 or more Amplus Academy students in grades K-5 will meet the high growth indicator of 50% growth as measured by the Winter Reading interim assessment (MAP) by December 2024.	8-11 or more overall Amplus Academy students in grade 9 met the student growth indicator of 50% growth as measured by the Winter interim assessment (CERT) by December 2024.	4-7 Amplus Academy students in grade 9 met the student growth indicator of 50% growth as measured by the Winter interim assessment (CERT) by December 2024.	3 or fewer Amplus Academy students in grade 9 met the student growth indicator of 50% growth as measured by the Winter interim assessment (CERT) by December 2024.
Battle Born Academy	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.

CHARTER HOLDERS - 3

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Founders Academy of Las Vegas	Founders Classical Academy of Las Vegas (FCALV), a K-12 classical public charter school, will increase its average performance gap, compared to the three nearest traditional public elementary schools, two nearest traditional public middle schools, and the nearest traditional public high school, from a 39.75% gap in 22-23 to a 41.73% gap in 24-25, as measured by the SPCSA's Academic Performance Framework's Overall Framework Score and the nearest traditional public schools' average Nevada School Performance Framework's Index Score.	Founders Classical Academy of Las Vegas increased its average performance gap, compared to the three nearest traditional public elementary schools, two nearest traditional public middle schools, and the nearest traditional public high school, to 41.73% or more in 24-25, as measured by the SPCSA's Academic Performance Framework's Overall Framework Score and the nearest traditional public schools' average Nevada School Performance Framework's Index Score.	Founders Classical Academy of Las Vegas increased its average performance gap, compared to the three nearest traditional public elementary schools, two nearest traditional public middle schools, and the nearest traditional public high school, to 4.74-41.72% in 24-25, as measured by the SPCSA's Academic Performance Framework's Overall Framework Score and the nearest traditional public schools' average Nevada School Performance Framework's Index Score.	Founders Classical Academy of Las Vegas increased its average performance gap, compared to the three nearest traditional public elementary schools, two nearest traditional public middle schools, and the nearest traditional public high school, to 39.76-40.73% in 24-25, as measured by the SPCSA's Academic Performance Framework's Overall Framework Score and the nearest traditional public schools' average Nevada School Performance Framework's Index Score.	Founders Classical Academy of Las Vegas did not increase its average performance gap, compared to the three nearest traditional public elementary schools, two nearest traditional public middle schools, and the nearest traditional public high school, from 39.75%, as measured by the SPCSA's Academic Performance Framework's Overall Framework Score and the nearest traditional public schools' average Nevada School Performance Framework's Index Score.
Leadership Academy of Nevada	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Learning Bridge	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Doral Academy	Each of the 11 NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5-star rating.	8-11 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	4-7 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	1-3 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	0 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.

CHARTER HOLDERS - 4

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Honors Academy of Literature	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Pinecrest Academy of Nevada	For the 2023-2024 school year, 80% of Pinecrest Academy of Nevada schools will earn a 4- or 5- star rating on the Nevada School Performance Framework.	80% of Pinecrest Academy of Nevada schools will earn a 4- or 5- star rating on the Nevada School Performance Framework.	70-79% of Pinecrest Academy of Nevada schools will earn a 4- or 5- star rating on the Nevada School Performance Framework.	60-69% of Pinecrest Academy of Nevada schools will earn a 4- or 5- star rating on the Nevada School Performance Framework.	Less than 60% of Pinecrest Academy of Nevada schools will earn a 4- or 5- star rating on the Nevada School Performance Framework.
	The percentage of students in grades 3-5 who feel they complete work that challenges them in all their classes, will increase from 67% to 75% as measured by the Cognia Student Engagement Survey.	75% of students in grades 3-5 indicate they feel they complete work that challenges them in all of their classes on the Cognia Student Engagement Survey.	65-74% of students in grades 3-5 indicate they feel they complete work that challenges them in all of their classes on the Cognia Student Engagement Survey.	55-64% of students in grades 3-5 indicate they feel they complete work that challenges them in all of their classes on the Cognia Student Engagement Survey.	Less than 55% of students in grades 3-5 indicate they feel they complete work that challenges them in all of their classes on the Cognia Student Engagement Survey.
Somerset Academy of Las Vegas	Each of the 15 NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star rating.	10-15 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star rating.	5-9 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star rating.	1-4 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star rating.	0 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star rating.
Discovery Charter School	Discovery Charter School will increase proficiency in all grades by the end of the year in reading and math by 25% according to the iReady diagnostic administered in fall, winter, and spring.	Discovery Charter School increased proficiency in all grades by the end of the year in reading and math by 25% according to the iReady diagnostic administered in fall, winter, and spring.	Discovery Charter School increased proficiency in all grades by the end of the year in reading and math by 20-24% according to the iReady diagnostic administered in fall, winter, and spring.	Discovery Charter School increased proficiency in all grades by the end of the year in reading and math by 15-19% according to the iReady diagnostic administered in fall, winter, and spring.	Discovery Charter School increased proficiency in all grades by the end of the year in reading and math by less than 15% according to the iReady diagnostic administered in fall, winter, and spring.

CHARTER HOLDERS - 5

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Oasis Academy	By Spring of 2024, increase K-2 Reading proficiency from 48.7% to 55.0%, as measured by NWEA MAP.	In Spring of 2024, K-2 Reading proficiency was 55% or greater as measured by NWEA MAP.	In Spring of 2024, K-2 Reading proficiency was 50-54% or greater as measured by NWEA MAP.	In Spring of 2024, K-2 Reading proficiency was 45-49% or greater as measured by NWEA MAP.	In Spring of 2024, K-2 Reading proficiency was less than 45% as measured by NWEA MAP.
	By Spring of 2024, increase 3-5 Reading MGP from 61 to 65, as measured by NWEA MAP.	In Spring of 2024, 3-5 Reading MGP was 65 or greater as measured by NWEA MAP.	In Spring of 2024, 3-5 Reading MGP was 60-64 as measured by NWEA MAP.	In Spring of 2024, 3-5 Reading MGP was 55-59 as measured by NWEA MAP.	In Spring of 2024, 3-5 Reading MGP was 50-59 or greater as measured by NWEA MAP.
	By Spring of 2024, increase 6-8 Reading MGP from 45 to 65, as measured by NWEA MAP.	In Spring of 2024, 6-8 Reading MGP was 65 or greater as measured by NWEA MAP.	In Spring of 2024, 6-8 Reading MGP was 60-64 as measured by NWEA MAP.	In Spring of 2024, 6-8 Reading MGP was 55-59 as measured by NWEA MAP.	In Spring of 2024, 6-8 Reading MGP was 50-59 or greater as measured by NWEA MAP.
Doral Academy of Northern Nevada	DANN will continue to increase the percentage of all students who are deemed to be probably proficient on i-Ready with a focus on all students meeting stretch growth annually. i-Ready proficiency will increase in reading from 70% in Spring 2023 to 79% in Spring 2025.	For Spring 2024: i-Ready proficiency in reading was 73% or greater. For Spring 2025: i-Ready proficiency in reading was 79% or greater.	For Spring 2024: i-Ready proficiency in reading was 72%. For Spring 2025: i-Ready proficiency in reading was 75-78%.	For Spring 2024: i-Ready proficiency in reading was 71%. For Spring 2025: i-Ready proficiency in reading was 71-74%.	For Spring 2024: i-Ready proficiency in reading was 70% or less. For Spring 2025: i-Ready proficiency in reading was 70% or less.
	DANN will continue to increase the percentage of all students who are deemed to be probably proficient on i-Ready with a focus on all students meeting stretch growth annually. i-Ready proficiency will increase in math from 59.2% in Spring 2023 to 67% in Spring 2025.	For Spring 2024: i-Ready proficiency in math was 63% or greater. For Spring 2025: i-Ready proficiency in math was 67% or greater.	For Spring 2024: i-Ready proficiency in math was 62%. For Spring 2025: i-Ready proficiency in math was 64-66%.	For Spring 2024: i-Ready proficiency in math was 61%. For Spring 2025: i-Ready proficiency in math was 61-63% or greater.	For Spring 2024: i-Ready proficiency in math was 60% or less. For Spring 2025: i-Ready proficiency in math was 60% or less.
Imagine School Mountain View	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points.

CHARTER HOLDERS - 6

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Elko Institute for Academic Achievement	EIAA will maintain the percent of all students meeting AGP in ELA at 60% by the end of the 24-25 school year, as measured by SBAC.	60% of students met AGP in ELA.	57-59% of students met AGP in ELA.	54-56% of students met AGP in ELA.	Less than 54% of students met AGP in ELA.
	EIAA will increase the percent of all students meeting AGP in math from 50% to 55% by the end of the 24-25 school year, as measured by SBAC.	55% of students met AGP in math.	52-54% of students met AGP in math.	49-51% of students met AGP in math.	Less than 49% of students met AGP in math.
Quest Academy	Quest Academy's goal is to increase the percentage of staff trained in Kagan Structures and/or cooperative learning structures from 50% at the end of the 2022-2023 school year to 80% by the end of 2023-2024 school year, as measured by sign in sheets and professional development sessions.	80% or more of staff is trained in Kagan Structures and/or cooperative learning structures.	70-79% of staff is trained in Kagan Structures and/or cooperative learning structures.	60-69% of staff is trained in Kagan Structures and/or cooperative learning structures.	Less than 60% of staff is trained in Kagan Structures and/or cooperative learning structures.
Alpine Academy	By the end of the academic year, at least 80% of students will demonstrate typical growth on both iReady reading and math diagnostics.	80% or more of students demonstrated typical growth on both iReady reading and math diagnostics.	70-79% of students demonstrate typical growth on both iReady reading and math diagnostics.	60-69% of students demonstrate typical growth on both iReady reading and math diagnostics.	Less than 60% of students demonstrate typical growth on both iReady reading and math diagnostics.
	By the end of the academic year, at least 50% of students will achieve stretch growth on both iReady reading and math diagnostics.	50% or more of students achieved stretch growth on both iReady reading and math diagnostics.	40-49% of students achieved stretch growth on both iReady reading and math diagnostics.	30-39% of students achieved stretch growth on both iReady reading and math diagnostics.	Less than 30% of students achieved stretch growth on both iReady reading and math diagnostics.
Silver Sands Montessori	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.

CHARTER HOLDERS - 7

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Nevada State High School II	By November 2024, 98% of parents will have participated in an Academic Success Meeting.	98% or more of parents participated in an Academic Success Meeting.	92-97% of parents participated in an Academic Success Meeting.	86-91% of parents participated in an Academic Success Meeting.	85% or less of parents participated in an Academic Success Meeting.
Signature Preparatory	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Pinecrest Academy of Northern Nevada	Each of the two NSPF-rated school sites will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Explore Academy	By the end of the 23-24 SY, ACT proficiency in English will increase from 50% to 55%.	ACT proficiency in English is 55% or more.	ACT proficiency in English is 50-54%.	ACT proficiency in English is 45-49%.	ACT proficiency in English is less than 49%.
	By the end of the 23-24 SY, ACT proficiency in math will increase from 12.5% to 13.75%.	ACT proficiency in math is 13.75% or higher.	ACT proficiency in math is 13-13.74%.	ACT proficiency in math is 12-12.99%.	ACT proficiency in math is less than 12%.
CIVICA Academy	By the conclusion of the 24-25 SY, all participants in the New Teacher Academy will demonstrate a minimum 75% improvement in implementing evidence-based best teaching practices and positive behavior management strategies. Progress will be measured through pre- and post-assessments, classroom walkthroughs, and evaluations. This goal aims to create a more positive and effective learning environment, contributing to the overall enhancement of teaching practices.	All participants of the New Teacher Academy demonstrated a 75% or more improvement in implementing evidence-based best teaching practices and positive behavior management strategies.	All participants of the New Teacher Academy demonstrated a 70-74% improvement in implementing evidence-based best teaching practices and positive behavior management strategies.	All participants of the New Teacher Academy demonstrated a 65-69% improvement in implementing evidence-based best teaching practices and positive behavior management strategies.	All participants of the New Teacher Academy demonstrated a 64% or lower improvement in implementing evidence-based best teaching practices and positive behavior management strategies.

CHARTER HOLDERS - 8

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Beacon Academy of Nevada	Increase the average percentage of all students earning 1.5 credits quarterly from 66.4% to 69.7%.	Average percentage of all students earning 1.5 credits quarterly is 69.7% or greater.	Average percentage of all students earning 1.5 credits quarterly is 67-69.6%.	Average percentage of all students earning 1.5 credits quarterly is 64-66.9%.	Average percentage of all students earning 1.5 credits quarterly is 63.9% or less.
	Increase the average percentage of students with a disability earning 1.5 credits quarterly from 68.6% to 72%	Average percentage of students with a disability earning 1.5 credits quarterly is 72% or greater.	Average percentage of students with a disability earning 1.5 credits quarterly is 70-71.9%.	Average percentage of students with a disability earning 1.5 credits quarterly is 68-69.9%.	Average percentage of students with a disability earning 1.5 credits quarterly is 67.9% or less.
	Increase the average percentage of EL students earning 1.5 credits quarterly from 67.3% to 70.6%.	Average percentage of EL students earning 1.5 credits quarterly is 70.6% or greater.	Average percentage of EL students earning 1.5 credits quarterly is 68-70.5%.	Average percentage of EL students earning 1.5 credits quarterly is 65-67.9%.	Average percentage of EL students earning 1.5 credits quarterly is 64.9% or less.
	Increase the average percentage of FRL students earning 1.5 credits quarterly from 65.3% to 68.5%.	Average percentage of FRL students earning 1.5 credits quarterly is 68.5% or greater.	Average percentage of FRL students earning 1.5 credits quarterly is 66-68.4%.	Average percentage of FRL students earning 1.5 credits quarterly is 63-65.9%.	Average percentage of FRL students earning 1.5 credits quarterly is 62.9% or less.
Southern Nevada Trades High School	By 2025, (T) have created a high-quality learning environment for underserved students that is conducive to experiential learning and the mastery of construction technology (SAR) as reflected in over 70% of students receiving an employability grade of B (indicating strong attendance, timeliness, and preparedness for school).	70% or more of students received an employability grade of B or higher.	60-69% of students received an employability grade of B or higher.	50-59% of students received an employability grade of B or higher.	Less than 50% of students received an employability grade of B or higher.
	By 2025, (T) have created a high-quality learning environment for underserved students that is conducive to experiential learning and the mastery of construction technology (SAR) as reflected in students passing the CTE assessment of 70% or higher in 2023, 75% in 2024 and 80% in 2025 (M) each quarter.	Fall 2024: 70% or more of students passed their CTE assessment. Fall 2025: 75% or more of students passed their CTE assessment.	Fall 2024: 65-69% of students passed their CTE assessment. Fall 2025: 70-74% of students passed their CTE assessment.	Fall 2024: 60-64% of students passed their CTE assessment. Fall 2025: 65-69% of students passed their CTE assessment.	Fall 2024: Less than 60% of students passed their CTE assessment. Fall 2025: Less than 65% of students passed their CTE assessment.

CHARTER HOLDERS - 9

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Sage Collegiate Public Charter School	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
TEACH Public Schools *School closed at the end of the 2023-24 school year.	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Young Women's Leadership Academy of Las Vegas	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
pilotED Schools of Nevada	The elementary school will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5-star NSPF rating.	The elementary school outperformed its comparison district school by 5 or more points OR earned a 4- or 5-star NSPF rating.	The elementary school outperformed its comparison district school by 3-4 points OR earned a 3-star NSPF rating.	The elementary school outperformed its comparison district school by 1-2 points OR earned a 2-star NSPF rating.	The elementary school did not outperform its comparison district school OR earned a 1-star NSPF rating.
Strong Start Academy	Third grade students at Strong Start Academy will achieve higher proficiency rates than the geographical comparison school as determined by the SPCSA's Academic Performance Framework in reading and math as measured by the 2023-2024 SBAC assessment.	N/A	Third grade students received higher proficiency rates than the geographical comparison school as determined by the SPCSA's Academic Performance Framework in reading and math as measured by the 2023-2024 SBAC assessment.	N/A	Third grade students did not receive higher proficiency rates than the geographical comparison school as determined by the SPCSA's Academic Performance Framework in reading and math as measured by the 2023-2024 SBAC assessment.

CHARTER HOLDERS - 10

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Democracy Prep	Increase the average composite score of all DPACHS students from 16 in June 2022 to 18 by June 2024, as measured by ACT, through implementation of test prep strategies that provide equal access to resources and opportunities, and differentiated instruction to accommodate diverse learning styles, while monitoring progress for all students, regardless of their background or individual needs.	The average composite score of all DPACHS students in June 2024 was 19 or higher.	The average composite score of all DPACHS students in June 2024 was 18.	The average composite score of all DPACHS students in June 2024 was 17.	The average composite score of all DPACHS students in June 2024 was 16 or less.
Sports Leadership and Management Academy	Decrease chronic absenteeism in ES from 28% in 2022 to 18% in 2023 as measured by My Education Data chronic absenteeism report.	Chronic absenteeism in ES was 18% or less.	Chronic absenteeism in ES was 18.1-23.9%.	Chronic absenteeism in ES was 24-27.9%.	Chronic absenteeism in ES was 28% or more.
Equipo Academy	On the Spring ACT in April 2024, Equipo Academy will increase the percentage of 11th graders scoring college-ready (20+) on the Spring ACT math section from 6.7% (in 2022) to 15.95% (by 2024). Effectively halving Equipo Academy's gap with more affluent school communities in Nevada (25.2% in 2022).	On the Spring ACT, 16% or more of Equipo Academy's 11th graders scored as college-ready (20+) on the math section.	On the Spring ACT, 10-15.9% of Equipo Academy's 11th graders scored as college-ready (20+) on the math section.	On the Spring ACT, 5-9.9% of Equipo Academy's 11th graders scored as college-ready (20+) on the math section.	On the Spring ACT, less than 5% of Equipo Academy's 11th graders scored as college-ready (20+) on the math section.
Nevada State High School	By November 2024, 98% of parents will have participated in an Academic Success Meeting.	98% or more of parents participated in an Academic Success Meeting.	92-97% of parents participated in an Academic Success Meeting.	86-91% of parents participated in an Academic Success Meeting.	85% or less of parents participated in an Academic Success Meeting.
Nevada Virtual Charter School	Students in all grades in the "two grade level below" category will be reduced from the BOY assessment (August 2023) to the EOY assessment (May 2024) by an average of 3% points in Reading and Mathematics.	There was a 3% or more reduction of points for students "two grade level below" in Reading and Mathematics.	There was a 2% reduction of points for students "two grade level below" in Reading and Mathematics.	There was a 1% or less reduction of points for students "two grade level below" in Reading and Mathematics.	There was less than a 1% reduction in students "two grade level below" in Reading and Mathematics.

CHARTER HOLDERS - 11

Charter Holder	Innovative Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
Nevada Connections Academy	Increase family/parent/Learning Coach engagement from 61% in 22-23 SY to 65% in 23-24 (4% increase) as measured by learning coach contacts/key school metrics.	Family/parent/Learning Coach engagement is 65% or greater.	Family/parent/Learning Coach engagement is 60-64%.	Family/parent/Learning Coach engagement is 55-59%.	Family/parent/Learning Coach engagement is less than 55%.
	Increase student engagement from 75% in 22-23 SY to 90% in 23-24 (15% increase) as measured by number of student contacts/key school metrics.	Student engagement is 90% or greater.	Student engagement is 80-89%.	Student engagement is 70-79%.	Student engagement is less than 70%.
Coral Academy of Science Las Vegas	Each of the 11 NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earn a 4- or 5-star rating.	8-11 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	4-7 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	1-3 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.	0 of the NSPF-rated school sites outperformed its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5-star rating.
Eagle Charter Schools of Nevada	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.
Nevada Rise Academy	Nevada Rise students will outperform the comparison school by at least 5 percentage points on the SBAC for ELA and math for the 2023/2024 school year.	Students outperformed the district comparison school on SBAC for ELA and Math by 5 or more points.	Students outperformed the district comparison school on SBAC for ELA and Math by 3-4 points.	Students outperformed the district comparison school on SBAC for ELA and Math by 1-2 points.	Students did not outperform the district comparison school on SBAC for ELA and Math.
Nevada Prep	Each of the two NSPF-rated school sites under the charter holder will outperform its comparison district school by 5 or more points on the NSPF OR earned a 4- or 5- star NSPF rating.	Two of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	One of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.	N/A	None of the NSPF-rated school sites under the charter holder outperformed its comparison district school by 5 or more points OR earned a 4- or 5- star NSPF rating.