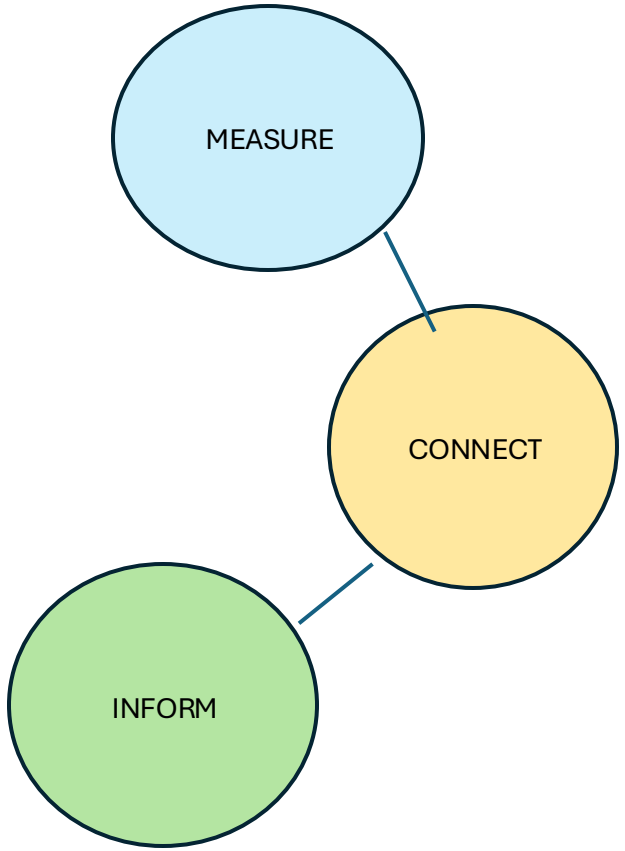
Student Achievement and Reporting

Responsibilities Under Senate Bill 460



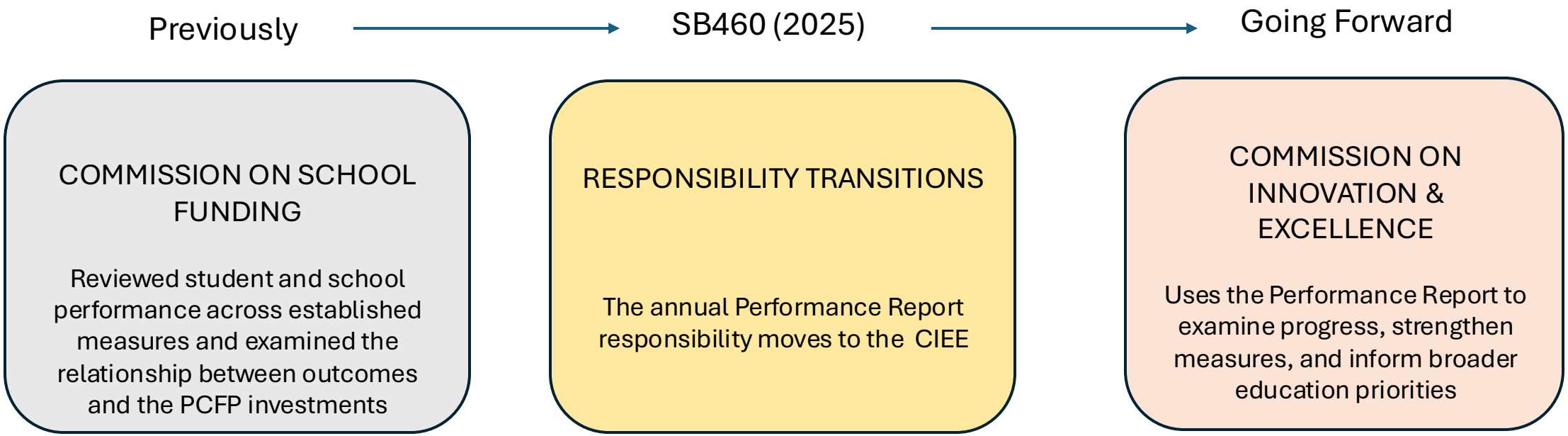
Commission on Innovation and Excellence in Education

November 13, 2026

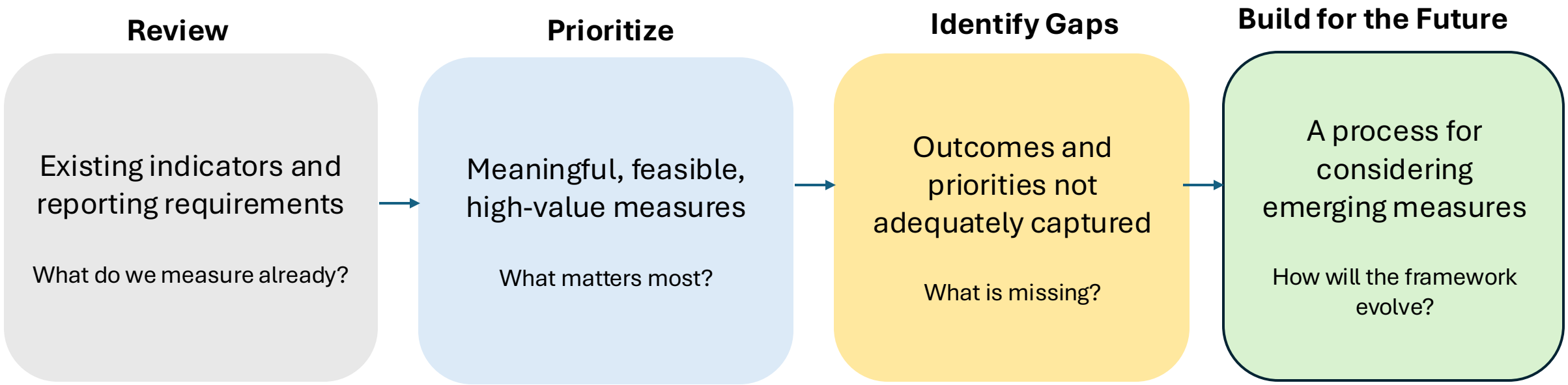
NEVADA Department of Education

What Changed Under SB 460 (2025)

The statutory shift creates a new role for the CIEE in statewide performance reporting



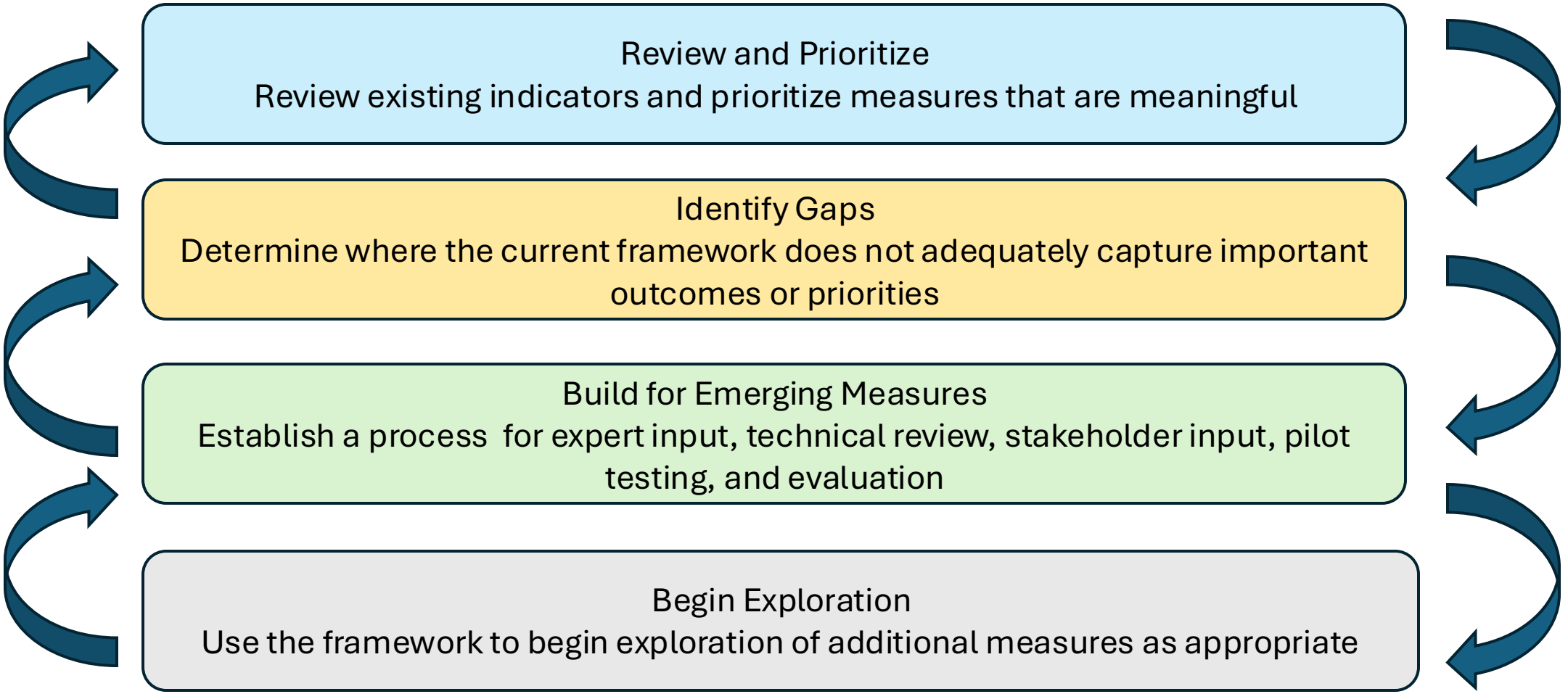
The first body of work is to refine the existing framework and build a disciplined process for future measures.



BUILD FROM THE FOUNDATION: Refine existing measures while establishing a repeatable framework for considering what Nevada may need to measure next

Continuous Improvement of the Reporting Framework

The work moves beyond producing an annual report to strengthening the framework behind it



The refined framework is applied through a rigorous, transparent, and sustainable reporting process.

Collect & Validate

Gather and validate selected measures using a rigorous, transparent, and sustainable approach

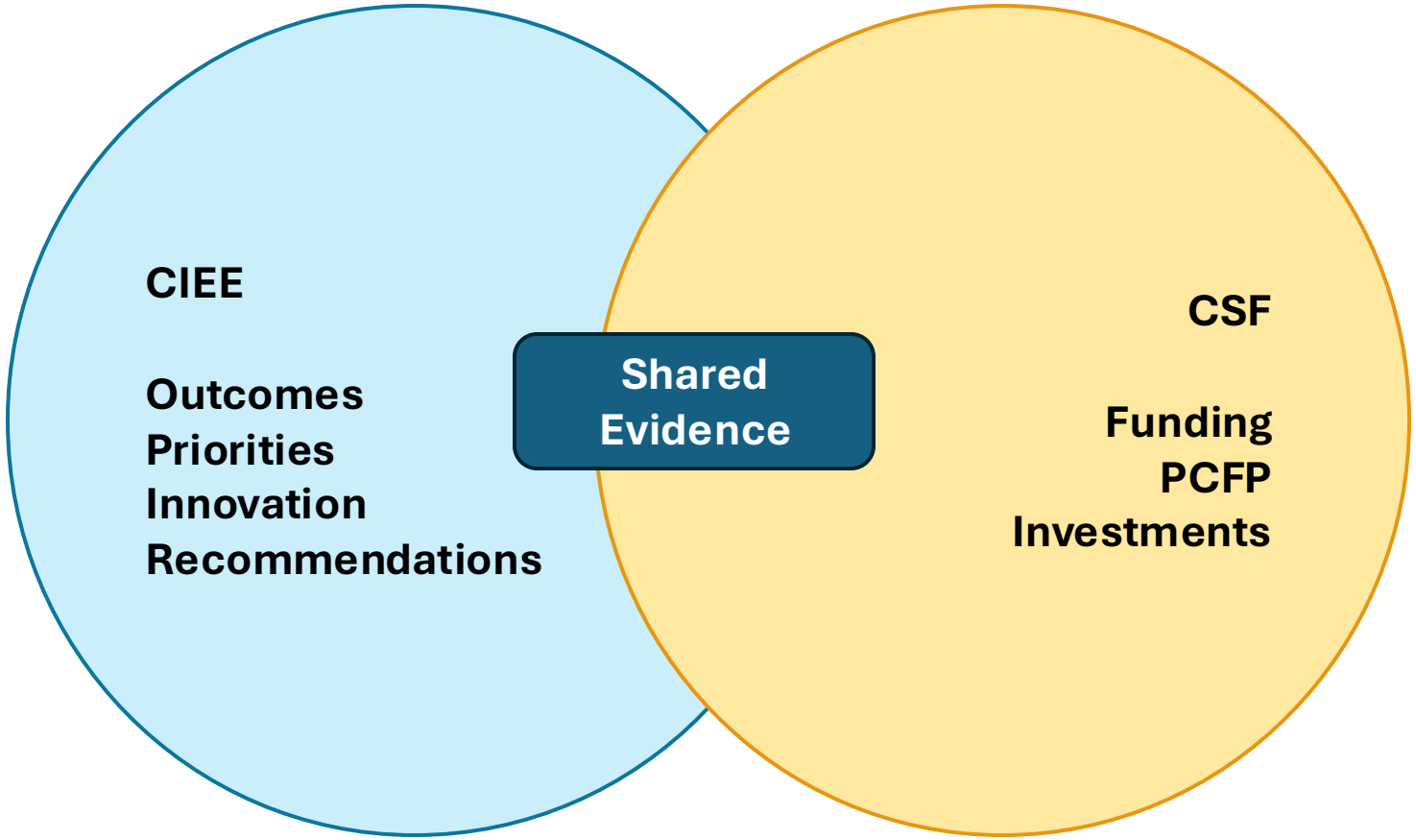
Analyze & Interpret

Interpret student and school progress, key findings, and connections to investments where possible

Report & Communicate

Produce an accessible report with methods, finding, implications, recommendations, and actionable next steps

Connecting Performance, Priorities, and Funding



Connect Priorities

CIEE priorities may raise questions about investments and funding support

Inform Funding Questions

CSF can examine how funding levels and PCFP design relate to emerging priorities

Reduce Duplication

Structured coordination supports shared learning and stronger coherence

Structured coordination may include joint or cross-commission discussions, shared analysis, and coordinated consideration of overlapping priorities

What the Work Will Build

The work is intended to strengthen both the annual report and the infrastructure behind it

✓ A Refined Measurement Framework

Prioritized existing measures, identified gaps, and a stronger reporting framework

✓ A Framework for Emerging Measures

A repeatable process for considering emerging skills, competencies, and priorities

✓ Financial Accountability (CSF)

Methods and data structures related to pupil achievement and financial accountability

✓ Annual Reporting + Coordination

The annual Performance Report and structured opportunities to connect CIEE and CSF work

The goal is not simply a better report. It is a stronger measurement, analysis, reporting, and coordination that can inform what comes next

Sec. 5.5. **NRS 385.920** is hereby amended to read as follows:

385.920 1. The Commission shall develop a statewide vision and implementation plan to improve the public education system in this State. The Commission shall:

(a) Conduct a benchmarking or gap analysis study comparing the education policies of this State to the education policies of high-performing international and domestic education systems.

(b) Make recommendations on how to adapt the appropriate education policies of high-performing international and domestic education systems into the public education system in this State.

(c) Identify objectives to put the education performance of pupils in this State in parity with that of pupils in high-performing international and domestic education systems and make recommendations on how to meet the identified objectives.

(d) ~~[Review the findings of any previous or ongoing studies related to the funding of education and incorporate any relevant findings.~~

~~(e) Develop an implementation plan for the recommendations made pursuant to this section which includes an analysis of the costs of the plan.]~~ ***Review the academic progress made by pupils in each public school. In performing such a review, the Commission shall:***

(1) Use metrics to measure the academic achievement of pupils which include, without limitation:

(I) The rate of graduation of pupils from high school by type of diploma;

(II) The performance of pupils on standardized examinations in math, reading and science;

(III) The number of credentials or other certifications in fields of career and technical education earned by pupils;

(IV) The number of pupils who earn a passing score on an advanced placement examination;

(V) The number of pupils who earn a passing score on an international baccalaureate examination;

(VI) The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year;

(VII) The percentage of pupils in each school who drop out;

(VIII) The number of pupils who enroll in higher education upon graduation;

(IX) The number of pupils who enroll in a vocational or technical school or apprenticeship training program;

(X) The attendance rate for pupils;

(XI) The number of violent acts by pupils and disciplinary actions against pupils; and

(XII) Any other metric prescribed by the Commission;

(2) Use metrics to measure the improvement of pupils enrolled in elementary school in literacy which include, without limitation:

(I) The literacy rate for pupils in the first, third and fifth grades;

(II) The number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test;

(III) The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher; and

(IV) Any other metric prescribed by the Commission;

(3) Use metrics to measure the ability of public schools to hire and retain sufficient staff to meet the needs of the public schools which include, without limitation:

(I) The rate of vacancies in positions for teachers, support staff and administrators;

(II) The attendance rate for teachers;

(III) The retention rate for teachers;

(IV) The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designed capacity for the school or classroom;

(V) The number of classes taught by a substitute teacher for more than 25 percent of the school year; and

(VI) Any other metric prescribed by the Commission;

(4) Use metrics to measure the extent to which schools meet the needs and expectations of pupils, parents or legal guardians of pupils, teachers, administrators and other school employees which include, without limitation:

(I) The results of an annual survey of satisfaction of school employees;

(II) The results of an annual survey of satisfaction of pupils, parents or legal guardians of pupils and graduates; and

(III) Any other metric prescribed by the Commission;

(5) Identify the progress made by each school, school district and charter school on improving the literacy of pupils enrolled in elementary school;

(6) Make recommendations for strategies to increase the efficacy, efficiency, transparency and accountability of public schools; and

(7) Make recommendations to the Department, school districts and charter schools to improve the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability, including, without limitation, revisions to the metrics identified in subparagraphs (1) to (4), inclusive.

(e) Review the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability for the purpose of identifying and recommending the elimination of any reporting that is redundant or does not effectively provide measurable and informative data with which to assess and improve the educational programs and priorities of this State.

(f) Collaborate with the Department and the Commission on School Funding to:

(1) Gather input relating to paragraph (g) from all interested persons and entities;

(2) Establish a centralized repository of all reports of data relating to pupil achievement and financial accountability and make the centralized repository easily accessible on the Internet website of the Department; and

(3) Develop a framework for the reporting of data relating to pupil achievement and financial accountability that ensures that data reported to the Department:

(I) Identifies areas of proficiency and growth of pupils in this State;

(II) Identifies gaps in achievement among groups of pupils;

(III) Identifies resource and funding allocations at the school, program and pupil level;

(IV) Provides clear, actionable data to enable the development of policies and practices to improve educational outcomes in this State; and

(V) Is incorporated into the centralized repository established pursuant to subparagraph (2) and is organized into portals or tabs that feature information of interest and value to interested parties, including, without limitation, the Department, school districts, schools, administrators, teachers and support staff, elected officials and parents.

2. The Commission may employ and contract with the National Center on Education and the Economy or an organization with similar expertise and qualifications to carry out any of its functions pursuant to this section.

Thank you

NEVADA
Department of
Education