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NEVADA Department of Education

APA CONSULTING
AUGENBLICK, PALAICH AND ASSOCIATES

Nevada's At-Risk Indicator

Stability and Association with Demographic and Performance Measures

Ongoing Support and Analysis Around the Pupil-Centered Funding Plan (PCFP)

- WestEd and Augenblick, Palaich, and Associates (APA) providing support and analysis of PCFP
- New request by Nevada Department of Education (NDE) to address the following:
  - Stability of at-risk indicator across years
  - Association between at-risk indicator and student demographic profile and performance

Data

- 2022–23 and 2023–24
- Student Demographics
- Program Eligibility
- Smarter Balanced Assessment Consortium (SBAC); Alternative Assessments; and Science, American College Testing (ACT)
- School Star Rating

Stability in At-Risk Counts: 2022–23 to 2023–24

- How did the count of at-risk students change?
- What were the sources of that change?

Overall Change in At-Risk Count

2022–23	2023–24	Total Change
63,047	60,793	2,254

Four Categories of Students

I

At-Risk Eligible:
Has at-risk status and eligible for weight (not English learner [EL] or Individualized Education Program [IEP])

II

At-Risk, but IEP or EL Funded:
Has at-risk status but is not eligible for weight (because they are IEP or EL)

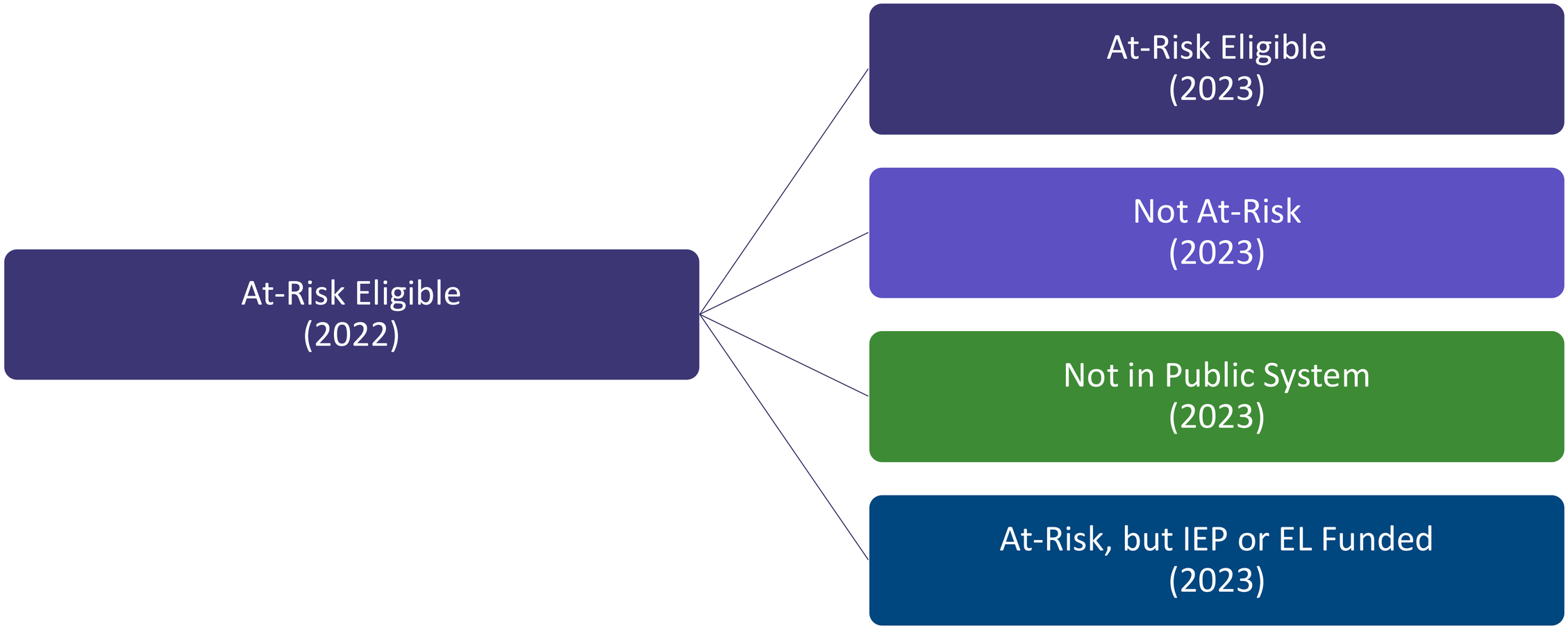
III

Not At-Risk:
Does not have at-risk status (could be IEP or EL or not)

IV

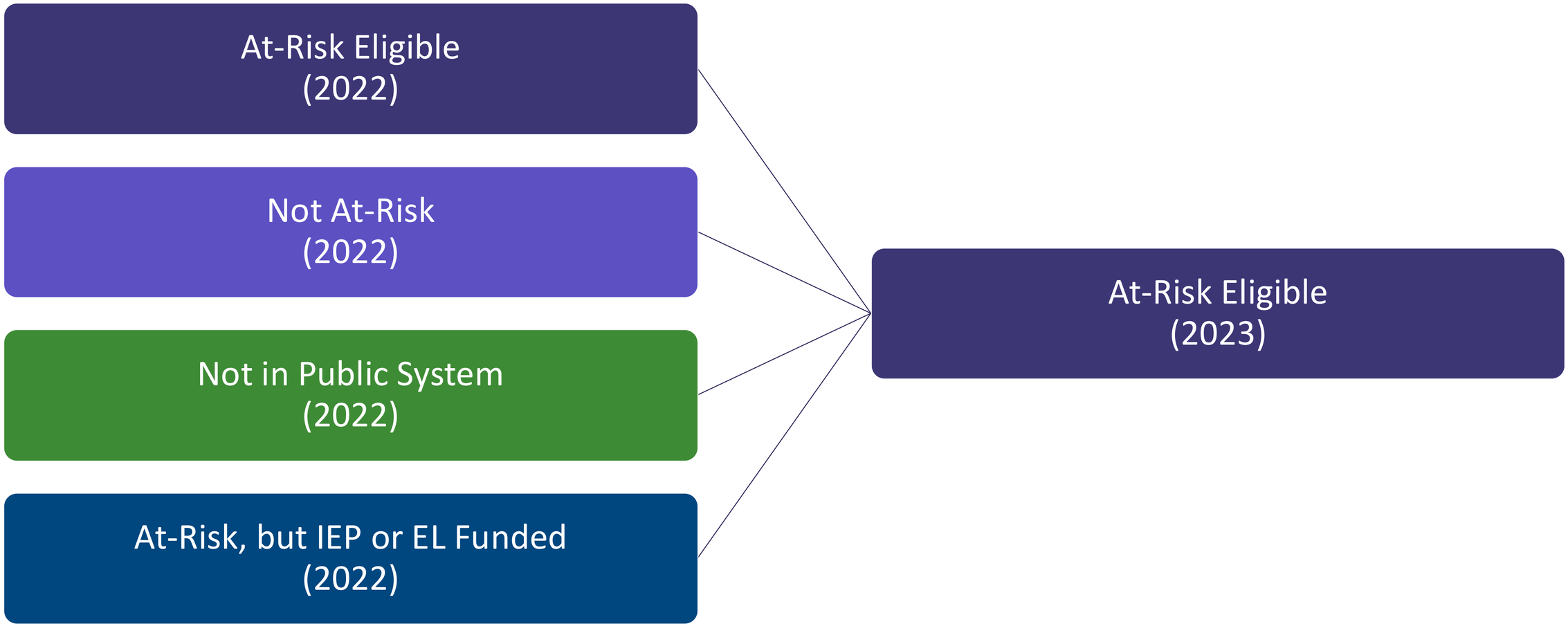
Not in Public System:
Is not in the state public K–12 system (e.g., left the state, graduated, private school)

Changes from At-Risk Eligible



The Status of 2022–23 At-Risk Eligible Students in 2023–24

Changes to At-Risk Eligible



The Status in 2022–23 of Students Who Were At-Risk in 2023–24

Unpacking Changes—Mobility

- Students entering and exiting the public K–12 system
  - Graduation; enrolling in kindergarten; moving in or out of state; or transferring to private school

Leaving the system	Entering the system
10,428 students who were At-Risk Eligible in 2022 left the public system in 2023 Loss of 10,428 At-Risk Eligible students	7,361 students who were not in the public system in 2022 entered in 2023 as At-Risk Eligible Gain of 7,361 At-Risk Eligible students

Net change due to mobility: 7,361 – 10,428 = –3,067

Unpacking Changes—Program Eligibility

- Students entering and exiting programs for Limited English Proficiency (LEP) or students with disabilities (IEP)

Leaving Programs (LEP/IEP)	Entering Programs (LEP/IEP)
1,996 students who were At-Risk Eligible in 2022 became At-Risk Status Only in 2023 due to entry into programs for English Language learners and/or students with disabilities Loss of 1,996 At-Risk Eligible students	738 who were At-Risk Status Only in 2022 became At-Risk Eligible in 2023 by leaving programs through reclassification or some other reason Gain of 738 At-Risk Eligible students

Net change due to eligibility: 738 – 1,996 = –1,258

Unpacking Changes—Grad Score

- Students losing and/or gaining at-risk status based on changes in Grad score

Losing At-Risk Status	Gaining At-Risk Status
16,984 students who were At-Risk Eligible in 2022 were no longer At-Risk Eligible in 2023 due to increases in Grad score Loss of 16,984 At-Risk Eligible students	19,055 who were not At-Risk Eligible in 2022 became At-Risk Eligible in 2023 due to decreases in Grad score Gain of 19,055 At-Risk Eligible students

Net change due to Grad score: 19,055 – 16,984 = 2,071

Changes in At-Risk Status Across Each Area

Change Area	Loss of At-Risk Eligible	Percent Loss of At-Risk Eligible	Gain of At-Risk Eligible	Percent Gain of At-Risk Eligible	Net Change	Net Percent Change
Mobility	10,428	17%	7,361	12%	–3,067	–4.9%
Program eligibility	1,996	3%	738	1%	–1,258	–2.0%
Grad score	16,984	27%	19,055	30%	2,071	3.3%
Total	29,408	47%	27,154	43%	–2,254	–3.6%

What If Direct Certification Was the At-Risk Indicator?

- How would the count of at-risk students change?
- What would be the sources of that change?

The Status of 2022–23 At-Risk Eligible Students in 2023–24

Hypothetical Counts Based on Direct Certification

The Status in 2022–23 of Students Who Were At-Risk in 2023–24

Hypothetical Counts Based on Direct Certification

Changes in At-Risk Status Across Each Area

Hypothetical Counts Based on Direct Certification

Change Area	Loss of At-Risk Eligible	Percent loss of At-Risk Eligible	Gain of At-Risk Eligible	Percent Gain of At-Risk Eligible	Net Change	Net Percent Change
Mobility	20,487	14%	19,138	13%	–1,349	–0.9%
Program eligibility	4,244	3%	3,157	2%	–1,087	–0.7%
Direct Certification	17,443	12%	13,976	9%	–3,467	–2.3%
Total	42,174	28%	36,271	24%	–5,903	–4.0%

Changes in At-Risk Count: Grad Score Versus Direct Certification

	At-Risk Count Based on Grad Score (current method)		At-Risk Count Based on Direct Certification (hypothetical)	
Change Area	**Net Change**	**Net Percent Change**	**Net Change**	**Net Percent Change**
Mobility	–3,067	–4.9%	–1,349	–0.9%
Program eligibility	–1,258	–2.0%	–1,087	–0.7%
Grad score and/or direct certification	2,071	3.3%	–3,467	–2.3%
Total	–2,254	–3.6%	–5,903	–4.0%

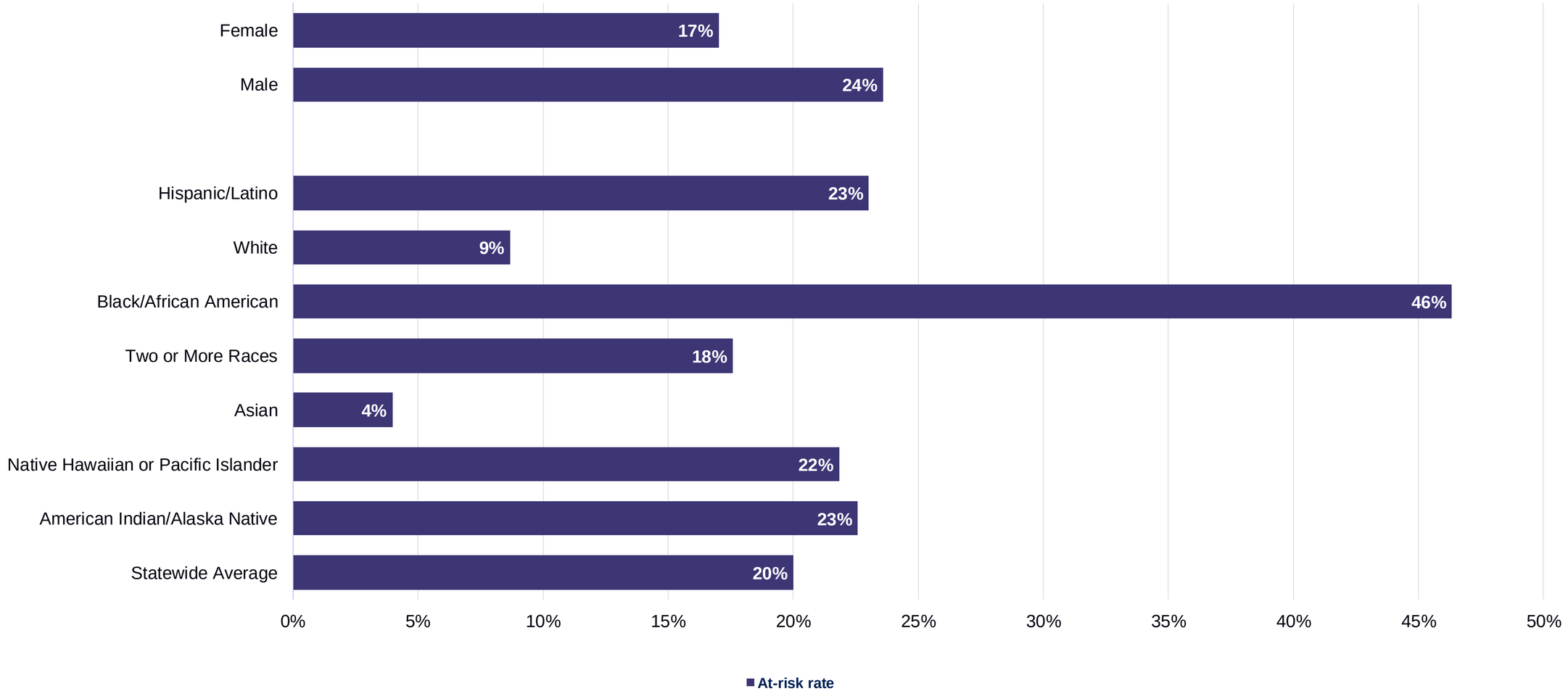
How Is the At-Risk Indicator Correlated with Demographics and Performance?

- Student Demographics
  - Race, sex, ethnicity
  - Program eligibility
- Student and School Performance
  - Math, ELA, science
  - Alternative assessments
  - ACT
  - School star ratings

Demographic Composition of At-Risk Versus Not At-Risk Students

	At-Risk Students	Not At-Risk Students	Statewide
Hispanic/Latino	51%	43%	45%
White	12%	32%	28%
Black/African American	28%	8%	12%
Two or more races	7%	8%	8%
Asian	1.1%	6.8%	6%
Native Hawaiian/Pacific Islander	1.6%	1.5%	1.5%
American Indian/Alaska Native	0.8%	0.7%	0.7%
Male	59%	49%	51%
Female	41%	51%	49%

At-Risk Proportion of Demographic Categories

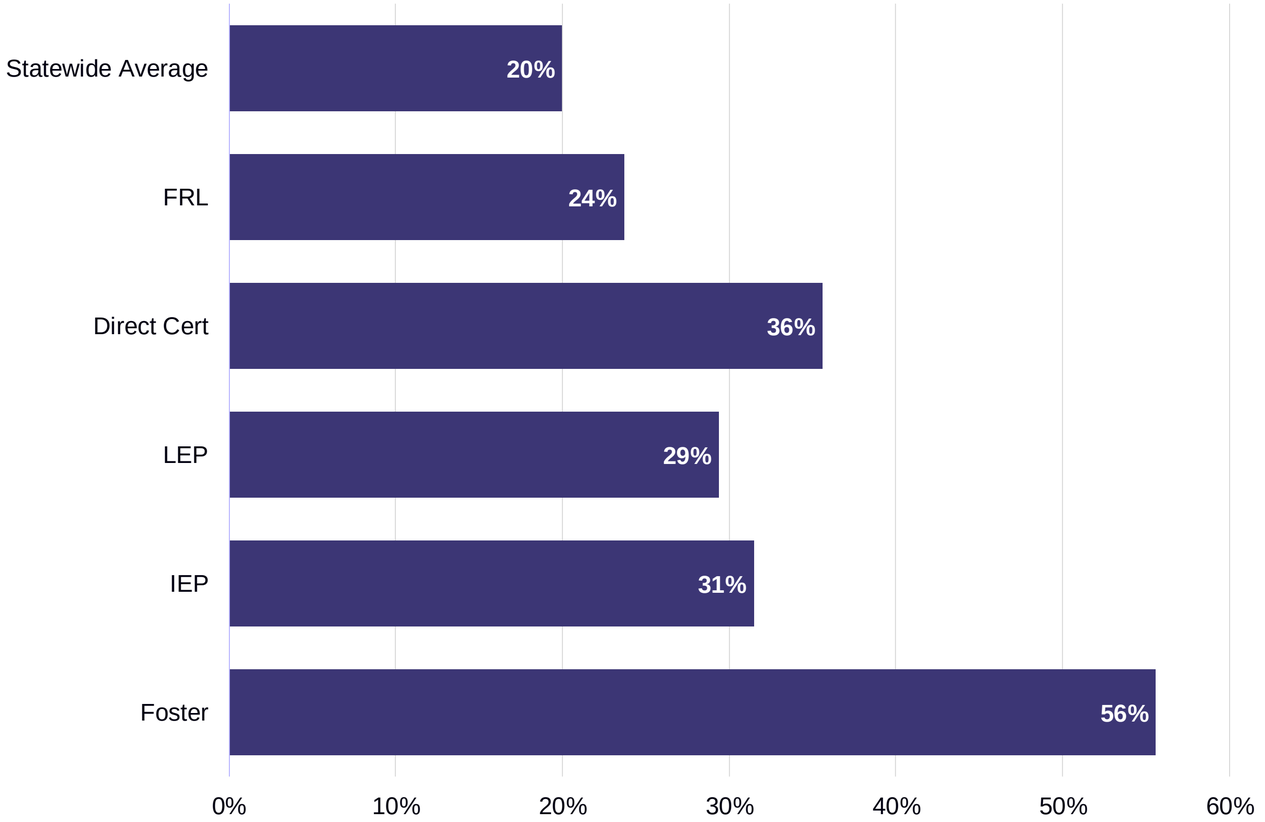


Composition of At-Risk Versus Not At-Risk Students by Special Populations

	At-Risk Students	Not At-Risk Students	Statewide
Direct certification	74%	34%	42%
FRL	96%	79%	82%
LEP	21%	13%	14%
IEP	20%	11%	13%
Foster	1.1%	0.2%	0.9%

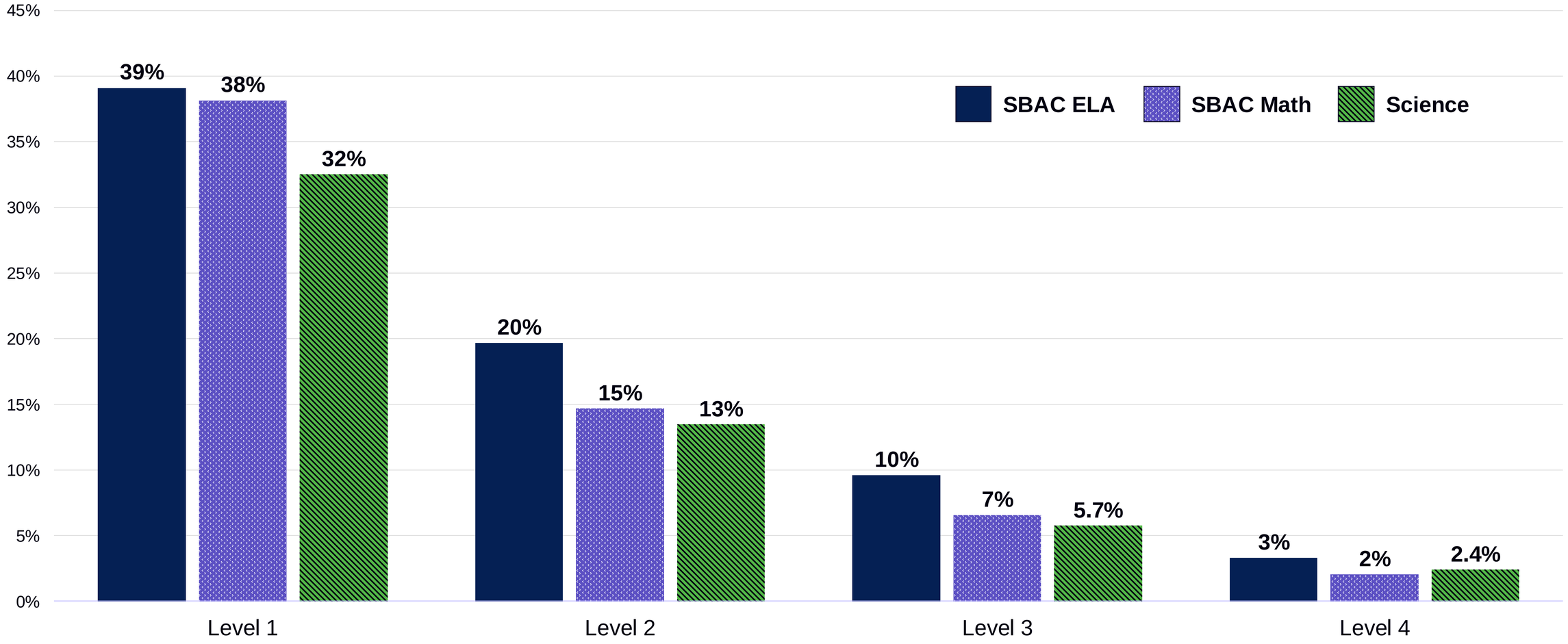
At-Risk and Program Eligibility

- Free and reduced-priced lunch (FRL) students are slightly more likely than the average student to be At-Risk. This make sense because more than 80% of Nevada's students are FRL.
- Students with LEP and IEPs and direct certification students are more likely to be At-Risk.
- Foster students are twice as likely to be at risk compared to the average student.



SBAC and Science

Students at lower performance levels are more likely to be at risk.



Distribution of SBAC Levels by Risk Group

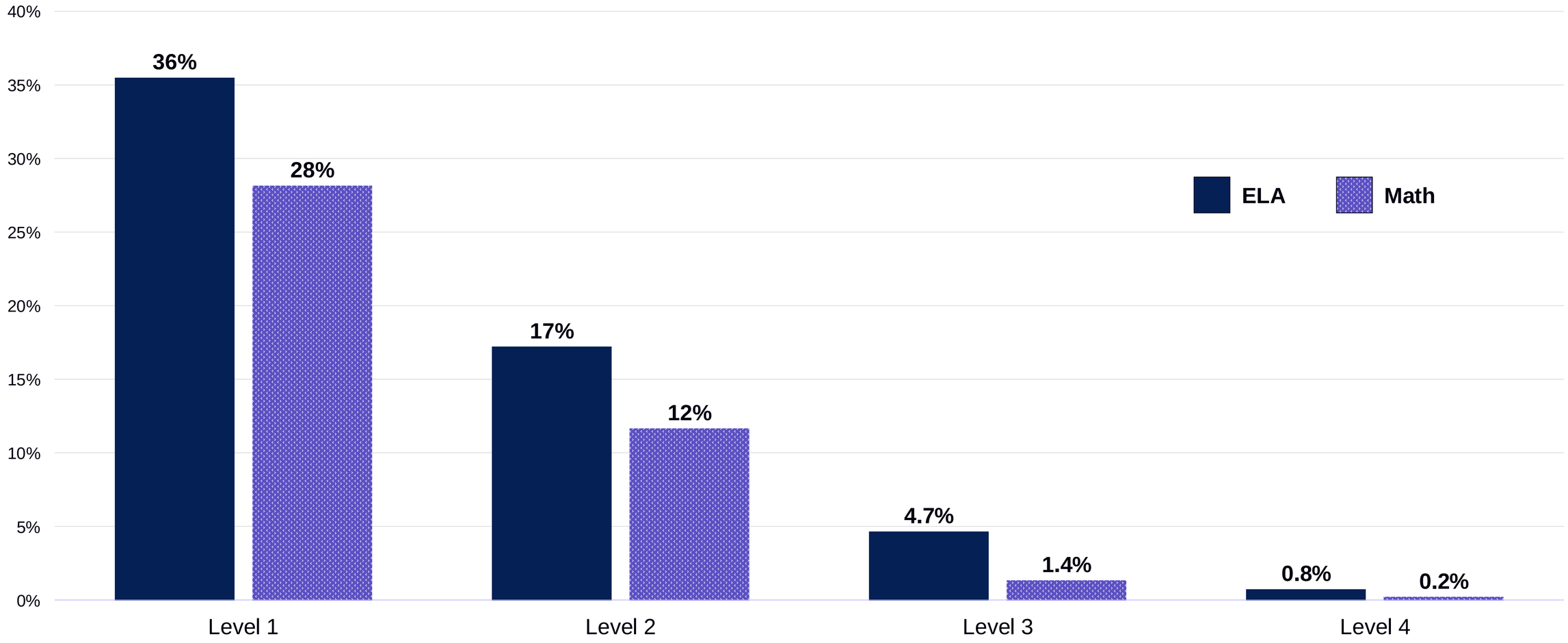
	At-Risk Students	Not At-Risk Students	Statewide
ELA Level 1	60%	26%	34%
ELA Level 2	20%	23%	23%
ELA Level 3	11%	29%	25%
ELA Level 4	2%	20%	16%
Math Level 1	70%	32%	41%
Math Level 2	16%	27%	24%
Math Level 3	5%	21%	18%
Math Level 4	1%	18%	14%

Distribution of Science Levels by Risk Group

	At-Risk Students	Not At-Risk Students	Statewide
Level 1	73%	38%	45%
Level 2	21%	33%	31%
Level 3	5%	22%	19%
Level 4	1%	7%	6%

ACT

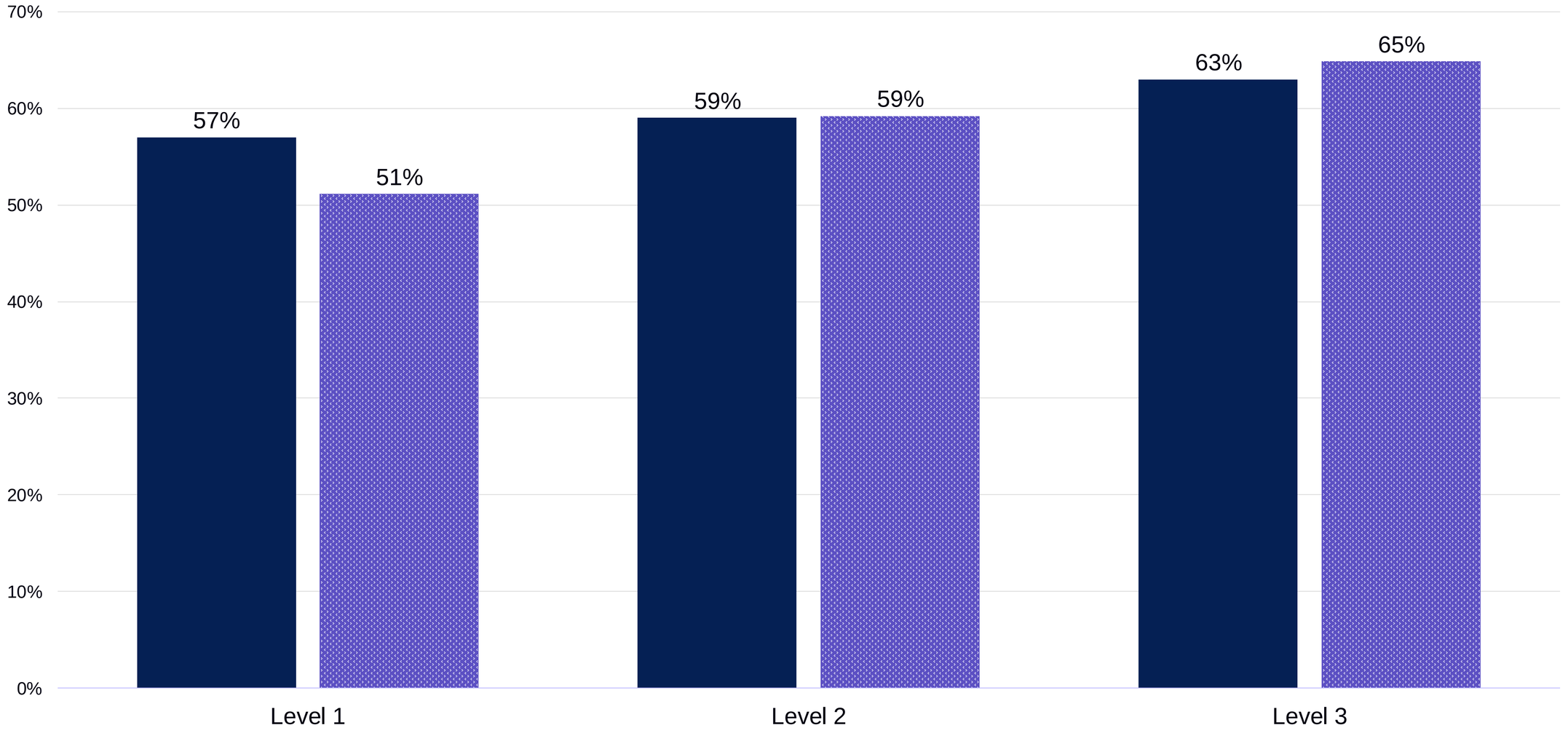
There are lower at-risk rates in Levels 3 and 4 compared to SBAC and Science.



Composition of At-Risk or Not At-Risk Students by ACT Levels

	At-Risk Students	Not At-Risk Students	Statewide
ELA Level 1	35%	13%	17%
ELA Level 2	34%	33%	33%
ELA Level 3	9%	36%	32%
ELA Level 4	0.5%	13%	11%
Math Level 1	51%	27%	31%
Math Level 2	31%	48%	45%
Math Level 3	1%	15%	13%
Math Level 4	0.1%	7%	6%

Alternative Assessment

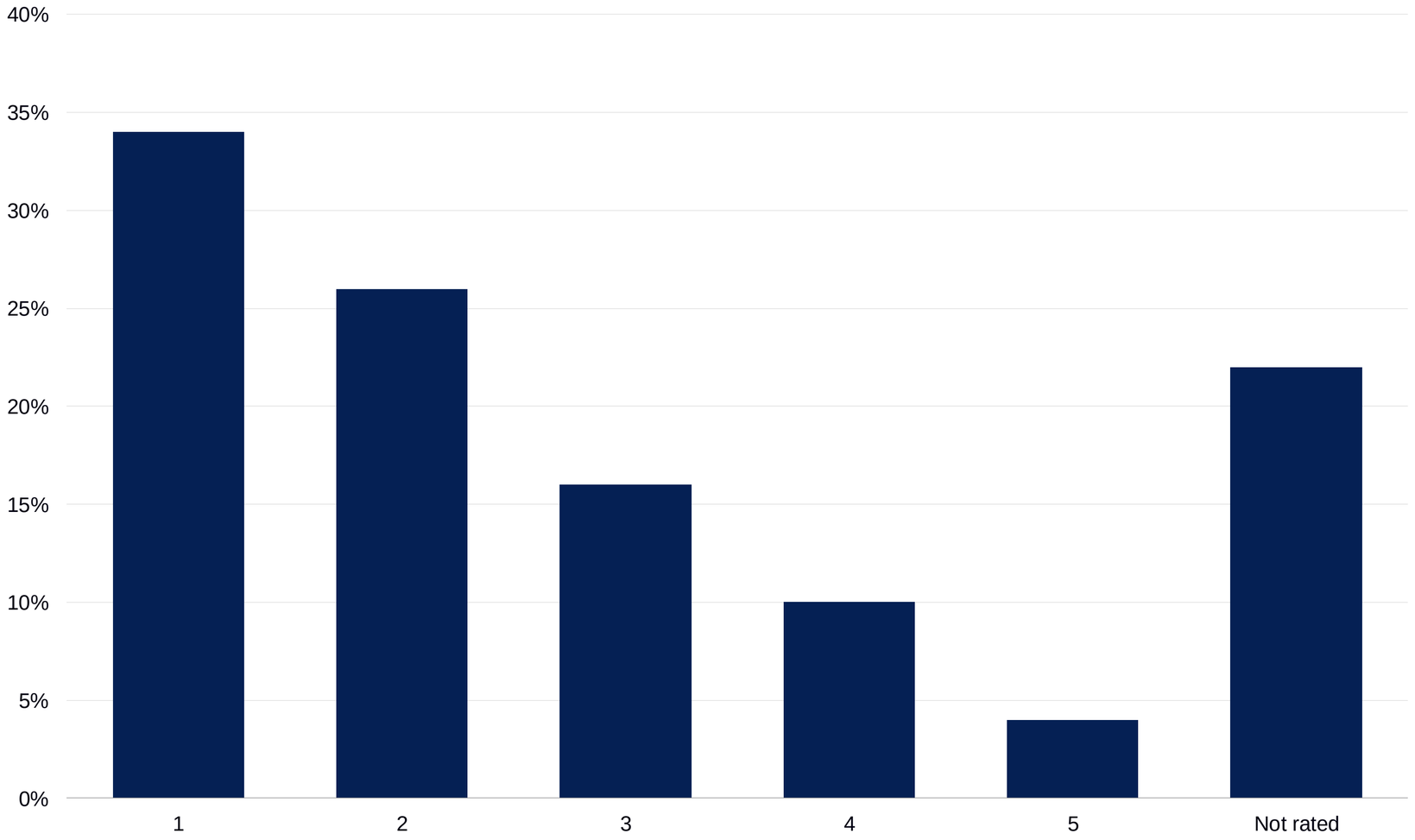


Composition of At-Risk or Not At-Risk Students by Alternative Assessments

	At-Risk Students	Not At-Risk Students	Statewide
ELA Level 1	52%	50%	51%
ELA Level 2	45%	46%	45%
ELA Level 3	3%	4%	4%
ELA Level 4	0.1%	0%	0%
Math Level 1	25%	19%	21%
Math Level 2	66%	68%	67%
Math Level 3	9%	12%	11%
Math Level 4	0%	0.7%	0.4%

Schools with lower star ratings have greater shares of students at risk.

More than a third of students in one-star schools are at risk compared to only 4% of five-star schools.



Composition of At-Risk or Not At-Risk Students by NSPF School Star Rating

Star Rating	At-Risk Students	Not At-Risk Students	Statewide
1	39%	19%	23%
2	31%	23%	25%
3	18%	24%	23%
4	8%	17%	16%
5	2%	18%	12%
Not Rated	1.1%	0.7%	1.1%

The Impact of One-Star Schools on At-Risk Performance

What is the impact of receiving a one-star rating?

- School-level ratings: released in September 2023, based on 2022–23 data
- Student-level outcomes: assessments in spring 2024
- First year of new identification after COVID

Data

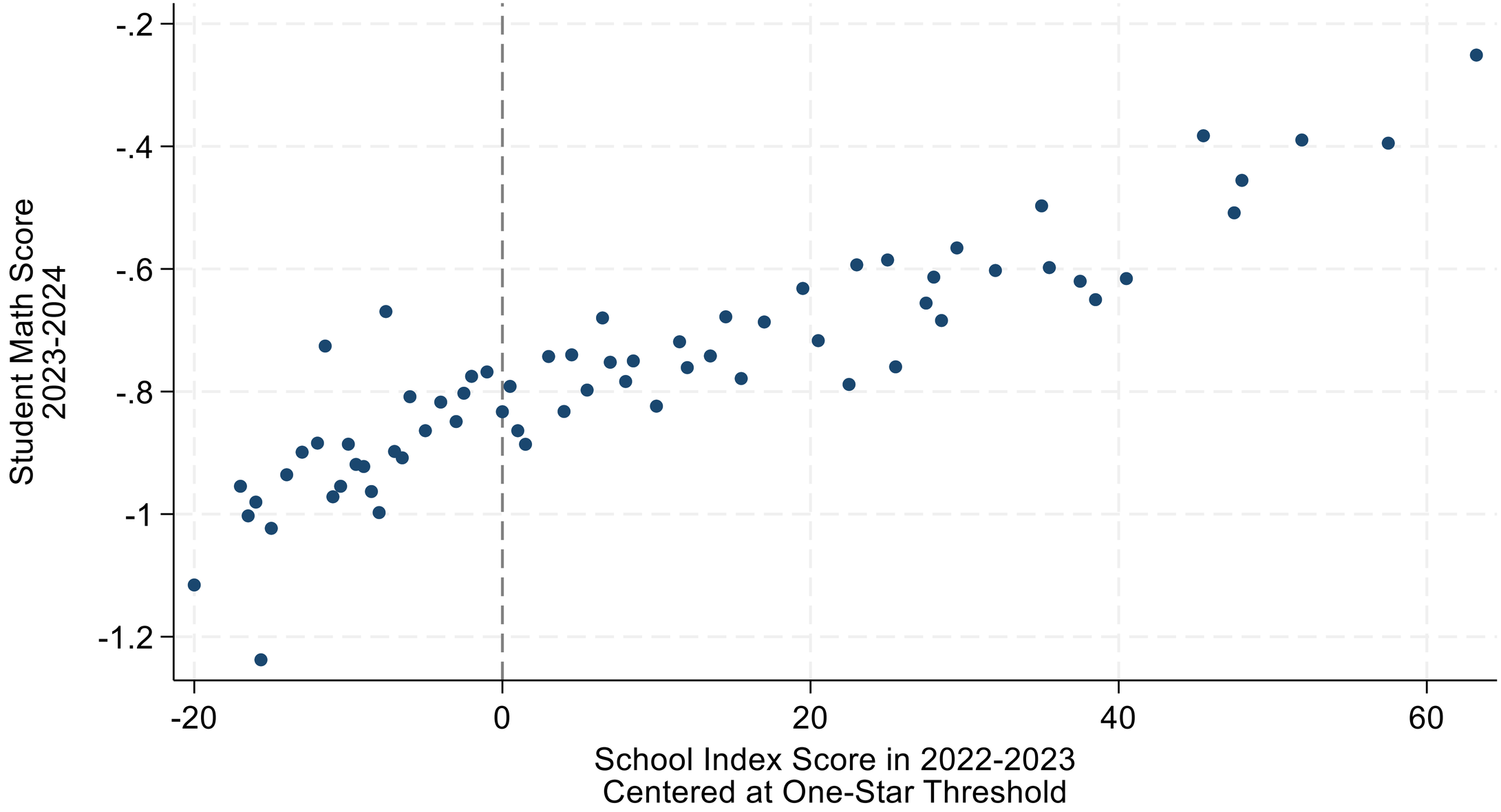
School-level ratings

- Index scores from 0 to 100
- Centered at 27 for elementary school and 29 for middle school (one-star threshold)

Student-level data

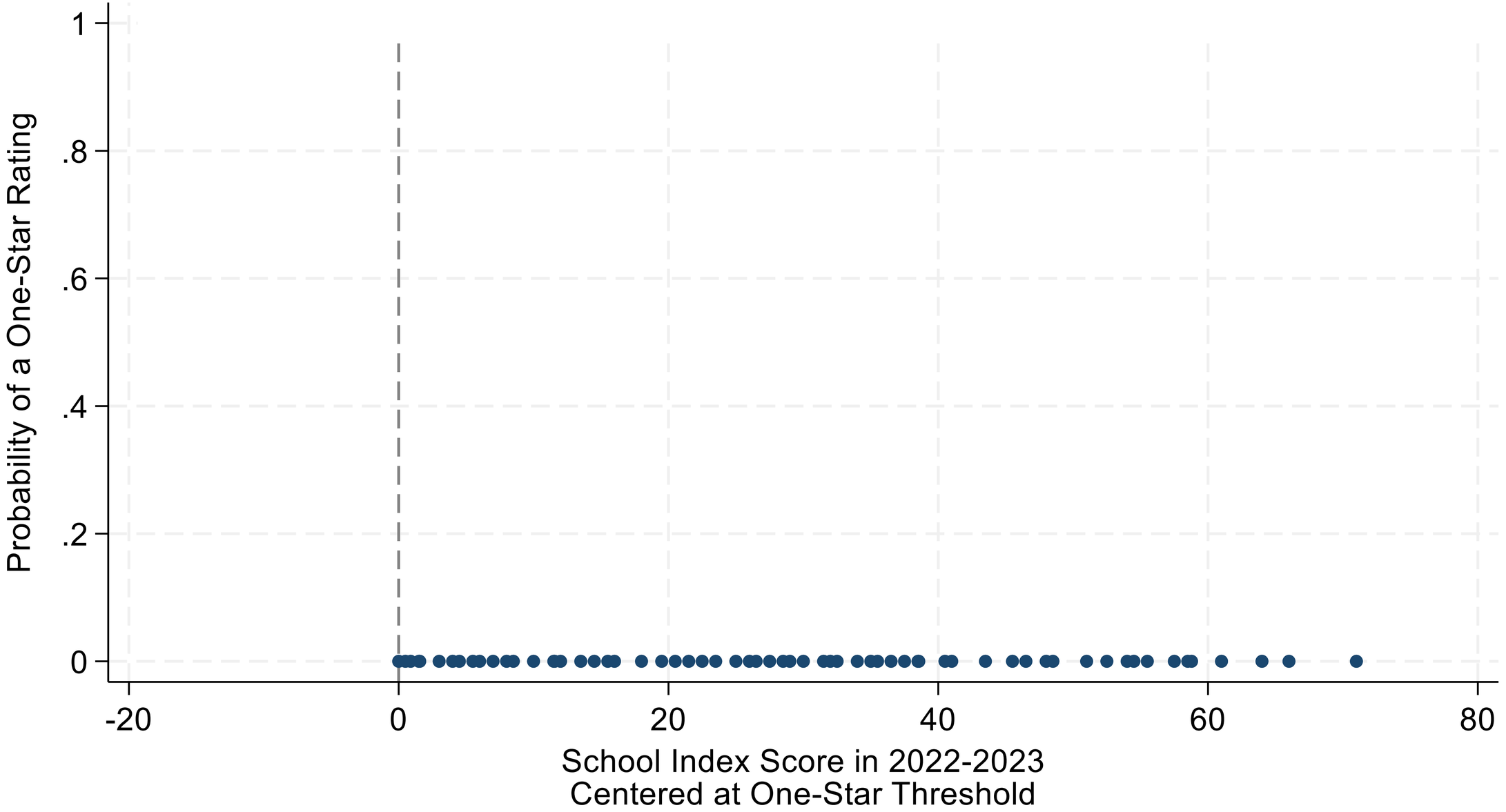
- At-risk status from October 2023 (based on 2022–23 data)
- Math and ELA assessments in spring of 2024
  - Standardized by grade level (mean of zero; standard deviation of one)

NSPF Index Scores and At-Risk Student Performance

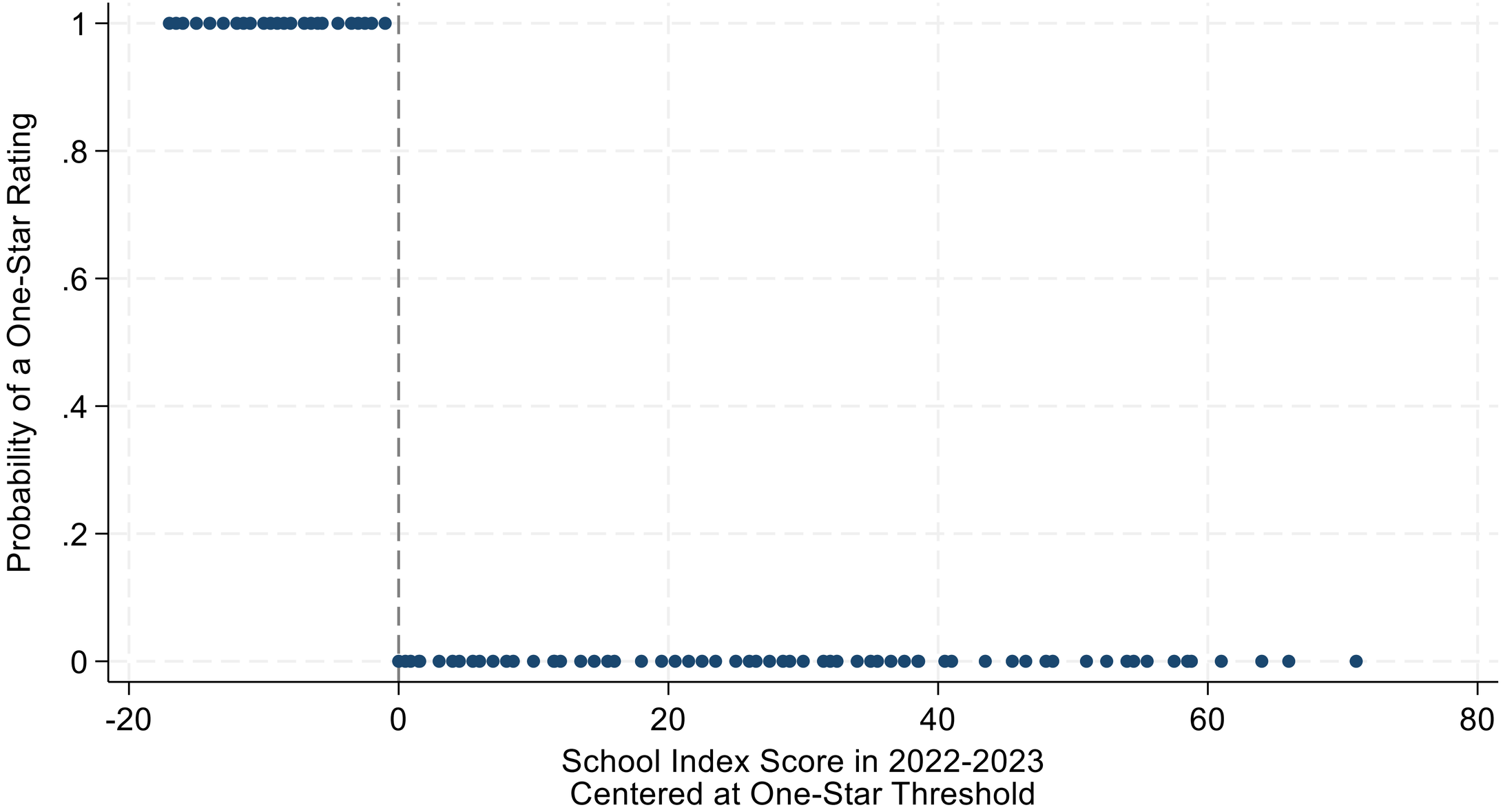


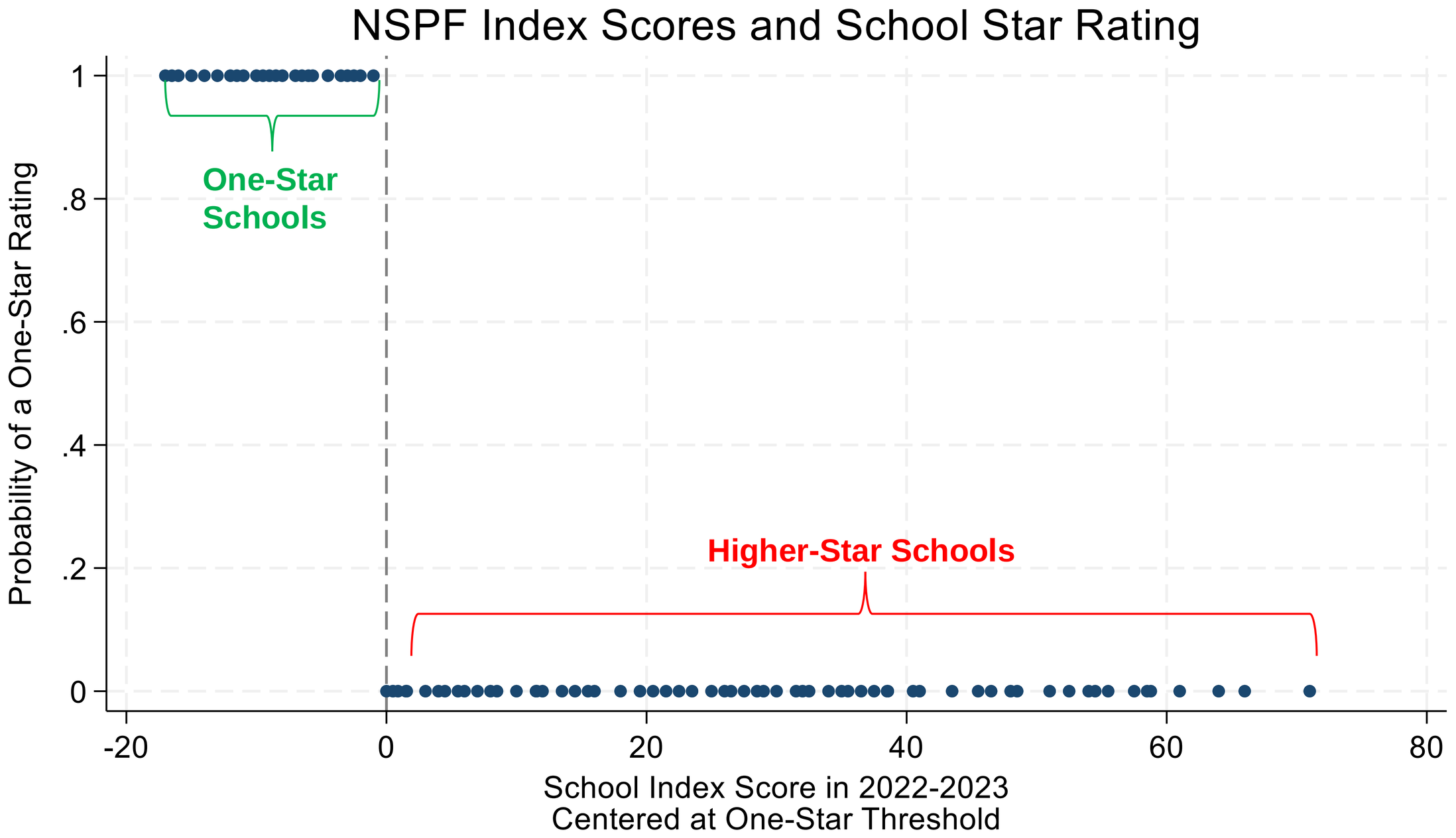
NSPF Index Scores and At-Risk Student Performance

NSPF Index Scores and School Star Rating

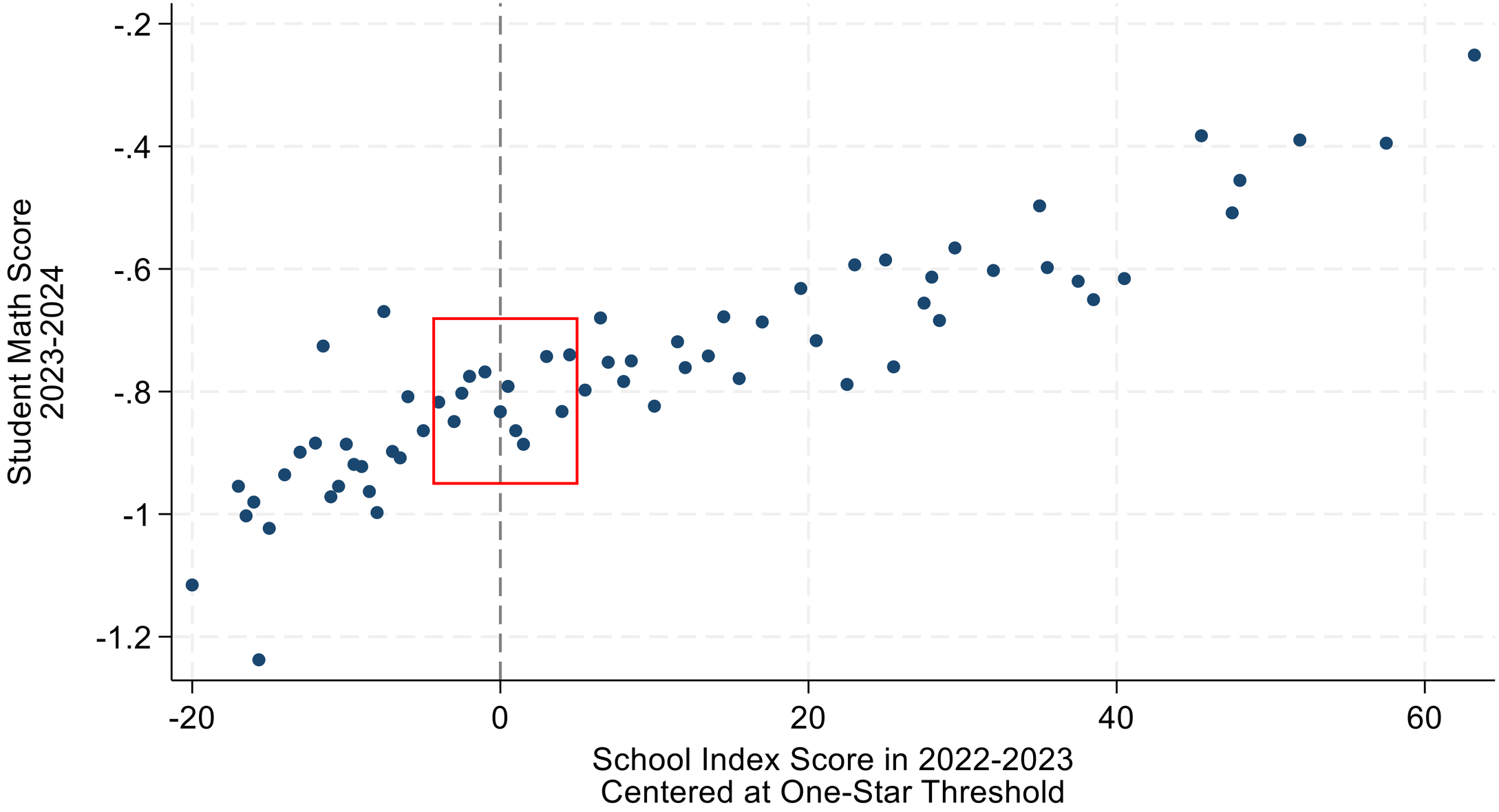


NSPF Index Scores and School Star Rating

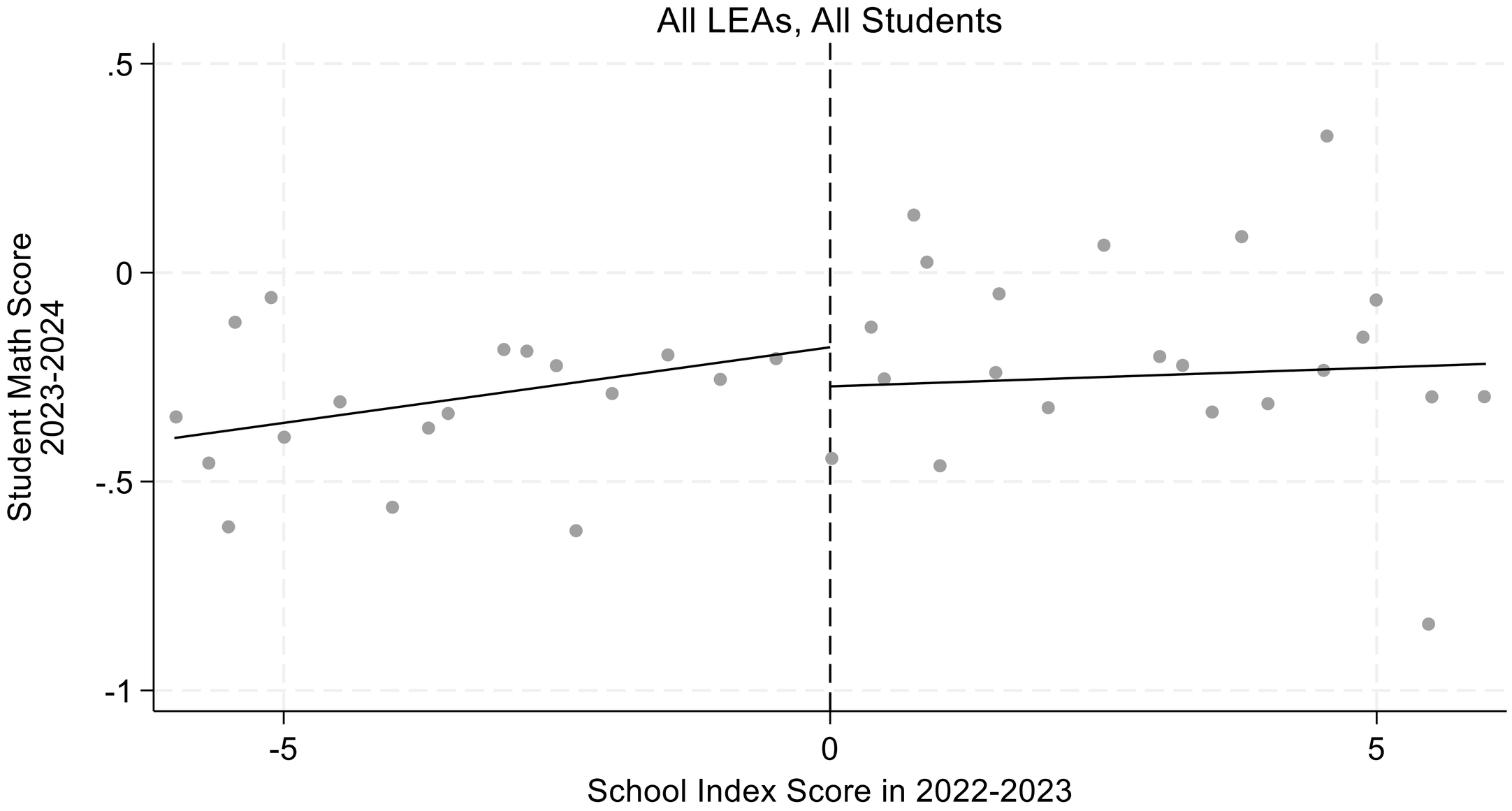


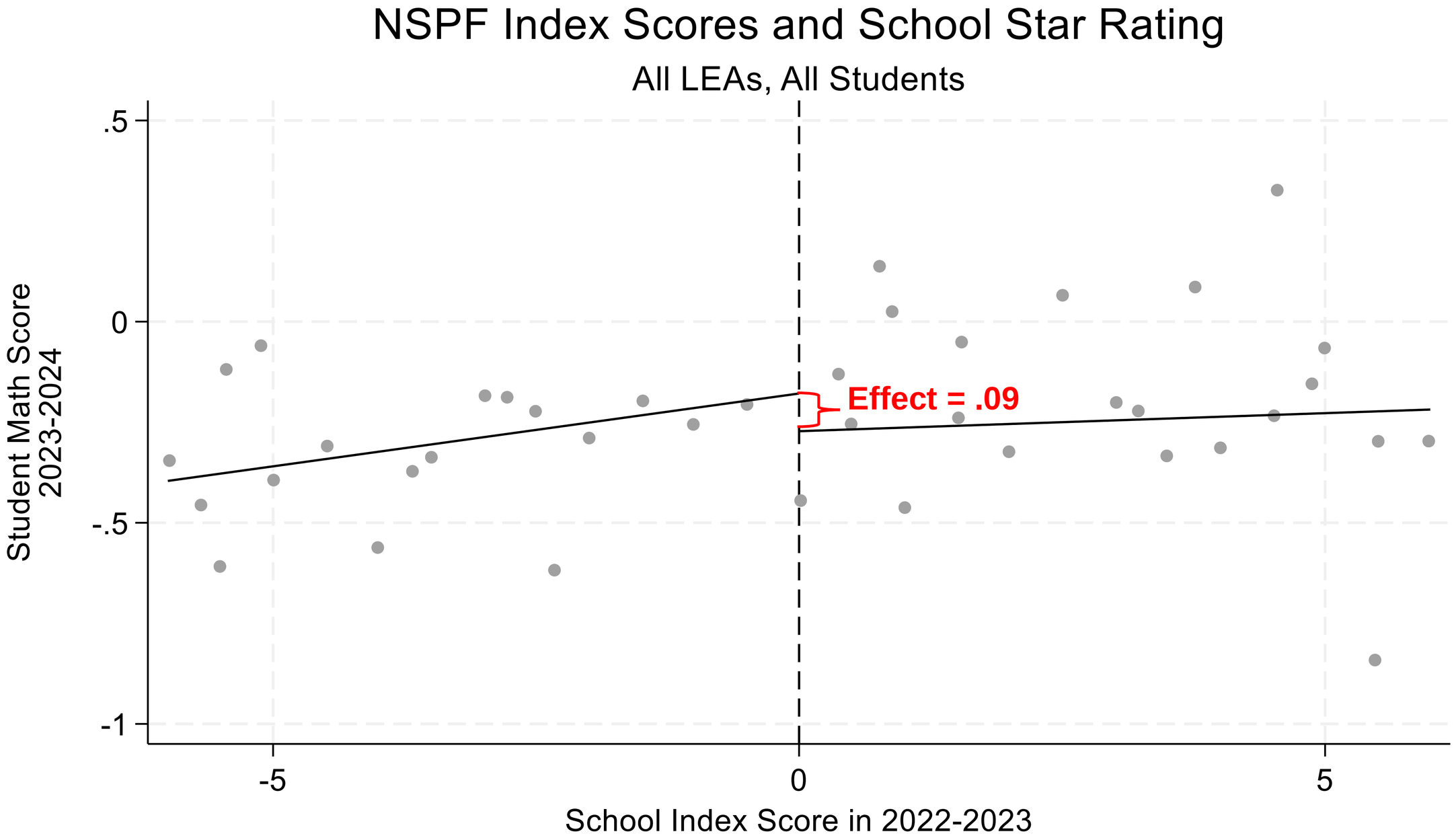

NSPF Index Scores and School Star Rating
Probability of a One-Star Rating
1
.8
.6
.4
.2
0
One-Star Schools
Higher-Star Schools
-20
0
20
40
60
80
School Index Score in 2022-2023
Centered at One-Star Threshold

NSPF Index Scores and At-Risk Student Performance



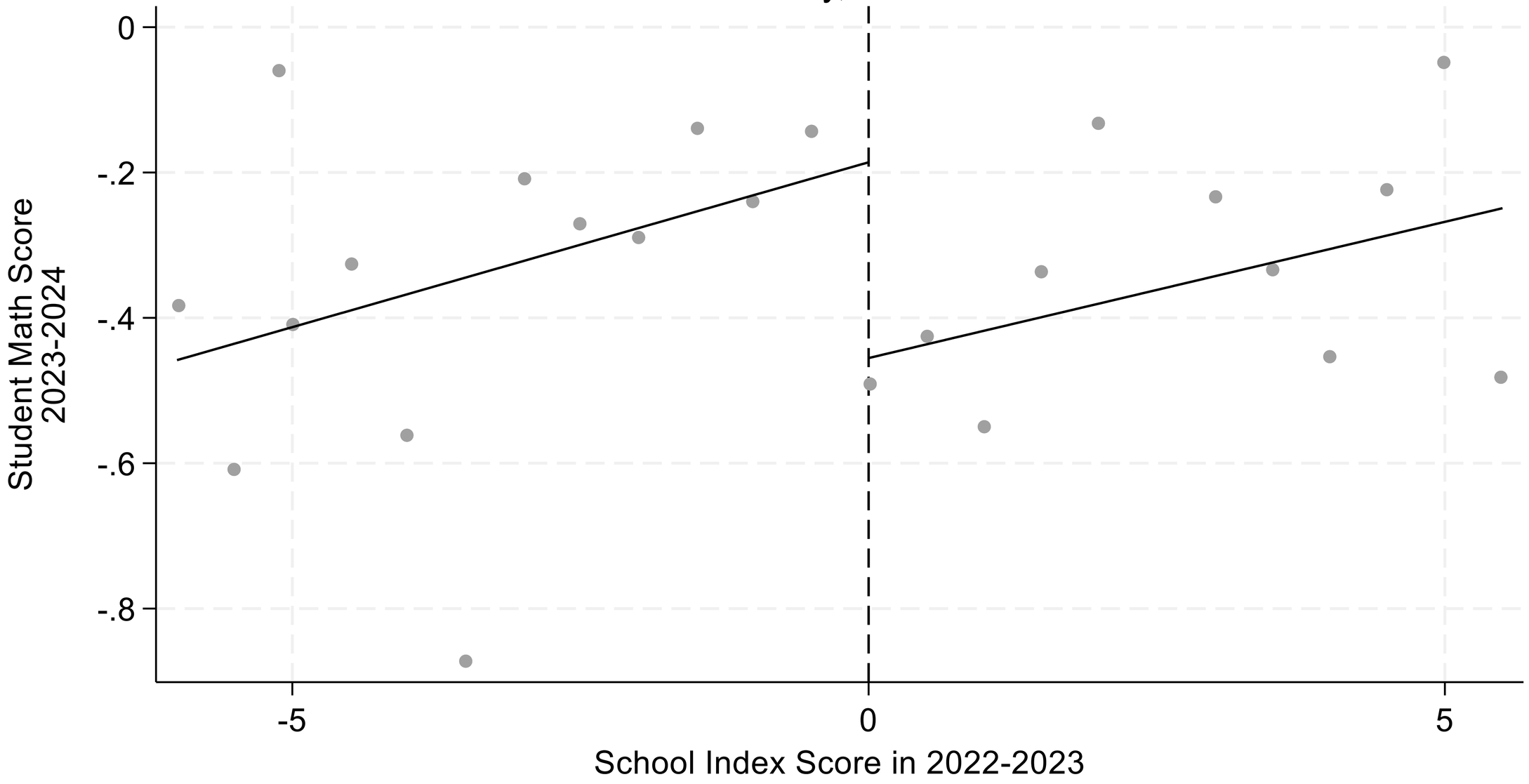
NSPF Index Scores and School Star Rating



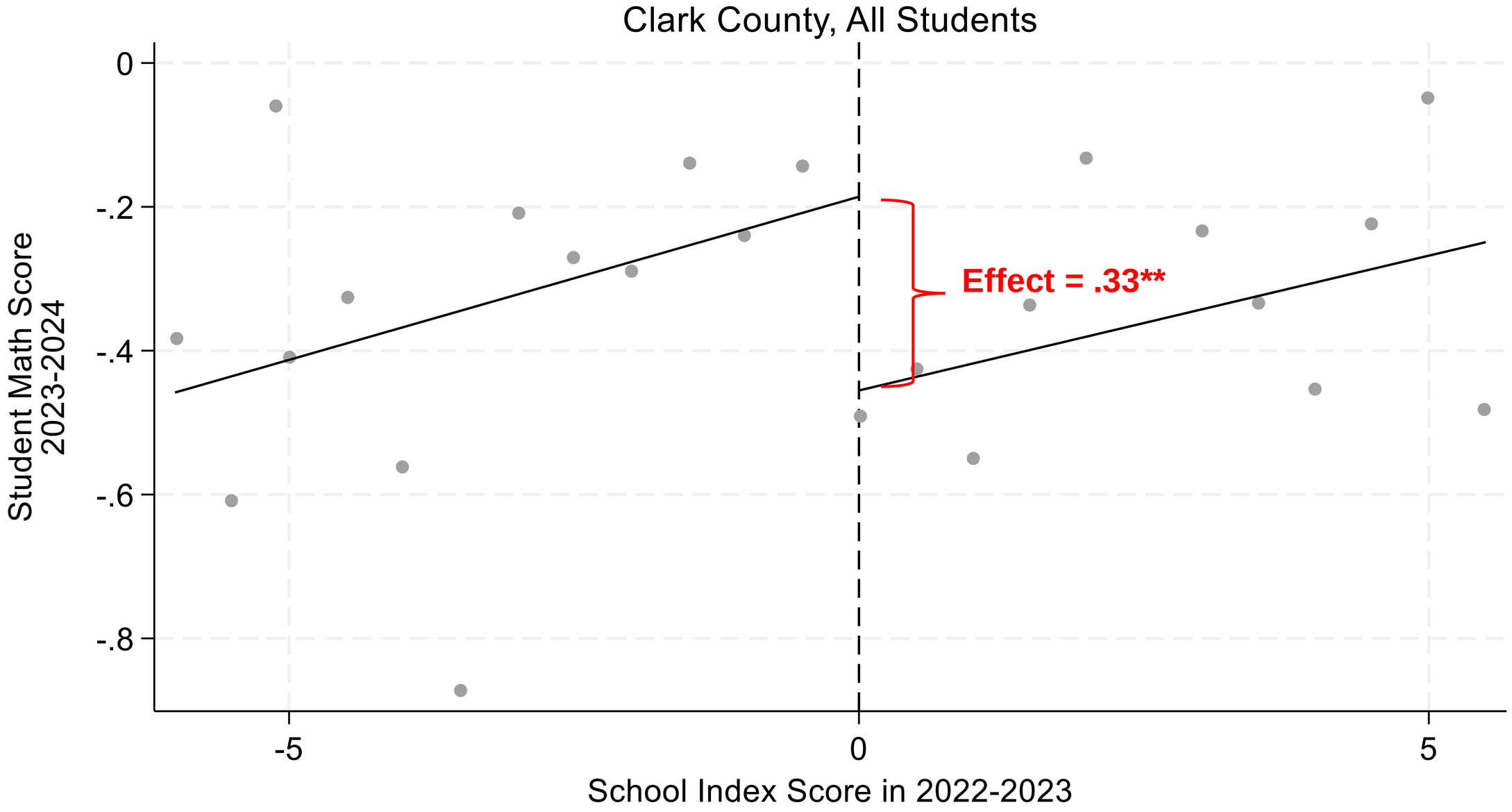

NSPF Index Scores and School Star Rating
All LEAs, All Students
Student Math Score 2023-2024
.5
0
-.5
-1
-5
0
5
School Index Score in 2022-2023
Effect = .09

NSPF Index Scores and School Star Rating

Clark County, All Students

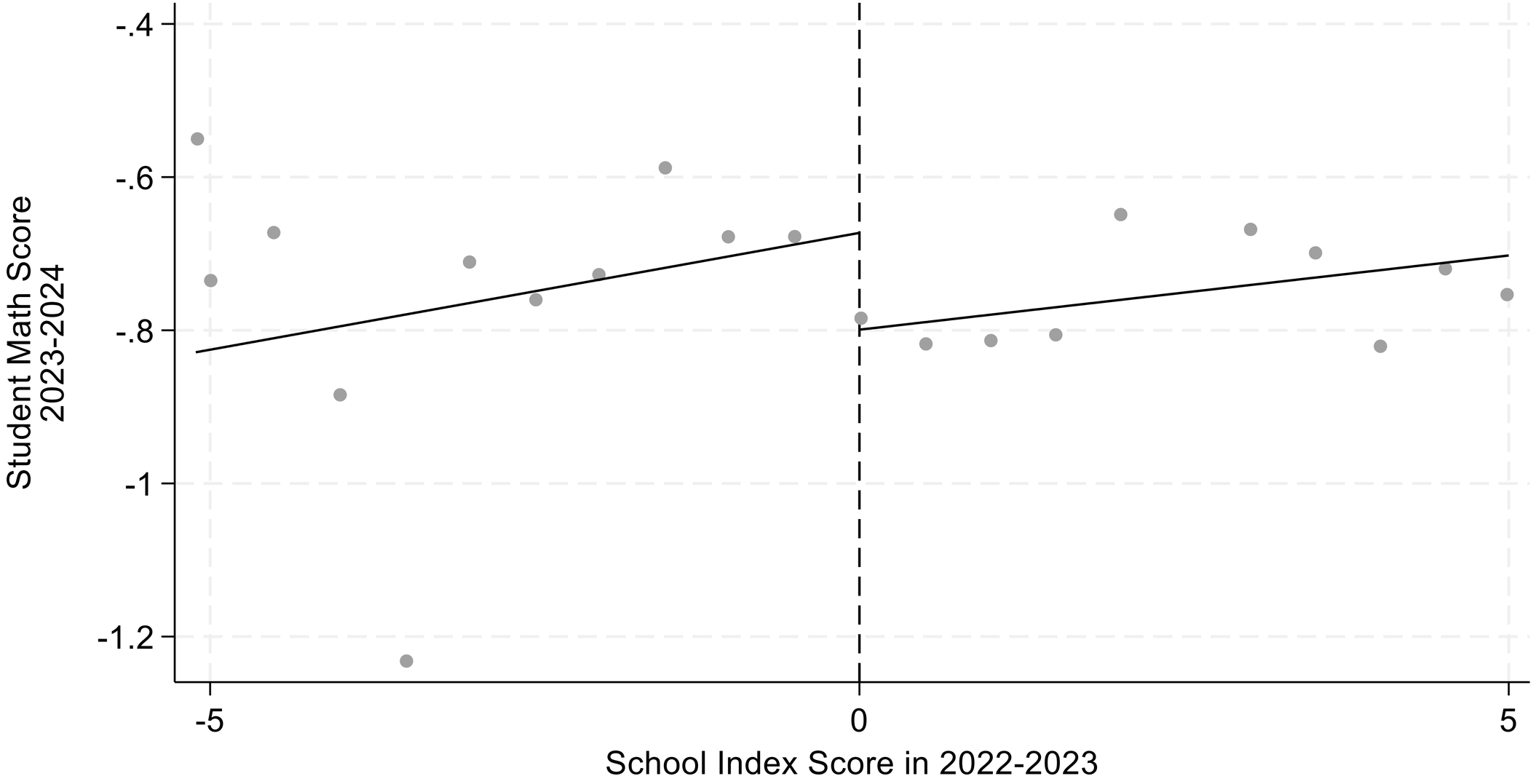


NSPF Index Scores and School Star Rating



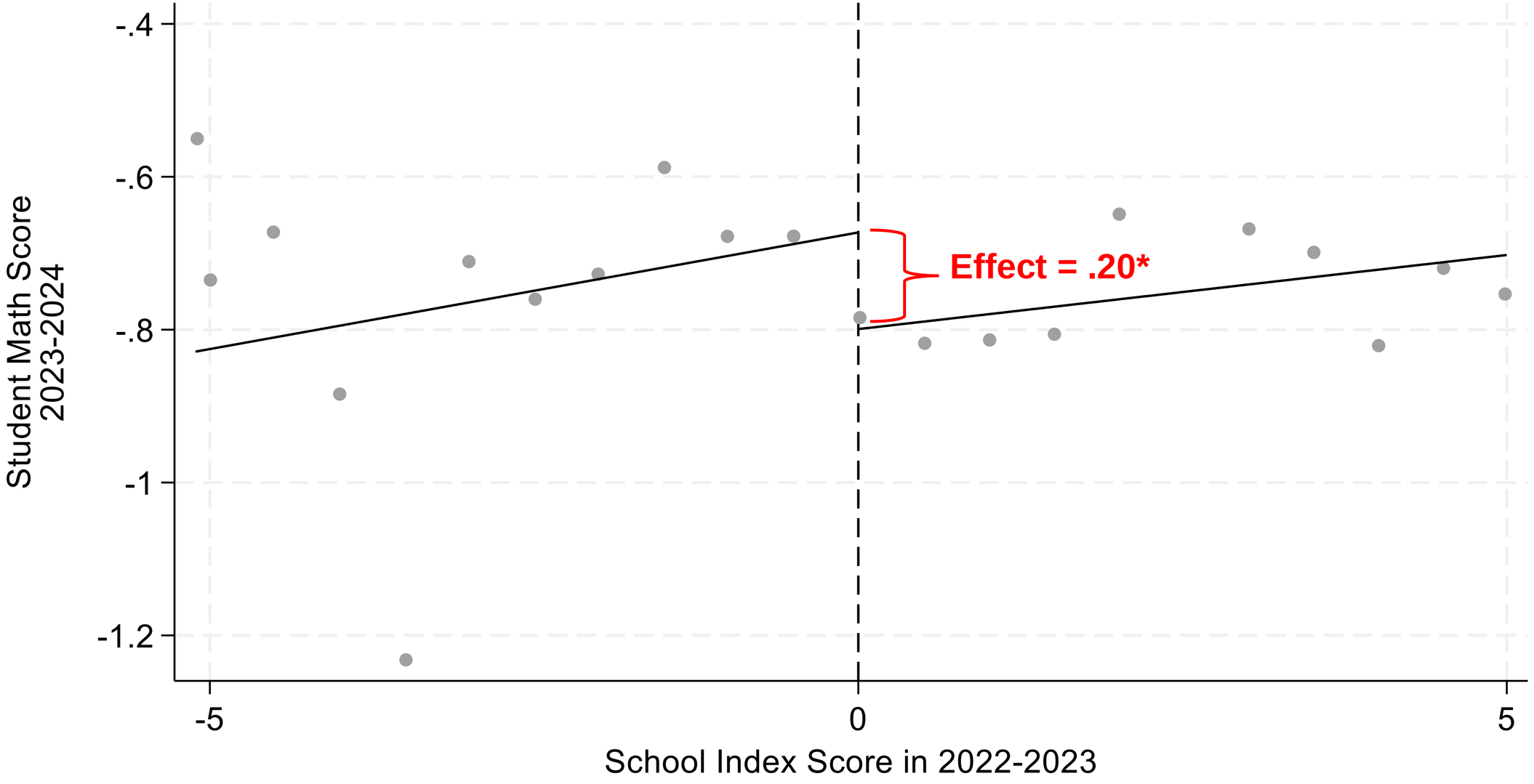
NSPF Index Scores and School Star Rating

Clark County, At-Risk Students

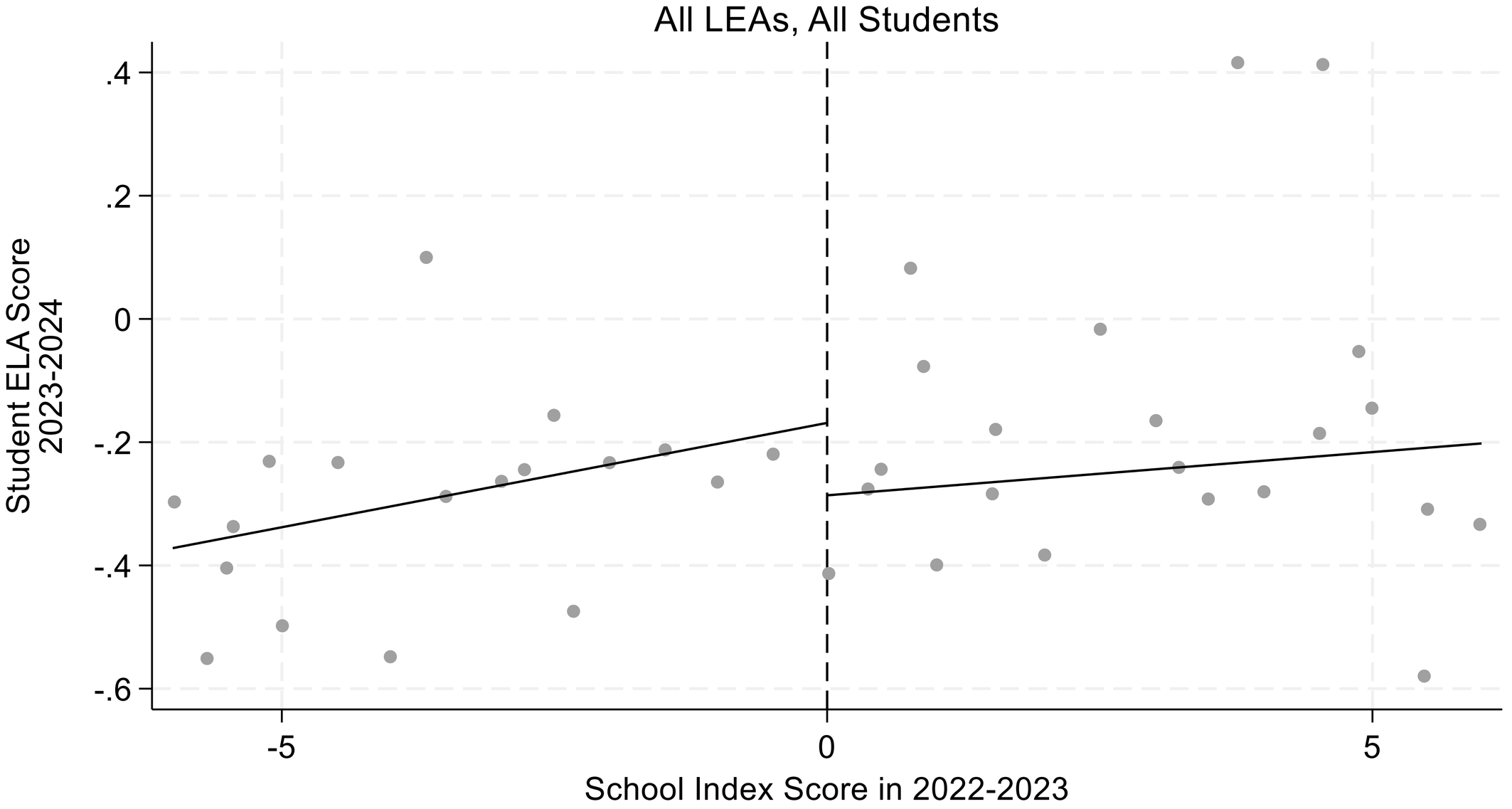


NSPF Index Scores and School Star Rating

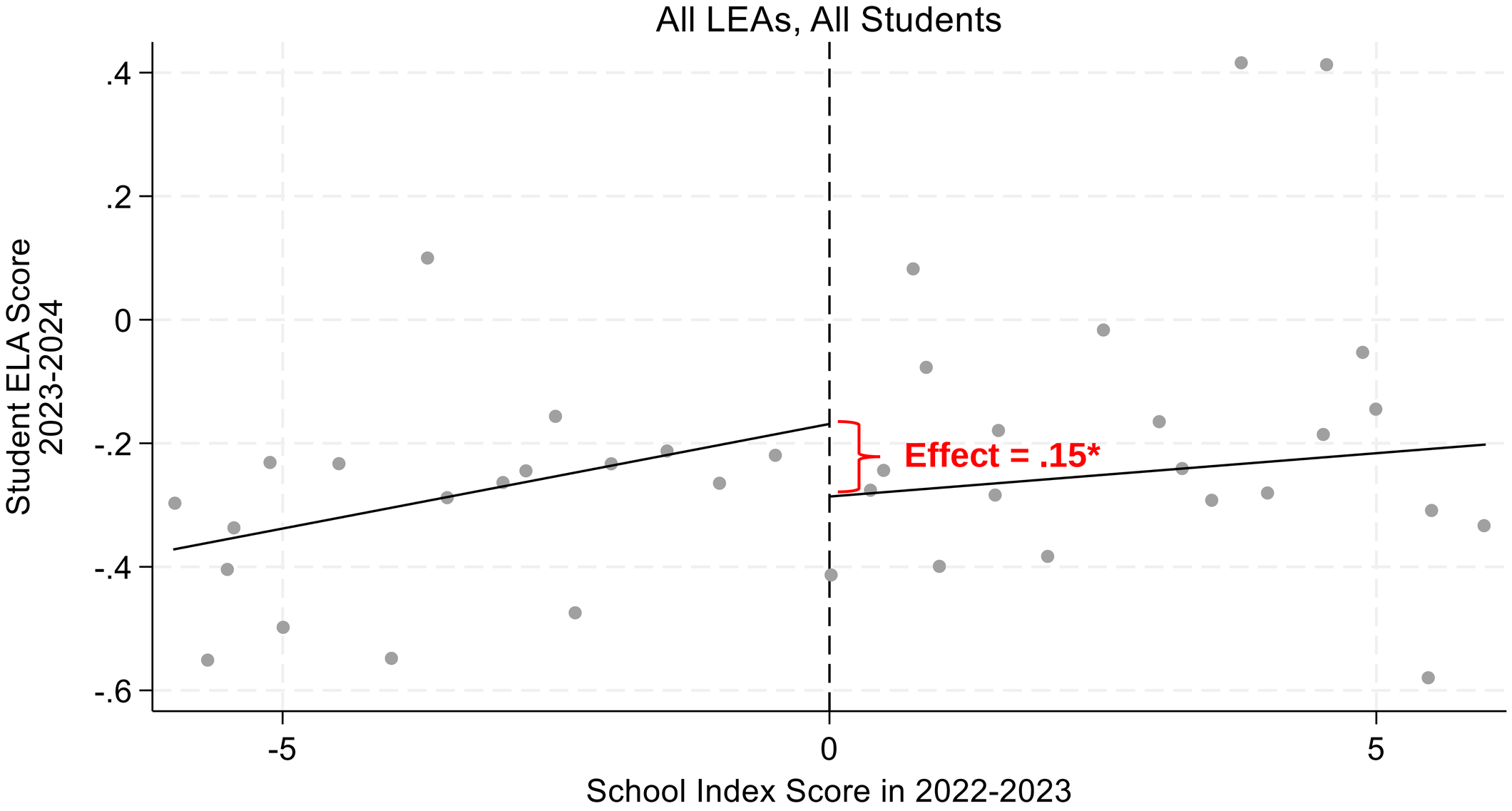
Clark County, At-Risk Students



NSPF Index Scores and School Star Rating

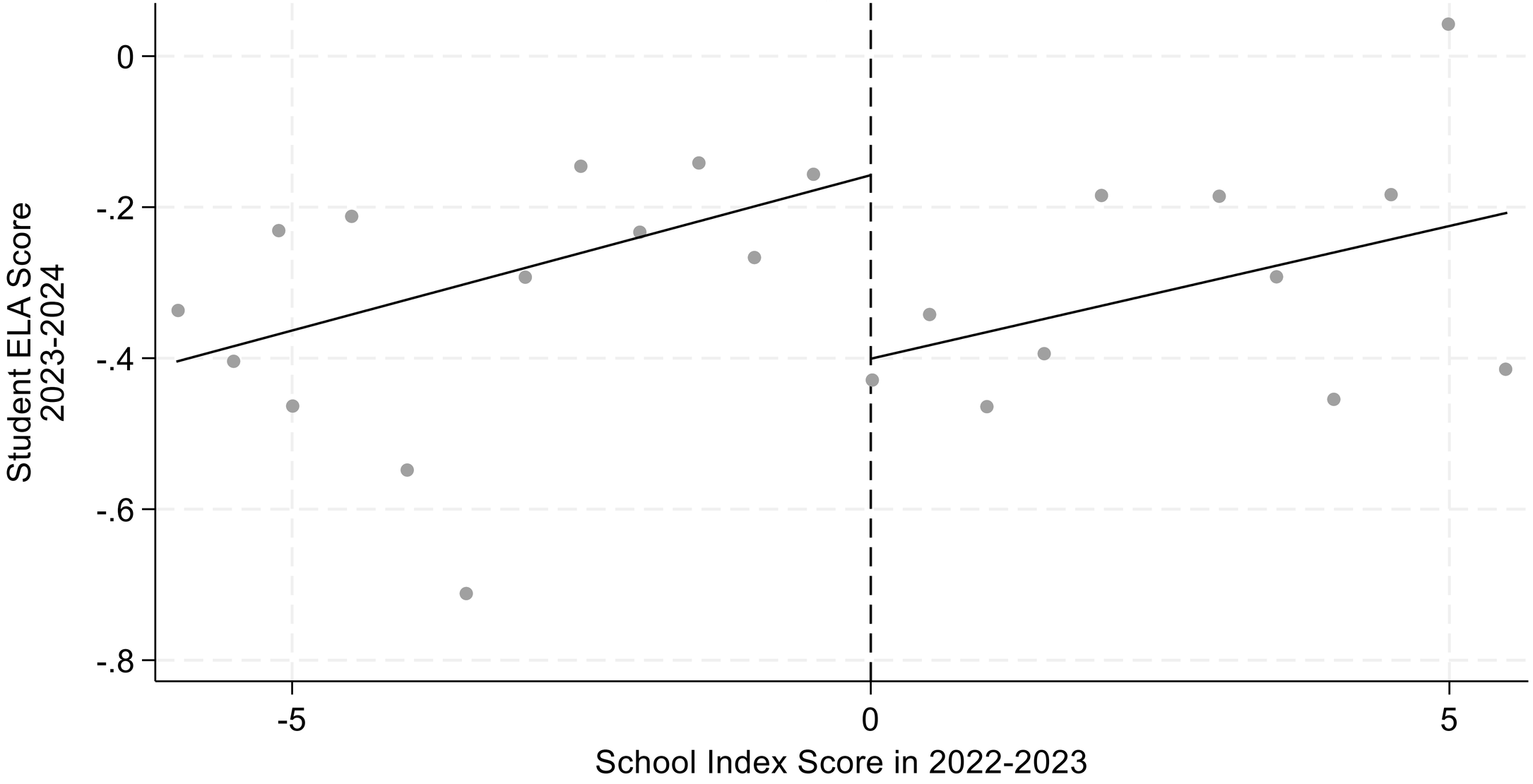


NSPF Index Scores and School Star Rating



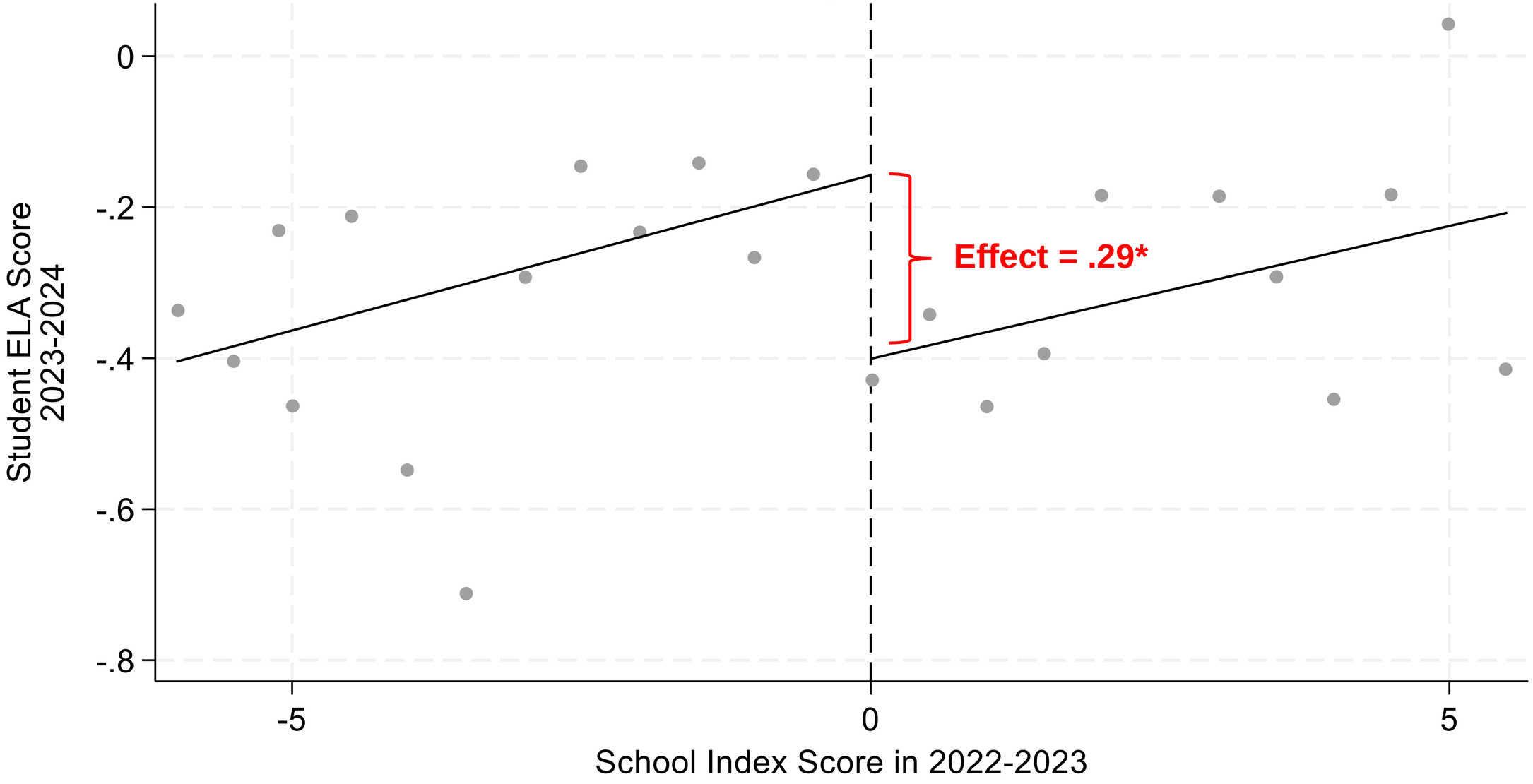
NSPF Index Scores and School Star Rating

Clark County, All Students



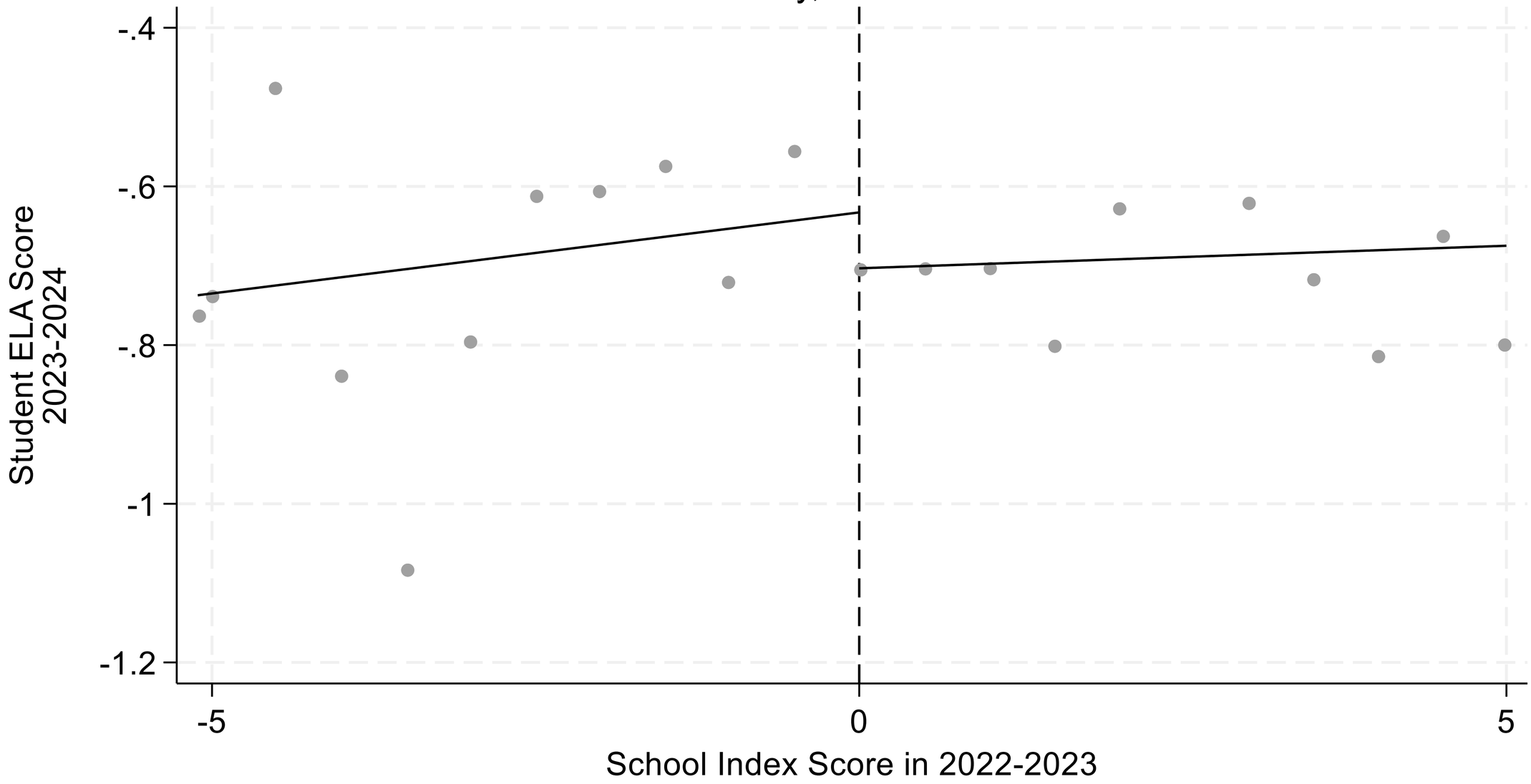
NSPF Index Scores and School Star Rating

Clark County, All Students



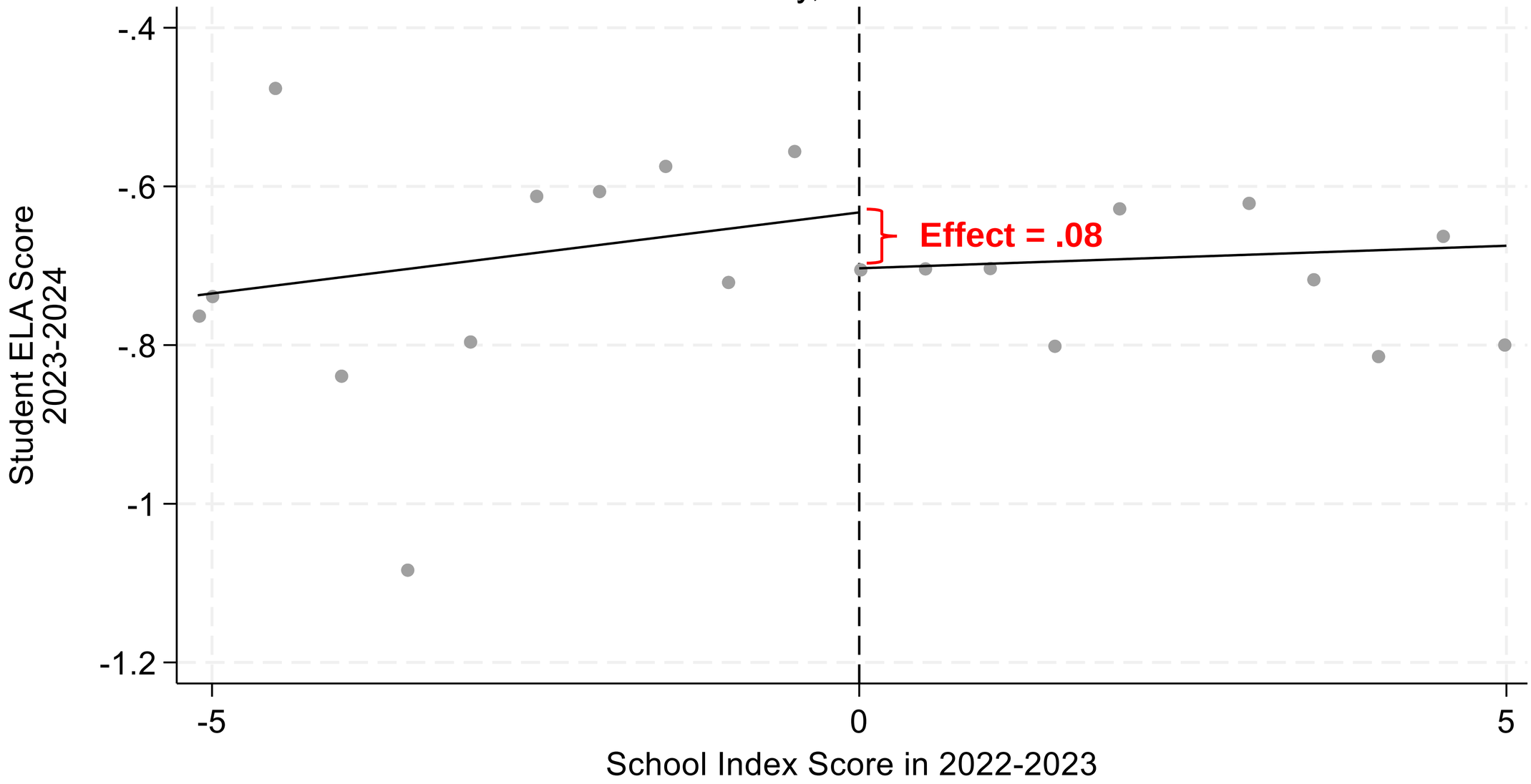
NSPF Index Scores and School Star Rating

Clark County, At-Risk Students



NSPF Index Scores and School Star Rating

Clark County, At-Risk Students



The Impact of a One-Star Rating

	Math	ELA
All LEAs, all students	.09	.15*
Clark County, all students	.33**	.29*
Clark County, at-risk students	.20*	.08

* p<.1; ** p<.01

Academic Return on Investment

- Need to determine investment in one-star schools

- Simple ROI in math for one-star schools in Clark:
  - .33 standard deviations / additional $$

At-Risk Students' Response to Intervention

- NSPF: two-star schools versus three-star schools versus four-star schools
- Overall student designations: at-risk, EL, gifted
- Performance-based interventions: early literacy, ELA, math

Summary

- At-risk indicator is correlated with student demographic categories and performance
- At-risk counts are relatively stable at the state level
  - Overall change can mask churn from mobility, program eligibility, and Grad score changes
  - Potentially less stability at the local education agency (LEA) and school level
- Clark is using one-star rating to deliver additional resources

Future Analysis of At-Risk and PCFP

- Before June 30, 2025:
  - Update of performance summary with At-Risk student data and additional metrics
  - Stability of at-risk indicator at LEA and school levels
- Beyond this spring:
  - How is the PCFP, especially the at-risk indicator, impacting student performance?
  - Are at-risk students receiving additional services and investments?
  - Are those additional services and investments leading to enhanced performance?