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Performance Report

Commission on Innovation and Excellence in Education (CIEE)

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Agenda

- Overview of the main components of the work
- High-level process for developing the reporting framework
- Key learnings from development of the 2025 Performance Report and Addendum
- Discussion of CIEE's priorities for the framework and report

Three Goals Guide the Work

1

MEASURE PROGRESS

Strengthen indicators of student and school progress.

2

TRACK TRENDS

Assess progress over time using consistent measures.

3

INFORM PRIORITIES

Use the evidence to inform Nevada's education priorities.

Four Connected Components of the Work

1

Reporting Framework
Identify and prioritize measures

2

Framework for Emerging Measures
Plan for future indicators

3

Performance Report
Analyze and communicate progress

4

CSF Coordination
Align with related Commission work

WestEd

Reporting Framework

Strengthening the Performance Reporting Framework

Step 1: Review

Existing indicators and reporting requirements

Step 2: Prioritize

Meaningful, feasible, high-value measures

Step 3: Identify Gaps

Outcomes and priorities not adequately captured

Step 4: Build for the Future

A process for incorporating emerging measures



Source: Re-created from the September 2026 NDE Presentation.

Review and Prioritize Indicators by the Value They Add

RETAIN | Meaningful measures with usable data

Graduation rate; assessment proficiency

REFINE | A better definition or alternative

Attendance → chronic absenteeism

EXCLUDE | Redundant or less informative measures

Teacher attendance; substitute-teacher metric

DEVELOP | Potentially valuable measures for future years

Satisfaction survey data

Many Existing Measures Were Retained

Achievement

English Language Arts (ELA), math, and science proficiency; AP/IB passing scores

Attainment

Graduation and dropout rates; CTE credentials; higher education enrollment

Engagement and Climate

Violent acts and disciplinary actions

Workforce

Teacher retention (mover, leaver, stay rates)

Examples from the Commission on School Funding review; some definitions required refinement.

Some Measures Were Refined to Improve Alignment and Usefulness

ORIGINAL		ALTERNATIVE	
Attendance rate	→	**Chronic absenteeism**	Aligns with the Nevada School Performance Framework (NSPF)
Twelfth grade credit sufficiency	→	**Ninth grade credit sufficiency**	Uses an earlier indicator of whether students are on track to graduate
Literacy rates in grades 1, 3, 5	→	**K–3 literacy growth (NWEA MAP)**	Broadens the early-grade focus and emphasizes growth

A Few Measures Were Excluded Due to Data Availability or Other Considerations

Exclude

Classes taught by a substitute teacher for more than 25% of the school year: recommended for exclusion.

Teacher attendance: limited variation across schools and districts.

Narrow the measure

Vacancy rates: include teachers and administrators but not support staff because those data are not currently collected in Nevada.

Some Measures Required Further Development

Satisfaction surveys: School employees, students, parent/guardians, and graduates

Explore future survey administration with NDE; not currently available for reporting.

Identify Gaps: Additional Metrics to Understand the Use of Funds

1

REVENUE

Per pupil revenues by PCFP fund category

2

SPENDING

Total per pupil expenditures and expenditures by PCFP category

3

RESOURCE MIX

Expenditures by function and object code; FTE counts and per pupil ratios

AB400/SB98 Reporting Framework Summary

Student achievement	Student attainment	Staffing	Student engagement	How funds are used	Meeting expectations
• ELA, math, and science standardized test scores • K–3 literacy growth • Promoted students who tested below proficiency **(Excluded)**	• Graduation rate • Number of credentials or other CTE certificates • Passing score on AP exam • Passing score on IB exam • Ninth grade credit sufficiency • Percentage of students who drop out • Number of students who enroll in higher education • Percentage of students who participate in WBL and earn industry-recognized credentials	• The rate of vacancies for teachers and administrators • The retention rate of teachers (including mover, leaver, and stay rate) • Attendance rate for teachers **(Excluded)** • Classrooms exceeding capacity **(Excluded)** • The number of classes taught by a substitute teacher for more than 25 percent of the school year **(Excluded)** • Number of schools that employ a literacy specialist **(Excluded)**	• Chronic absenteeism rate • Number of violent acts by pupils and disciplinary actions	• Per pupil total expenditures by LEA and school • Per pupil revenues by PCFP fund category • Per pupil expenditures by PCFP fund category • Per pupil expenditures and percentage of total expenditures by function • Per pupil expenditures and percentage of total expenditures by the highest level object code only • FTE counts and per student ratios by function	• Satisfaction survey of school employees • Satisfaction survey of students, parents/guardians, and graduates * *Both recommended for further discussion with NDE about the potential to collect these data in future years.*

Lessons Learned

Lessons Learned for Strengthening the 2027 Reporting Framework and Performance Report

Less can be more

- Many potential indicators can provide insight into student and school progress. The challenge is identifying and prioritizing those that provide the most meaningful and actionable information.

Data availability affects reporting timelines

- Attention to when data become available will be important to ensure that indicators reflect the same school year to the extent possible, allowing for more meaningful comparisons.

Comparability over time is important

- Maintaining consistent indicators and definitions supports meaningful comparisons and identifies trends in academic progress.

The level of reporting is not always consistent.

- This impacts the consistency of the level of analysis and reporting of data.

2027 Performance Report

Priorities for the Report

- Clear visuals and narrative on the most meaningful measures of progress
- Reporting at the school and district level when possible
- Show progress over time (the prior report showed 2019 to 2024)
- Other priorities?

Next Steps

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1

DEFINE

Measures, years, disaggregation

2

REQUEST & REVIEW

Data availability and limitations

3

ANALYZE

Trends and preliminary findings

4

REPORT

Findings and implications

PARALLEL WORKSTREAM: Develop the framework and process for emerging measures.

Questions and Discussion

What are your priorities for the reporting framework and Performance Report?