



Metrics Subcommittee for Accountability Redesign

Meeting #7

May 28, 2026

Welcome

Public Comment

SAR Membership

Member Name	Affiliation
Tim Hughes	State Board of Education & CIEE
Patricia Charlton	College of Southern Nevada & CIEE
Sean Parker	Community & CIEE
Sebastian Rios	Student
Adam Young	Superintendent & CIEE
Melissa Mackedon	Exec. Dir. State Sponsored Charter School
Irene Bustamante-Adams	President Clark County SD Trustee
Rebecca Dirks-Garcia	Former NV PTA President & CIEE
Aida Perez	Educator
Desiree Veloz	Principal
Kathryn Witaker	Trustee – Churchill County School District
Yvonne Wagstaff	Trustee – Douglas County School District
Peter Zierhut	Business & CIEE
Ricky Medina	Technical/District Accountability Director
Joe Ernst	Superintendent Washoe County SD
Victor Wakefield	State Superintendent

Purpose and Role

The purpose of the Metrics Subcommittee for Accountability Redesign (SAR) is to develop recommendations for a new NDPF and refined NSPF which includes such decisions as:

- Specifying indicator calculations and business rules
- Determining performance expectations
- Developing aggregation and reporting rules

Your role is to:

- Participate and engage openly and honestly
- Share your views and reflect the interests of your organization(s) and constituencies
- Consider the information and perspectives presented in this group

The SAR provides recommendations to NDE. The recommendations will be considered with other sources to inform final decisions. Committee members are considered part of a closed cohort and we respectfully ask that designees not be sent in instances where a meeting conflict occurs.

Group Norms and Decision Making

- **Actively participate** in discussions, but also draw others into the conversation
- **Respectfully listen** to all opinions and perspectives
- **Weigh pros and cons** of different alternatives with the goal of coming to group consensus.
 - When necessary we will make decisions by majority vote
 - If agreement cannot be achieved dissenting views and rationales will be clearly documented
- In discussions with others about the content of these meetings, **attribute ideas to the committee not to individuals**

Today's Agenda

- 9:00 Welcome and introductions; public comment
- 9:15 Review Revised DPF
- 10:00 District Support Component: Aggregation and Performance
- 10:30 Break
- 10:45 District Support Indicators: Performance Expectations
- 12:00 Lunch
- 1:00 District Support Indicators: Performance Expectations (Continued)
- 2:00 Break
- 2:15 Review Overall Aggregation Methods for the DPF
- 3:00 Theory of Action
- 3:45 Public comment
- 4:00 Adjourn

Your One-Stop Shop for Information About this Project

<https://doe.nv.gov/boards-commissions-councils/metrics-subcommittee-for-accountability-redesign>

Short link:

<https://bit.ly/NV-SAR>



Revised DPF

Superintendent Reflections

- April SAR meeting and May NASS meeting
 - Feedback from the field
 - Vision and values
 - Feedback on district indicators
- Leadership vs. compliance

Revised Framework

Effective District Practices

- Core inputs associated with effective districts and charter sponsors.
- They are not rated in the DPF, but are represented because they are essential for success.

District supports

- Indicators in this category reflect areas under district or sponsor control and go beyond inputs; they are intended to demonstrate progress toward (or attainment of) factors that help provide an opportunity for students to learn and thrive.

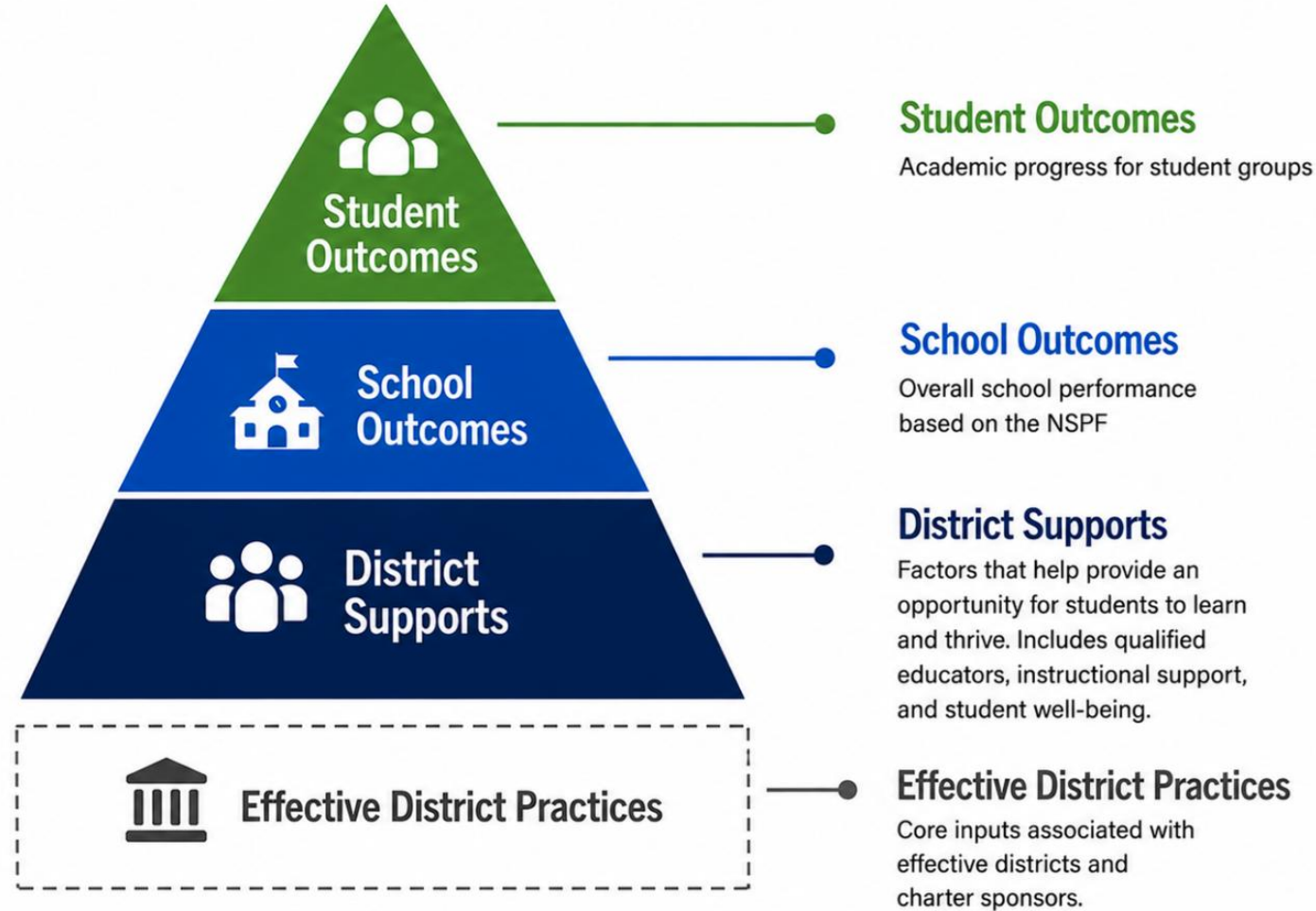
School Outcomes

- Reflect key performance aggregated from the school level.
- This category is a roll-up of the current or revised Nevada School Performance Framework (NSPF).

Student Outcomes

- Evidence that all student groups are progressing toward academic goals and closing achievement gaps.

DPF Illustration



Effective District Practices

(Previously Foundations)

Domain	Description
Educators and Leaders	<ul style="list-style-type: none"> Recruit, develop, support, and retain qualified educators and leaders. Align induction, mentoring, and professional learning to instructional priorities and student outcomes.
Instruction and Student Support	<ul style="list-style-type: none"> Implement high-quality, standards-aligned instructional materials and evidence-based programs. Ensure access to timely, coherent academic, language, disability-related, and other student supports and interventions.
Pathways and Postsecondary Readiness	<ul style="list-style-type: none"> Provide access to advanced coursework, dual credit, career and technical education, and work-based learning opportunities. Support students in developing graduation plans, exploring interests, and preparing for postsecondary success.
Student Well-Being	<ul style="list-style-type: none"> Promote student attendance, safety, engagement, and positive behavior. Provide access to behavioral, mental wellbeing, and other student support services.
Governance and Community Engagement	<ul style="list-style-type: none"> Support governing board members through ongoing training related to governance, ethics, roles, responsibilities, and accountability. Engage families, educators, students, community members, and partners in district planning and decision making.
Systems and Continuous Improvement	<ul style="list-style-type: none"> Utilize data systems for reporting, instructional improvement, strategic decision making, and engaging families. Conduct regular cycles of school and district improvement planning, progress monitoring, and continuous improvement.
Resources and Financial Stewardship	<ul style="list-style-type: none"> Maintain budgeting, auditing, financial oversight, and internal control systems that support effective stewardship of public resources. Align financial planning, resource allocation, and transparent reporting to district priorities and student needs.

District Supports (Previously Conditions)

Proposed District Support Indicators

- **Qualified educators in classrooms**
 - Coverage rate (percent of classrooms taught by a licensed educator in endorsed area) meets target OR
 - Increase in coverage rate (or decrease in vacant positions) meets target AND
 - Percentage of vacancies at Title I schools compared to non-Title I meets target
- **High Quality Instructional Materials:** Evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.
- **College and Career Coursework:** Percent of high-school students who participate in qualifying coursework to include AP, IB, dual-enrollment, CTE.
- **Financial stability:** The district ends the fiscal year with no deficit or reduces the prior year deficit
- **Student survey** addressing climate and student experience Credit awarded separately for participation and percent meeting threshold

School Outcomes

School Outcomes Proposed Indicators

Indicators from the NSPF

- Academic Growth in mathematics and ELA in grades 4-8 as measured by MGP and % Meeting AGP
- Proficiency in grades 3-8 in mathematics, ELA , and science
- Progress toward English language proficiency
- Chronic absenteeism rates
- Percent of 8th grade students students meeting high school readiness criteria
- Percent of 9th grade students earning sufficient credit
- Percent of MS students with academic learning plans
- Participation and Completion of qualifying advanced coursework (i.e., AP, IB, dual enrollment) or approved CTE program
- 4 and 5 year adjusted cohort graduation rates

- NSPF: Aggregate roll up of all schools
- NSPF: Fewer 1 and 2 Star schools each year (or maintaining none)

Student Outcomes

Student Outcomes Proposed Indicators

- Grade 3 Proficient ELA
- Grade 8 Proficient Math
- High School Grad Rate & Advanced Diploma Types Rate
- District Choice Metric

Goals are to be set overall and for student groups.

Questions for Discussion

- To what extent do you support the revised District Performance Framework?
- What changes do you propose to improve the framework?

You are invited to provide written feedback to these questions here:

<https://tinyurl.com/SAR528>

District Support: Aggregation and Policy Descriptors

District Supports Indicators

1. Qualified educators in classrooms - Coverage Rate
2. Qualified educators in classrooms - Coverage Rate Title I
3. High Quality Instructional Materials
4. College and Career Coursework
5. Financial stability
6. Student survey participation
7. Student survey performance

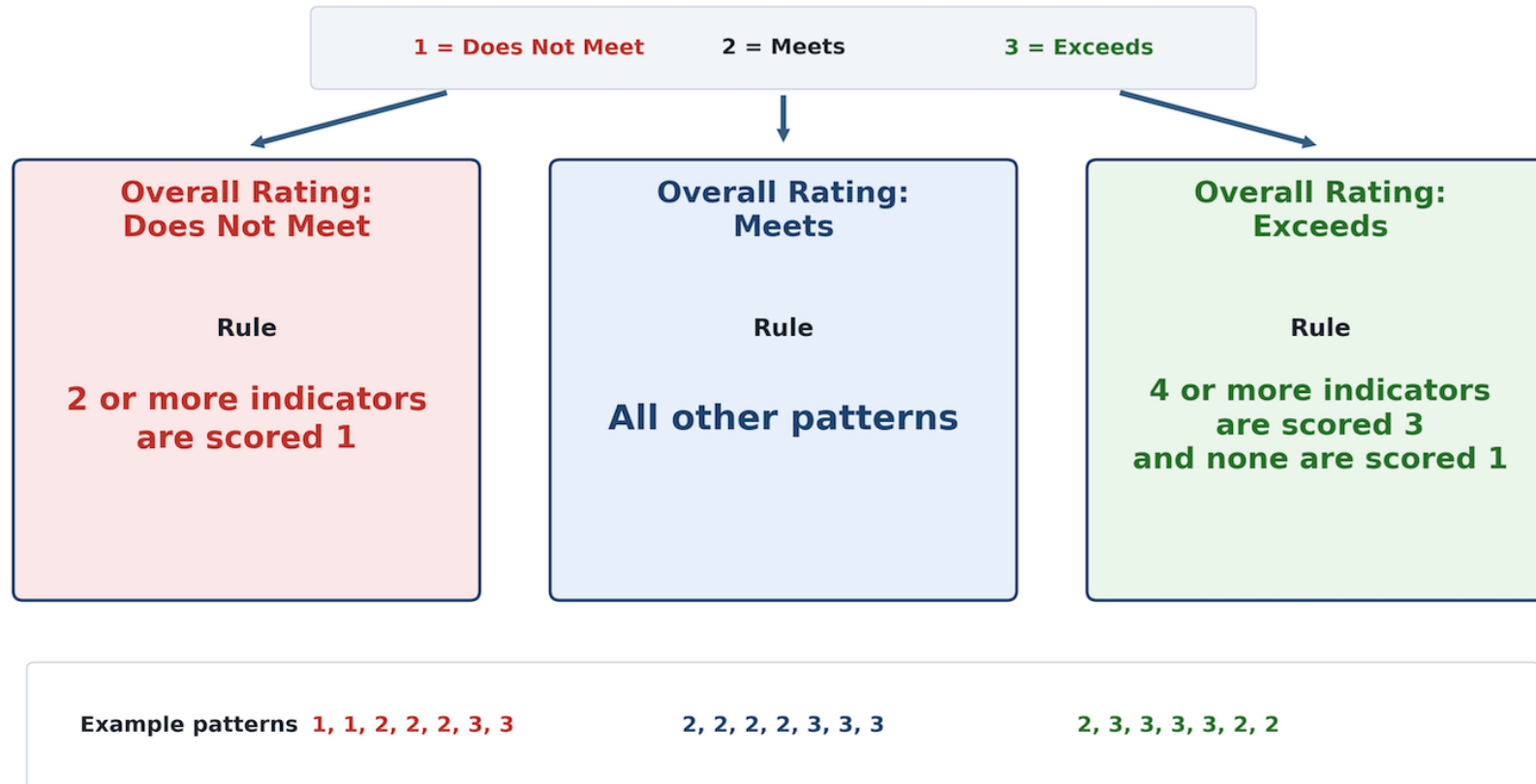
Each indicator is scored 1 to 3:
1= Does Not Meet Expectations
2= Meets Expectations
3= Exceeds Expectations

Which indicators should be included in 2026?

	Feedback from April 28 SAR Meeting	Feedback from May 7 NASS Meeting
Majority support inclusion in 2026	Qualified educators, College and career coursework,	College and career coursework
Majority support inclusion in 2027	High quality instructional materials	High quality instructional materials, Financial stability
Majority do not support inclusion		
Uncertain (Split or insufficient data)	Financial stability, Student survey	Qualified educators, Student survey

Producing an Overall District Support Rating

Performance Pattern Approach



Producing an Overall District Support Rating

Composite Score Approach

Sum

- Score each indicator from 1-3
- Add indicator scores

Weighted Composite

- Score each indicator from 1-3
- Assign weights to reflect priorities
- Multiply scores by weight
- Sum the weighted values

Set cuts on resulting distribution.

Consideration: This method allows higher performance to offset lower performance to a degree that may not be acceptable. Additional criteria can be added to address this.

Discussion

- Do you have any additional feedback about which indicators should be included in 2026 versus those that should be deferred to 2027?
- What approach to aggregating District Support indicators seems most promising and why?

You are invited to provide written feedback to these questions here:

<https://tinyurl.com/SAR528>

Policy Descriptors and Indicators

What are Descriptors?

- Performance level descriptors define what each rating level is intended to mean
- They help distinguish between:
 - Clear concern
 - Acceptable performance
 - Unusually strong performance
- They provide the foundation for later threshold setting

How Descriptors Help Design

We start with descriptors because they...

- anchor threshold setting in policy intent, not just the distribution
- support consistency across indicators
- make ratings easier to explain publicly
- (in the case of the DPF) help keep the middle broad while still reserving the bottom and top for clearer cases

Draft Policy Descriptors For District Support Indicators

Rating	Descriptor	Detail
1	Does Not Meet Expectations	Clear need for attention or support
2	Meets Expectations	Sufficient performance; broad middle range
3	Exceeds Expectations	Clearly stronger than sufficient performance; unusually strong evidence of district support

What Should “Meets Expectations” Mean?

Does Not Meet Expectations

- clear concern
- weak status and/or insufficient progress
- likely warrants support or closer review

Exceeds Expectations

- notably strong status and/or progress
- beyond what would be considered merely sufficient
- should be reserved for relatively uncommon cases

Draft Policy Descriptors For District Support Indicators

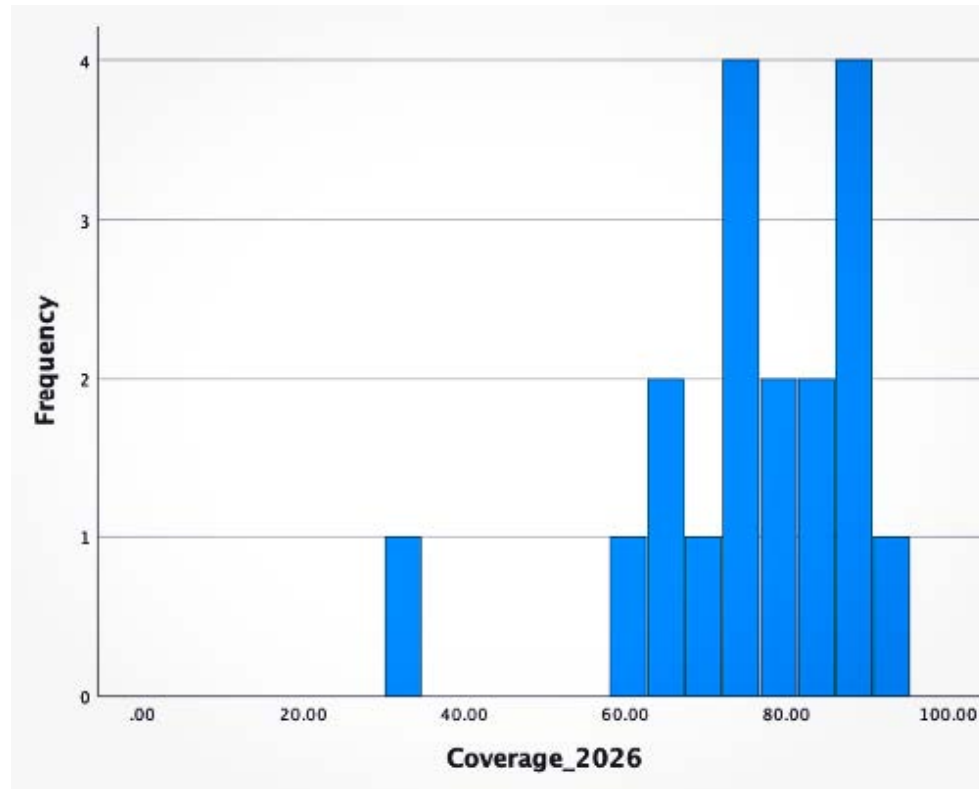
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<https://tinyurl.com/SAR528>

Reviewing Indicator Data

Indicator: Coverage Rate

33.3
60.9
63.3
64.6
69.2
72.4
73.5
74.8
75.4
76.7
81.2
82.1
83.2
87.2
89.7
89.8
90.6
91.9



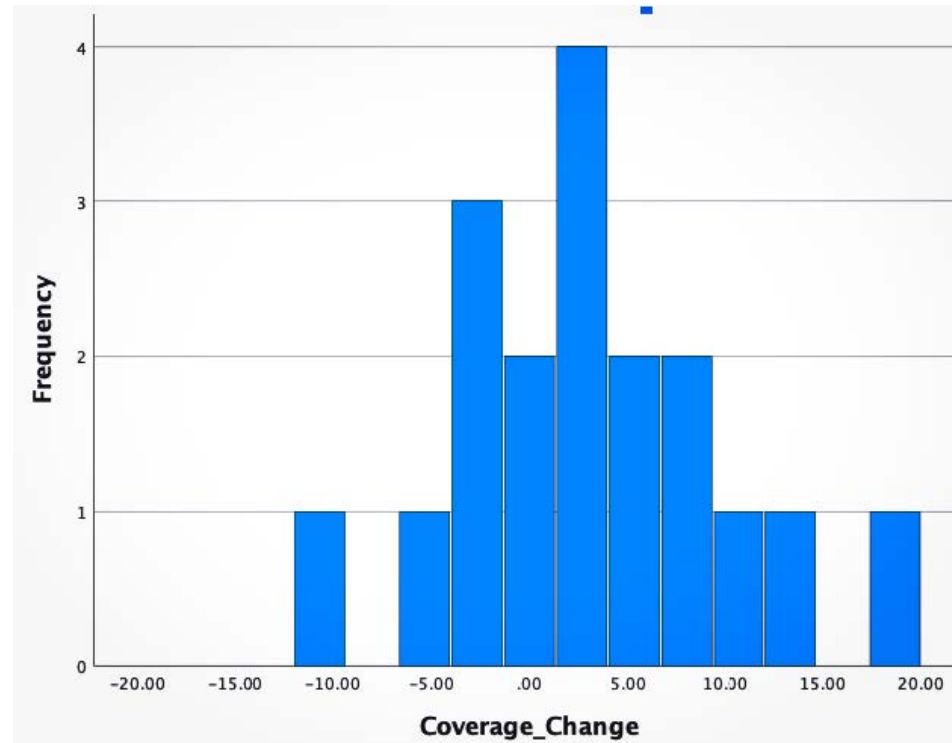
Includes 17 districts and SPCSA

District Mean= 75.5

*District Teacher Total- (Vacant + Out of fied)/
Total*

Indicator - Change in Coverage Rate 2026-2025

-11.1
-4.9
-2.9
-2.2
-1.7
-0.5
1.3
1.5
2.0
2.8
3.4
5.3
6.1
7.1
7.3
9.6
12.4
18.3



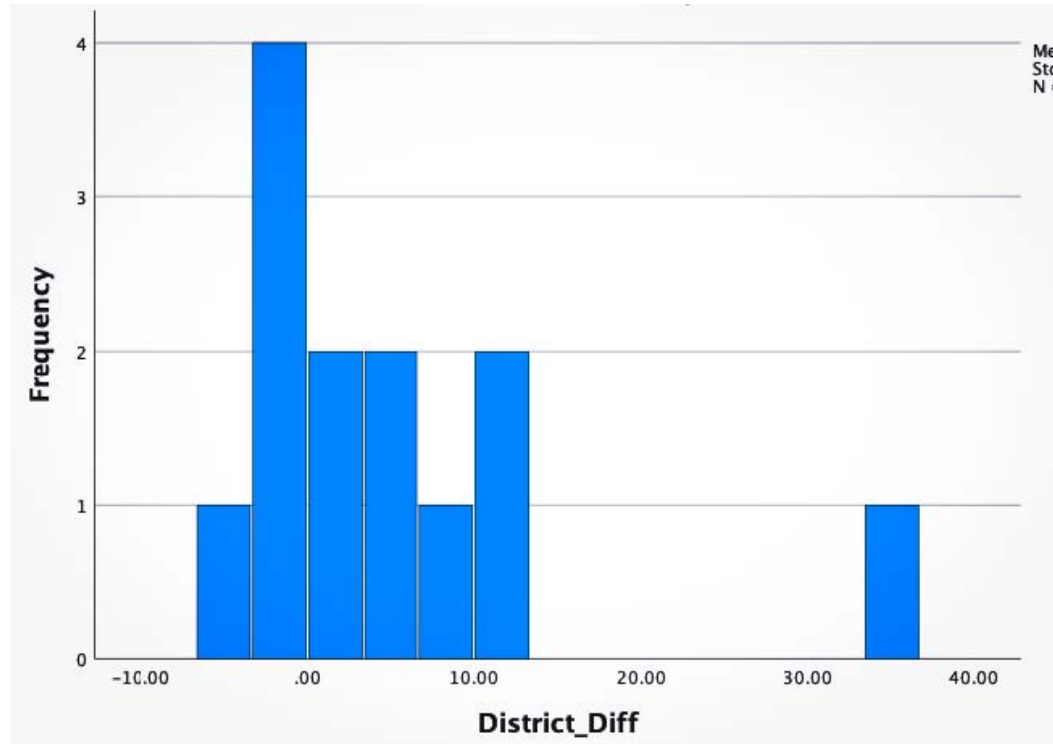
Includes 17 districts and SPCSA

District Mean= 3

2026 Coverage Rate - 2025 Coverage Rate

Indicator - Coverage Rate Title I Compared to Non-Title I

34.4
10.9
10.1
9.9
6.0
4.7
4.6
1.7
0.0
-1.1
-1.1
-1.7
-2.9
-5.7



Includes 13 districts and
SPCSA

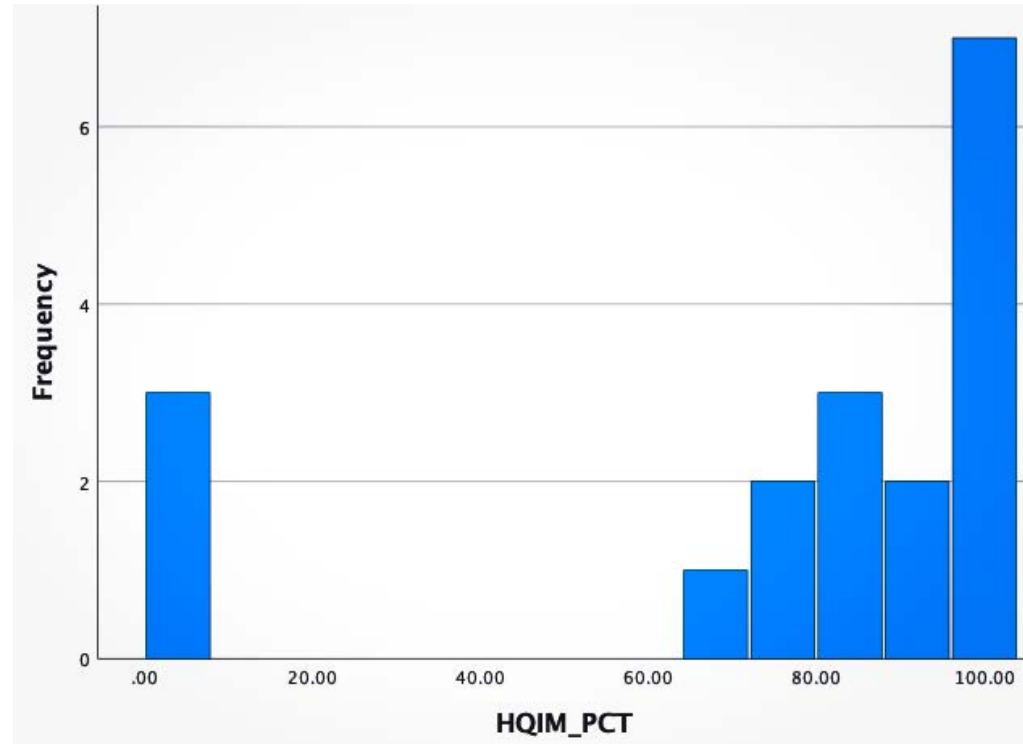
District Mean= 5
State Mean = -1.1

Removed schools with fewer than 5
teachers and districts with all TI or no TI

2026 Title I Coverage Rate - Non Title I Coverage
Rate By School Aggregated to District

Indicator - High Quality Instructional Materials

0.0
0.0
0.0
64.7
76.5
76.7
83.9
84.4
84.4
93.3
94.3
96.0
96.4
97.1
97.6
100.0
100.0
100.0



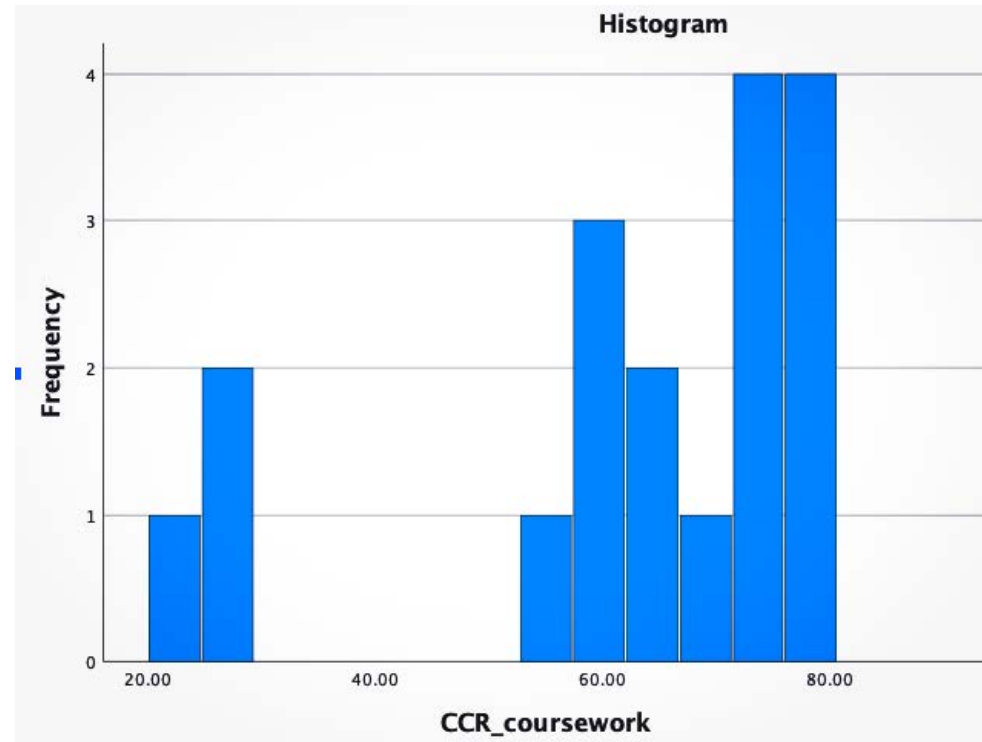
Includes 17 districts and SPCSA

District Mean= 74.7

2025 Percent of materials rated as “Meets Criteria” by district

Indicator - College and Career Coursework

21.8
27.2
28.3
57
61.1
61.6
61.7
64.8
66.4
67.8
72.5
73.5
74.5
75
77.9
78
80.1
80.1



Includes 17 districts and SPCSA

District Mean= 62.7

2025 Percent of 9-12 students enrolled in a qualifying college or career ready courses (includes AP, IB, Dual-credit, CTE, WBL, or World Language)

Setting Performance Levels

Setting Thresholds: The Task

1. For each indicator, identify what should count as:
 - a. Does Not Meet Expectations
 - b. Meets Expectations
 - c. Exceeds Expectations
2. Use the policy intent first, then test it against the data.
3. The goal:
 - a. Not to split the distribution evenly
 - b. To define thresholds that match the meaning of the three levels

How to Use the Data

For each indicator:

- Start with the meaning of the three levels
- Review the observed distribution
- Identify possible thresholds
- Check whether the results match the intended meaning

A Broad Middle, Smaller Ends

The three levels do not need to contain equal numbers of districts

- **Meets Expectations** should represent a broad range of sufficient performance
- **Does Not Meet Expectations** should identify clearer need for attention or support
- **Exceeds Expectations** should be reserved for relatively uncommon cases

When Status and Improvement Both Matter

Some indicators may be judged based on:

- Current status
- Recent improvement
- or both

Should a district receive credit for strong improvement even if current performance remains low?

Example: Coverage Rate

When reviewing coverage rate, consider:

- What current level would clearly signal concern?
- What level seems sufficient to count as meeting expectations?
- What level would be strong enough to count as exceeds?

Status tells us where the district is now. It helps define whether current performance is sufficient.

Example: Improvement in Coverage Rate

When reviewing improvement, consider:

- How much change is meaningful?
- How much change should count as meeting expectations?
- When is improvement strong enough to merit exceeds?

Improvement tells us whether the district is moving in the right direction. It help define whether momentum/acceleration should affect the rating.

Combining Status and Improvement

To combine status and improvement, districts will receive whichever rating is more favorable.

When we show impact data, we'll share the results from each separately and then combined.

Thresholds: High Quality Instructional Materials

Indicator: Percent of materials rated as “Meets Criteria” by district

When reviewing this indicator, consider:

- What level of implementation would clearly suggest a district is not yet meeting expectations?
- What level would be sufficient to count as meeting expectations?
- What level would indicate unusually strong implementation?

For this indicator, the central question is what share of district materials should meet state criteria for performance to be considered sufficient.

Thresholds: College and Career Ready Coursework

Indicator: Percent of high-school students who participate in qualifying coursework, such as AP, IB, dual enrollment, or CTE

When reviewing this indicator, consider:

- What participation rate would clearly suggest limited access or opportunity?
- What rate seems sufficient to count as meeting expectations?
- What rate would indicate unusually strong access and participation?

For this indicator, the key question is how much access to advanced and career-connected coursework should reasonably be expected at the district level

Submit your Rating

Your name *

Your answer _____

Round *

Round 1

Round 2

Coverage Rate: Minimum value to **MEET** expectations. *

Your answer _____

Coverage Rate: Minimum value to **EXCEED** expectations. *

Your answer _____

Please
select
round 1



<https://tinyurl.com/4pnhctvf>

Lunch

Review Round 1 Results

Submit your Rating

Your name *

Your answer _____

Round *

Round 1

Round 2

Coverage Rate: Minimum value to MEET expectations. *

Your answer _____

Coverage Rate: Minimum value to EXCEED expectations. *

Your answer _____

Please
select
round 2



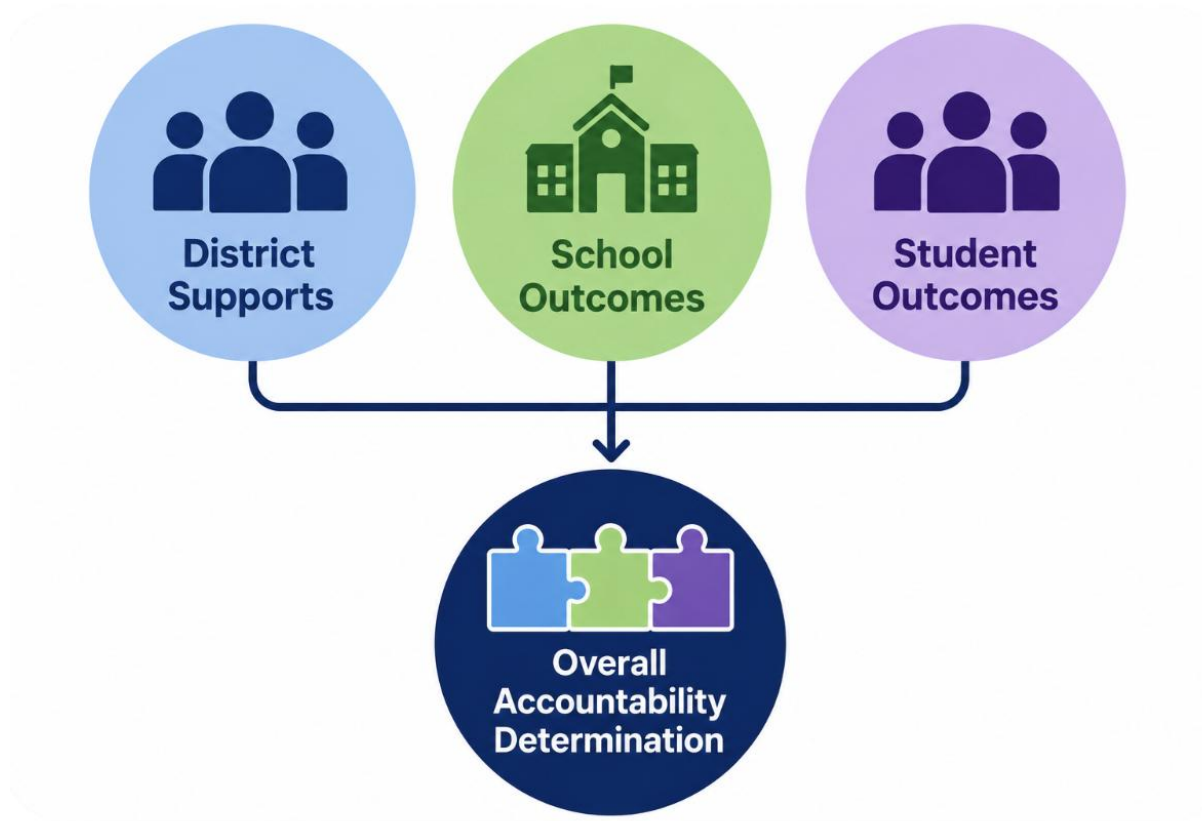
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Review Round 2 Results

Overall Aggregation

Elements to be Combined



There are various methods to combine these components.

At a minimum, we assume the overall result will designate districts as below expectations (or low performing), meeting expectations (adequate?), or exceeding expectations.

School Outcomes

- School outcomes will include a ‘roll-up’ of NSPF scores to the district level as required by SB 460
- We also suggest including an improvement measure such as:
 - reducing the number of 1 or 2 star schools OR
 - maintaining no 1 or 2 star schools

Question for the SAR: Do you support including both indicators?

You are welcome to provide feedback here:

<https://tinyurl.com/SAR528>

Combining Elements for an Overall Rating

- Three options for consideration
 - Decision Tables
 - Profile Approach
 - Compensatory

The number and names of the levels are pliable. For now, we want to focus on the overall framework for aggregation.

Decision Tables

- Step 1: Assign a rating to District Supports based on number of targets met. For example:
 - All 4 target = Exceeds
 - 2 of 4 targets = Meets
 - Fewer than 2 targets = Does Not Meet
- Step 2: Combine District Supports with Student and School Outcomes to get an overall rating. See chart on next slide.

Decision Table Illustration

District Supports: Below			
School Outcomes →			
Student Outcomes ↓	Below	Meets	Exceeds
Below	Below	Below	Meets
Meets	Below	Meets	Meets
Exceeds	Meets	Meets	Meets

Final rating shown in each cell

District Supports: Meets			
School Outcomes →			
Student Outcomes ↓	Below	Meets	Exceeds
Below	Below	Below	Meets
Meets	Below	Meets	Exceeds
Exceeds	Meets	Meets	Exceeds

Final rating shown in each cell

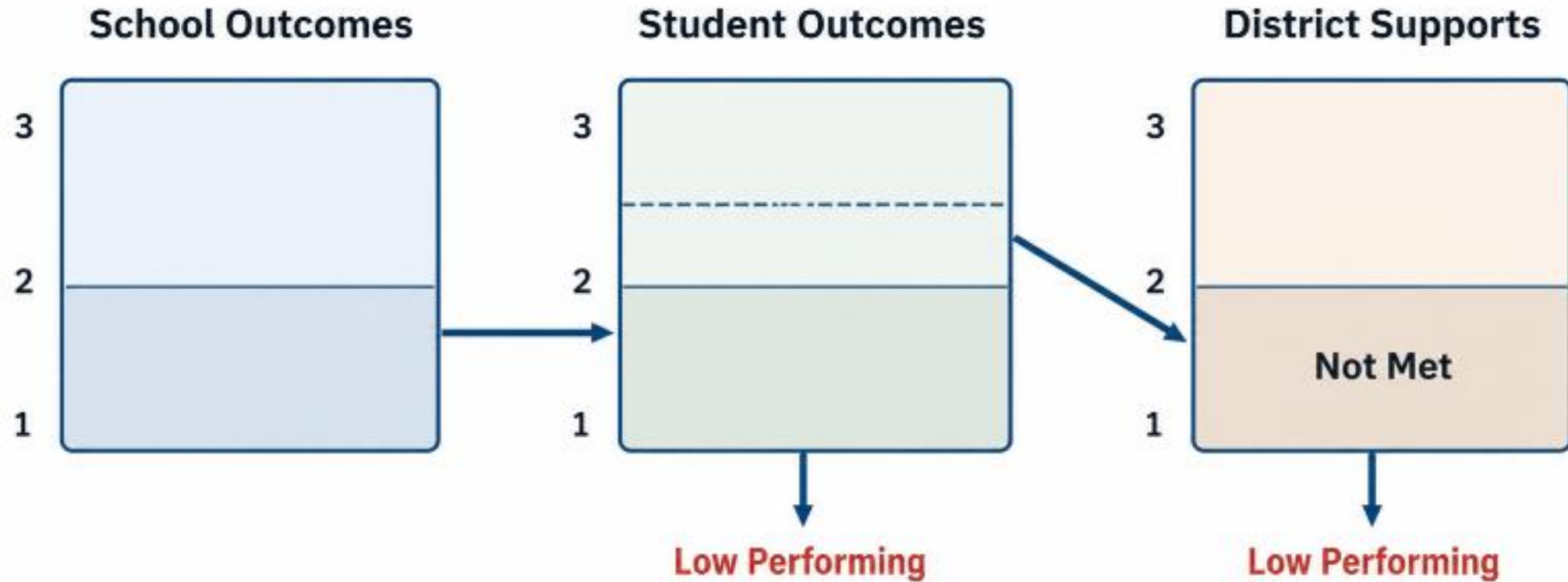
District Supports: Exceeds			
School Outcomes →			
Student Outcomes ↓	Below	Meets	Exceeds
Below	Below	Meets	Meets
Meets	Meets	Meets	Exceeds
Exceeds	Meets	Exceeds	Exceeds

Final rating shown in each cell

Profile or Staged Approach

- Step 1: Determine decision rules for identifying low performing districts.
- Step 2: Additional ratings can be identified by defining patterns associated with each level.

Stage/ Profile Illustration



Additional Ratings - Example

School Outcomes	Student Outcomes	District Supports	Overall Rating
1	1	Any	Does Not Meet
1	2	1	Does Not Meet
1	2	2 or 3	Meets
1	3	Any	Meets
2	1	1	Does Not Meet
2	1	2 or 3	Meets
2	2	Any	Meets
2	3	1	Meets
2	3	2 or 3	Exceeds
3	1	Any	Meets
3	2	1	Meets
3	2	2 or 3	Exceeds
3	3	Any	Exceeds

Composite Score

- Step 1: Assign a score to each component
 - Score scale options:
 - Sum (e.g., sum district support ratings)
 - Assign scores to levels (e.g., 0 points for below expectations, 10 points for meets, 20 points for exceeds)
 - Use intact scales (e.g., NSPF scale)
- Step 2: If necessary, adjust scores to reflect desired weighting.
- Step 3: Combine Scores via average or weighted composite

Discussion

- Are one of the proposed approaches to aggregation preferred? Why?
- What priorities should we elevate when further developing the aggregation method?

You are invited to provide written feedback to these questions here:

<https://tinyurl.com/SAR528>

Theory of Action

Why Now?

Why we are revisiting the Theory of Action (TOA) now?

- The TOA came after early SAR discussions about desired outcomes, system conditions, and the behaviors accountability systems encourage.
- The current DPF draft is more recent and more operational.
- Revisiting the TOA now is meant to preserve broader outcomes and priorities that may need to be revisited more directly in Phase 2 NSPF work.

How We Got Here

Purposes and Outcomes

SAR began with purposes, users/uses, design principles, and broader questions about what accountability should value.

Theory of Action

SAR identified desired student outcomes, system conditions, and the logic connecting state signals, district behavior, school practice, and student outcomes.

Draft DPF

The work shifted toward what can be structured, measured, implemented, and reported under SB460 in the near term

SAR's Conceptual Challenge

What is the TOA supposed to do?

- We did not start with indicator formulas or business rules
- We began with broader outcomes, behavior-shaping effects of accountability, and conditions needed for improvement
- The TOA was intended to provide a conceptual foundation for later design decisions.

The TOA helps us ask: What should accountability signal, who should respond, and how should those responses ultimately improve student experiences and outcomes?

High-level TOA

If...

Nevada establishes coherent signals, aligned supports, useful data infrastructure, and flexibility with guardrails

then...

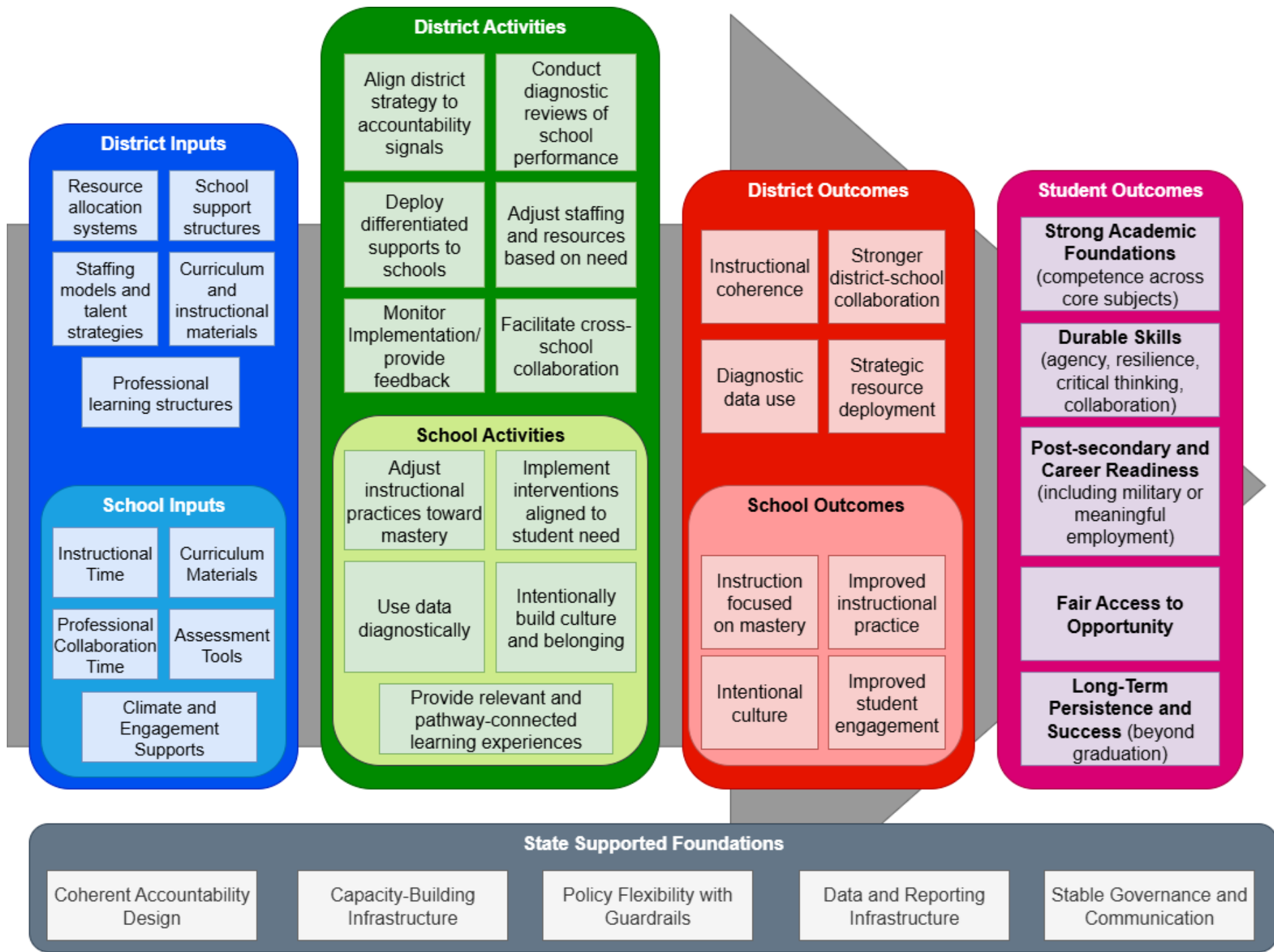
districts can align strategy, resources, and supports to need,

which...

enables schools to improve instruction, culture, and engagement,

which...

over time, supports broader student success.



Where We Go From Here

Recall the Multi-Phased Approach to the Work:

- **Phase 1:** Establish a workable preliminary DPF
 - **Phase 1 constraints:** statute, timelines, existing data, implementation feasibility
- **Phase 2:** Revisit the NSPF and broader accountability design questions
 - **Then:** Use those decisions to strengthen future alignment between the NSPF and DPF

Where Do We Go From Here?

Future Questions to Consider:

- Which valued outcomes are missing or underrepresented in the current system?
- Where might these outcomes be best represented?
- Which elements are better suited to monitoring, reporting, or piloting before use in ratings?
- How can future NSPF revisions better reflect the system logic SAR identified?

Closing Reflection

- The preliminary DPF does not need to carry the full weight of the theory of action.
- The TOA remains important for preserving coherence across phases.
- It helps ensure that broader outcomes of value remain visible as Nevada continues to refine the NSPF and DPF over time.

Thank You!



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