Metrics Subcommittee for Accountability Redesign

Meeting #5

March 10, 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	Revisiting survey crosstabs and interview results
9:45	Updated Draft District Performance Framework
10:15	Break
11:15	Discussion: Draft framework and proposed indicators
12:00	Lunch
1:00	Reporting and Performance Expectations
2:45	Break
3:00	Implementation Plan
4:15	Public comment
4:30	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

Updated Survey and Interview Results

Constituent Survey

- Mostly selected-response questions covering five topics

  - Perspectives on district accountability

  - Perspectives on NSPF and star ratings

  - Use of the Nevada Accountability Portal

  - Priorities for evaluating high schools

  - Other suggestions for improving accountability in Nevada

- Response to question about primary role determined which version of the survey respondent took (school/district vs. family/community).

- Responses to most selected-response questions ranged from approximately 1100 to 1500.

- Responses to open-ended questions ranged from 73 to 539.

Constituent Interviews

- Interviewed six Nevada education leaders, identified in collaboration with NDE

- Participants represented CCEA, NSEA, NASS, Opportunity 180

- Protocol designed to elicit nuanced perspectives on the topics covered in the survey

Key Takeaways From All Data Sources

Although the findings cannot be generalized to the full populations of educators, parents, and other constituencies, they converge on a few key lessons:

- Most Nevadans aren't opposed to accountability, but they want to ensure that accountability serves the needs of Nevada students and communities.

- Surveys and interviews indicate a widespread desire for systems that:

    - Attribute responsibility in a way that's fair and responsive to local needs and contexts

    - Adopt broad definitions of success

    - Offer support and not just labels or penalties

    - Are transparent, usable, coherent, and low-burden

Updated Quantitative Survey Results

We provide four sets of breakdowns for a small number of survey questions in [this document](#).

Primary role
- Group 1: School/District (teacher or classroom educator, school leader, district leader, other school or district staff
- Group 2: Family/Community (all other roles)

Community type* (City, Suburb, Small town, Rural area)

Charter status*
- Group 1: Works in a charter school or for a charter sponsor
- Group 2: All others

Years of experience* (5 groups, ranging from less than 5 to more than 20 years)

Questions about community type, charter status, community type, and experience were administered only to school/district respondents.

Updated Quantitative Survey Results, cont.

- For tables showing two groups, differences in percentage points between groups are shown in the right-most column.

- Positive differences indicate that the percentage for Group 2 was higher than for Group 1. Negative differences indicate the reverse.

- Items for which differences between groups were at least 5 percentage points are shaded in green in the tables. We'll focus on those differences in our overview today.

How Much Emphasis Should be Given to School Factors In District Ratings? (By Role)
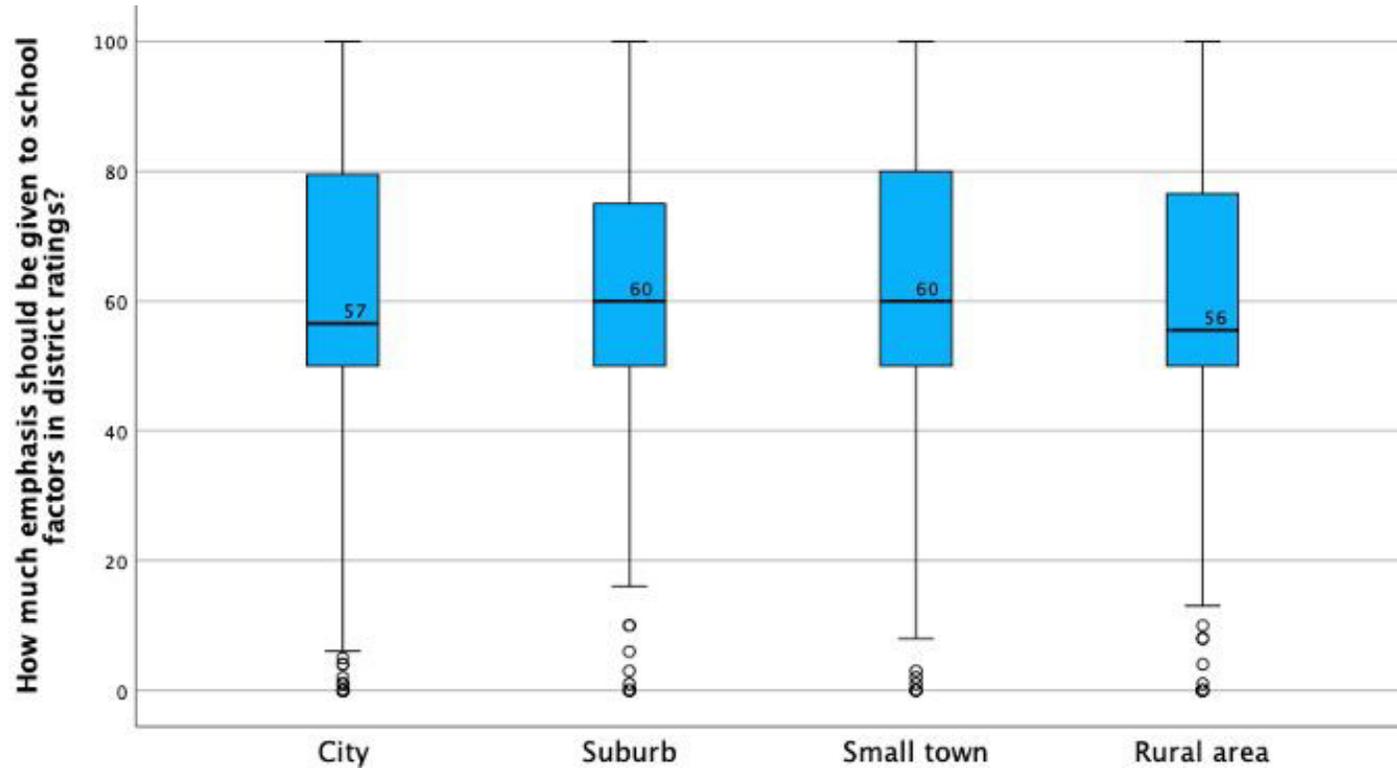
How much emphasis should be given to school factors in district ratings?
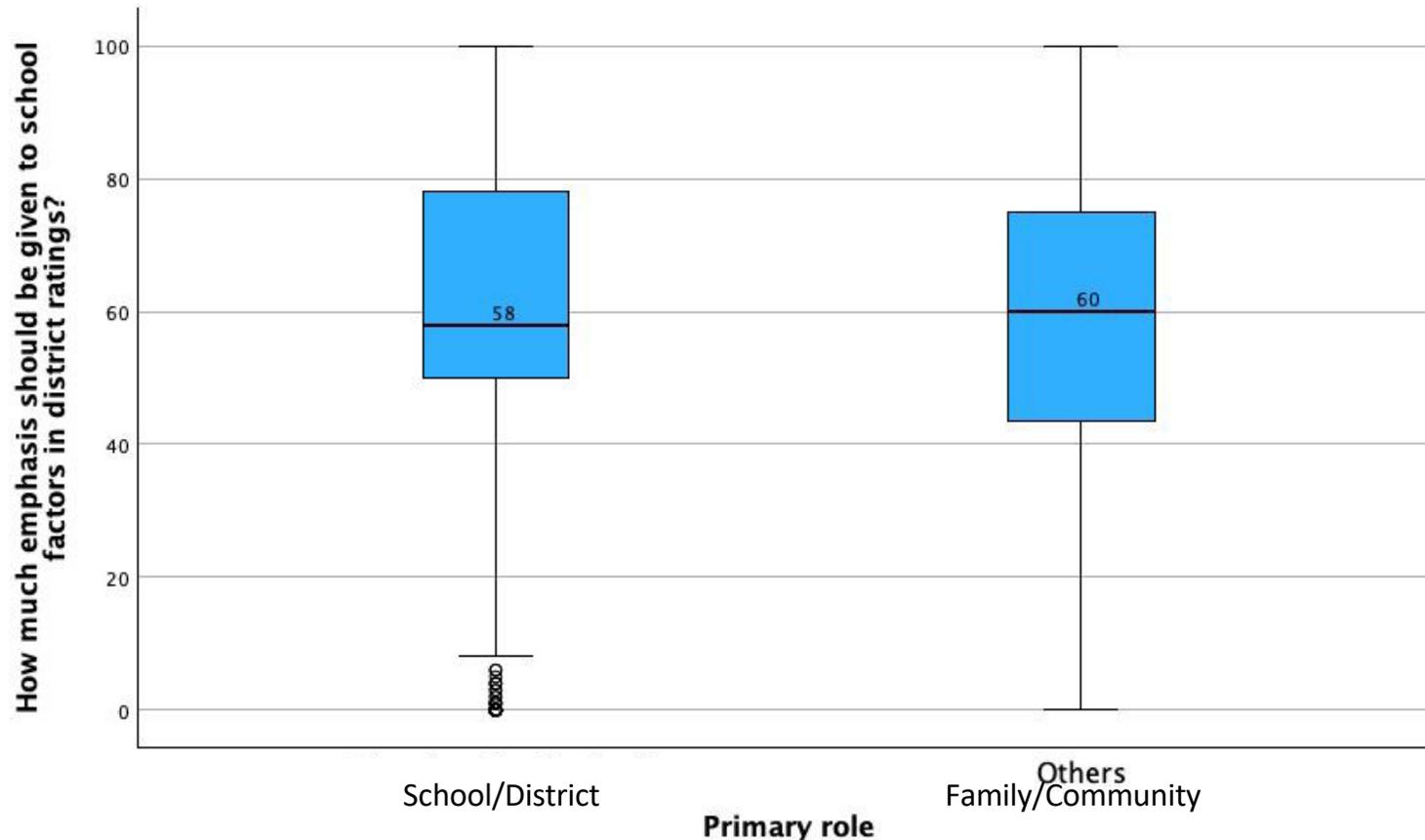
Respondents used a slider for this question.

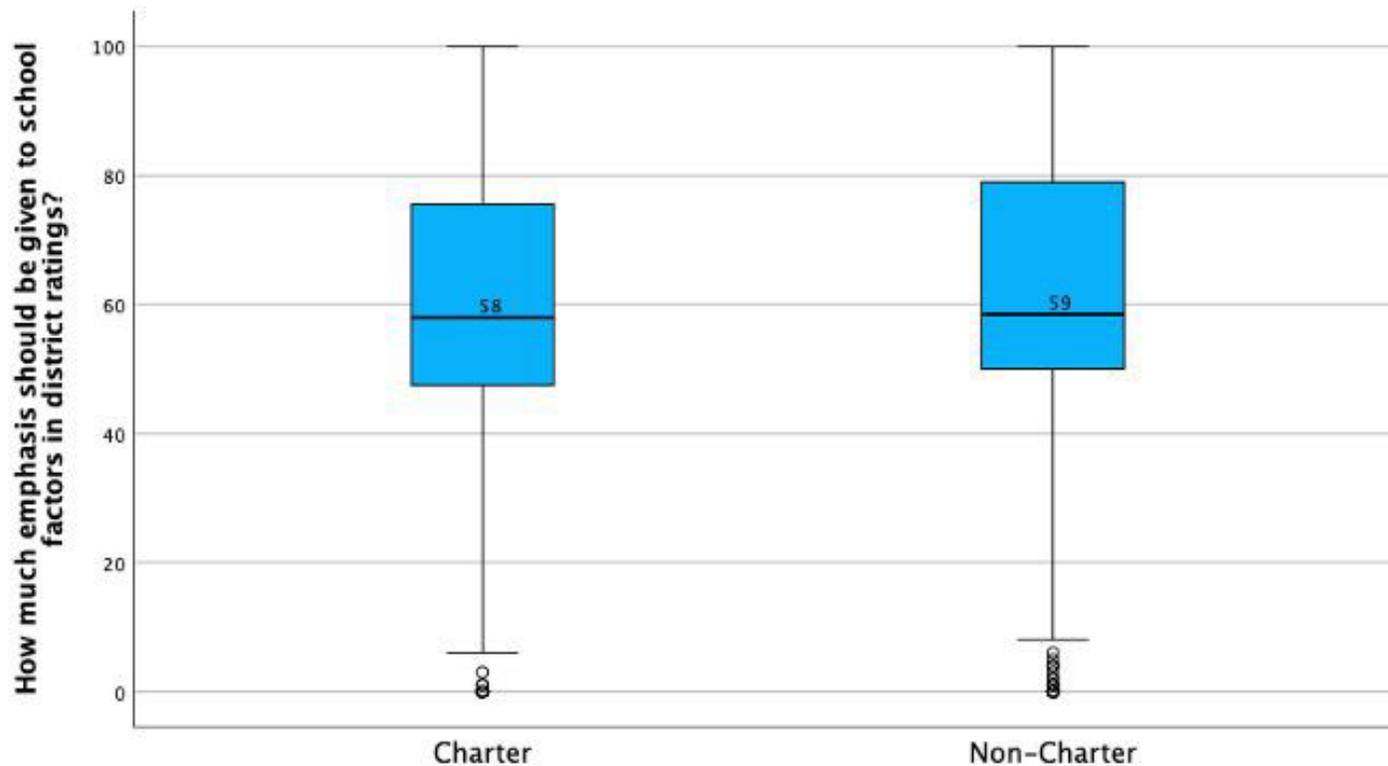Higher values indicate a preference for factors unique to districts.

How Much Emphasis Should be Given to School Factors In District Ratings? (By Community Type)

Respondents used a slider for this question.

Higher values indicate a preference for factors unique to districts.
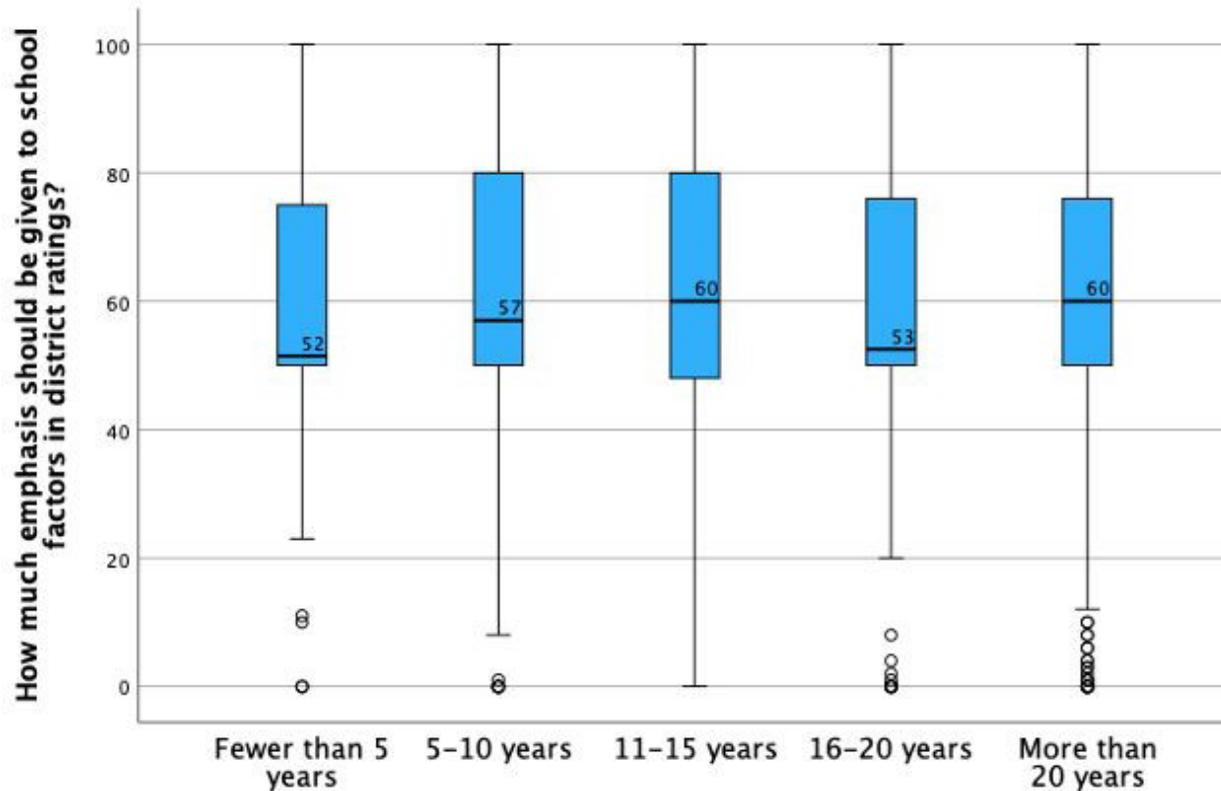
How Much Emphasis Should be Given to School Factors In District Ratings? (By Charter Status)

Respondents used a slider for this question.

Higher values indicate a preference for factors unique to districts.

How Much Emphasis Should be Given to School Factors In District Ratings? (By Experience)

Respondents used a slider for this question.

Higher values indicate a preference for factors unique to districts.

Student Performance Indicators in District Accountability (By Role)

Questions 13 & 14: Would you recommend holding districts accountable for the following aspects of student performance? (examined percentages of respondents selecting "probably yes" or "definitely yes")

Family/community respondents were more likely than school/district respondents to recommend holding districts accountable for:

- Academic achievement
- Academic growth
- College readiness
- Student engagement
- Student discipline

Student Performance Indicators in District Accountability (By Community Type)

Questions 13 & 14: Would you recommend holding districts accountable for the following aspects of student performance? (examined percentages of respondents selecting "probably yes" or "definitely yes")

Seven indicators had differences greater than 5 between at least two groups. For example:

- For both *academic achievement* and *college readiness*, support was highest for suburban respondents and lowest for rural & small town.
- Support for *civic readiness* showed the reverse pattern - highest for small town & rural, lowest for suburb.
- Support for *military readiness* was highest for city, lowest for suburb & small town.

Student Performance Indicators in District Accountability (By Charter Status)

Questions 13 & 14: Would you recommend holding districts accountable for the following aspects of student performance? (examined percentages of respondents selecting "probably yes" or "definitely yes")

Percentages were higher among charter school and charter sponsor staff than among other respondents for 2 indicators:

- Academic achievement
- College readiness

Student Performance Indicators in District Accountability (By Experience)

Questions 13 & 14: Would you recommend holding districts accountable for the following aspects of student performance? (examined percentages of respondents selecting "probably yes" or "definitely yes")

- Responses for all but 2 indicators (*college readiness* and *career readiness*) differed across the 5 experience groups.
- Patterns varied across items, but support was lowest among the most experienced respondents for several indicators including those related to student behavior (*attendance, engagement, discipline*) and indicators of complex competencies (*broad academic performance, cross-cutting skills, employability skills, technology skills*).

District Practices in Accountability System (By Role)

Question 16: Districts use a range of practices to support school and student success. For each practice below, how much do you think the district accountability system ought to take it into account? (examined percentages of respondents selecting "quite a bit" or "a great deal")

Family/community respondents were more likely than school/district respondents to report that accountability should take into account:

- Governance, vision and constituent engagement
- Data systems, compliance, and continuous improvement
- Strategic resource use and financial stewardship

District Practices in Accountability System (By Community Type)

Question 16: Districts use a range of practices to support school and student success. For each practice below, how much do you think the district accountability system ought to take it into account? (examined percentages of respondents selecting "quite a bit" or "a great deal")

Responses differed across 4 practices, including:

- Talent management and educator capacity building (rural & small town lowest; city highest)
- Governance, vision and constituent engagement (rural & suburb lowest; city highest)

District Practices in Accountability System (By Charter Status)

Question 16: Districts use a range of practices to support school and student success. For each practice below, how much do you think the district accountability system ought to take it into account? (examined percentages of respondents selecting "quite a bit" or "a great deal")

- Difference exceeded 5 percentage points for just one practice: *Governance, vision and constituent engagement*
- Charter school and charter sponsor staff were more likely than non-charter staff to express support

District Practices in Accountability System (By Experience)

Question 16: Districts use a range of practices to support school and student success. For each practice below, how much do you think the district accountability system ought to take it into account? (examined percentages of respondents selecting "quite a bit" or "a great deal")

We observed differences across groups for all six practices; for example,

- Experienced staff (11+ years) were more likely than less-experienced staff to suggest that accountability should take into account strategic resource use and financial stewardship
- We observed a similar pattern for supports for student well-being

Summary of Qualitative Data Findings

- We analyzed qualitative data from two sources
  - 8 open-ended survey questions
  - 6 interview transcripts
- In [this document](), we summarize findings from a thematic analysis of both data sources. The appendix provides sample quotes from each open-ended survey question.
- The analysis resulted in 8 themes
  - Framed as recommendations, but should not be interpreted as reflecting the Center's views
  - The themes are not comprehensive but reflect commonly expressed ideas across both data sources

Themes

- Accountability Should Reflect Factors within District and School Control
- The System Relies Too Heavily on Narrow Achievement Metrics
- Growth-Oriented Measures Contribute to System Fairness
- The System Should Recognize a Variety of Postsecondary Pathways
- Accountability Should Support Improvement Rather than Penalizing Schools
- Transparency, Clarity, and Usability Problems Limit System Value
- Structural Differences, Including Between Districts and Charter Sponsors, Complicate Comparability
- Redesign Should Address Coherence and Capacity

Considerations for SAR

- Systems lose legitimacy if responsibility exceeds control.
- Concerns reflect low confidence in test-scores alone as effectiveness indicators.
- Fairness requires recognizing improvement and communicating metrics clearly.

- Constituents value a system that reflects multiple pathways aligned with student interests and community needs

- Pair supports for need with rewards/recognition for strong performance.
- Usability and interpretability are essential.
- Comparability is challenging. Consider using local indicators to supplement the common framework.
- Expect disruption; use communication/engagement for continuous input and improvement.

Key Takeaways From All Data Sources

Although the findings cannot be generalized to the full populations of educators, parents, and other constituencies, they converge on a few key lessons:

- Most Nevadans aren't opposed to accountability, but they want to ensure that accountability serves the needs of Nevada students and communities.

- Surveys and interviews indicate a widespread desire for systems that:

  - Attribute responsibility in a way that's fair and responsive to local needs and contexts

  - Adopt broad definitions of success

  - Offer support and not just labels or penalties

  - Are transparent, usable, coherent, and low-burden

Updated Draft District Performance Framework

SB 460 Key Provisions

Reminder of key requirements in SB460 that must be addressed in the framework:

1. Establish an annual process for evaluating how school districts and charter sponsors are performing overall, based in part on aggregated school-level results and progress toward clearly defined district-wide achievement and performance targets.

2. Apply uniformly to all school districts and charter schools

3. Provide for the monitoring and oversight of the operations of, and allocation of resources by school districts and sponsors of charter schools

4. Establish mechanisms for public reporting including detailed analysis of progress

5. Requires designations of low-performing and underperforming and includes some criteria for these designations
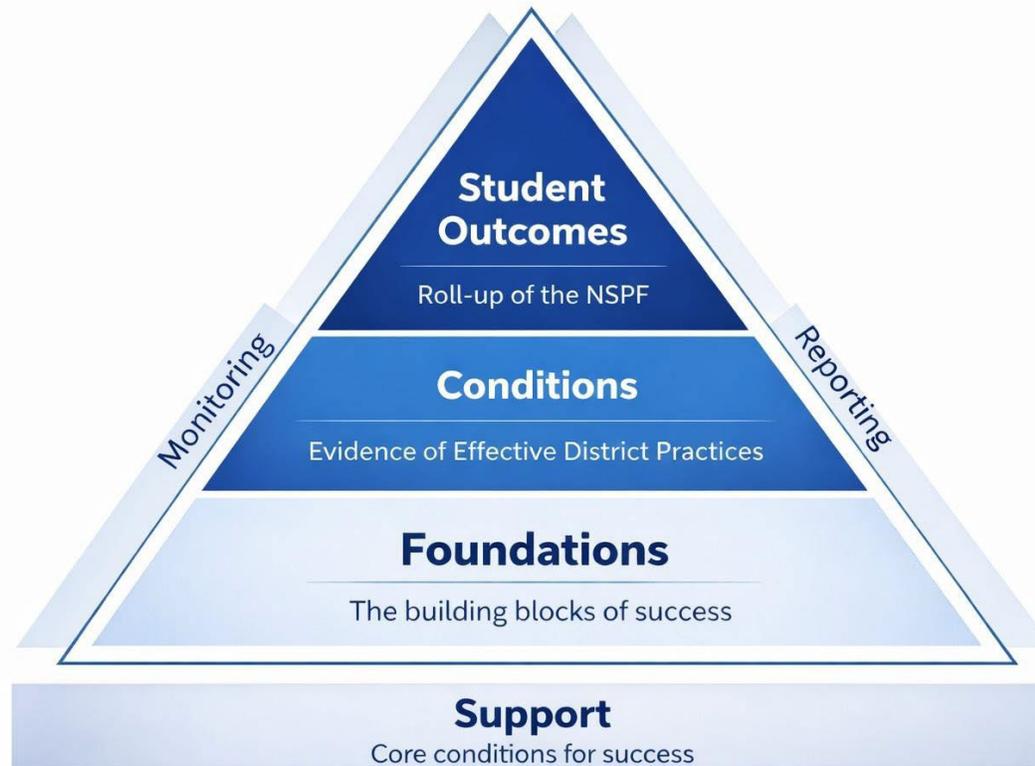
Feedback from Previous Meeting

- Connections to the domains is the right direction
- (Previous tier 1). A focus on foundational practices is appropriate, but current list is too unwieldy, especially since it is unlikely to differentiate. Prioritize and consolidate.
- District specific indicators (previous 2A)
  - Streamline (we don't need everything from "Acing Accountability")
  - Ensure they differentiate
  - Consider how to add guardrails
- The relationship among tiers with the prior model was unclear.

Revised Framework

- **Foundations:** Core practices of effective districts and charter sponsors
  - Essential building blocks for success
  - Necessary, but not sufficient on their own to produce outcomes
- **Conditions:** Evidence that district/sponsor practices are working
  - Focuses on areas under district/sponsor control
  - Goes beyond inputs to show progress toward opportunities for students to learn and thrive
- **Student Outcomes:** Key outcomes at the school level
  - Envisioned as a roll-up of the current or revised NSPF
- **Monitoring**, **Reporting,** and **Support** are cross-cutting elements

DPF Illustration

Candidate Indicators

- Sources informing the proposed indicators
  - Priorities identified by CIEE
  - Feedback from the statewide survey and interviews with Nevada education leaders
  - Discussions from prior SAR meetings
  - NDE strategic priorities
  - Current NSPF and Acing Accountability
- Areas of emphasis
  - Indicators representing higher levels of agreement
  - Indicators that are closer to implementation in summer 2026 and/or piloting during 2026–2027

Foundations

Domain	Required Elements
Effective Educators and Leaders	- Strategy for recruiting and retaining highly qualified educators and leaders. - Approach for induction and mentoring of new educators and leaders. - Process for supporting educator professional learning aligned to instructional priorities.
Instructional Support	- Method to ensure that high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists. - Access to interventions (e.g., tutoring, special education, language learner supports).
Student Well-Being	- Policies and procedures to monitor attendance and address appropriate behavior. - Mechanism to provide access to behavioral, mental, or other supports.
Governance and Engagement	- Process to provide regular training to board members on governance roles, responsibilities, and ethics. - Approach for providing opportunities for families, community members, and partners to engage in district decision making.
Systems and Improvement	- Efforts to establish and maintain data systems capable of supporting required reporting and internal decision making. - Approach for ensuring regular cycles of school and district improvement planning are conducted.
Resources and Finances	- How established budgeting, auditing, and financial oversight procedures are established and maintained. - Means to access transparent reporting on budgets allocations.

To be articulated annually through an annual strategic plan.

Consolidate multiple reports to promote efficiency.

Conditions

Conditions: Proposed Indicators
- Effective 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   - Percentage of vacancies at Title I schools compared to non-Title I meets target   - Student survey addressing climate and student experience (e.g., access to trusted adults at school, sense of belonging etc.). Credit awarded separately for participation and percent meeting threshold.   - Supporting readiness and cross-cutting skills   - Percent of elementary school students who participate in qualifying enrichment courses or experience (e.g., clubs, technology, arts, service)   - Percent of high school students who participate in qualifying courses or experiences (e.g., internships, advanced, specialized or CTE courses)   - Financial stability: The district ends the fiscal year with no deficit or reduces the prior year deficit

Student Outcomes

Student 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

Monitoring, Reporting, and Support

- The DPF should also address indicators not used for ratings (initially or at all)
- These indicators may be used for:
  - Internal monitoring
  - Public reporting
  - Informing/evaluating support activities
- NDE already collects and reports a wide range of information, such as: Enrollment/Demography, Attendance, Personnel, Class size, Safety, Climate, Finances, Technology, Academic Achievement & Growth, CTE
- As SAR work continues, discuss what additional information should be included—and how to best support interpretation and use
- Priorities raised to date include:
  - Information beyond K–12 that provides clearer evidence of postsecondary readiness
  - Indicators focused on foundational preparation in grades K–2
  - Evidence of preparation and attainment across durable skills and workforce readiness
  - District-specific indicators that reflect local context and priorities

Discussion

- What is your feedback on the framework overall?
- Foundations:
  - Is it appropriate to address these in a consolidated performance plan?
  - Are these the right elements?
- Conditions:
  - Should we add an indicator related to class size (e.g., penalty for increasing class size beyond a threshold)? Are there other approaches to guard against unintended outcomes?
  - Should this component address targets for the percentage of educators rated effective? What's the risk of Campbell's law?
  - If you support the climate survey's inclusion, should it include both participation and performance?
- Student Outcomes:
  - What should be added or revised?
    - What, if any, K–2 metrics should be included?
    - Should the student outcomes category incorporate information from district benchmark assessments (e.g., MAP, i-Ready)?

Reporting and Performance Levels

Where We Are (and where we need to go)

SB460 requires **annual district ratings** (but there are options). To prepare for reporting, we need guidance from the SAR on 3 key questions:

1. How many performance levels should the district rating include?

2. What should a high district rating represent?

   a. Student outcomes

   b. District systems

   c. Improvement over time

   d. Some combination of these

3. Should the DPF report performance levels only overall, or also within domains?

How Should "Collective District Performance" Be Interpreted?

- At the previous meeting, the SAR explored three ways district performance might be defined:

Option	Interpretation
Typical Performance (A)	District performance reflects how the *typical school* is doing.
Distribution of Performance (B)	District performance reflects *how performance is spread across schools*.
Concentration of Need (C)	District performance reflects whether *any schools fall below critical thresholds*.

Reconnecting to the Last Meeting

Option	Interpretation
Typical Performance (A)	District performance reflects how the *typical school* is doing.
Distribution of Performance (B)	District performance reflects *how performance is spread across schools*.
Concentration of Need (C)	District performance reflects whether *any schools fall below critical thresholds*.

- Interest in combining A & B
- Concern that C would be too punitive

- Strong desire to mask inequities
- Interest in showing distribution, but reporting something simpler

Option	Interpretation
Typical Performance (A)	District performance reflects how the *typical school* is doing.
Distribution of Performance (B)	District performance reflects *how performance is spread across schools*.
~~Concentration of Need (C)~~	~~District performance reflects whether *any schools fall below critical thresholds.*~~

If district performance reflects both typical school performance and distribution across schools, what should the district rating represent?

Why This Matter For Reporting?

What Does a District Rating Actually Mean?

- Beginning in August 2026, Nevada must publicly report annual district ratings.
- When the public sees a district rating, it should answer a clear question:

What does it mean for a district to be "Meeting Expectations"?

How Many Labels Do We Need?

What Does a District Rating Actually Mean?

When Nevada reports district ratings in August 2026, the public will see labels such as:

- **Meeting Expectations**
- **Low Performing**
- **Underperforming (after 2 years of low performance)**

Those labels only matter if the public understands what they are intended to signal.

- Let's first begin with thinking about how many levels to report and why…

Potential Performance Level Structures

How many performance levels should district ratings include?

Option	Structure
3 levels	Meeting / Low / Underperforming (lower than low)
4 levels	Exceeding / Meeting / Low / Underperforming (highlight commendation)
5 levels	Very High / High / Moderate / Low / Underperforming (some recognition of a middle zone)
Other	Your call :)

District Rating Activity

Discuss the following at your table:

Question	Notes
What are the advantages and drawback of using 3, 4, and 5 levels?	
In your opinion, which balances clarity and meaningful differentiation?	
What risks should Nevada avoid?	

- **Small group work**: 10 minute table discussion.
- **Large group**: Be prepared to recommend one option and why.

Capturing Your Thinking

We will capture your feedback live to make sure we are clear on your recommendations.

Table	Recommended Option	Reasoning	Concerns
1			
2			
3			

What Do District Labels Mean?

What Does a District Rating Actually Mean?

A district rating could signal different things:

Possible Interpretation	What the rating communicates
Student outcomes	Whether students are performing well overall
District systems	Whether districts have strong practices and supports
Improvement	Whether districts are improving outcomes over time
Combination	A broader view of district effectiveness

What Does a District Rating Actually Mean?

What should a high district rating prioritize?

Student Outcomes	District Systems and Practices	Improvement Over Time	Combination
Students across the district are performing well.	The district has strong supports for schools.	The district is making meaningful progress.	If the answer is combination, which should matter most?

How should a district rating be derived?

	Model 1	Model 2	Model 3	Model 4
Foundations	**Foundations** serve as an initial conjunctive decision.	**Foundations** serve as an initial conjunctive decision.	**Foundations** serve as an initial conjunctive decision.	**Foundations** serve as an initial conjunctive decision.
Conditions and Student Outcomes	**Student Outcomes** (school rollup) and **conditions** are equally weighted.	**Conditions** are rated on 4 different levels. **Student Outcomes** Is rolled up and categorized on 4 different levels.	**Conditions** are rated on 4 different levels and serves as the first decision. **Student Outcomes** is based on a 'filter' to classify as a second decision.	**Student Outcomes** is rolled up as the first decision (e.g., identifying a minimum threshold). **Conditions** are rated on 4 levels and serves as the second decision.
Rating Approach	Results in a **balanced composite** system.	Results in a **decision matrix** where a combination of ratings yields an overall district rating.	**Conditions-first matrix** with differentiation driven by student outcomes	**Student outcomes** first **composite** with differentiation driven by a decision matrix.

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What Does a District Rating Actually Mean?

Table Discussion: How should a district rating be derived?

1. Which model should drive the district rating?

2. What should the rating emphasize?

   a. Which model best reflects how Nevada should interpret district performance? Why?

   b. Which model raises the most concerns? What risks does it create?

   c. Is there an alternative approach that better captures the strengths of multiple models?

3. Please capture your group's takeaways in the Google doc: <LINK>

Group share-out:

1. Be prepared to briefly explain

   a. Which model your table favored

   b. What concerns influenced your thinking

Going Beyond District Ratings

Should We Go Beyond District Ratings?

- SB460 requires Nevada to determine district ratings
    - This represents the floor, not the ceiling of system design
- We should consider how users will interact with the system
    - How does one make sense of the domains within the district rating?
- Namely, should their be domain-specific performance levels?
- Three potential approaches:

Should We Go Beyond District Ratings?

Three potential approaches (*overall rating is required*):

- **Model 1**: Only overall district performance levels

- **Model 2**: Overall rating + domain performance levels

- **Model 3**: Overall rating + domain reporting only

We would like you to consider

- Opportunities

- Risks

- Challenges to interpretation

Please discuss this at your table and be prepared to share out your preferred model and rationale.

Break

2:45 - 3:00 p.m.

Implementation

Moving from Design to Reality

Nevada must begin reporting district ratings in August 2026. However, not every indicator or process will be ready immediately. The goal of this discussion is to determine:

- What information should drive the initial ratings in 2026?
- What additional elements should be piloted or developed over time?
- How should Nevada phase in the full District Performance Framework (DPF)?

We will discuss a multi-year implementation approach that allows Nevada to:

- Start with available information in 2026
- Pilot and refine additional indicators in 2027
- Gradually expand the system over time (2028 and beyond)

How Will the Public Experience This System?

Nevada's accountability portal is the public interface for reporting district and school performance. As the District Performance Framework develops, the portal will need to display:

- District ratings
- Domain-level information
- Supporting indicators and evidence

This raises important implementation questions:

- What information should be ready for public reporting in 2026?
- What information should be piloted or phased in later?
- What information should not be included in the DPF?

How Will the Public Experience This System?

- The NDE currently handles many indicators (but not for accountability ratings – in some cases).
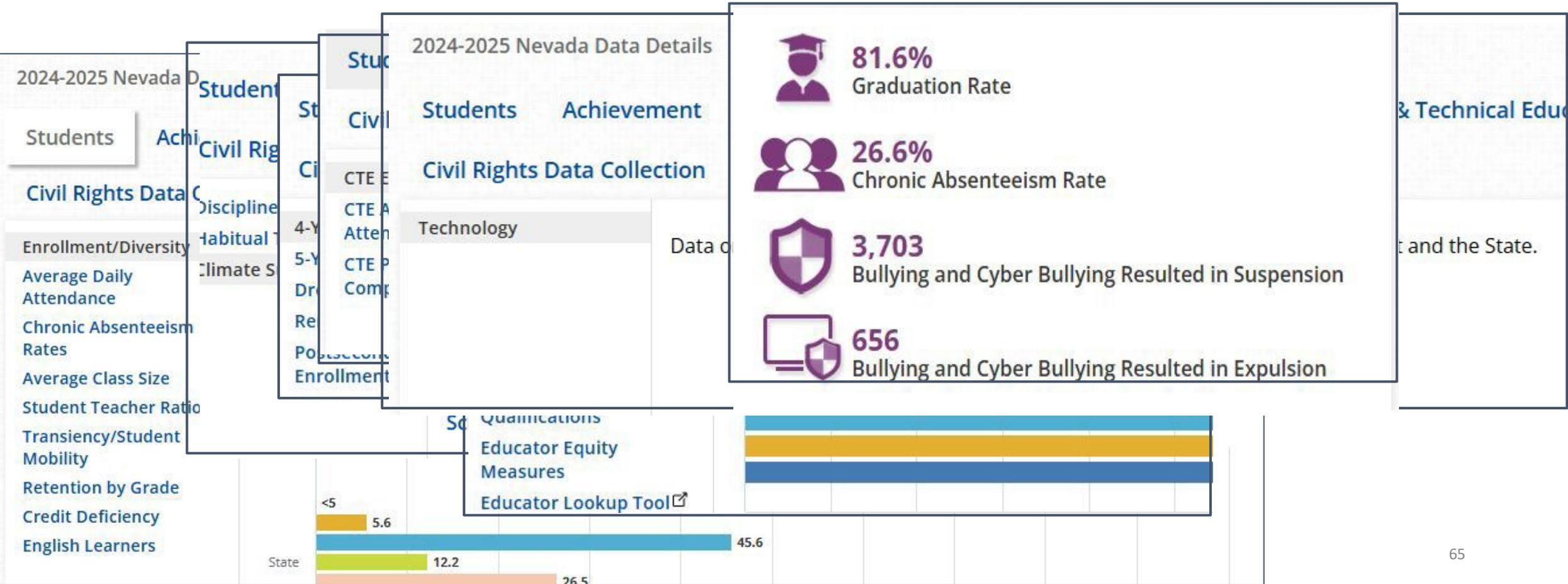
How Will the Public Experience This System?

Not all of these can (or probably should) be included for the DPF, but we should consider what the end-state design can look like.

Consideration Implementation

- Many accountability systems develop in stages, rather than launching everything at once.

- A phased approach allows states to:
  - Ensure initial decisions are based on reliable data
  - Pilot and refine new indicators and measures
  - Build capacity and interest-holder understanding

- For Nevada, this could mean organizing indicators into three time horizons:

Phase	Purpose
2026	Initial district ratings
2027	Expanded indicators
2028+	Long-term refinement

Consideration Implementation

Table Activity: Phasing in the DPF

At your table, review the indicator categories listed on the next slide. For each category, discuss:

1. **Ready Now (2026):** sufficiently reliable and interpretable

2. **Ready Next Year (2027):** feasible with modest development

3. **Work Toward Readiness (2028+):** requires piloting or research

4. **Not Appropriate for the DPF**

Please record your table's ideas in the Google document. Be prepared to briefly explain your reasoning for one or two domains.

Considering Implementation

List of Indicators	Examples (sampled from document)	Ready Now (2026)	Ready Next (2027)	Work Toward Ready (2028+)	NOT in the DPF
District Conditions	Educator Workforce Stability Student Experience and School Climate Access to Enrichment Opportunities Access to Advanced and Career Pathways Financial Decisions and Budgetary Health				
School Outcomes (NSPF) - rolled up	Academic Growth Academic Achievement English Learner Progress Student Engagement (Chronic absenteeism) College and Career Readiness High School Completion Student Progression				
Potential indicators that are already collected by NDE	Student Safety School Finance and Resources Personnel Capacity Student Demographics and Enrollment				

Thank You!

www.nciea.org