



# Metrics Subcommittee for Accountability Redesign

Meeting #2

December 1, 2025 (virtual)



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# Welcome and Public Comment

# Purpose and Role

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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

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- **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**

# Scope and Timeframe

- Develop recommendations for a new NDPF and a refined NSPF
- The work will take place in two phases:

Phase 1	Phase 2
<ul style="list-style-type: none"><li>- Create initial NDPF blueprint</li><li>- Identify design implications for NSPF</li><li>- Target: fall 2025-summer 2026</li></ul>	<ul style="list-style-type: none"><li>- Refine NDPF as needed</li><li>- Develop NSPF blueprint and performance standards</li><li>- Target: fall 2026-summer 2027</li></ul>

# Today's Agenda

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- 11:00 Welcome and public comment
- 11:10 Reflection on principles and priorities
- 12:00 Priorities for a district accountability system
- 1:00 Break
- 1:15 Theory of action foundations
- 2:15 Feedback on survey
- 2:45 Public comment, wrap-up and next steps
- 3:00 Adjourn

# Phase 1 Meeting Dates

Mtg #	Theme	Date(s)	Mode	Duration
1	Orientation, Foundations, & Policy Priorities	11/7/2025	In-person	1 day
2	Policy Priorities cont'd & Theory of Action	12/1/25	Remote	½ day (11-3 PT)
3	Theory of Action cont'd & Design Principles	1/20/2026 - 1/21/2026	In-person	1 ½ day (ends at 1 PT on 1/21)
4	Indicator Exploration & Models (Part 1)	2/12/2026	In-person	1 day
5	Indicator Exploration & Models (Part 2)	3/10/2026	In-person	1 day
6	Model Reactions & Feedback	4/28/2026	Remote	½ day (9-1 PT)
7	Draft Recommendations & Policy Review	5/28/2026	In-person	1 day
8	Capstone Preview & Next Steps	6/30/2026	Remote	½ day (9-1 PT)

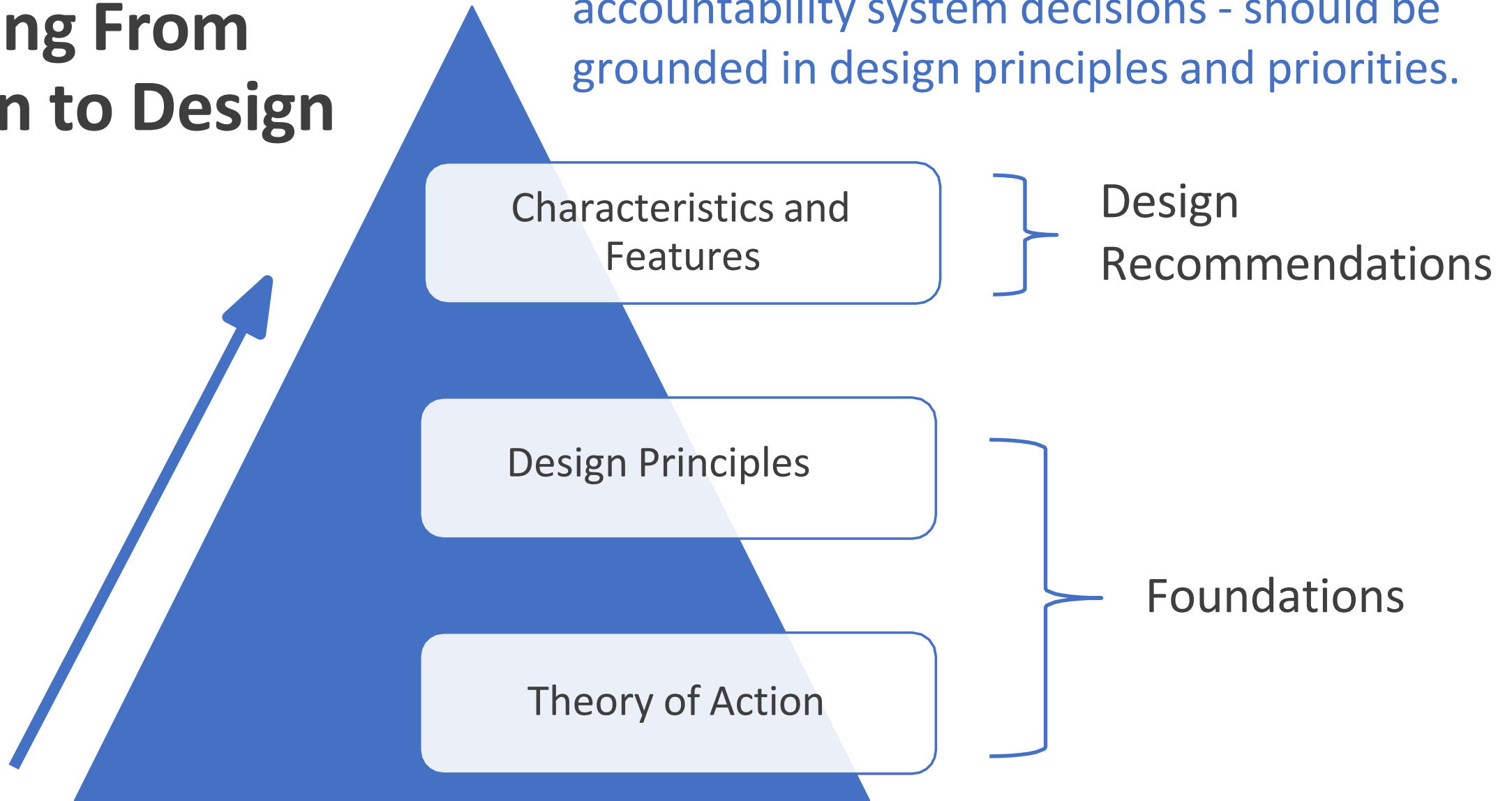
# Reflection on Principles and Priorities

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# Moving From Vision to Design

Your recommendations - and eventual accountability system decisions - should be grounded in design principles and priorities.



# Picking Up Where We Left Off

## Last Meeting

- You offered input on expected users and uses of accountability system reporting
- You weighed in on design principles - indicating preference between options we presented.



## This Meeting

- You will affirm, and have an opportunity to edit, the users and use cases from the last meeting.
- You will review proposed design principles, focusing on ones with the most variance.

# Primary System Users

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1. **Policymakers** (e.g., school board members, legislators, local elected officials)
2. **Education Leaders & Practitioners** (e.g. district leaders, principals, teachers, school staff, Nevada Department of Education)
3. **Students, Families, & Caregivers**
4. **Community & Public Constituents** (e.g., taxpayers, advocacy groups)
5. **Economic & Workforce** (e.g., business and industry leaders, chambers of commerce, real estate professionals)
6. **Media** (e.g., journalists, education reporters, local news outlets)
7. **Postsecondary Institutions** (eg., colleges, universities, workforce training partners)

# Primary System Uses

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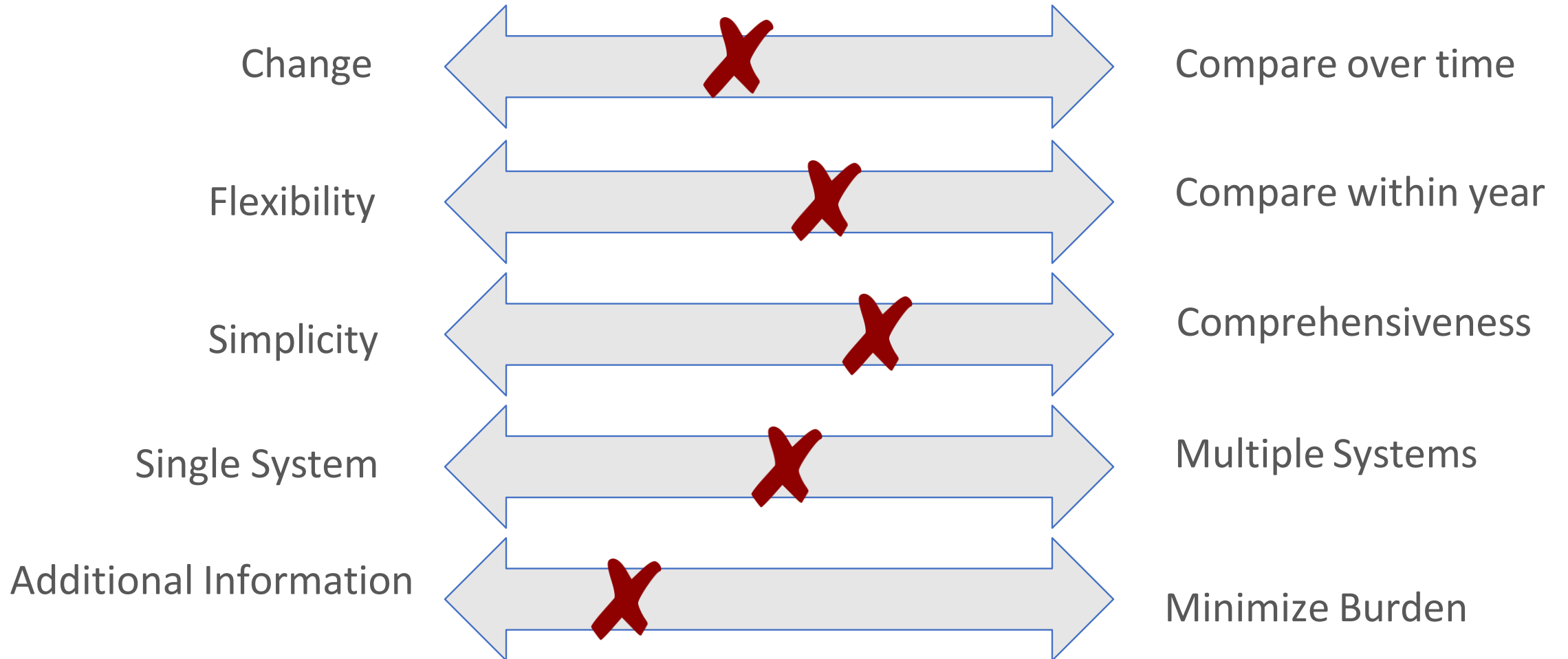
1. **System Leadership & Policy Decisions** (e.g., Strategic planning, setting goals, superintendent/staff evaluation, district or state policy decisions.)
2. **Resource Allocation & School Improvement** (e.g. Budgeting and distribution of supports; instructional changes; decisions about where teachers choose to work.
3. **Family, Student & Community Decisions** (e.g. School choice and housing decisions; family engagement; student interest in CTE or college readiness indicators.
4. **Public Messaging** (e.g., Star ratings and rankings shaping public understanding; messaging that influences motivation, effort, or community trust.
5. **Economic & Workforce Implications** (e.g., *Examples:* Employers deciding where to locate; real estate markets using ratings; sectors relying on school pipelines (e.g., health care, manufacturing).

# Design Principles: A Tale of Trade-Offs

- Design principles are conditions that guide (or constrain) accountability system components.
- They help support the theory of action to ensure the state's vision for education is achieved.
- They function as a roadmap that informs accountability design decisions.



# Priorities Exist Along a Continuum



# Change vs Compare Over Time

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- **Overall:** Most were in the middle with a slight lean to change.
- Need clarity on *what* is changing and why; avoid change for its own sake. Frequent shifts cause confusion, disruption, and misunderstanding.
- There is a strong core in the NSPF that should be preserved.
- Change makes more sense for 1) indicators that are not federally required and 2) novel elements that should be added to the district or school framework.

# Flexibility vs Comparison within Year

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- **Overall:** Most leaned toward *comparison* but saw a role for flexibility.
- Desire for comparability in a consequential system.
- Excess flexibility increases burden and risks manipulation; requires strong oversight.
- Flexibility may be more appropriate for certain contexts, such as high schools or small schools/ districts
- Don't let comparability obstruct innovation.



# Simple vs Comprehensive

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- **Overall:** Group leaned toward *comprehensive*, with caution.
- Don't let 'simple' obstruct innovation, improvement, and defensibility.
- Comprehensive does not have to mean complex. Delivery and design matter.
- Don't add too much; prioritize what matters most.
- Districts already face heavy reporting burdens; need to carefully consider what adds value.

# Single vs Multiple Systems

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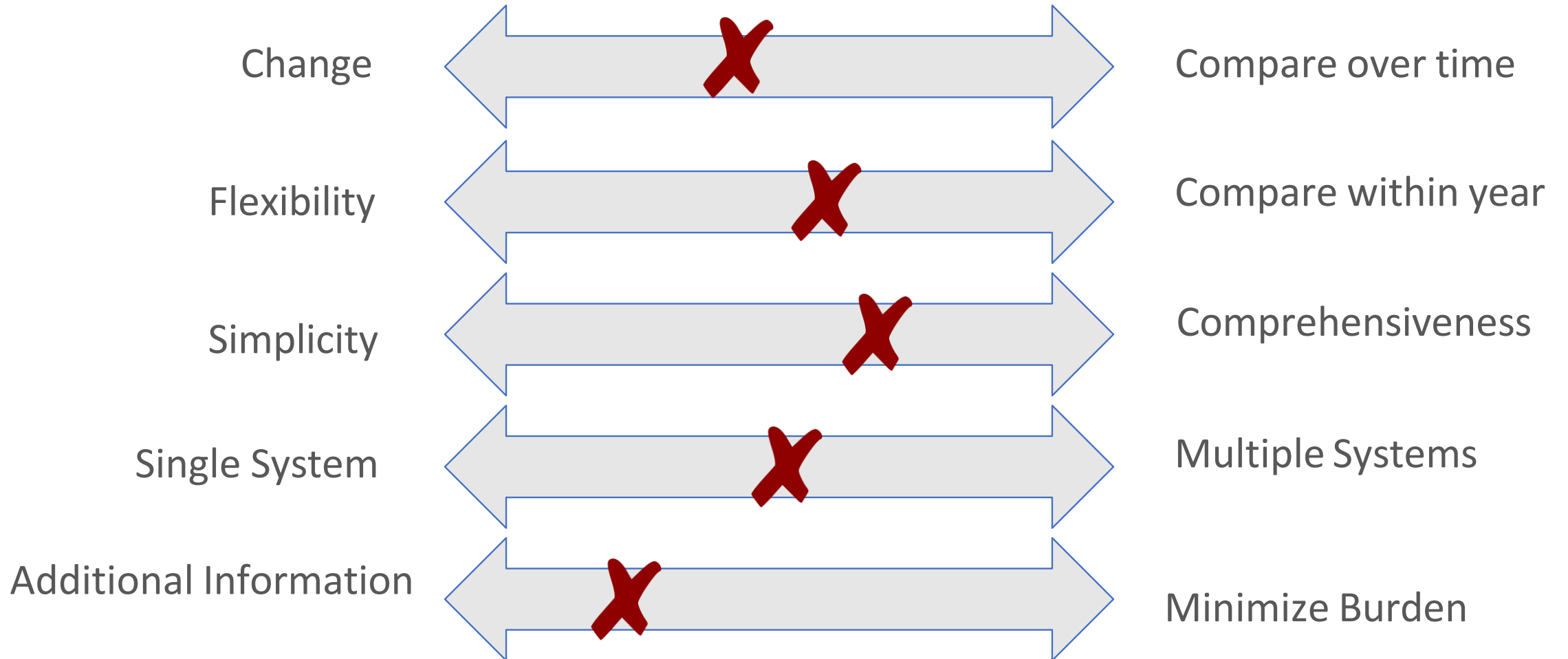
- **Overall:** Variable views expressed in support of both positions with strong interest in exploring *hybrid* models.
- Multiple systems increase confusion and workload and erode usability.
- However, a single system may be too constrained by ESSA.
- Overall, a single framework is needed. Consider adaptable ‘modules’ perhaps customized by context or users.
- Consider exceptions for some school types, such as alternative schools.
- Need clearer examples to illustrate how a hybrid model would function.

# Additional Information vs Minimize Burden

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- **Overall:** More support for *additional information*, especially at the high school level.
- Must keep number of indicators and targets manageable to avoid overload.
- HS seen as ideal for piloting new measures (e.g., employability, work-ready skills).
  - Capturing postsecondary outcomes directly is ideal but currently limited by data systems.
  - Employers' perspectives and workforce needs should inform indicator design.
- Recognize existing strengths before adding new measures.

# Priorities Exist Along a Continuum



## Your Feedback

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Please use this google form  
to submit your feedback.

To what extent is this  
summary comprehensive  
and accurate?



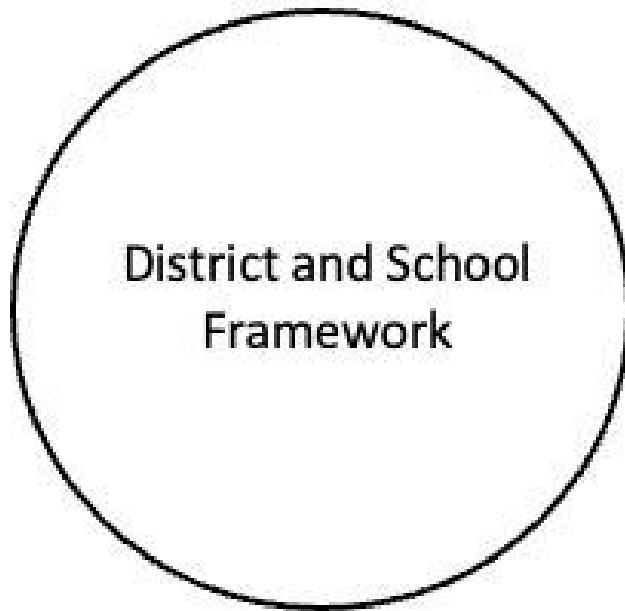
<https://tinyurl.com/54y587tj>

# Priorities for a District Accountability System

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# Single District and School Framework

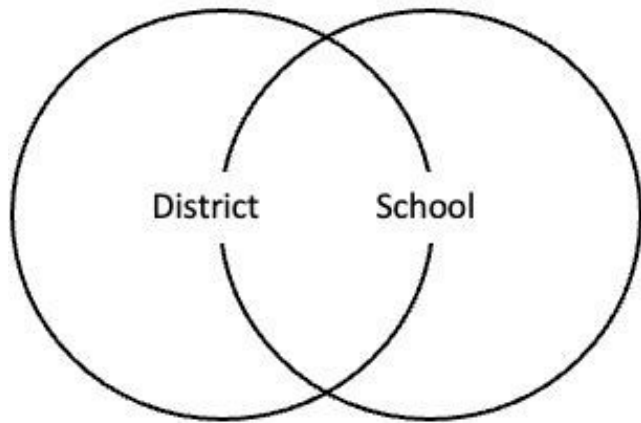
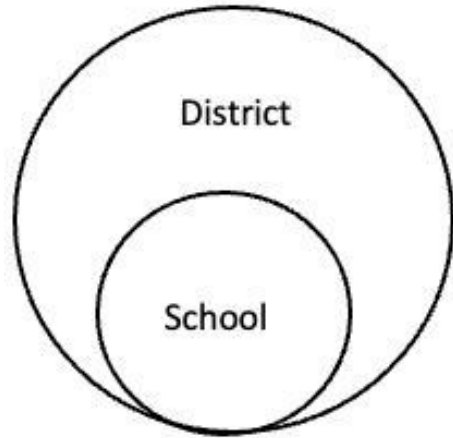
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Single framework in which the indicators and design decisions are the same for districts and schools.

With this model, essentially districts function as large schools.

# Hybrid District and School Framework



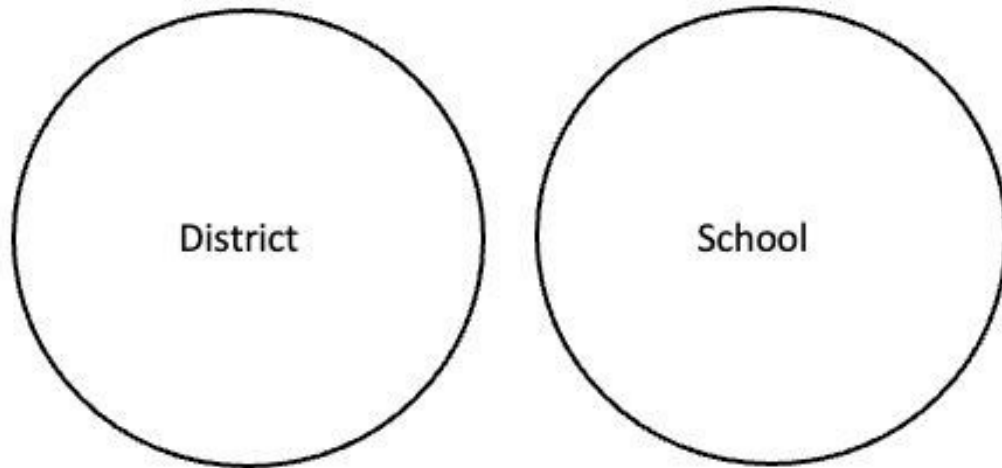
District and school indicators and design decisions overlap.

- One approach is to have the school framework as a subset of the district framework.
- Another approach is to specify some overlapping indicators and some unique indicators.



# Separate District and School Framework

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A third class of approaches is to establish two entirely separate frameworks, each with their own set of indicators and design decisions.

# Considerations

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- A single set of indicators used for school and district accountability is straightforward but has limitations (e.g., there could be a mismatch between district and school results)
- Models that permit some or all indicators to differ allows districts to demonstrate quality in areas that are uniquely in under their influence.
- Hybrid models can support comparability in some areas while allowing a degree of differentiation.

*Regardless of the model, **coherence** across levels of the system is critical.*

# Identifying Priorities for District-Specific Indicators

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- Incorporating district-specific indicators requires answering the question:

*What are the most important district practices, policies, and conditions to including in an accountability system?*

- Research provides some relevant evidence, but it's not definitive.
- Your input will shape the design of this part of the NDPF.
- We will also gather input via the constituent survey.
- In this session, we'll review findings from research, gather your recommendations, and discuss potential challenges.
- We will not finalize any decisions today; the conversation will inform the work we'll conduct together in January.

# Research Points to Six Domains

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**Talent management and educator capacity building:** Systems to recruit, develop, support, and retain effective teachers and school leaders

- Sample indicators: Educator professional learning opportunities, leadership pipelines, leader evaluation systems

**Supports for high-quality instruction:** Coherent instructional system that includes high-quality materials, assessment resources, and curricular guidance aligned to standards

- Sample indicators: Curriculum implementation monitoring, rates of high-quality instructional materials uptake

**Supports for student well-being:** Integrated system of academic, behavioral, and well-being supports that ensure all students experience safe, supportive, and engaging learning environments

- Sample indicators: Tiered academic support systems, school climate surveys, early warning systems, attendance

# Research Points to Six Domains, cont.

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**Governance, vision, and constituent engagement:** Clear, focused vision for teaching and learning; aligned policies and resources; strong relationships with families, governing bodies, and community partners.

- Sample indicators: Family and community engagement surveys, engagement with school board, strategic plan and vision

**Data Systems, Compliance, and Continuous Improvement:** Infrastructure that enables responsive decision making, accurate reporting, and trustworthy operations

- Sample indicators: Data systems, analytic capacity, continuous improvement processes, regulatory compliance

**Strategic Resource Use and Financial Stewardship:** Alignment of funding with evidence-based priorities, fiscal stability, financial transparency, resource equity

- Sample indicators: Risk assessments and mitigation plans, accuracy of budget projections

## Discussion

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Would you add anything to this list based on your understanding of the research or your own experience and expertise?

Would you drop anything?

Are these domains relevant to all contexts (e.g., large districts, small districts, charter sponsors)?

# Prioritizing Indicators

- Please click on the link to a short survey

<https://tinyurl.com/3uc6b22b>



- For each domain, indicate how much you think the district accountability system should take it into account
- Please take 5 minutes to complete the survey

# Discussion

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We'd love to hear:

- Your rationale for particular ratings
- Whether the results surprised you or aligned with your expectations
- Additional considerations or concerns



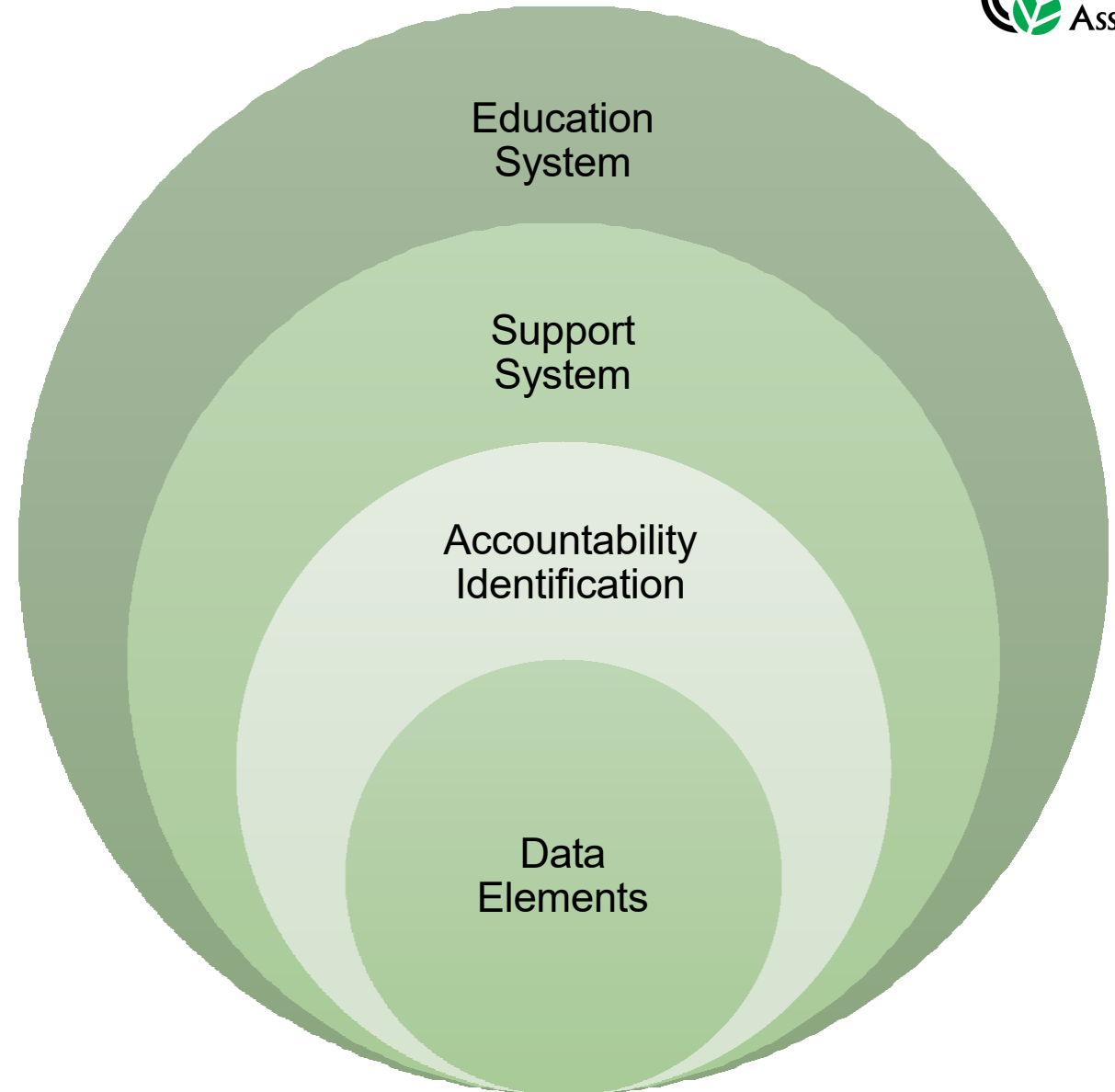


**Break (please return by 1:15)**

# Theory of Action Foundations

## Theories of Action are like Nesting Dolls

- Should be coherent within systems
- Come with their own set of claims and assumptions
- Can be independently verified
- Must be dependently verified
- Each may have unique or common actors



# Audience Considerations

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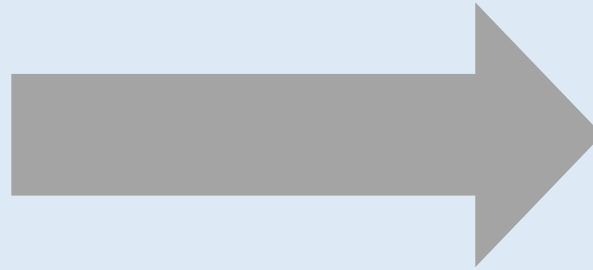
- The intended user should always be a major consideration
- Our responsibility is to determine the role and responsibility of each stakeholder group
  - Should be verified and revised
  - Consider capacity and interest
- Specifying the user can help us anticipate next steps (or the data needed to support *next questions*)
- We need to connect the dots...

# What is a Theory of Action?

# Current Situation

Where are we now?

**How do we  
get there?**



Develop a  
**theory of action**  
to articulate the  
“how.”

# Desired Situation

Where do we want to be?



## Definition:

A theory of action outlines the **components of the system**, while clearly specifying the **connections among these components**. Most importantly, a theory of action must specify the **hypothesized mechanisms or processes for bringing about intended goals**...the theory of action should describe how the **particular clear goals** will be achieved as a result of the proposed...system(s).


-*Marion, Lyons & D'Brot (2016)*



A **logical argument** that connects the **goals** of a system to its **component parts**



By describing the **actions and conditions** that lead to the goals



as well as the **rationales, assumptions** and **evidence** that support and justify the connections within the system



# The Importance of a Theory of Action

By making the **design of a system explicit**, a theory of action (TOA):



Acts as a roadmap for design and a touchstone for iterative design

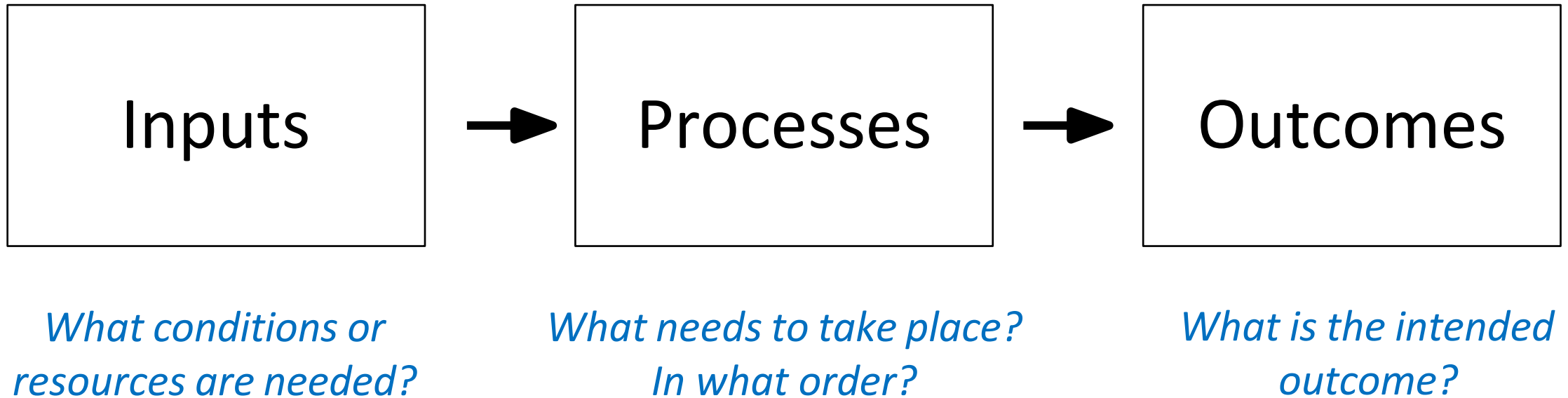


Provides shared language & understanding



Supports the investigation of problem areas

# A simple logic model framing



# Multiple Layers of Complexity

- To truly serve its role, a theory of action **must be developed at multiple levels of detail.**
- Often, theories of action fall short because they were not developed in enough detail.
  - One check is to ask: “could I test this part of the theory of action by gathering data?”



How complex does our theory of action need to be?

Complex enough that we can **examine the assumptions**  
that underlie it.

# So... what does this mean for us?

## Problems

- We must be clear about the problems we are trying to solve with this new system

## Goals

- We must be even more clear about what we want to accomplish with a new and/or revised system.

## Process

- We must attend specifically to the processes and mechanisms by which the **goals may be achieved**. Magic or miracles don't belong in a theory of action!

## Indicators

- We must clearly identify a set of near- and longer-term indicators that we can use to monitor both the intended and unintended outcomes.

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# Towards Drafting a Theory of Action

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Beginning with the end in mind...

# Beginning with the End in Mind

- Let's return to a focus on **outcomes and conditions**
- We will use the results from the following activity to begin developing a theory of action
- We will begin with an opportunity to engage in individual thinking and writing
- We will then discuss reactions, comments, or suggestions in small groups
- We will reconvene as a large group to share major ideas or aha moments



*If you don't know where you're going, you'll end up someplace else.*

*Yogi Berra*

# Activity 1 Directions

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1. You will have a chance to reflect on an initial outcome-focused question
2. Take a few minutes to think about your responses
3. Work in your small groups for 15 minutes to respond to the Google doc linked in the chat
4. We will reconvene to share reactions for 5 minutes, before moving onto the next activity



# Activity 1: Beginning with the End

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- Individually, please answer the following question for each user group on the google doc link presented in the chat
- *If you had the power to influence things at a system level, what would be happening 5-10 years down the road that aren't happening today for:*
  - *Students*
  - *Educators*
  - *Administrators*
  - *Schools*
  - *District*
- We will discuss responses in the document in small groups and then reconvene in our large groups to share findings

# Activity 1 QR Codes

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Chris's Group

<https://tinyurl.com/SAR2-Chris>



Laura's Group

<https://tinyurl.com/SAR2-Laura>



Juan's Group

<https://tinyurl.com/SAR2-Juan>



## Activity 2

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### Conditions for Success

# Conditions that Successfully Facilitate Outcomes

- Student outcomes are more than standards
- Our end goal should be to promote access to content
- Our immediate goal is to remove barriers to accessing content
- Not performative fairness



# Conditions that Successfully Facilitate Outcomes

## Support

Social interaction  
Physical safety  
Access to educators  
Establishing routines

## Engagement

Relevance of content  
Engaged educators  
Virtual routines if  
necessary

## Content

Prioritizing content  
“Just in time”  
instructional focus  
Teacher-focused  
curriculum mapping  
Holistic assessment

## Activity 2 Directions

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1. You will have a chance to reflect on an initial outcome-focused question
2. Take a few minutes to think about your responses
3. Work in your small groups for 15 minutes to respond to the Google doc linked in the chat
4. We will reconvene to share reactions for 5 minutes, before moving onto the next activity

## Activity 2: Conditions

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- Individually, please answer the following question for each user group on the google doc link presented in the chat
- *Think about the big outcomes from our last activity. What are the prioritized conditions that should be in place to bring about those outcomes? Consider the conditions for the:*
  - *State*
  - *District*
  - *School*
  - *Classroom*
- We will discuss responses in the document in small groups and then reconvene in our large groups to share findings



## Activity 2 QR Codes

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Chris's Group

<https://tinyurl.com/SAR2-Chris>



Laura's Group

<https://tinyurl.com/SAR2-Laura>



Juan's Group

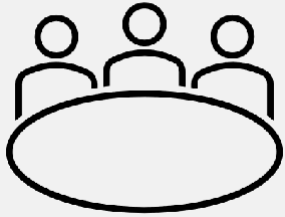
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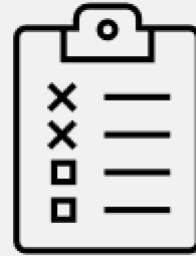
# Feedback on Survey

# Constituent Survey



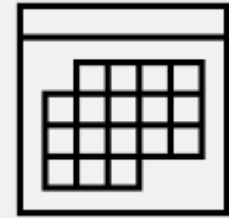
## Purpose

Gather input from a wide range of constituencies to inform NDPF design



## Format

Online, 10 minutes, customized to role, mostly selected-response items



## Rough timeline

Launch early Jan  
Close late Jan  
Share findings at Feb 12 SAR meeting

# Constituent Survey Content: Respondent Background

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- Respondent role
  - Teacher or classroom educator (including paraprofessional and specialist)
  - School leader (e.g., a principal or assistant principal)
  - District leader (e.g., a superintendent or central office staff member)
  - Other school or district staff (e.g., a counselor, coach, nurse, finance professional, media specialist)
  - Parent or family member
  - Student
  - Government or policy official (e.g., a state or school board member)
  - Business owner or workforce group representative
  - Educational researcher or data analyst
  - Nonprofit or community group member
  - College or university representative
  - Other (please specify)
  - I do not currently interact with the K-12 education system
- Other background information
  - Years in role
  - County
  - Urbanicity (city, suburb, small town, rural area)

**For discussion: Are we missing any important roles? Is there other background information we should collect?**

## Constituent Survey Content: Substantive Topics

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- Awareness and Use of the Nevada School Performance Framework
  - Familiarity, clarity, use for decisions, whether it meets respondent's needs
- Design of District Accountability Systems
  - Overlap between school and district performance measures
  - Student outcomes for which districts should be held accountable
  - District practices/conditions for which districts should be held accountable
  - Interest in star ratings for districts
- School and District Performance Reports
  - Use and utility of the Nevada Accountability Portal
  - Opinions of star ratings for schools
  - Suggestions for improving the Nevada Accountability Portal
  - Importance of high school measures
- Final, open-ended request for “other suggestions that you would like to share with us with respect to how the NSPF or state accountability system can be improved”

**For discussion: Are these the right topics to cover? Would you suggest deleting any of these? What are we missing?**

# How We'll Interpret and Use the Data

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- We'll generate descriptive results for each question
- We'll produce breakdowns for specific groups (e.g., by role, county) where the data permit
- We'll produce highlights for the February SAR meeting and will give the SAR access to the full set of results
- The survey is **one of several inputs** for informing NDPF design; the SAR is not obligated to follow any recommendations that emerge from the survey data

For discussion: Do you have questions or concerns about this plan? Do you have suggestions for how we can achieve high participation rates?

**Looking ahead:**  
***Do you have suggestions for  
topics we should cover in  
future meetings?***



# **Public comment, wrap-up, and next steps**

# Access Meeting Materials Here

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

short link:

<https://tinyurl.com/32nw6c2r>





# Thank You!



[www.nciea.org](http://www.nciea.org)