

Nevada Constituent Survey Tables March 2026

This document provides charts and tables for selected survey questions, with up to four sets of breakdowns for each question:

1. 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)

2. Community type (question administered to School/District respondents only)
 - Group 1: City
 - Group 2: Suburb
 - Group 3: Small town
 - Group 4: Rural area

3. Charter status (question administered to School/District respondents only)
 - Group 1: Charter (works in a charter school or for a charter sponsor)
 - Group 2: Non-charter (all others)

4. Years of experience (question administered to School/District respondents only)
 - Group 1: Less than 5 years
 - Group 2: 5-10 years
 - Group 3: 11-15 years
 - Group 4: 16-20 years
 - Group 5: More than 20 years

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.

Question 12: We're interested in your views on whether districts and schools should be evaluated in the same way. Please move the slider to indicate how much emphasis you believe should be given to factors that are included in school accountability ratings (such as test scores and graduation rates) versus factors that are unique to district responsibilities (such as providing high-quality professional development or curriculum support).

High numbers indicate preference for factors unique to districts.

Figures 1-4 summarize responses using box plots. These plots provide five key pieces of information.

- The line inside the box shows the **median**, or the **middle value** (half the observations are above it and half are below).
- The shaded box contains the **middle 50%** of the data.
- The lines extending from the box (sometimes called whiskers) show the **spread of the data** beyond the middle 50%.
- **Unusually high or low values** appear as individual dots.

Figure 1: Response Distribution by Primary Role (N=1112)

How much emphasis should be given to school factors in district ratings?

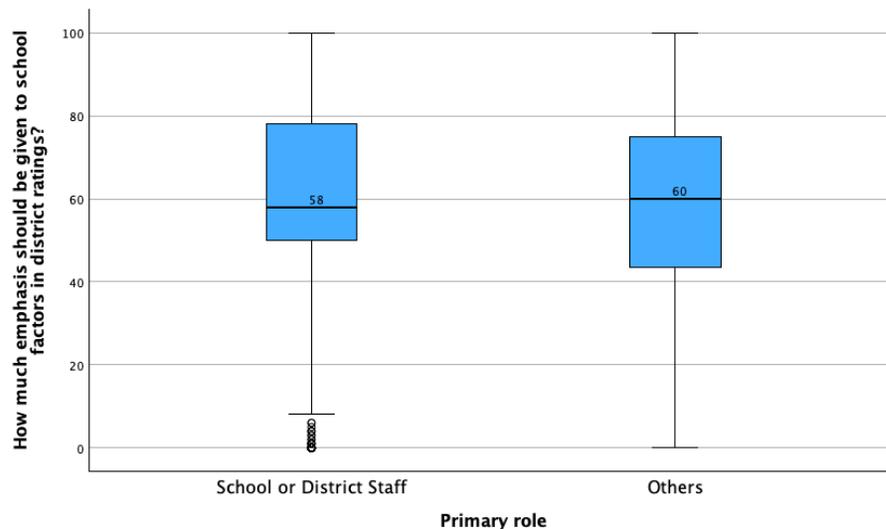


Figure 2: Response Distribution by Community Type (N=790)

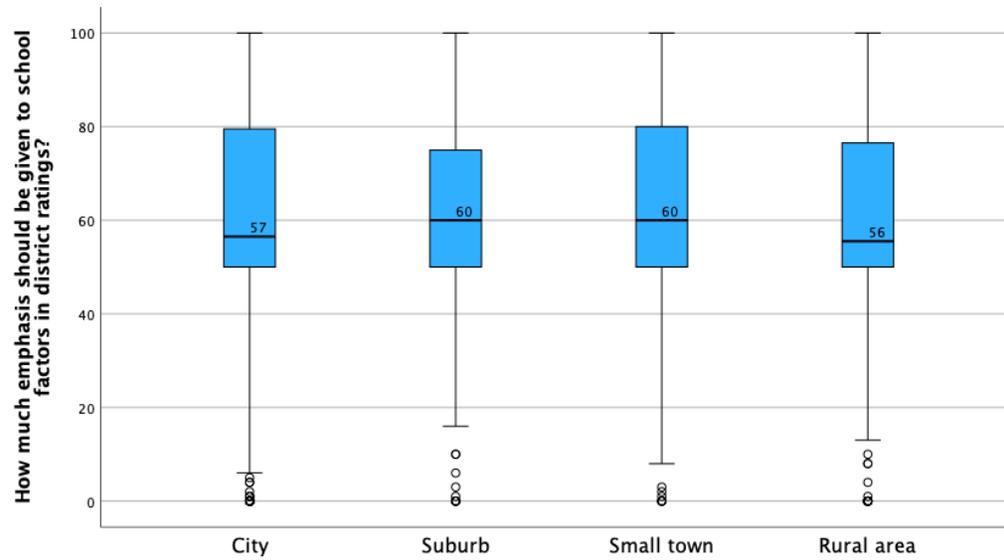


Figure 3: Response Distribution by Charter Status (N=790)

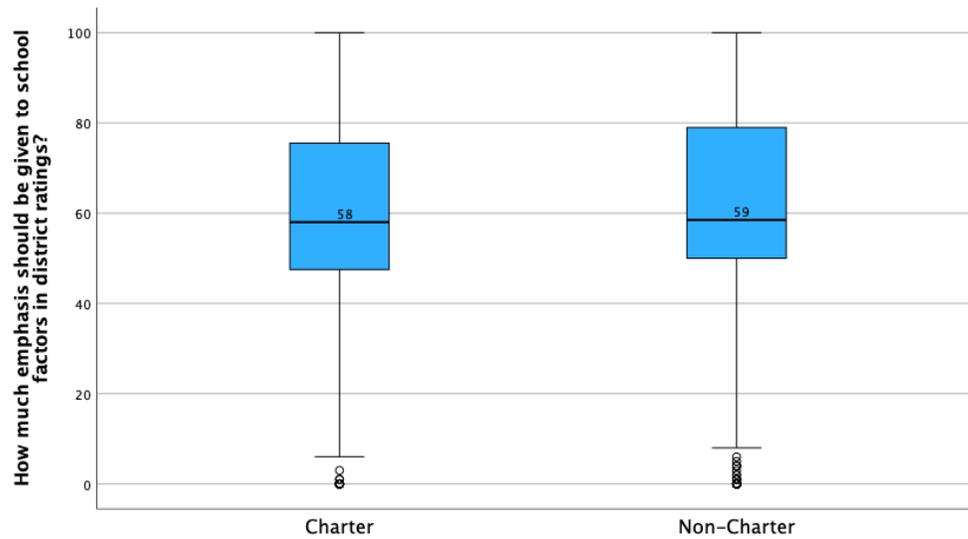
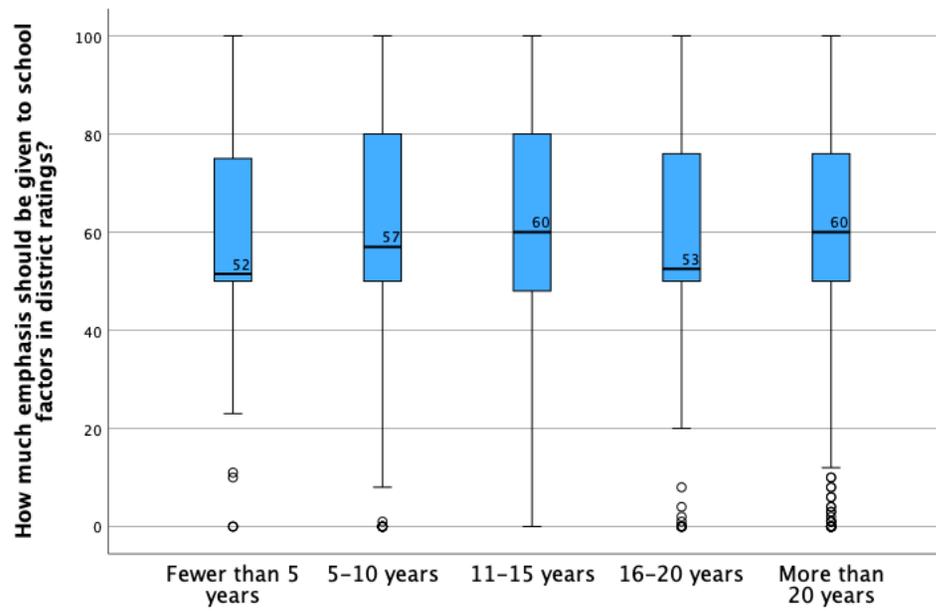


Figure 4: Response Distribution by Years of Experience (N=790)



Questions 13 and 14: Would you recommend holding districts accountable for the following aspects of student performance? (select one option in each row)

Table 1
Student Performance Indicators: Percentages Selecting Probably or Definitely Yes, Overall and By Role

Indicator	All Respondents	School/District	Family/Community	Difference
Academic achievement (e.g., performance on standardized tests)	76.2%	73.8%	82.7%	8.9
Academic growth (e.g., test score changes from year to year)	85.9%	84.4%	90.1%	5.7
High school completion (e.g., graduation rates)	87.6%	87.2%	88.5%	1.3
College readiness (e.g., performance in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; SAT/ACT scores)	78.1%	76.2%	83.4%	7.2
Career or job market readiness (e.g., completion of career pathway courses, internships, certifications)	86.9%	86.4%	88.8%	2.4
Civic readiness (e.g., students' understanding of the rights and responsibilities of citizenship)	84.6%	83.7%	87.4%	3.7
Military readiness (e.g., ASVAB scores, enlistment preparation)	50.6%	51.0%	49.5%	-1.5
Student attendance (e.g., chronic absenteeism)	47.6%	46.4%	50.9%	4.5
Student engagement (e.g., interest in learning, participation, sense of belonging)	76.2%	73.9%	82.7%	8.8
Student discipline (e.g., suspensions, expulsions)	73.9%	70.8%	82.1%	11.3
Broad indicator of academic performance (beyond core areas covered by state tests) (e.g., art, multiple languages)	75.5%	74.5%	78.4%	3.9
Cross-cutting (or transferable) skills such as communication, collaboration, and critical thinking	83.4%	82.1%	86.9%	4.8
Mastery of skills that meet the needs of local employers	78.9%	78.8%	78.9%	0.1
Mastery of technology-related skills	83.1%	82.2%	85.6%	3.4

Table 2
 Student Performance Indicators: Percentages Selecting Probably or Definitely Yes, Overall and by Community Type (Question Administered to School/District Respondents Only)

Indicator	All Respondents	City	Suburb	Small Town	Rural Area
Academic achievement (e.g., performance on standardized tests)	73.9%	76.2%	81.6%	69.0%	67.1%
Academic growth (e.g., test score changes from year to year)	84.5%	86.4%	83.8%	84.2%	81.7%
High school completion (e.g., graduation rates)	87.3%	85.8%	89.4%	88.9%	87.2%
College readiness (e.g., performance in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; SAT/ACT scores)	76.1%	79.4%	82.1%	71.3%	68.5%
Career or job market readiness (e.g., completion of career pathway courses, internships, certifications)	86.3%	86.0%	87.2%	84.8%	87.2%
Civic readiness (e.g., students' understanding of the rights and responsibilities of citizenship)	83.8%	82.7%	80.4%	87.1%	86.0%
Military readiness (e.g., ASVAB scores, enlistment preparation)	51.1%	53.9%	46.9%	47.3%	51.5%
Student attendance (e.g., chronic absenteeism)	46.1%	46.0%	44.1%	47.6%	46.8%
Student engagement (e.g., interest in learning, participation, sense of belonging)	74.0%	75.0%	74.9%	74.3%	71.2%
Student discipline (e.g., suspensions, expulsions)	70.9%	69.8%	62.9%	76.0%	75.3%
Broad indicator of academic performance (beyond core areas covered by state tests) (e.g., art, multiple languages)	74.6%	78.4%	74.9%	71.9%	68.8%
Cross-cutting (or transferable) skills such as communication, collaboration, and critical thinking	82.2%	82.2%	82.7%	85.9%	79.1%
Mastery of skills that meet the needs of local employers	78.8%	79.0%	79.9%	79.3%	77.4%
Mastery of technology-related skills	82.2%	84.3%	80.4%	80.1%	81.0%

Table 3
 Student Performance Indicators: Percentages Selecting Probably or Definitely Yes, Overall and by Charter Status (Question Administered to School/District Respondents Only)

Indicator	All Respondents	Charter	Non-Charter	Difference
Academic achievement (e.g., performance on standardized tests)	73.9%	80.0%	72.5%	-7.5
Academic growth (e.g., test score changes from year to year)	84.4%	81.7%	85.0%	3.3
High school completion (e.g., graduation rates)	87.3%	85.3%	87.7%	2.4
College readiness (e.g., performance in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; SAT/ACT scores)	76.1%	81.6%	74.8%	-6.8
Career or job market readiness (e.g., completion of career pathway courses, internships, certifications)	86.4%	87.8%	86.1%	-1.7
Civic readiness (e.g., students' understanding of the rights and responsibilities of citizenship)	83.6%	82.1%	83.9%	1.8
Military readiness (e.g., ASVAB scores, enlistment preparation)	50.7%	51.6%	50.5%	-1.1
Student attendance (e.g., chronic absenteeism)	46.3%	49.5%	45.6%	-3.9
Student engagement (e.g., interest in learning, participation, sense of belonging)	73.9%	73.2%	74.1%	0.9
Student discipline (e.g., suspensions, expulsions)	71.0%	68.3%	71.6%	3.3
Broad indicator of academic performance (beyond core areas covered by state tests) (e.g., art, multiple languages)	74.3%	75.7%	74.1%	-1.6
Cross-cutting (or transferable) skills such as communication, collaboration, and critical thinking	82.0%	81.4%	82.1%	0.7
Mastery of skills that meet the needs of local employers	78.7%	80.7%	78.3%	-2.4
Mastery of technology-related skills	82.1%	84.5%	81.6%	-2.9

Table 4
 Student Performance Indicators: Percentages Selecting Probably or Definitely Yes, Overall and by Years of Experience (Question Administered to School/District Respondents Only)

Indicator	All Respondents	< 5 Years	5-10 Years	11-15 Years	16-20 years	> 20 Years
Academic achievement (e.g., performance on standardized tests)	73.9%	73.7%	68.6%	71.8%	76.4%	75.5%
Academic growth (e.g., test score changes from year to year)	84.5%	82.1%	78.8%	81.2%	86.6%	87.4%
High school completion (e.g., graduation rates)	87.4%	86.3%	84.6%	84.2%	92.2%	87.9%
College readiness (e.g., performance in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; SAT/ACT scores)	76.1%	77.9%	78.2%	77.8%	74.9%	74.8%
Career or job market readiness (e.g., completion of career pathway courses, internships, certifications)	86.3%	84.2%	87.2%	87.1%	85.4%	86.5%
Civic readiness (e.g., students' understanding of the rights and responsibilities of citizenship)	83.6%	86.3%	85.9%	86.0%	80.4%	82.8%
Military readiness (e.g., ASVAB scores, enlistment preparation)	50.9%	52.6%	48.7%	53.8%	50.3%	50.6%
Student attendance (e.g., chronic absenteeism)	46.4%	55.8%	52.2%	46.2%	49.7%	41.1%
Student engagement (e.g., interest in learning, participation, sense of belonging)	73.9%	81.1%	77.6%	72.4%	75.4%	70.9%
Student discipline (e.g., suspensions, expulsions)	70.8%	81.9%	80.8%	70.0%	70.9%	65.1%
Broad indicator of academic performance (beyond core areas covered by state tests) (e.g., art, multiple languages)	74.4%	80.0%	76.1%	79.5%	79.3%	68.5%
Cross-cutting (or transferable) skills such as communication, collaboration, and critical thinking	82.0%	87.4%	85.2%	85.2%	83.8%	77.9%
Mastery of skills that meet the needs of local employers	78.8%	88.3%	80.8%	79.4%	80.3%	75.1%
Mastery of technology-related skills	82.2%	84.2%	81.4%	85.2%	86.4%	79.0%

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? (select one option in each row)

Table 5
District Practices: Percentages Selecting Quite a Bit or a Great Deal, Overall and by Role

Indicator	All Respondents	School/District	Family/Community	Difference
Talent management and educator capacity building	73.8%	72.6%	77.3%	4.7
Supports for high-quality instruction	93.3%	93.2%	93.6%	0.4
Supports for student well-being	87.9%	86.9%	90.8%	3.9
Governance, vision and constituent engagement	69.5%	67.3%	75.4%	8.1
Data systems, compliance, and continuous improvement	75.7%	73.9%	80.7%	6.8
Strategic resource use and financial stewardship	81.4%	79.7%	86.1%	6.4

Table 6
District Practices: Percentages Selecting Quite a Bit or a Great Deal, Overall and by Community Type (Question Administered to School/District Respondents Only)

Indicator	All Respondents	City	Suburb	Small Town	Rural Area
Talent management and educator capacity building	72.7%	76.8%	72.2%	67.6%	69.1%
Supports for high-quality instruction	93.3%	93.8%	92.8%	94.1%	92.3%
Supports for student well-being	87.1%	87.4%	83.9%	88.2%	88.3%
Governance, vision and constituent engagement	67.6%	70.5%	64.2%	67.6%	64.8%
Data systems, compliance, and continuous improvement	74.1%	76.9%	74.4%	69.4%	72.1%
Strategic resource use and financial stewardship	79.8%	82.9%	81.1%	75.1%	76.4%

Table 7

District Practices: Percentages Selecting Quite a Bit or a Great Deal, Overall and by Charter Status (Question Administered to School/District Respondents Only)

Indicator	All Respondents	Charter	Non-Charter	Difference
Talent management and educator capacity building	72.4%	72.0%	72.5%	0.5%
Supports for high-quality instruction	93.3%	89.9%	94.0%	4.1%
Supports for student well-being	86.9%	82.9%	87.8%	4.9%
Governance, vision and constituent engagement	67.2%	74.3%	65.6%	-8.7%
Data systems, compliance, and continuous improvement	73.9%	76.1%	73.5%	-2.6%
Strategic resource use and financial stewardship	79.7%	78.8%	79.9%	1.1%

Table 8

District Practices: Percentages Selecting Quite a Bit or a Great Deal, Overall and by Years of Experience (Question Administered to School/District Respondents Only)

Indicator	All Respondents	< 5 Years	5-10 Years	11-15 Years	16-20 years	> 20 Years
Talent management and educator capacity building	72.5%	70.2%	68.8%	75.4%	76.0%	71.6%
Supports for high quality instruction	93.2%	90.4%	90.4%	92.9%	98.3%	92.8%
Supports for student well-being	86.9%	80.4%	85.2%	89.4%	91.6%	85.9%
Governance, vision and constituent engagement	67.2%	72.3%	64.7%	74.6%	72.1%	62.3%
Data systems, compliance, and continuous improvement	73.9%	73.1%	70.5%	76.5%	78.8%	72.2%
Strategic resource use and financial stewardship	79.7%	74.5%	75.8%	82.8%	84.9%	79.0%