



Supporting the Implementation of AB400/SB98

Current Reporting Requirements & Aligning the Performance Framework

April 26, 2024

Agenda

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- **Current reporting requirements**
 - **Aligned performance framework**
 - What categories should we consider in the performance framework?
 - How do any proposed categories align with existing data reporting requirements and frameworks?
 - **Questions & discussion**



Current Reporting Requirements

Rubric for Evaluating Data Reporting in Nevada

- **Redundancy.** Are the same or similar metrics being reported separately on multiple data reports?
- **Alignment.** Are the metrics – and the way they are disaggregated by student group – aligned with the funding formula and other accountability system components?
- **Requirements.** Is there a state or federal requirement to report the specific metric?
- **Research base.** Does research support the use of the metric as an indicator of later student success? (In the absence of a research base, is there precedent for the use of this metric in other states?)
- **Locus of control.** Are these appropriate measures of what schools should be held accountable for?

Overview of Achievement Data Reporting

Measure	NSPF	Acing Accountability	NV Report Card
ELA proficiency/growth	✓		✓
Math proficiency/growth	✓	✓	
Science proficiency			
EL WIDA proficiency			
		✓	



Aligned Performance Framework



Discussion Items

- **What categories should we consider in the performance framework?**
- **How do any proposed categories align with existing data reporting requirements and frameworks?**



**What categories
should we consider in
the performance
framework?**

Accountability System Components

Data Dashboard

- Nevada Report Card/Accountability portal
- Includes information on outcomes (student achievement) and inputs (per-pupil allocations, staffing information, etc.)
- Generally includes a mix of locally- and state-reported data

Performance Framework

- Nevada School Performance Framework
- Includes outcome data
- Approved by U.S. Dept of Ed
- Used to determine eligibility for support (CSI, TSI, ATSI)
- Nevada Educator Performance Framework (NEPF) & Acing Accountability are additional performance frameworks

School and District Plans

- Frequently contain information on goals/priorities and how funds will be used to meet priorities
- Communities are encouraged to provide input into plans

Federal Requirements for Accountability Systems under ESSA

Student Groups

- Students from major racial and ethnic groups
- Economically disadvantaged students
- Children with disabilities
- English learners

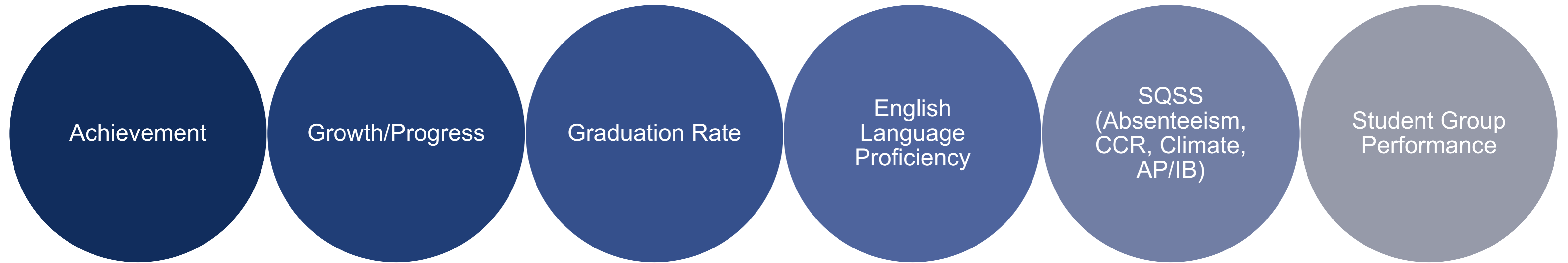
Indicators/Weights for Elementary, Middle, and High School

- Achievement
- Growth
- Graduation rate
- English Language Proficiency
- School quality or student success

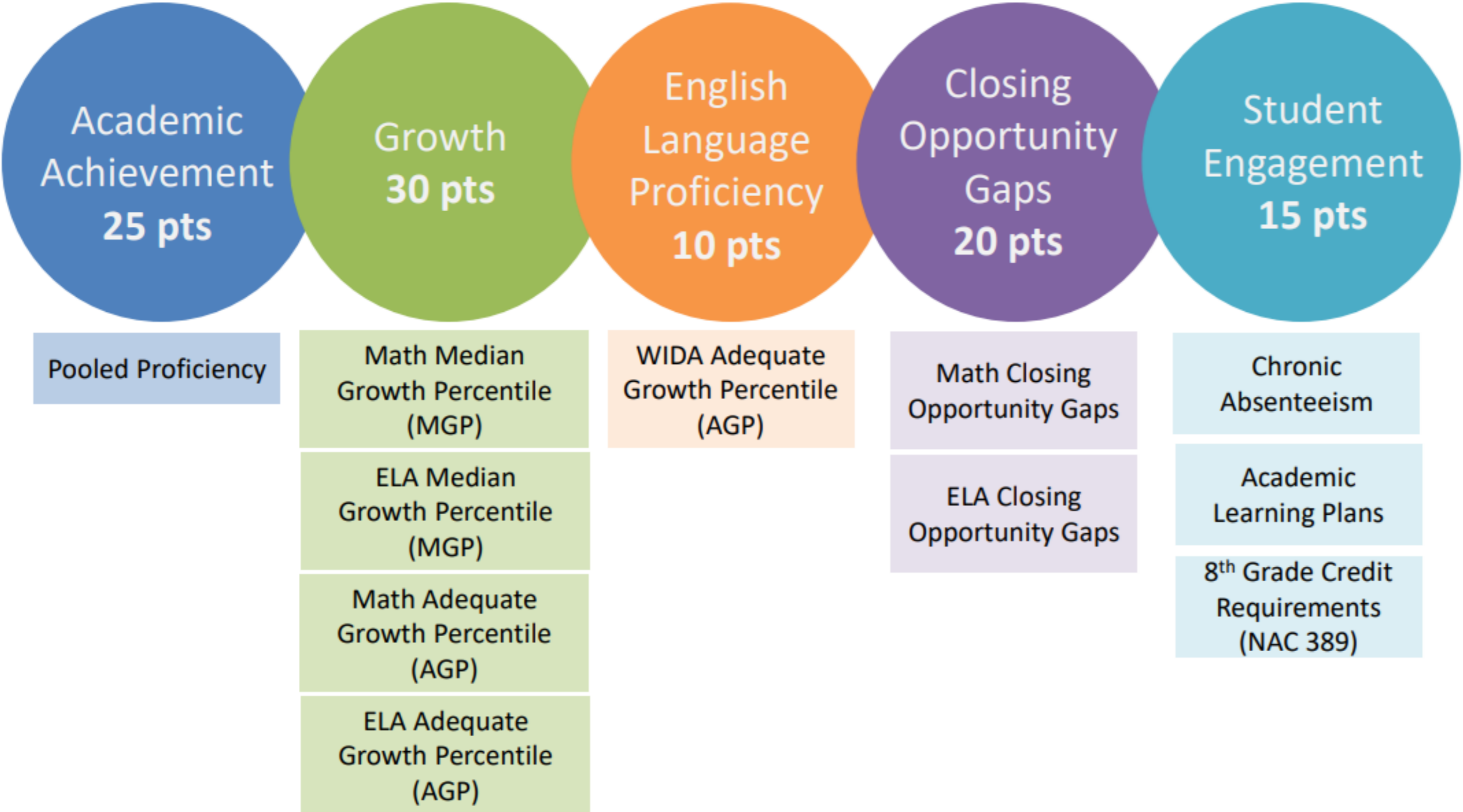
SQSS Measure

- Indicators of school quality or student success that may include:
- Student engagement
 - Educator engagement
 - Student access to and completion of advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Any other indicator the State chooses that meets requirements

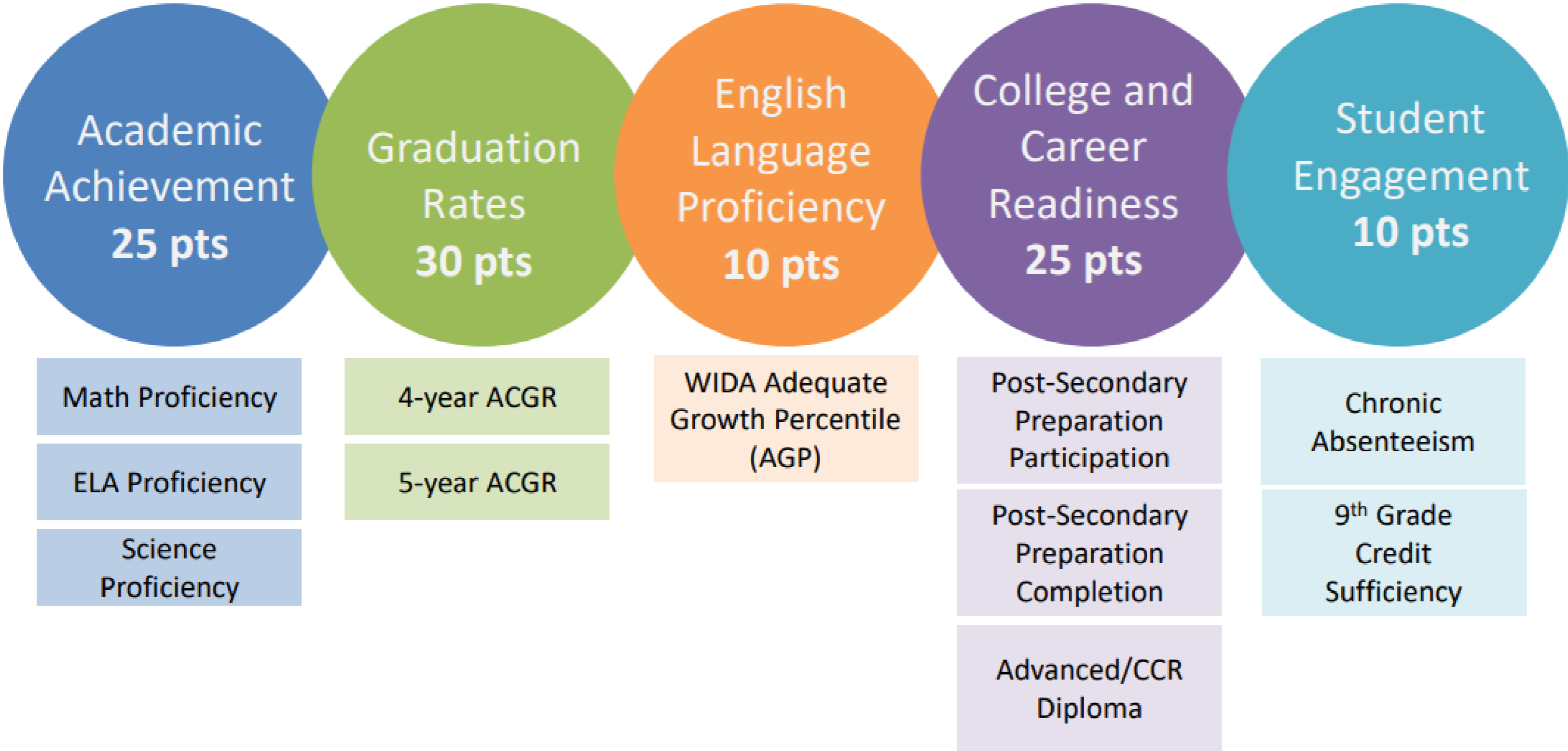
Common Indicators Across States



Middle School Performance Framework

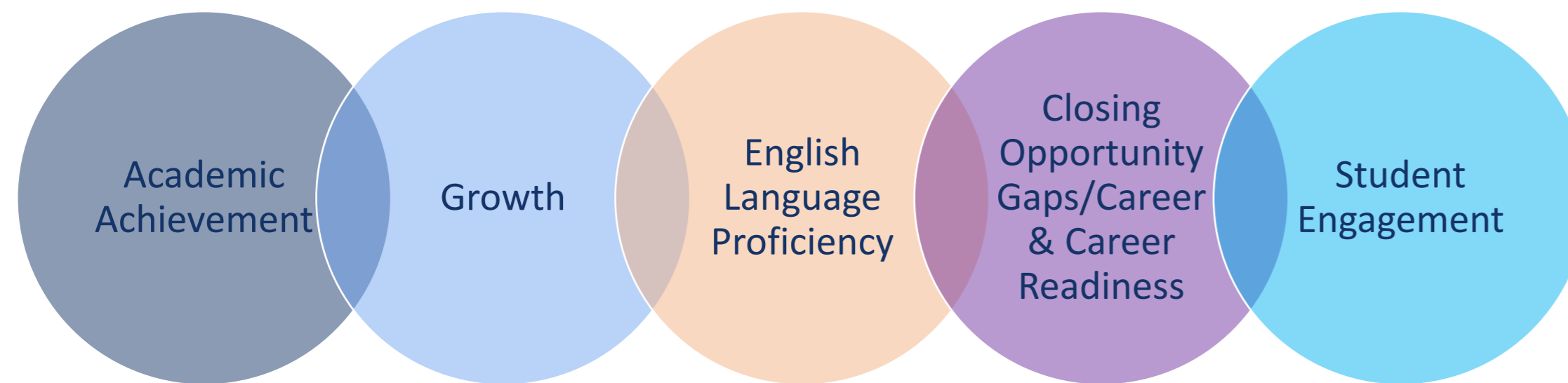


High School Performance Framework

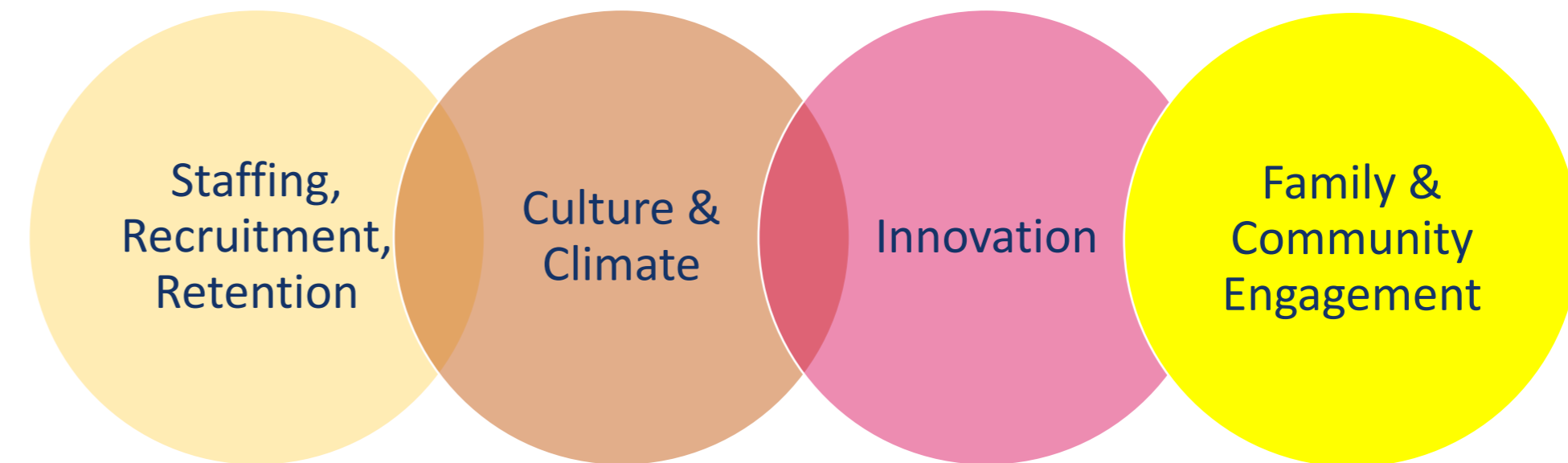


Nevada School Performance Framework Indicators (Option)

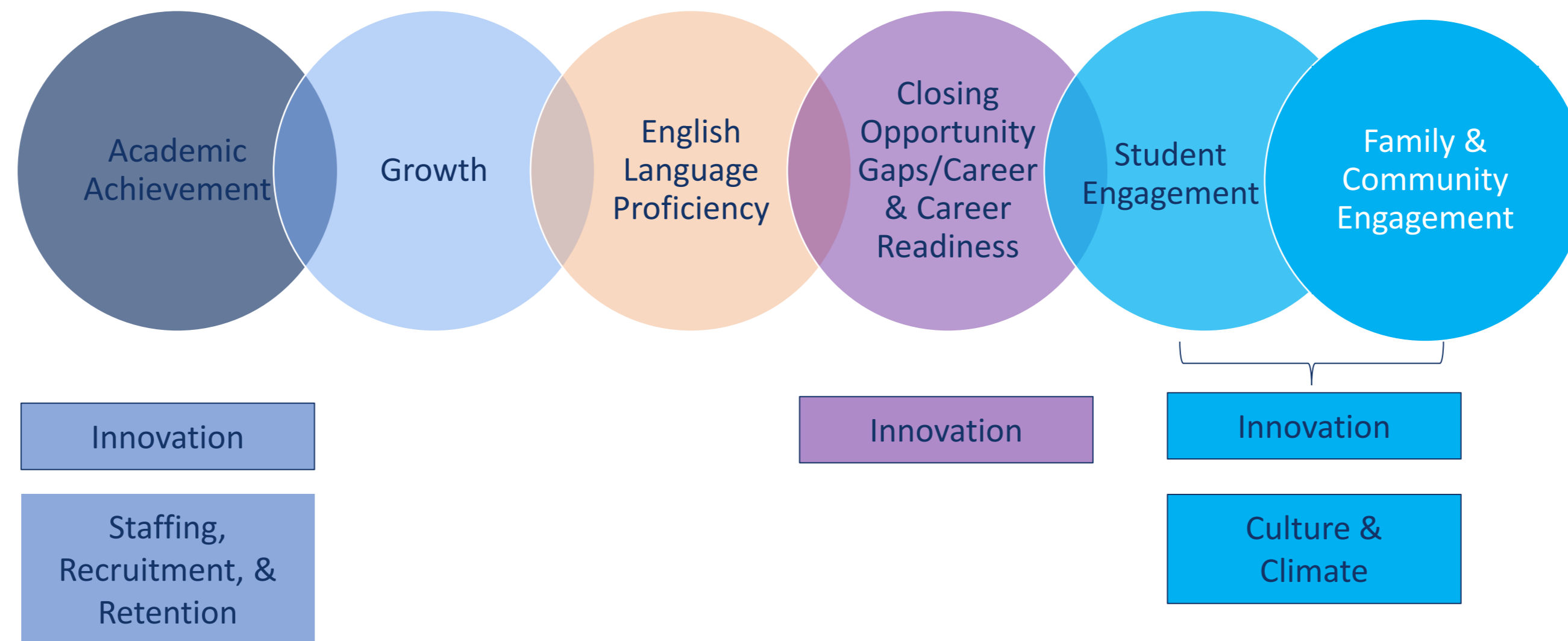
Existing Indicators



New Indicators



Nevada School Performance Framework Indicators (Option)





How do any proposed categories align with existing data reporting requirements and frameworks?

Considerations for Additional Categories

- **Staffing, recruiting, and retention**
- **Culture and climate**
- **Innovation**
- **Family and community engagement**
- **Use of Funds (i.e., reporting on how funding from the Pupil-Centered Funding Plan is being used)**

Staffing, Recruiting, and Retention

This information is generally not included in state school performance frameworks.

Some states include this information on their state report card.

Nevada has a separate Nevada Educator Performance Framework (NEPF).

Indicators required for review by AB 400 related to staffing:

- The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher
- The rate of vacancies in positions for teachers, support staff, and administrators
- The retention rate for teachers
- The number of classes taught by a substitute teacher for more than 25 percent of the school year
- The results of an annual survey of satisfaction of school employees
- The attendance rate for teachers (currently reported on the Nevada Report Card)

Additional indicators are included as part of Acing Accountability.

Culture and Climate

Included as a potential SQSS indicator under ESSA.

Climate surveys are included in several states' accountability systems (e.g., Kentucky, Illinois, Montana, New Mexico).

Indicators required for review by AB 400 related to climate and culture:

- The number of violent acts by pupils and disciplinary actions against pupils (currently reported on the Nevada Report Card)
- The results of an annual survey of satisfaction of school employees
- The results of an annual survey of satisfaction of pupils, parents, or legal guardians of pupils and graduates

Innovation

Currently included as part of Acing Accountability, not AB 400.

- School District and SPCSA Developed Success Target(s) – Success targets developed by each school district, the SPCSA, and its charters show growth in response to school and community areas that will have an impact on student achievement. These targets will be developed and monitored by each school district and the SPCSA and approved by the Superintendent of Public Instruction.

AB 400 indicates that the Commission may recommend additional metrics beyond what the statute requires.

Requires a request for data from school districts that is not already reported.

Family and Community Engagement

Not indicated as an accountability metric in Education Commission of the States' 50-state comparison.

Sometimes included as a planning requirement in state accountability systems.

Indicator required for review by AB 400 related to family and community engagement:

- The results of an annual survey of satisfaction of parents or legal guardians of pupils and graduates.

Parent/teacher conference data included in the report card for elementary schools.

Notes on Additional AB 400 Required Metrics


The number of credentials or other certifications in career and technical education earned by pupils is collected but only at the district level.

The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designed capacity for the school or classroom.

- Not currently collected. What is the level of effort required to collect these data?

Several additional metrics seem to fall into the existing framework categories. Many of them relate to academic achievement.

Many states include per pupil funding and other financial reporting as part of their report card.



Each school district and each charter school shall submit a quarterly report to the Commission that identifies how funding from the Pupil-Centered Funding Plan is being used to improve the academic performance and progress of pupils...”

-AB 400

Questions & Discussion

