Supporting the Implementation of AB400/SB98

Part I: Current Reporting Requirements

March 22, 2024

Agenda: Part I

- **Types of accountability**

- **Current reporting requirements**

- **Next steps**

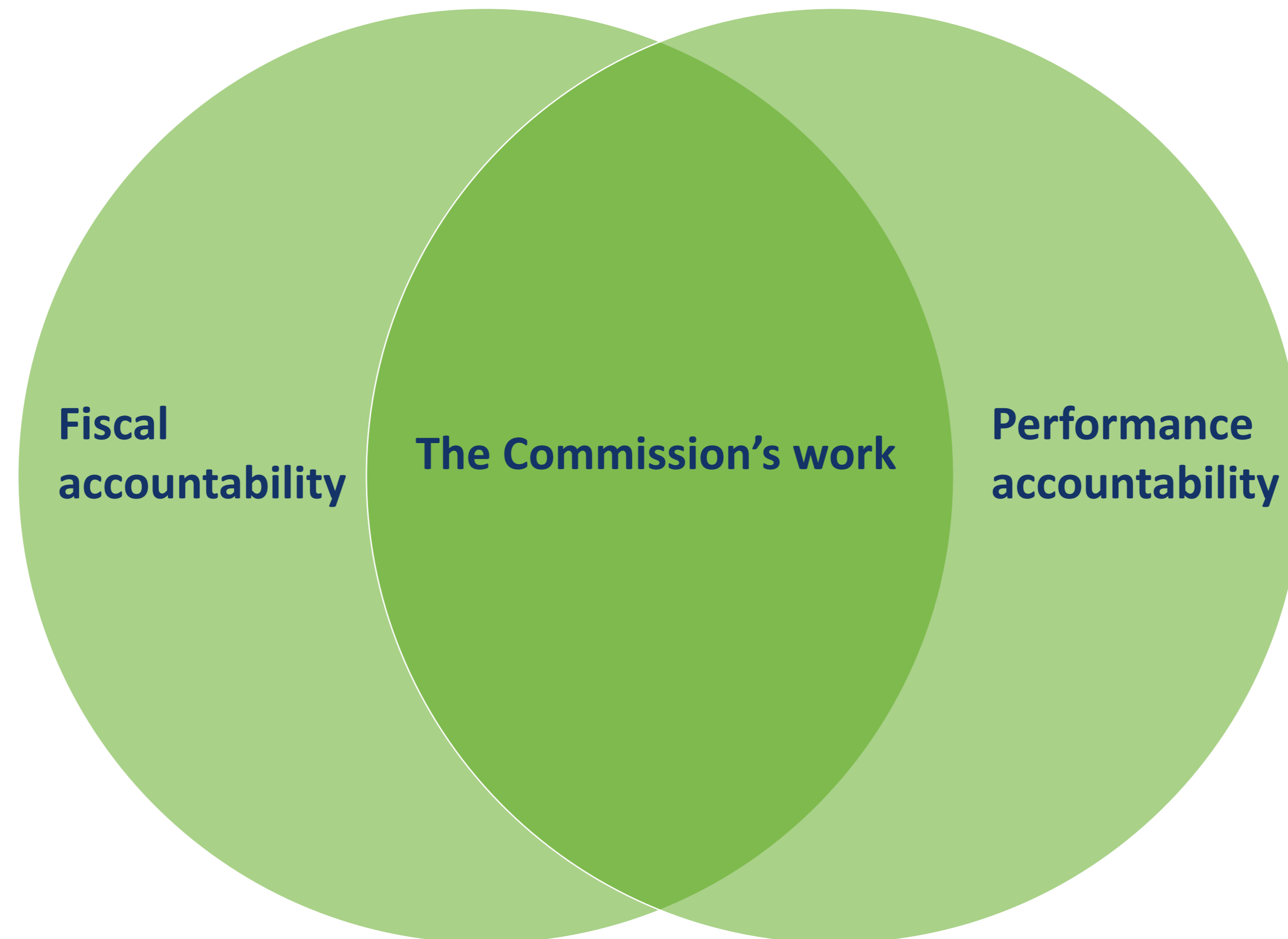# Introductions

WestEd

- **Dr. Kelsey Krausen**
  Director

- **Dr. Sean Tanner**
  Senior Research Associate

APA

- **Justin Silverstein**
  Co-CEO

- **Amanda Brown**
  Vice President

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Two Types of Accountability

Fiscal accountability

The Commission's work

Performance accountability

Current Reporting Requirements

Analysis of Current Reporting for One District

- The compiled information includes lists of reports by department and is a work in progress.*

- WestEd's analysis is a first attempt at understanding the volume of current reporting requirements and implications for a new reporting framework.

- **Total number of reports:** ~245

- **Time to compile reports:** Estimates ranged from as little as 20 minutes to six months

  - Sixty-two percent of the reports listed don't yet include information on the time to compile.

  - Eighteen reports take one to two weeks to compile.

  - Thirty reports take a month or more to compile.

  *Numbers are intended to be illustrative and exact figures should not be reported

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Current Reports Organized by Type of Report

As a starting point, reports were organized into six categories:

1. Student performance and enrollment (34 reports)

2. Parent communication and participation (2 reports)

3. Staffing ratios, professional development, and other HR-related items (85 reports)

4. Financial reports, including budget and audit information (74 reports)

5. Facilities and operations, including environmental reporting for facilities and transportation (17 reports)

6. Other (32 reports)

For Commission Consideration: Use of Existing Frameworks as an Organizing Framework for Current Reports

Acing Accountability	AB400
Effective implementation of reading and math resources	(1) Academic achievement (includes metrics for math, science, reading, and college or career readiness)
Literacy proficiency and growth (K–3)	(2) Literacy improvement (elementary)
Math proficiency and growth (4–8)	*Included under academic achievement*
Preparation for college or career success	*Included under academic achievement*
Meeting workforce needs (retention and recruitment)	(3) Hire and retain sufficient staff
Innovative solutions/success targets	n/a
n/a	(4) Meeting student, parent/guardian and staff needs

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AB400 CSF Metrics (Currently Collected)

- **Twenty-five metrics in total**

- **Fourteen of 25 metrics are currently collected as part of the Nevada Report Card.**

  - Data reported in the Nevada Report Card are available at the school and district level

  - Data can be disaggregated by student group (with the exception of at-risk and gifted and talented)

- **One additional metric, the number of credentials or other certifications in career and technical education earned by pupils, is collected but only at the district level.**

- **Two of the metrics come from surveys on the satisfaction of 1) school employees and 2) pupils, parents/guardians.**

- **Collection of most of these 17 metrics is not new.**

  - Data collection for most metrics started in 2015. Some have been collected since 2003, others began in 2017.

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AB400 CSF Metrics (Not Yet Collected)

- **Performance (two metrics)**

  - Example: the number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test

- **Enrollment (one metric)**

  - Example: the number of pupils who enroll in a vocational or technical school or apprenticeship training program

- **Staffing (four metrics)**

  - Example: the number of classes taught by a substitute teacher for more than 25 percent of the school year

- **Other (one metric)**

  - Example: 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

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Next Steps

- **Further refine report categories based on input from the Commission.**

- **Determine if there are categories of reports that are outside the scope of the Commission's work or if all should be included in the analysis.**

- **Code the reports to identify which are federal requirements, which are state requirements, and which are optional.**

- **Determine which metrics are most meaningful for inclusion in a new reporting framework.**

- **Analyze the data elements included in the reports to**

  - look for duplication, and

  - ensure metrics of interest are collected in a way that is useable.

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Supporting the Implementation of AB400/SB98.

Part II: Setting the Stage for Modifying an Accountability System

March 22, 2024

Agenda: Part II

- **Measuring Progress**

- **Statutory Requirements of the Commission**

- **Altering the System**

- **Monitoring Performance vs. Assessing Efficacy**

Measuring Progress

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Measuring Progress—State and Federal

Nevada Star System—five-star rating system for schools

- elementary, middle, high school

- prior school year performance, made public Sept 15

- five indicators

- points based on measures → aggregated to a single index score → star rating

- low star rating (overall or subgroup) → school designation

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Measuring Progress—Star Ratings

Points	Star Rating
< 27	1 star
≥ 27 and < 50	2 stars
≥ 50 and < 67	3 stars
≥ 67 and < 84	4 stars
≥ 84 and ≤ 100	5 stars

Measuring Progress—Subgroups

- Race/Ethnicity

- Special Education

- English Learner Status

- Economically Disadvantaged

- Not "At-Risk"

Measuring Progress—ESSA (CSI)

Comprehensive Support and Improvement (CSI) is designated to

- the lowest-performing Title I schools, according to their adjusted Nevada School Performance Framework (NSPF) index score

- high schools with a four-year adjusted cohort graduation rate below 67%; or

- all Title I schools that did not exit an Additional Targeted Support and Improvement (ATSI) designation after a three-year improvement plan.

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Measuring Progress—ESSA (ATSI)

ATSI

- The NDE will calculate an adjusted NSPF index score for each subgroup at each school, awarding points for each measure where the subgroup n-size ≥ 25, and following applicable rules regarding measures required for rating.

- If one or more subgroups have an adjusted NSPF score that is at or below the calculated bottom fifth percentile used for CSI designations for the relevant school level, then the school will be designated as ATSI.

- Subgroups used in ATSI are those outlined in the Subgroups and Data Disaggregation section.

Measuring Progress—ESSA (TSI)

TSI

- One or more consistently underperforming subgroups (a subgroup with an n-size ≥ 25 that was at or below the statewide bottom 15th percentile for the all-student group two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators.

- The same subgroup must flag the Academic Achievement Indicator and two or more additional Indicators.

Measuring Progress—PCFP

- district measures related to increase in funding

- six questions about district performance

Measuring Progress—Examples

K–3 literacy proficiency

- In grades K–3, an increasing number of students in the school district and State Public Charter School Authority (SPCSA) demonstrate grade-level proficiency in reading.

- Spring Measures of Academic Progress results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).

4–8 mathematics proficiency

- In grades 4–8, an increasing number of students demonstrate proficiency in mathematics.

- Smarter Balanced Assessments results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient."

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Measuring Progress—English Learners vs. At-Risk

- **English Learners**

  - school-level indicators for Star or Every Student Succeeds Act (ESSA)

  - ideal for impact: student-level assignment, program, outcome data

- **At-Risk**

  - not collected at district, school, or student levels

Statutory Requirements of the Commission

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Statutory Requirements of Commission - Implementation

AB400, Section 23

(b) Monitor the implementation of the Pupil-Centered Funding Plan and make any recommendations to the Joint Interim Standing Committee on Education that the Commission determines would, within the limits of appropriated funding, improve the implementation of the Pupil-Centered Funding Plan or correct any deficiencies of the Department or any school district or public school in carrying out the Pupil-Centered Funding Plan.

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Statutory Requirements of Commission - Subgroups

AB400, Section 23

(c) Review the statewide base per pupil funding amount, the adjusted base per pupil funding for each school district and the multiplier for weighted funding for each category of pupils appropriated by law pursuant to NRS 387.1214 for each biennium and recommend any revisions the Commission determines to be appropriate to create an optimal level of funding for the public schools in this State, including, without limitation, **by recommending the creation or elimination of one or more categories of pupils to receive additional weighted funding.**

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Altering the System

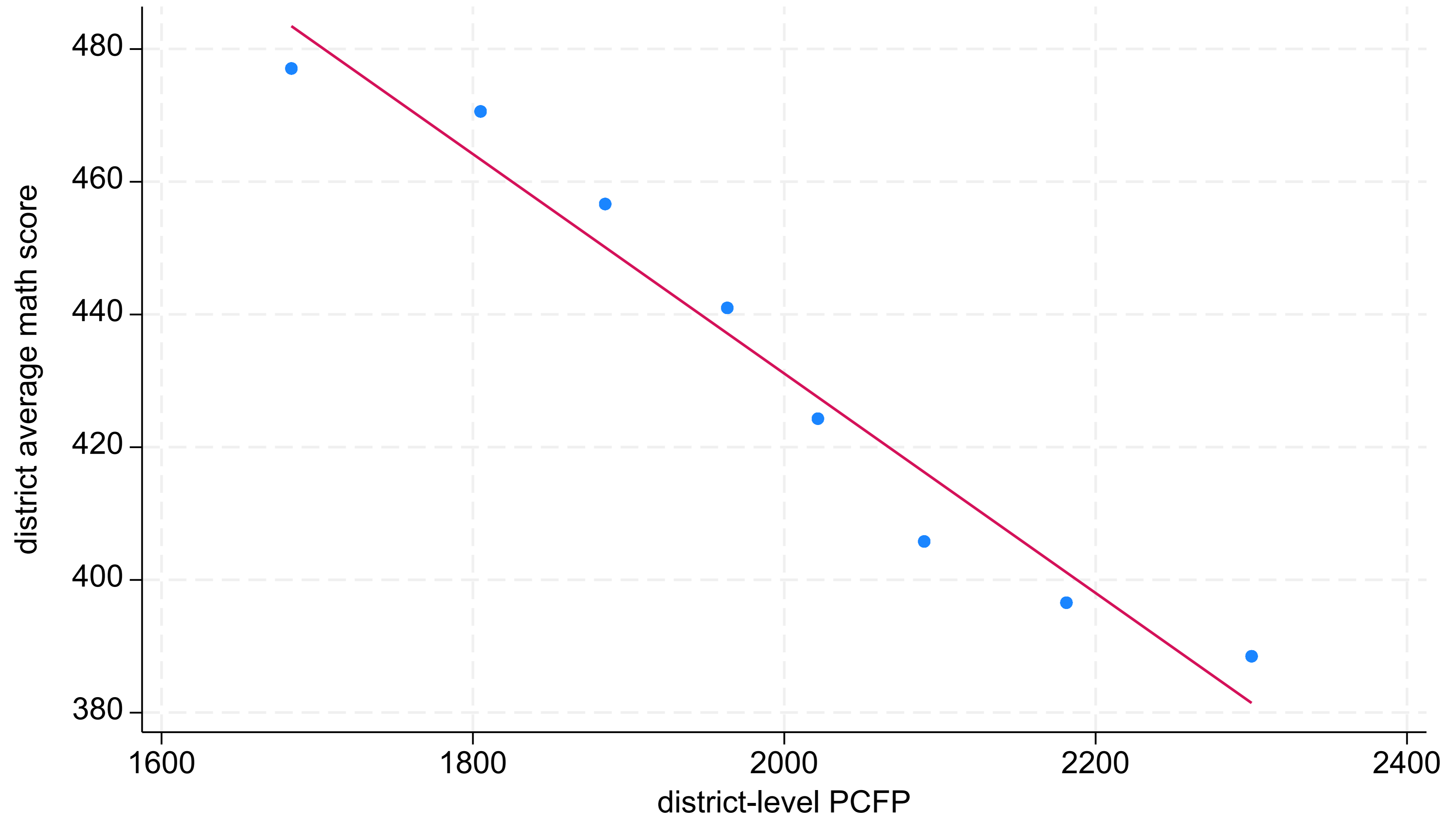# Altering the System – Elements to Consider

- **What is measured**

  - funding, program participation, outcomes

- **For whom**

  - compliance with ESSA

  - linking funding to outcomes

- **At what level**

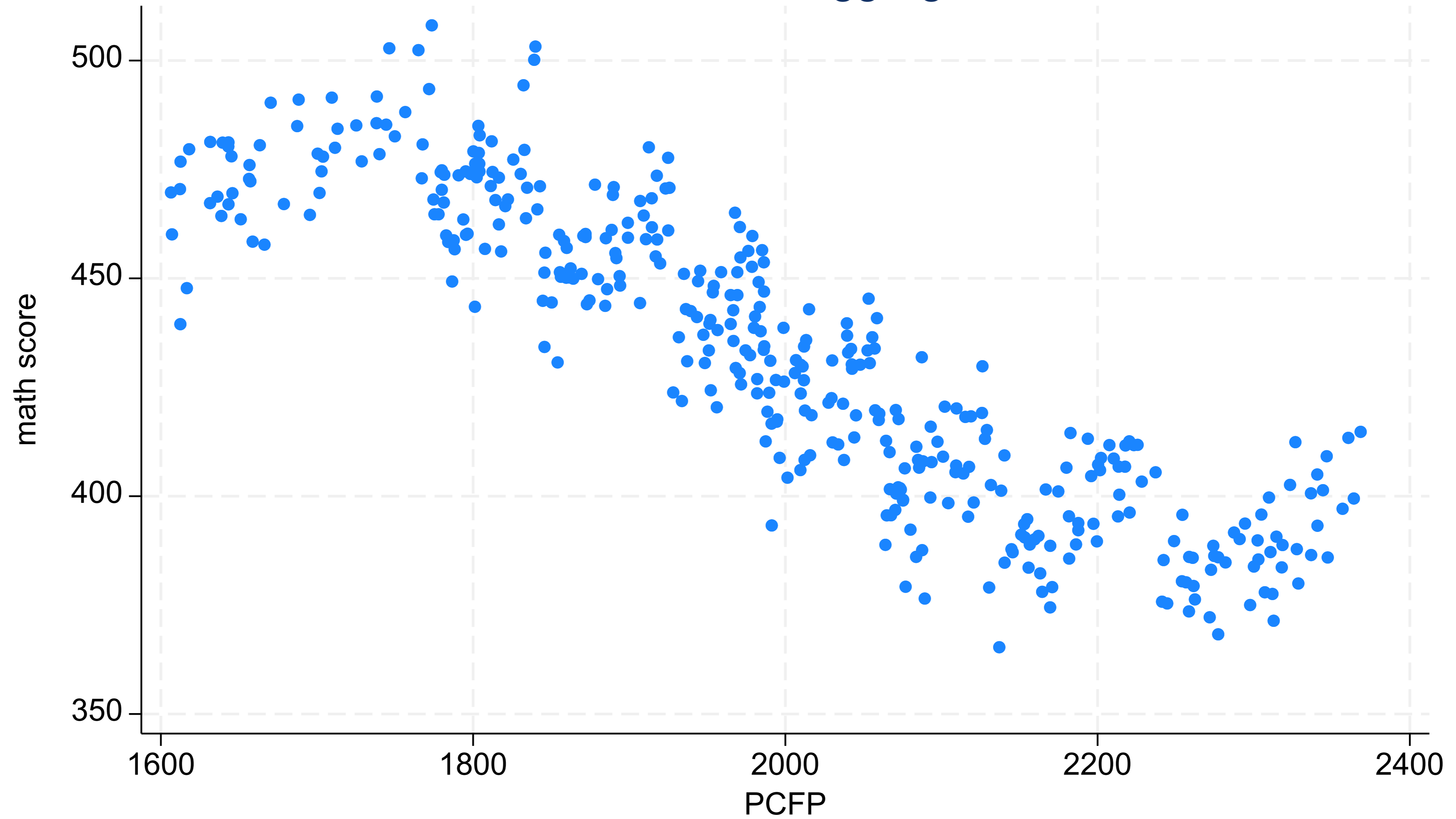 - aggregate data can be misleading (i.e., district vs. student)

Aggregate Funding and District Performance:
A Hypothetical Illustration
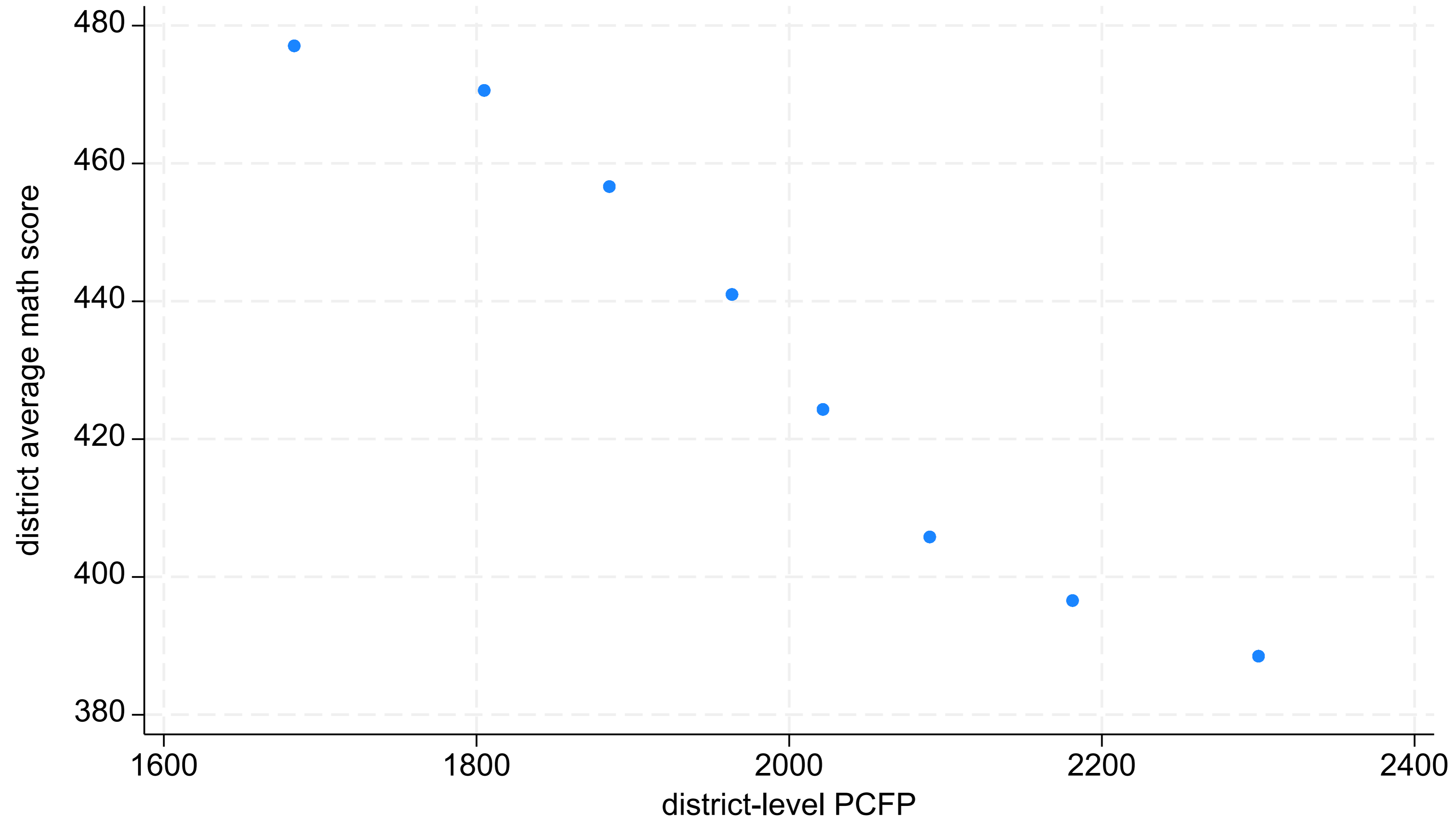
More Money = Lower Performance?

Scatter plot with x-axis labeled "district-level PCFP" ranging from 1600 to 2400, and y-axis labeled "district average math score" ranging from 380 to 480, showing a negative linear trend.

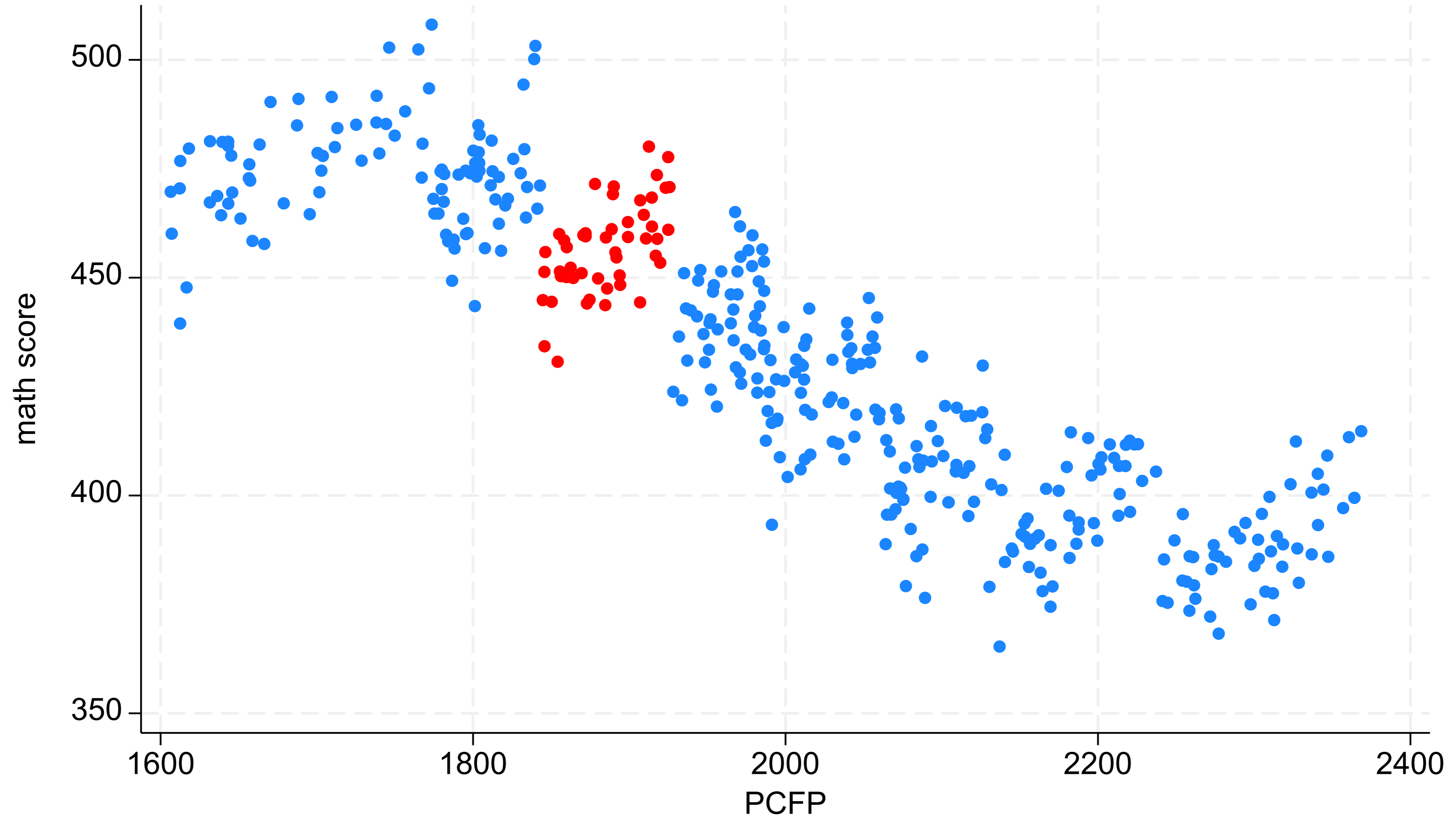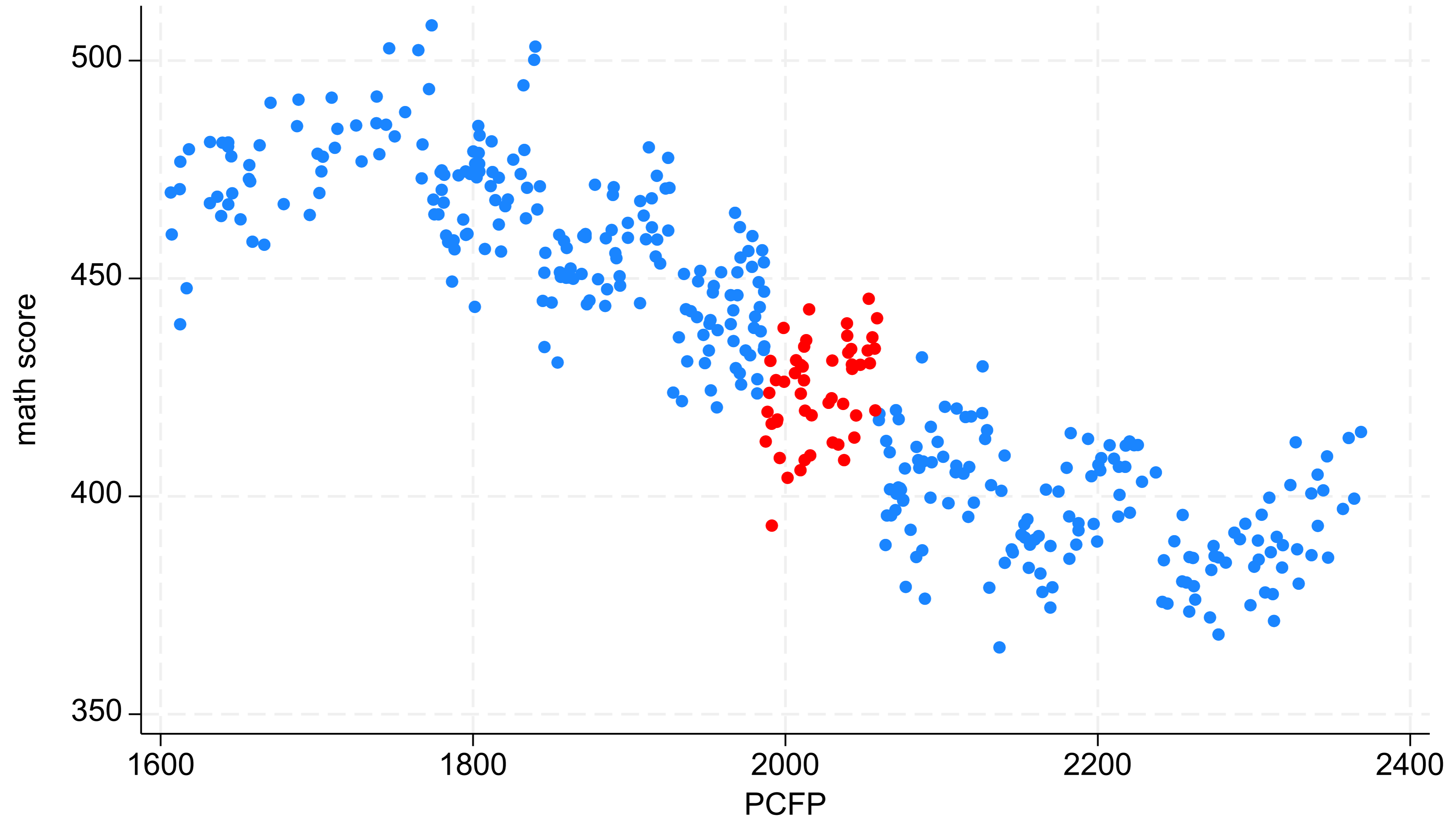Individual Student Performance and Resource Exposure:
The Same Data, Disaggregated

Individual Student Performance and Resource Exposure: Same Overall Negative Correlation
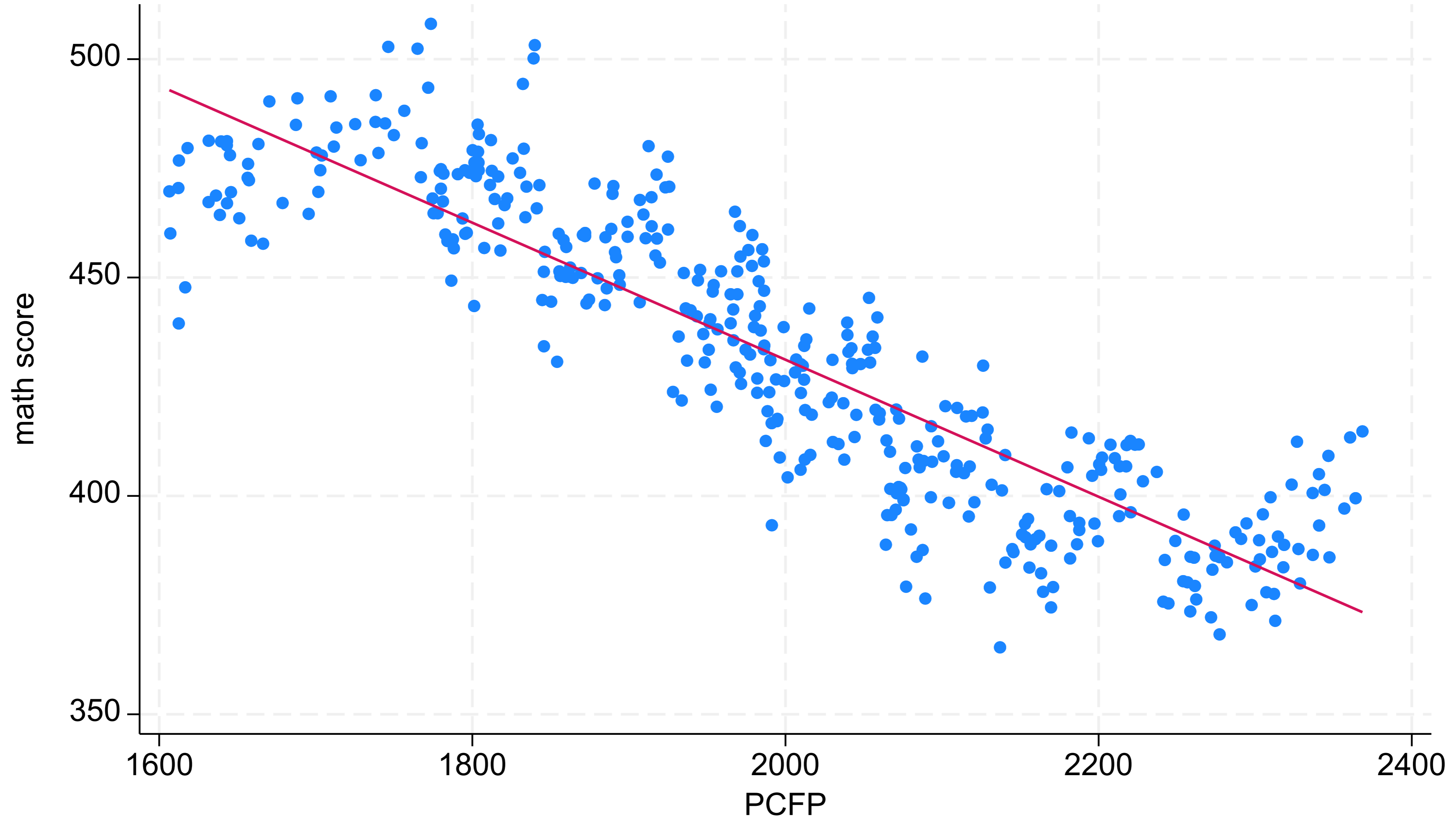
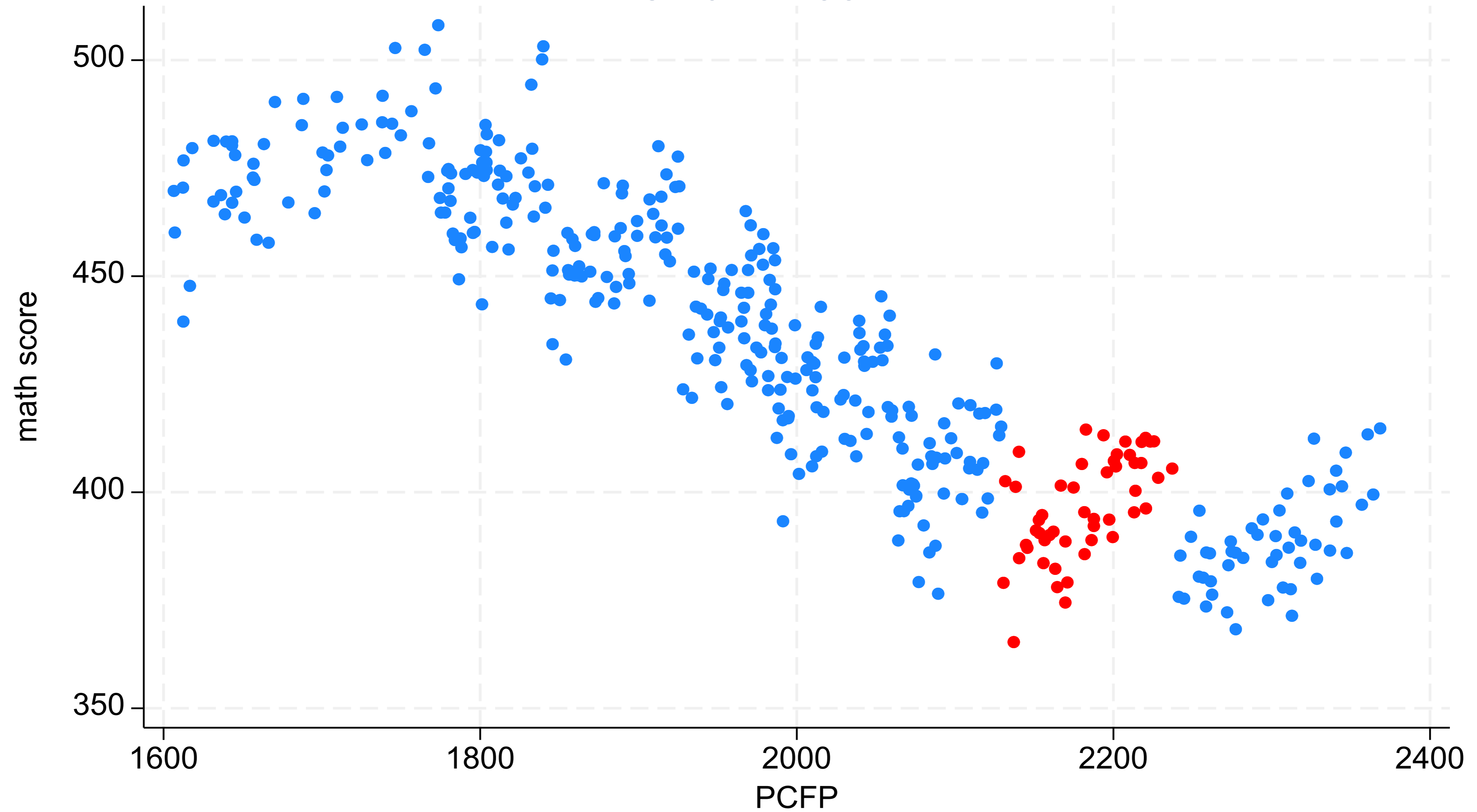Individual Student Performance and Resource Exposure:
District One

math score (y-axis)

PCFP (x-axis)

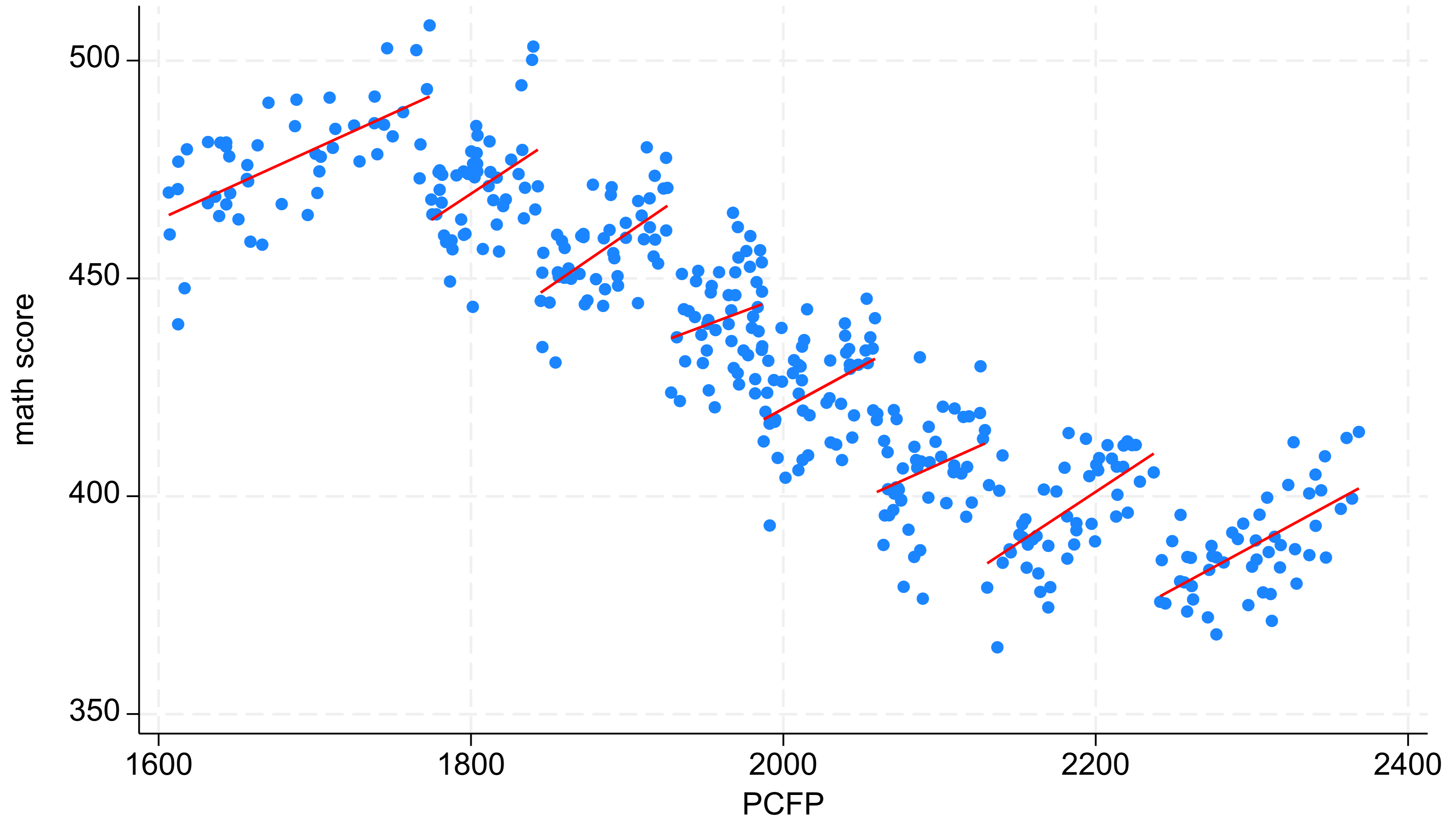Individual Student Performance and Resource Exposure: District Two

Individual Student Performance and Resource Exposure:
District Three

Individual Student Performance and Resource Exposure: Positive Correlation within Districts

Monitoring Performance vs. Assessing Efficacy

Monitoring Performance vs. Assessing Efficacy: Distinct Goals

- **Causality and correlation in accountability**

- **Achievement data can serve as a warning sign.**

  - Are students performing above a particular floor?

  - Is there annual improvement?

  - What to do with gifted students?

- **None of those provide the impact of resources.**

  - Causal inference requires a careful design.

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Supported Work:
Randomized Controlled Trials (RCTs) of Labor Market Intervention

Group	Employment Rate 20 Months After Supported Work
Men	62.6%
Women (AFDC)	49.1%

The True Effect Tells the Opposite Story of the Naïve Correlation

Group	Employment Rate 20 Months After Supported Work	Control Group
Men	62.6%	62.6%
Women (AFDC)	49.1%	40.6%*

Source: *Fighting for Reliable Evidence*

Upcoming Presentation Topics

Upcoming Presentation Topics at Commission Meetings

April

- data availability and reporting requirements

- upcoming impact analysis

May, June, July

- **What would be most helpful?**

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