

Nevada Department of Education

2019 Nevada School Performance Framework Procedures Manual

2018-2019 School Year

PREFACE

The primary goal for the 2019 Nevada School Performance Framework (NSPF) is process improvement within the current rating and reporting systems. The 2018 school ratings (based on SY2017-18 performance) marked the first year that all school levels were rated under the current framework. Elementary and middle schools were rated in 2017 but high schools were not rated until 2018 due to the State Board of Education adoption of the American College Test (ACT) as Nevada's College and Career Ready (CCR) assessment. This required the setting of proficiency cuts for high schools in the area of Mathematics, English Language Arts (ELA) and Science as well as identifying cuts for star ratings for high schools under the Academic Achievement Indicator. Based on the two-year implementation of the current NSPF, the ADAM Office identified the following key areas where improvements could be made by updating NSPF procedures:

- Refining data collection and analysis processes to maximize the number of students represented in accountability ratings;
- Rating more schools that have not been rated in previous rating cycles due to low n-counts, unique grade configurations, or focus on special populations; and
- Reviewing calculations for some NSPF Measures to ensure closer alignment with requirements of the Every Student Succeeds Act (ESSA).

Numerous meetings were conducted with LEA stakeholder groups including the Accountability Steering Committee, the Technical Advisory Group (TAG), and the Infinite Campus Governing Board (ICGB) to address improvement strategies. In addition, interoffice meetings were conducted with the Nevada Department of Education (NDE) Office of Student and School Supports (OSSS) that resulted in a plan for improving communications with LEAs to increase understanding about the process of designating schools for support and improvement. The following pages summarize the improvements made to the school ratings system as a result of this work.

Table of Contents

| | |
|---|----|
| PREFACE..... | ii |
| Summary of Changes..... | 7 |
| Definition for Year-in-School (YIS)..... | 7 |
| Issues..... | 7 |
| 2019 Improvements | 7 |
| Applying Year-in-School (YIS) (Partial Attendance) to NSPF Measures..... | 7 |
| Issue | 8 |
| 2019 Improvements | 8 |
| 95% Participation Requirement | 9 |
| Issues..... | 9 |
| 2019 Improvements | 9 |
| Calculating Mathematics and ELA Proficiency of Schools Not Meeting 95% Participation Requirements | 9 |
| Revised Participation Penalty Structure..... | 10 |
| Issues..... | 10 |
| 2019 Improvements | 10 |
| College and Career Ready (CCR) Diploma..... | 11 |
| Issue: | 11 |
| 2019 Improvement | 11 |
| Rating All Public Schools – Addressing Unrated Schools | 11 |
| Issue | 11 |
| 2019 Improvements | 11 |
| Climate Survey as “Bonus” Measure in the NSPF | 12 |
| Issue | 12 |
| 2019 Improvements: | 12 |
| Clarification of Business Rules..... | 12 |
| Business Rules for the Closing Opportunity Gaps Indicator | 12 |
| Issue | 12 |
| 2019 Improvements | 13 |
| Nevada School Performance Framework Overview..... | 14 |
| Historical Background | 14 |

| | |
|--|----|
| Stakeholder Engagement | 14 |
| Nevada School Performance Framework Principles..... | 15 |
| Star Ratings..... | 15 |
| Indicators and Measures | 15 |
| School Designations..... | 15 |
| School Accountability Levels | 15 |
| Data Disaggregation..... | 15 |
| Minimum N-Size | 16 |
| Computing Rates and Reporting | 17 |
| Year-In-School (YIS), Year-in-District (YID), and New-in-Country (NIC)..... | 17 |
| Year-In-School (YIS)..... | 18 |
| Year-in-District (YID) | 20 |
| New-in-Country (NIC)..... | 20 |
| Differences in Reporting for the NSPF and Nevada Report Card | 21 |
| Nevada School Performance Indicators and Weights—Overview | 21 |
| Academic Achievement Indicator..... | 21 |
| Growth Indicator | 22 |
| English Language Proficiency Indicator..... | 22 |
| Closing Opportunity Gaps Indicator | 23 |
| Closing Opportunity Gaps Decision Tree | 23 |
| Student Engagement Indicator | 24 |
| Chronic Absenteeism | 24 |
| Academic Learning Plans | 25 |
| Nevada Administrative Code (NAC) 389.445 Eighth Grade Credit Requirements..... | 25 |
| Ninth Grade Credit Sufficiency | 25 |
| Graduation Rates Indicator | 26 |
| College and Career Readiness Indicator | 26 |
| Indicator Weights..... | 26 |
| Nevada School Performance Framework (NSPF) Rating System | 28 |
| Index Calculations | 28 |
| Assigning Star Ratings..... | 29 |
| Rating Schools with Low N-Size..... | 29 |

| | |
|--|----|
| NSPF 2018-2019 Elementary School Star Ranges | 30 |
| NSPF 2018-2019 Middle School Star Ranges | 30 |
| NSPF 2018-2019 High School Star Ranges | 31 |
| Additional Reported Information..... | 31 |
| Subgroup Reporting | 31 |
| 95% Participation Requirements and Penalties..... | 32 |
| Nevada School Performance Framework - School Level Specifics | 34 |
| Elementary School Model..... | 34 |
| Academic Achievement Indicator..... | 34 |
| Pooled Proficiency | 35 |
| Read-by-Grade-Three | 35 |
| Additional Reported Information..... | 36 |
| Growth Indicator..... | 36 |
| English Language Proficiency Indicator..... | 36 |
| Closing Opportunity Gaps Indicator | 37 |
| Closing Opportunity Gaps Decision Tree..... | 37 |
| Student Engagement | 38 |
| Elementary School Indicator and Weights Summary | 38 |
| Elementary School Accountability Calendar..... | 39 |
| Middle School Model | 40 |
| Academic Achievement Indicator..... | 40 |
| Pooled Proficiency | 41 |
| Growth Indicator..... | 41 |
| English Language Proficiency Indicator..... | 42 |
| Closing Opportunity Gaps Indicator | 42 |
| Closing Opportunity Gaps Decision Tree..... | 43 |
| Student Engagement Indicator | 43 |
| Chronic Absenteeism | 43 |
| Academic Learning Plans | 44 |
| Middle School Indicator and Weights Summary..... | 44 |
| Middle School Accountability Calendar..... | 45 |
| High School Model..... | 46 |

| | |
|--|----|
| Academic Achievement Indicator..... | 46 |
| Graduation Rates Indicator | 47 |
| English Language Proficiency Indicator..... | 47 |
| College and Career Readiness Indicator | 47 |
| Post-Secondary Preparation and Completion..... | 47 |
| Advanced Diploma or College and Career Ready (CCR) Diploma..... | 48 |
| Student Engagement Indicator | 49 |
| Chronic Absenteeism | 49 |
| Ninth Grade Credit Sufficiency | 49 |
| High School Indicator and Weights Summary | 49 |
| High School Accountability Calendar | 51 |
| Point Attribution Tables 2018-2019 | 52 |
| Elementary School Point Attribution Tables: | 52 |
| ES Indicator: Academic Achievement (25 points total) | 52 |
| ES Indicator: Growth (35 points total)..... | 53 |
| ES Indicator: English Language Proficiency (10 points total)..... | 55 |
| ES Indicator: Closing Opportunity Gaps (20 points total)..... | 55 |
| ES Indicator: Student Engagement (10 points total)..... | 56 |
| Middle School Point Attribution Tables | 57 |
| MS Indicator: Academic Achievement (25 points total) | 57 |
| MS Indicator: Growth (30 points total)..... | 58 |
| MS Indicator: English Language Proficiency (10 points total)..... | 59 |
| MS Indicator: Closing Opportunity Gaps (20 points total)..... | 60 |
| MS Indicator: Student Engagement (15 points total)..... | 61 |
| High School Point Attribution Tables..... | 63 |
| HS Indicator: Academic Achievement (25 points total) | 63 |
| HS Indicator: Graduation Rate (30 points total) | 65 |
| HS Indicator: English Language Proficiency (10 points total) | 66 |
| HS Indicator: College and Career Readiness (25 points total)..... | 66 |
| HS Indicator: Student Engagement (10 points total) | 68 |
| Designation of Schools for Support and Improvement..... | 69 |
| Comprehensive Support and Improvement (CSI)..... | 69 |

| | |
|---|----|
| Designation Criteria | 69 |
| CSI Schools Exit Criteria | 70 |
| Targeted Support and Improvement (TSI) | 71 |
| Designation Criteria | 71 |
| TSI Designation Decision Tree | 73 |
| TSI Exit Criteria | 73 |
| TSI Exit Decision Tree | 74 |
| Additional Targeted Support and Improvement (ATSI) | 74 |
| ATSI Designation Criteria | 74 |
| ATSI Exit Criteria | 75 |
| Appendix A Long Term Goals and Measures of Interim Progress | 76 |
| Long Term Goals and Measures of Interim Progress: Elementary School ELA | 76 |
| Long Term Goals and Measures of Interim Progress: Elementary School Mathematics | 76 |
| Long Term Goals and Measures of Interim Progress: Middle School ELA/Mathematics | 77 |
| Long Term Goals and Measures of Interim Progress: Middle School Mathematics | 77 |
| Long Term Goals and Measures of Interim Progress: High School ELA | 77 |
| Long Term Goals and Measures of Interim Progress: High School Mathematics | 78 |
| Long Term Goals and Measures of Interim Progress: Graduation Rates | 78 |
| 4-Year ACGR Subgroup | 78 |
| 5-Year ACGR Subgroup | 79 |
| Appendix B Acronyms | 80 |
| Appendix C Nevada Policy Descriptors | 82 |
| Elementary and Middle School | 82 |
| High School | 83 |
| Appendix D References | 84 |
| US Department of Education | 84 |
| State of Nevada | 84 |
| Nevada Revised Statutes (NRS) | 84 |
| Nevada Administrative Code (NAC) | 86 |
| Related References | 88 |
| Appendix E State Assessment Proficiency Cut Scores | 90 |
| Summative Assessment by Smarter Balanced | 90 |

| | |
|--|----|
| Smarter Achievement Level Descriptors | 90 |
| Nevada Smarter Summative Assessment, Achievement Level Cut Scores | 90 |
| Nevada Science Assessments..... | 91 |
| Policy ALDs for Science..... | 91 |
| Achievement Level Cut Scores..... | 91 |
| Nevada Alternate Assessment (NAA) | 92 |
| Achievement Level Cut Scores for NAA ELA, Mathematics, and Science | 92 |
| WIDA ACCESS..... | 92 |
| ACT | 94 |
| ACT Performance Level Descriptors..... | 94 |
| ACT Proficiency Cut Scores..... | 94 |

Summary of Changes

This section is intended to provide details regarding the areas where improvements are being implemented for the 2019 NSPF reporting period as well as the specific improvements made in each area. This information will support users in understanding the guidance provided in the Manual.

Definition for Year-in-School (YIS)

During the 2017 and 2018 NSPF reporting cycles, Year-in-School (YIS) was defined as “the period of time between validation day (typically October 1st) through the first day of the testing window”. The first day of the testing window varied based on the specific state assessment.

Issues

Analysis of the data for SY2017-18 identified issues regarding the impact of the YIS definition in the following areas:

- Loss of student assessment data overall and for specific subgroups
- Assignment of assessment results to a specific school/district due to student transfers
- Inconsistency in interpretation of YIS business rules due to complicated calculation methodology such as the continuous enrollment requirement

2019 Improvements

The definition of YIS was revised to more closely align with ESSA partial attendance requirements which state that a student must be in attendance at a given school for at least half of the school year for results to be included in the school’s accountability rating (this is discussed further in upcoming sections of this document). YIS sets the standard for meeting partial attendance requirements under the NSPF. The criteria for YIS was revised to include specific timelines for each of the required state assessments to increase the number of students included in the accountability results. A student must be enrolled in a given school for a period of not less than 90, 100, or 120 school days, depending on the specific state assessment, for the results to be included in the school’s accountability calculation. The number of days required for each assessment is adapted for schools with approved alternative schedules (e.g., year-round schools and schools with four-day weeks). In these cases, the school must verify the student was enrolled for a number of instructional minutes equivalent to the number of “days” required for each of the state assessments. Student assessment results will continue to be assigned to the school where the student participated in the specific assessment, provided the student has met the requirement for YIS at that school.

The criteria for meeting YIS were also revised to eliminate the “continuous enrollment” requirement. This allows a student with a “break-in-enrollment” of six (6) or more consecutive days to be counted in the NSPF, provided the student meets the specified enrolled days criteria outlined above. This simplification of the calculation process will improve consistency across the state in the interpretation of which students meet the YIS requirement.

Applying Year-in-School (YIS) (Partial Attendance) to NSPF Measures

The process of rating schools under the NSPF prior to 2019 applied YIS to the Indicators and Measures associated with the state assessments in Mathematics and English Language Arts (ELA) (Smarter

Balanced, ACT, and the NAA), Nevada Science, and English Language Proficiency (WIDA). These Indicators included Academic Achievement, Growth, English Language Proficiency, and Closing Opportunity Gaps.

Issue

The “Partial Attendance” provisions of the ESSA state that students who have not attended for at least half the school year cannot be used in determining a school’s accountability rating. ESSA indicates this provision applies to all Indicators/Measures in the accountability system with the exception of the Graduation Indicator. However, per ESSA, results for all participating students (regardless of whether they meet YIS criteria) must be reported on state and districts report cards.

2019 Improvements

In keeping with the requirements regarding partial attendance, the NSPF 2018-2019 school ratings process will apply YIS criteria to all NSPF Indicators/Measures, with the exception of Graduation Rates, Advanced Diploma, and three other cohort based Measures including NAC 389.445 Credit Requirements (MS), Post-Secondary Preparation Participation (HS), and Post-Secondary Preparation Completion (HS). For the NSPF 2019 school ratings, the following reflects the criteria for determining whether a student will be identified as meeting YIS (YIS=1) for each of the state assessments:

| Measures | State Assessment | YIS=1 Criteria |
|--|--|--|
| Mathematics, ELA, Read-by-3 (Elementary only) and Nevada Science | Smarter Balanced Summative Assessment, Nevada Alternate Assessment (NAA), and Nevada Science | Student was enrolled in a given school for at least 120 school days* between the first day of school and April 15 th of the current school year |
| Mathematics, ELA (High Schools) | ACT | Student was enrolled in a given school for at least 100 school days* between the first day of school and the date of administration of the ACT for the current school year |
| English Learners (EL) Meeting AGP | WIDA ACCESS | Student was enrolled in a given school for at least 90 school days* between the first day of school and the last date of the testing window for the current school year |

** Schools with approved alternative schedules (ex., year-round schools and four-day weeks) must verify the student was enrolled for a number of instructional minutes equivalent to the number of “days” required for YIS=1 for each assessment.*

The requirement for a student to meet YIS will now be applied to measures in the table below. The criteria for meeting YIS (YIS=1) is identified for each Measure.

| Measures | Applicable School Level | YIS=1 Criteria |
|-------------------------|-------------------------------------|---|
| Chronic Absenteeism | Elementary, Middle and High Schools | Student was enrolled in a given school for at least 91 days of the current school year at any point in the year. |
| Academic Learning Plans | Middle Schools | Student was enrolled in a given school for at least 91 days of the current school year <u>at the end of the school year</u> |

| Measures | Applicable School Level | YIS=1 Criteria |
|--|-------------------------|---|
| 9 th Grade Credit Sufficiency | High Schools | Student was enrolled in a given school for at least 91 days of the current school year <u>at the end of the school year</u> |

Again, per federal requirements, YIS will be applied to measures for the purpose of accountability and meaningfully differentiation of schools. YIS criteria will not be applied to state and district reporting on the Nevada Report Card. All students must be included in Report Card calculations for proficiency, chronic absenteeism, etc. Therefore, there may be differences in reported values between NSPF Reports and the Nevada Report Card.

95% Participation Requirement

The State is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public schools.” Specifically, ESSA requires 95 percent participation on both the state Mathematics and ELA assessments. Schools must meet participation requirements for all subgroups.

Issues

In reviewing ESSA requirements regarding the requirement for 95% of all students to participate in the state assessments for Mathematica and ELA, the following issues were identified:

- The method utilized to calculate the school or subgroup’s Mathematica and ELA proficiency was not consistent with ESSA requirements for schools or subgroups with participation rates less than 95%.
- Stakeholders asserted participation penalties applied when a school fails to meet the 95% participation requirement for 2 or 3 consecutive years was excessive and not tied to “participation performance”, especially in the third year which required the school to forfeit all points under the Academic Achievement (AA) Indicator.

2019 Improvements

Calculating Mathematics and ELA Proficiency of Schools Not Meeting 95% Participation Requirements

The methodology for calculating proficiency in Mathematics and ELA proficiency for the school (for the all-student group and for each additional subgroup) was revised to comply with ESSA requirement that the denominator for calculating proficiency be the greater of:

- 95% of all students OR
- The number of students participating in assessment

For example, in the situation that a school has a participation rate that is less than 95% of the students that should have tested (YIS is applied), the denominator for determining proficiency will be 95% of the students that should have tested. At a school with a 95% or greater participation rate, the denominator

for proficiency will be the number of students participating in the assessment. The following example demonstrates calculations for both scenarios.

| Total # Students That Should Test | Total # Tested | Participation Rate | Total # Proficient | Proficiency Rate |
|-----------------------------------|----------------|--------------------|--------------------|--|
| 100 | 88 | 88% | 48 | $48/(100*0.95) = 50.5\%$ <i>(not $48/88 = 54.5\%$)</i> |
| 155 | 150 | 96.8% | 100 | $100/150 = 66.7\%$ |

This calculation methodology will impact proficiency rates for schools and subgroups not meeting the participation requirement. This calculation methodology will be applied annually to determine school proficiency rates. There is no provision for a “warning” year as described in the “Revised Penalty Structure” section below. Schools not meeting the participation requirement in the “all students” subgroup may lose points in the NSPF AA Indicator due to lower proficiency. Schools not meeting the requirement in subgroups other than the “all students” group would not lose points in the NSPF for lower subgroup proficiency, but this lower proficiency could result in subgroups not meeting targets in Targeted Support and Improvement (TSI) calculations.

Revised Participation Penalty Structure

The methodology for applying a penalty for schools that continue to fall below the 95% participation requirement on state assessments for more than one year has been revised for 2019.

Issues

Previously, schools received a warning in the first year of identification of not meeting the requirement. In the second consecutive year of not meeting the requirement, the school was assessed a penalty of up to nine points in the AA Indicator. In the third consecutive year, schools forfeited all points under the AA Indicator up to the total points possible (potentially 25 points). These penalties were assessed regardless of the degree by which the school had failed to meet the requirement or whether there had been significant progress from the previous year. The methodology was determined to be complex due to the need to track performance over multiple years and overly punitive, especially in the third year of failing to meet the participation target.

2019 Improvements

A new participation penalty methodology will be implemented under the 2019 NSPF. The first year a school does not meet the 95% participation requirement, either at the school level, or for any one subgroup, a “Warning” will be indicated on the school’s star-rating report. If the school does not meet the participation requirement for the following school year or any year thereafter, the following flat penalty structure will be applied each year with penalty points being deducted from the AA Indicator based on the number of subgroups not meeting PT requirements, after averaging:

- 1 subgroup flag triggered – 1 penalty point
- 2 flags – 2 points
- 3 flags – 3 points
- 4 flags – 4 points

- 5 flags – 5 points
- 6+ flags – 6 points

The responsibility for averaging participation data over multiple years to “clear” a warning or penalty will be shifted from the Nevada Department of Education (NDE) to Local Education Agencies (LEAs). LEAs will be required to demonstrate to NDE that averaging results in a school or subgroup meeting the participation requirements.

College and Career Ready (CCR) Diploma

The CCR Diploma is prescribed within the current Advanced Diploma regulations (NAC 390.430), and includes all of the prescribed requirements of the Advanced Diploma plus additional advanced academic and assessment demonstrations for students to earn the associated endorsements: college-ready and/or career-ready. These regulations were prescribed and adopted by the Nevada State Board of Education on December 14, 2017, and subsequently approved by the Nevada Legislative Commission on February 27, 2018.

Issue:

The CCR Diploma was recently approved and, therefore, had not been included in the NSPF High School Framework Measures.

2019 Improvement

The Advanced Diploma Measure in the College and Career Readiness Indicator in the NSPF will be amended to read as follows: “Advanced Diploma or College and Career Ready (CCR) Diploma (5 points maximum)”. This revision allows LEAs awarding the CCR to receive points on the NSPF by issuing the CCR Diploma.

Rating All Public Schools – Addressing Unrated Schools

Per ESSA requirements, the state must rate “all public schools” under the accountability system. Nevada’s State Plan established a goal to reduce the number of unrated schools by SY2018-2019 to support meaningful differentiation of schools and identify schools that are underperforming and in need of supports for improvement.

Issue

There were a number of schools that were not rated in September 2018 NSPF Star Ratings. Overall, these were schools that had insufficient n-size in one or more of the Measures required to assign a rating under the NSPF. There were various reasons for this low n-size, including the following:

- Small schools with less than 10 records in measures required for rating;
- Lack of assessment or growth data due to grade configuration (i.e. a K-2 or K-3 school); and
- Schools where academic achievement is based solely on the NAA assessment and are lacking growth (growth is not calculated for NAA)

2019 Improvements

The NDE has selected various rating methods to support the state’s progress in rating all public schools. These methods are aligned to the specific type of unrated school.

Small schools with less than 10 records in required Measures for rating

- If a school has an n-size<10 in required Measures, data will be pooled over a number of years to calculate rate(s) for each Measure.

Schools with a continuous lack of assessment or growth data (i.e. a K-2 or K-3 school)

- A “feeder” approach will be utilized to combine data for schools (i.e. combine data for a K-1, 2-3, and 4-5 school to achieve a school rating). The NDE will work individually with districts that have schools in this category to determine the most appropriate approach to combining school data.

Schools with special populations that are only tested utilizing the NAA

- Under the current system, elementary and middle schools whose student body only participates in the NAA assessment will not have data to evaluate their performance on the Growth Indicators. For the 2019 NSPF ratings, these schools will be rated utilizing Academic Achievement only. This will apply to schools whose academic achievement is based only on the administration of the NAA.
- The NDE will work to include a progress Measure in the future based on the NAA.

Climate Survey as “Bonus” Measure in the NSPF

In past NSPF cycles, schools have received two bonus points for achieving a targeted level of participation in the State’s Climate Survey. This was intended to support increasing the number of schools participating in the survey and the incentive was intended to be temporary.

Issue

The climate survey bonus was established to raise the profile of, and increase participation in, school climate surveys. This Measure was designed to function in the NSPF for two years. Having met the goal and intent, this Measure will no longer be included in the NSPF.

2019 Improvements:

- Bonus points based on participation in the School Climate Survey will no longer be included in the NSPF rating process.
- The NDE Accountability will continue to include information on climate survey participation rates published by the NDE Office of Safe and Respectful Learning Environments on NSPF reports.

Clarification of Business Rules

As part of the process of improving NSPF procedures, the business rules for calculating performance for Measures were reviewed. It was determined there were some Measures where adjustment in the business rules were warranted. These updates are reflected below:

Business Rules for the Closing Opportunity Gaps Indicator

Issue

The business rules utilized to calculate performance on the Closing Opportunity Gap Indicator were complex.

2019 Improvements

Closing Opportunity Gaps will be calculated as follows:

- Percentage of students at a given school who met their AGP this year and did not pass test in prior year.

$$\frac{\text{(Students who met AGP this year and did not pass prior year)}}{\text{(Students who MET AGP this year and did not pass prior year, plus Students who did NOT MEET AGP this year and did not pass prior year)}}$$

The NDE will simplify calculation methodology (business rules) by using the student-level growth file to calculate rates, as all information needed to calculate Closing Opportunity Gaps is represented in the file.

Nevada School Performance Framework Overview

Historical Background

The 1965 Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA) in December 2015. Under ESSA, states are tasked with the responsibility to create and maintain their current accountability systems to ensure that states “meaningfully differentiate” schools based on:

- Academic Proficiency on State assessments;
- Graduation rates for high school;
- English Language Proficiency;
- Growth or another Statewide academic Indicator for K-8 schools;
- At least one other State-determined Indicator of school quality or student success; and
- 95% assessment participation rate.

In keeping with ESSA requirements and Nevada Revised Statute (NRS), Nevada has created the Nevada School Performance Framework (NSPF) as its accountability system. The NSPF includes a method for rating each public school’s performance in meeting achievement and performance targets established by the statewide accountability system on an annual basis. The NRS also requires that determinations and ratings for all schools in the State must be published on the Nevada Department of Education (NDE) website on or before September 15 based on the school’s performance during the preceding school year. Preliminary ratings are issued to districts for review by August 15. Final NSPF 2019 school ratings will be issued on September 13, 2019 based on schools’ performance in all Measures in the 2018-2019 school year, with the exception of the Graduation Rates Measures which are lagged data and are based on the 2017-2018 graduating class.

Stakeholder Engagement

The design and operation of the system described in this document is the result of years of past and ongoing stakeholder engagement. Stakeholder groups have generally consisted of the Policy Advisory Group (PAG) and the Technical Advisory Group (TAG). Membership of these groups is diverse including teachers and other licensed personnel, principals, parents, policy advocates, advocates for marginalized groups and individuals, and district accountability professionals. These groups of stakeholders created a detailed recommendation document that laid the foundation for the accountability system built under ESSA. In the wake of the federal reauthorization of ESEA in December of 2015, the NDE convened additional stakeholder workgroups that produced accountability recommendations. These recommendations were presented to and approved by the Nevada State Board of Education. The culmination of these stakeholder meetings which encompassed over two years of input was instrumental in producing a school performance framework that reflects the values of Nevada. Sustained engagement with stakeholders has resulted in continuous improvements to various components of the NSPF.

Nevada School Performance Framework Principles

Star Ratings

Under the NSPF, a school's overall performance is represented by a star rating on a scale of one to five stars. To calculate a star rating, schools receive points for their performance on various academic Indicators and/or Measures. A school's total number of points results in an index score from 1-100, which is associated with a one to five star rating.

Indicators and Measures

The NSPF contains Measures and Indicators specific to each of the elementary, middle, and high school levels. Elementary and middle schools are rated on various Measures under Academic Achievement, Growth, English Language Proficiency, Closing Opportunity Gaps, and Student Engagement Indicators. High schools are rated on various Measures under Academic Achievement, Graduation Rates, English Language Proficiency, College and Career Readiness, and Student Engagement Indicators. Additional details regarding the Measures and Indicators for each school level are outlined in the school-level specific sections of this manual.

School Designations

The NSPF rating system allows the NDE to identify schools needing additional supports including low-performing schools, schools with consistently underperforming subgroups, or schools with very low performing subgroups. These schools are designated as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI). These designations can affect a school's star rating in the NSPF. For example, schools designated as CSI cannot receive more than a two-star rating in their year of designation and schools designated as TSI and TSI/ATSI cannot receive more than a three-star rating in their year of designation.

School Accountability Levels

Nevada school districts are empowered to determine the grade configurations for their schools within parameters defined in NRS 388.020. Some Nevada schools are combined campuses serving grade levels that cross the typical configuration of elementary, middle, and/or high school grades. School accountability Measures differ by school level in the school accountability system; therefore, the NDE is compelled to identify the school level for each school in the state. This is achieved by appending 0.1 (elementary schools), 0.2 (middle schools), or 0.3 (high schools) to each Nevada school code. Identifying schools in this way facilitates the calculation of school Measures and ratings by elementary, middle, and high schools.

Data Disaggregation

Data for all Measures for all school levels in the Nevada Accountability System are disaggregated for various subgroups including students from major racial and ethnic groups, students who are economically disadvantaged, students with disabilities, and students who are English learners. These subgroups are defined as follows:

1. Seven major race/ethnicity populations, including American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, and Two or More Races;
2. Students with an Individualized Education Program (IEP);
3. Current and former English Learners (EL), which includes students who are EL and receiving English language support and students who have exited from an English language support program within the most recent four years; and
4. Students who are Economically Disadvantaged (ED), which includes students who meet the criteria to receive free or reduced-price lunch (FRL) through the National School Lunch Program.
 - Of note, a school that has as few as 40% of students identified who are directly certified or categorically eligible for free or reduced-price lunch may be eligible for school lunch funding under the Community Eligible Provision (CEP). The total student population (100%) in CEP schools is identified as Economically Disadvantaged. Schools with as many as 80% or more students identified as eligible for FRL may be identified as Provision II schools and will also have 100% of the student population identified as ED.

Minimum N-Size

The NSPF applies a minimum n-size with respect to ratings, reporting, school designations, and participation. Specifics regarding n-size for each activity are reflected below:

N-Size for Reporting on Measures and Ratings

The minimum number (n-size) of student records required for calculation in each Measure of the NSPF is ten (10). This number was chosen during the development of Nevada's ESEA waiver. This n-size enables the NDE to include more schools in the accountability analysis than were included prior to the reauthorization of the ESEA, provides sufficient protection from identifying individual students, and can be used to determine statistically reliable measures in the accountability system.

ESSA requires that every public and charter school be rated under the state's approved accountability system. Some Nevada schools cannot meet the minimum n-size threshold to be rated based on a single year of data. These small schools will be identified annually and will be rated by pooling the student records over a number of years until n-size sufficiency can be achieved.

ESSA also requires that performance on each Measure be reported for the "all students" group as well as each of the ten (10) subgroups identified in the Data Disaggregation section. To ensure individual students cannot be identified, data for subgroups with less than ten (10) students is suppressed and therefore not reported. In instances where the n-size in a specific Indicator or Measure is 10 or less, the school's star rating report will indicate the insufficient n-size.

N-Size for School Designations

A minimum subgroup n-size of twenty-five (25) is required for the subgroup to be included in the calculations related to designation of schools as Targeted Support and Improvement (TSI) or Targeted Support/Additional Targeted Support (TSI/ATSI). Additional information regarding the designation of schools as TSI or TSI/ATSI is included in the School Support and Improvement section of this document.

Minimum Number of Student Records Required:

| Indicator/Measure Calculations | Reporting by Subgroup | School Designation - TSI or ATSI Subgroup |
|--------------------------------|-----------------------|---|
| 10 | 10 | 25 |

Computing Rates and Reporting

The NDE does not round rates. For the purposes of assigning points for each Measure, rates, where appropriate, are calculated to the hundredth and truncated to the tenth. Rates are therefore displayed to the tenth on NSPF reports. A calculated rate of 59.99 is truncated to 59.9 for (1) awarding points and (2) reporting; this rate is not rounded to 60. This process is illustrated in the following example:

An elementary school earns a pooled proficiency rate of 55.99 in the Academic Achievement Indicator. According to the Elementary School Point Attribution Table below (see page 52 of this document for complete table), this rate associates with 17 index points. Should the NDE round the 55.99 value to the nearest tenth for reporting, the rate displayed on the school’s star-rating report would be 56.0 and the point attribution table would suggest that the school would be awarded 18 points. In actuality, the school’s proficiency rate is less than 56 and the school would only earn 17 points. Therefore, the pooled proficiency rate is truncated to the tenth and displayed on the school’s star-rating report as 55.9.

Elementary School Point Attribution Table: Academic Achievement Indicator

| Rate (%) | Points |
|-----------------------|-----------|
| ≥60 | 20 |
| <60 and ≥58 | 19 |
| <58 and ≥56 | 18 |
| <56 and ≥55 | 17 |

Year-In-School (YIS), Year-in-District (YID), and New-in-Country (NIC)

Under ESSA, a student who has not attended the same school within a local education agency (LEA) for at least half a school year may not be used in the accountability system for the meaningful differentiation of schools. This requirement applies to student performance in Academic Achievement (English Language Arts (ELA) and Mathematics), Growth, English Language Proficiency, and certain Measures under the Student Engagement Indicator. It does not apply to Measures associated with cohorts, such as Graduation Rates.

Nevada Revised Statute (NRS) 388.090 requires the board of trustees of school districts to schedule and provide a minimum of 180 days of free school in the districts under their charge. In the case of school districts with alternative schedules (i.e., year-round schools or schools with a four-day week) approved by the Superintendent of Public Instruction, the school must provide a program of instruction in which the number of minutes of instruction provided is equal to or greater than the number of minutes of instruction that would be provided in a program of instruction consisting of 180 school days.

The variables of YIS, YID, and NIC are designations utilized by the NDE Accountability to appropriately assign student accountability to the school, district, or state. The NDE has established definitions and

business rules for identifying students meeting YIS, YID, and NIC that ensure compliance with federal and state requirements and maximize the number of students represented in the accountability system. This ensures the accountability system results are as comprehensive, accurate, and reliable as possible. YIS, YID and NIC ,have a yes or no value for every student in Nevada public and charter schools.

Year-In-School (YIS)

YIS = 1 means YIS is met and the student record will count in the school accountability results; and YIS = 0 means YIS was not met and the student record will not count in school accountability results.

Academic Achievement Indicator

For accountability purposes under the NSPF Academic Achievement Indicator, determination of a student’s YIS status for the current accountability year is directly associated with the window for administration of the state assessments. For a student’s results to be included in school accountability, the student must be enrolled in a given school for a period of not less than 90, 100, or 120 school days depending on the specific state assessment. The number of days required for each assessment must be adapted for schools with approved alternative schedules (ex., year-round schools and four-day weeks). The school must verify the student was enrolled for a number of instructional minutes equivalent to the number of days required for YIS=1 for each assessment. Additionally, for schools operating on a year-round schedule, YIS=1 is defined as enrollment in a local school between the first day of school and the last day of the testing window for the number of prescribed days for the relevant assessment. This calculation must be consistent with the methodology used to meet the 180-day school year requirement outlined in the schools request for the NDE approval for an alternative schedule. The criteria for achieving YIS=1 for each of the state assessments are outlined in column three of the table below:

| Measures | State Assessment | YIS=1 Criteria |
|--|--|--|
| Mathematics, ELA, Read-by-3 (Elementary only) and Nevada Science | Smarter Balanced Summative Assessment, Nevada Alternate Assessment (NAA), and Nevada Science | Student was enrolled in a given school for at least 120 school days between the first day of school and April 15 th of the current school year. |
| Mathematics, ELA (High Schools) | ACT | Student was enrolled in a given school for at least 100 school days between the first day of school and the date of administration of the ACT for the current school year. |

English Language Proficiency Indicator

English Learners (ELs) in all three school levels are measured annually on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Learners) to determine whether they are making adequate progress to attain an achievement level of at least 4.5 within five years or by twelfth grade, whichever comes first. The criteria for achieving YIS=1 for the WIDA are reflected in column three of the table below:

| Measure | State Assessment | YIS=1 Criteria |
|---|------------------|---|
| English Learners Meeting Adequate Growth Percentile (AGP) | WIDA ACCESS | Student was enrolled in a given school for at least 90 school days between the first day of school and the last date of the testing window for the current school year. |

Growth Indicator (Elementary and Middle School Only)

Student growth is a measure of student achievement over time. Performance is based on at least two consecutive test scores on the Smarter Balanced Summative Assessment for grades four through eight. The criteria for achieving YIS=1 for this Indicator are outlined in column three of the table below:

| Measures | State Assessment | YIS=1 Criteria |
|---|---------------------------------------|--|
| Mathematics and ELA Median Growth Percentile (MGP) Mathematics and ELA AGP | Smarter Balanced Summative Assessment | Student was enrolled in a given school for at least 120 school days between the first day of school and April 15 th of the current school year. |

Closing Opportunity Gaps Indicator (Elementary and Middle School Only)

Closing Opportunity Gaps is measured for elementary and middle school students and identify students in need of improvement by evaluating the progress of students who scored in the lowest two achievement levels for Mathematics and ELA on the Smarter Balanced Assessment in the previous year. The criteria for achieving YIS=1 for this Indicator are specified in column three of the table below:

| Measure | State Assessment | YIS=1 Criteria |
|-------------------------|---------------------------------------|---|
| Mathematics and ELA AGP | Smarter Balanced Summative Assessment | Student was enrolled in a given school for at least 120 school days between the first day of school and April 15 th of the current school year |

Student Engagement/Student Success Indicator

Under the NSPF Student Engagement Indicator, a student’s YIS status is associated with the period of time the student has been enrolled at a given school. These Measures are not related to state assessments.

| Measures | Applicable School Level | YIS=1 Criteria |
|--|-------------------------------------|--|
| Chronic Absenteeism | Elementary, Middle and High Schools | Student was enrolled in a given school for at least 91 days of the current school year <u>at any point in the year.</u> |
| Academic Learning Plans | Middle Schools | Student was enrolled in a given school for at least 91 days of the current school year <u>at the end of the school year.</u> |
| 9 th Grade Credit Sufficiency | High Schools | Student was enrolled in a given school for at least 91 days of the current school year <u>at the end of the school year.</u> |

Note: YIS and YID are not applicable to the Graduation Rates Indicator which includes the Four-Year and Five-Year Graduation Rate Measures. It also does not apply to the Advanced Diploma and the College and Career Ready (CCR) Diploma, the Post-Secondary Preparation Participation and Post-Secondary Preparation Completion (High Schools), and NAC389.445 Credit Requirements (Middle School) Measures as these are cohort based.

Year-in-District (YID)

For Accountability purposes, YID is defined as the period of time between the initial date of enrollment and the timeline specified for YIS for a specific state assessment. YID is credited for any student that meets the criteria for cumulative enrollment in one or more schools under the jurisdiction of the district for the length of time specified for YIS for a specific Indicator. YID will be included in reporting of district rates.

YID is a yes or no value for every student in Nevada public and charter schools.

- YID = 1 means YID is met. The student record will count in the district's accountability results.
- YID = 0 means YID is not met. The student record will not count in the district's accountability results.

Transfer to School Within District

For accountability purposes, a student who initially enrolls in a school within a district and later withdraws and enrolls in another school within the same district and the cumulative number of days enrolled in all schools between the initial date of enrollment and the timeline specified for a specific state assessment will meet the criteria for YID for that district (YID = 1).

Transfer to School Outside District

A student who initially enrolls in a school within a district but withdraws or transfers to school that is in another district and the total school days enrolled between the initial date of enrollment and transfer do not meet the timeline required for a specific state assessment will not meet the criteria for YID for that district (YID = 0).

New-in-Country (NIC)

For accountability purposes, NIC means a student is an immigrant, an EL, and the first date of entry into the United States (U.S.) is within one year of the date of enrollment in the school. The student will retain NIC status for one year from the date of entry in the U.S. (NIC = 1).

The definition of immigrant, for accountability purposes under NSPF, differs in timeline requirements from the criteria required for participation in the Immigrant Program. The 1-year timeline established for NSPF reflects the requirements for inclusion of the student's results in accountability reporting. The following sections of the definition of immigrant remain consistent:

- Are aged 3 through 21; and
- Were not born in any state - "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.

Districts and schools will assess and report Mathematics and ELA results for NIC ELs. However, results will not be included in accountability measures for the first year of enrollment. Growth measures will be included in the second year of enrollment and proficiency on assessments will be included in the third year and each succeeding year of enrollment.

Differences in Reporting for the NSPF and Nevada Report Card

The Nevada Report Card reports on Nevada statutory reporting requirements and some expressed ESSA reporting requirements. ESSA requires states to count students differently across the State's Accountability System and the State Report Card. Based on these requirements, data associated with a school's star rating under the NSPF must be based on students who have been enrolled in a given school for at least half of the school year. However, results for all students (not just students who have been enrolled at least half a year) must be reported on the Nevada Report Card. Therefore, there may be differences between rates reported in their NSPF report versus online at the Nevada Report Card in some instances. This is due to the differences between the sets of students included in the NSPF and Report Card.

Nevada School Performance Indicators and Weights—Overview

The NSPF is designed to meet Nevada's needs, satisfy ESSA requirements, and summarize school performance. Each school level framework is comprised of Indicators and Measures against which all students, and each subgroup of students in the state are measured on an annual basis. The only Indicator where there is an exception to reporting on all subgroups is in the English Language Proficiency Indicator which is specific to English learners.

ESSA requires states to include the following Indicators in the accountability system; however, the states have significant latitude to determine how those were indicators were measured and weighted.

- Academic Achievement as Measured by Proficiency on the Annual Mathematics and ELA Assessments
- Growth or Other Valid and Reliable Academic Indicator
- Graduation Rate
- English Language Proficiency
- School Quality or Student Success

Academic Achievement Indicator

The Academic Achievement (AA) Indicator includes Measures of Mathematics and ELA proficiency for all school levels (elementary, middle, and high schools). The Science proficiency Measure is also reported under the AA Indicator for all school levels. A Read-By-Grade-3 Measure that examines third grade proficiency in ELA is also included for elementary schools. The AA Indicator will contribute 20% to 25% to the school's total index score.

A school proficiency rate is calculated based on the number of students who earn a passing score on the state assessment divided by the population of students assessed at each school or 95% of students enrolled, whichever is greater. In order for student results to be included in the school's proficiency rate, students must meet the criteria for YIS=1 on the relevant state assessment. Additionally, testing conditions must have been regular, and the test score must not have been invalidated.

All Nevada students are required by state and federal law to participate in Nevada's statewide assessments. For schools with an all-student group participation rate of less than 95% on state

Mathematics and ELA assessments, some nonparticipants will be counted as non-proficient in the Measures under the AA Indicator. Please see the Participation Section of this document (Page 32) for additional details.

Growth Indicator

The Growth Indicator satisfies the requirement for inclusion of a growth or another state-wide academic Indicator in a state's accountability system. Student growth is a measure of student achievement over time, and is sometimes referred to as student progress. Growth is measured for elementary and middle schools based on CRT results for Mathematics and ELA. Growth is not determined for high schools under this Indicator and thus does not factor into the high school accountability model. The Growth Indicator contributes up to 35% to total index score for elementary and middle schools.

Student growth is a measure of student achievement over time. Student growth is sometimes more generally referred to as student progress. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two Measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These Measures require at least two consecutive test scores and are only determined for grades four through eight. Since there are too few students who participate in the Nevada Alternate Assessment (NAA), growth is not calculated for this assessment.

SGPs are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. The median SGP for ELA and Mathematics for each school, or Median Growth Percentile (MGP), are two Measures used for school accountability under the Growth Indicator in the NSPF.

AGP is a criterion-referenced measure which compares the student's SGP against the percentile needed to become proficient or stay proficient on the state assessment in the next three years or by the end of the eighth grade. In this way, the percentage of students who met their AGP target can be determined for each school; therefore, the Mathematics and ELA AGP Measures under the Growth Indicator demonstrate the percent of students meeting their SGP targets.

Only students who meet the criteria for YIS=1 for the relevant assessment and who have a valid test administration for the current year are included in the growth calculation for Mathematics and ELA MGP and AGP Measures. Information on individual district and school level performance relative to MGP and AGP is available on the Nevada Growth Model Website at [Nevada Department of Education Bighorn](#).

English Language Proficiency Indicator

The English Language Proficiency Indicator is a required Indicator for the state's accountability system. This Indicator is a measure of the AGP of EL students based on performance on the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment at all school levels (elementary, middle, and high). This Measure is calculated via the percentage of EL students who met their growth targets (AGP) on the WIDA ACCESS assessment. The English Language Proficiency Indicator contributes up to 10% to the school's total index score at all school levels.

A student's initial English proficiency level is established based on ACCESS results in the first year of identification as an English learner. Levels range from one (1) to six (6). English learners are assessed annually to determine progress toward attaining English proficiency. Based on the student's entry level, "adequate" growth is the amount of improvement needed to earn a composite achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first.

The percentage of students meeting their WIDA AGP will be the Measure used for this Indicator for elementary, middle, and high schools. Growth to target calculations for the ACCESS data are set to five years or by the twelfth grade; therefore, a student who meets their AGP target has a score history that predicts they will earn a scaled composite achievement score that is associated with an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first. It is possible for students to not meet AGP targets but still meet the composite achievement level of 4.5 and exit from EL identification. These students are considered to have met AGP and will be identified as having done so.

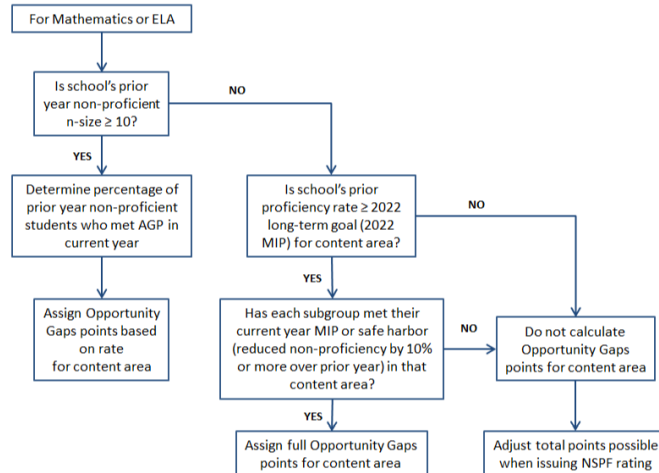
Closing Opportunity Gaps Indicator

The Closing Opportunity Gaps Indicator specifically focuses on elementary and middle school students that are in need of improvement. Students in need of improvement are students who scored in the lowest two achievement levels (i.e., not proficient) for Mathematics and ELA on the state assessments from the previous year. The Closing Opportunity Gaps Measures reflect the percentage of the students who did not pass the state assessment from the previous year who met their AGP target for the current year. The Closing Opportunity Gaps Indicator contributes up to 20% to total index score for elementary and middle schools.

It is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficient n-size for this calculation. To avoid excluding high proficiency schools from receiving credit for the Closing the Opportunity Gaps Indicator the following decision tree will be used to calculate the Closing Opportunity Gaps rate for each content area (ELA and Mathematics). The term "Long Term Goal" in the decision tree refers to the State's Goal for 2022 for the content area.

Closing Opportunity Gaps Decision Tree

The following decision tree reflects the process of calculating the Closing Opportunity Gaps rate for each content area (ELA and Mathematics).



Student Engagement Indicator

The Student Engagement Indicator (sometimes referred to as the Student Success or School Quality Indicator) satisfies the requirement for inclusion of a school quality or school success Indicator in a state’s accountability system. This Indicator includes Measures that vary across school levels. The Chronic Absenteeism Measure applies to all three (3) school levels (elementary, middle, and high). In addition to the Chronic Absenteeism Measure, middle school Measures include NAC 389.445 (Eighth Grade) Credit Requirements and Academic Learning Plans, while high school Measures include Ninth Grade Credit Sufficiency. The Student Engagement Indicator contributes up to 10% to the school’s total index score at all school levels.

Chronic Absenteeism

Research shows that reducing chronic absenteeism is critical to improving student achievement; therefore, many states include this measure in their accountability systems. Chronic Absenteeism is a measure showing the percentage of students missing 10% or more of school days enrolled for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. Additional guidance related to chronic absenteeism can be found on the NDE website at: [Nevada Department of Education Guidance Memos](#).

Calculating Rates of Chronic Absenteeism

For the purpose of NSPF accountability school ratings, students that have been enrolled in a given school for at least 91 days of the current school year at any point in the year will be included in the calculation of the school’s rate of chronic absenteeism. A student that is absent for 10% or more of the total days enrolled will be identified as chronically absent. Beginning in SY2017-18, the methodology for determining school ratings for chronic absenteeism under the NSPF was aligned with nationally recognized definitions of levels of chronic absenteeism.

Schools demonstrating improvement by reducing their level of chronic absenteeism by at least 10%, or more, over the prior year’s performance earn a maximum of an additional 0.5 (high schools) to 1 point (elementary and middle schools) up to the total possible points for the Measure. The total possible points for the Measure are 5 points for high schools and 10 points for elementary/middle schools.

The following table provides an example of how points earned for at least a 10% reduction in chronic absenteeism would be applied for an elementary or middle school.

| School 2019 CA Rate (%) | 2019 CA rate (%) Needed for at Least a 10% Reduction over 2018 CA Rate | Actual 2019 CA Rate (%) | NSPF 2019 Points for 2019 CA Rate | Extra Point Earned | Total Points Earned |
|-------------------------|--|-------------------------|-----------------------------------|--------------------|---------------------|
| 5 | 4.5 | 3.0 | 10 | 0* | 10 |
| 5.5 | 4.9 | 4.9 | 10 | 0* | 10 |
| 19 | 17.1 | 16.0 | 4 | 1 | 5 |
| 20 | 18.0 | 18.9 | 3 | 0 | 3 |
| 40 | 36.0 | 30.0 | 0 | 1 | 1 |

* School met improvement standard but was already at maximum points possible for the Measure

Chronic Absenteeism in the Nevada Report Card and Federal Reporting

Beginning in SY2018-19, in addition to the rate of chronic absenteeism calculated for NSPF ratings, which is based on students enrolled at least 91 days of the current school year at any point in the year, schools will also have a rate of chronic absenteeism rate published on the Nevada Report Card. This rate will be included in federal reporting based on federal requirements and will include students enrolled in a given school for 10 or more days at the end of the school year. A student that is absent for 10% or more of the total days enrolled will be identified as chronically absent.

Academic Learning Plans

The Academic Learning Plan Measure records the percent of all middle school students in a given school that have been enrolled for 91 days or more at the end of the school year that have academic learning plans. Nevada Revised Statute (NRS) 388.165 and 388.205 require the board of trustees of each school district to adopt a policy for each public school to develop an academic learning plan for each student. Including this Measure in the NSPF signifies the state’s commitment to college and career readiness for all students.

Nevada Administrative Code (NAC) 389.445 Eighth Grade Credit Requirements

The NAC 389.445 outlines the required units a student must complete in order to be promoted to high school. This Measure identifies the percentage of all grade eight students enrolled in a given school at the end of the school year that have sufficient credits for promotion to high school. Specific criteria for credit requirements are included in the Middle School Model Section of this document.

Ninth Grade Credit Sufficiency

The Ninth Grade Credit Sufficiency Measure highlights the number of grade nine students meeting Nevada Administrative Code (NAC) 389.659 requirements for promotion to the tenth grade. This measure applies to students enrolled in a given school at the end of the school year that have been enrolled for 91 days or more and identifies the percent of ninth grade students with at least five credits at the end of the regular school year (i.e. not during summer school after the end of the ninth grader’s school year). Specific criteria for credit sufficiency are included in the High School Model Section of this document.

Graduation Rates Indicator

The Graduation Rates Indicator is a required Indicator for state accountability systems. The NSPF includes the Four-Year and Five-Year Graduation Rate Measures. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an Adjusted Cohort Graduation Rate (ACGR) for both the Four-Year Graduation Rate and the Five-Year Graduation Rate. This process usually results in preliminary graduation rates in October with final disaggregated rates published in December. Because these dates are past the statutorily required state school accountability reporting date of September 15th, the cohort rates used for this Indicator lag one year behind the other accountability Indicators in the NSPF. The Graduation Rate Indicator contributes up to 25% to a high school's total index score.

College and Career Readiness Indicator

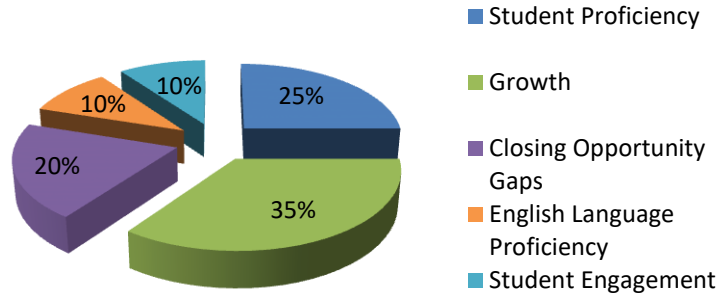
The College and Career Readiness (CCR) Indicator reflects the state's commitment to college and career readiness for all students. The CCR Indicator includes the following Measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and CCR or Advanced Diploma. The Post-Secondary Preparation and Completion Measures include Advanced Placement (AP), Dual Credit/Dual Enrollment (DC/DE), International Baccalaureate (IB), and Career and Technical Education (CTE). These Measures represent the percentage of students enrolled in a given school at the end of the school year with an Original Year of Graduation (OYOG) of 2018-2019 who have participated in, or completed (as defined in the High School Model Section) college and career readiness courses or programs.

The Advanced Diploma or CCR Diploma Measure represents the school's percentage of students in the 2017-2018 graduating class who received an Advanced or CCR Diploma (this data is lagged as noted in the Graduation Rate Section above). The CCR Indicator contributes up to 25% to a high school's total index score.

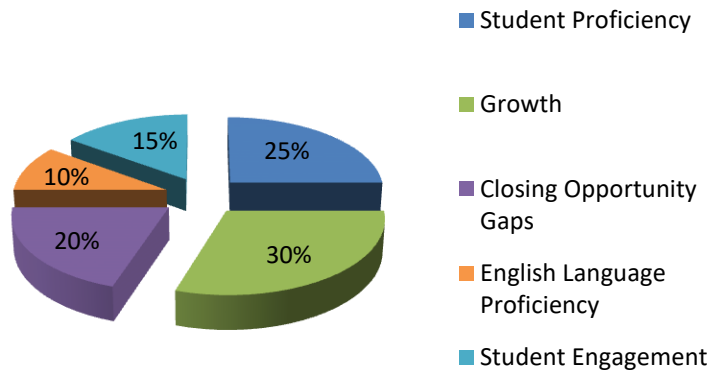
Indicator Weights

The weight of each Indicator reflects the values expressed during multiple stakeholder engagements. Substantial weight was assigned to each of the Academic Achievement, Growth, English Language Proficiency, and Graduation Rate Indicators. Indicator weights for each school level are as follows:

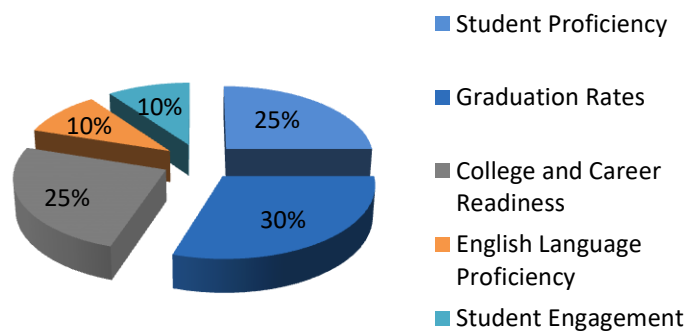
Elementary Schools



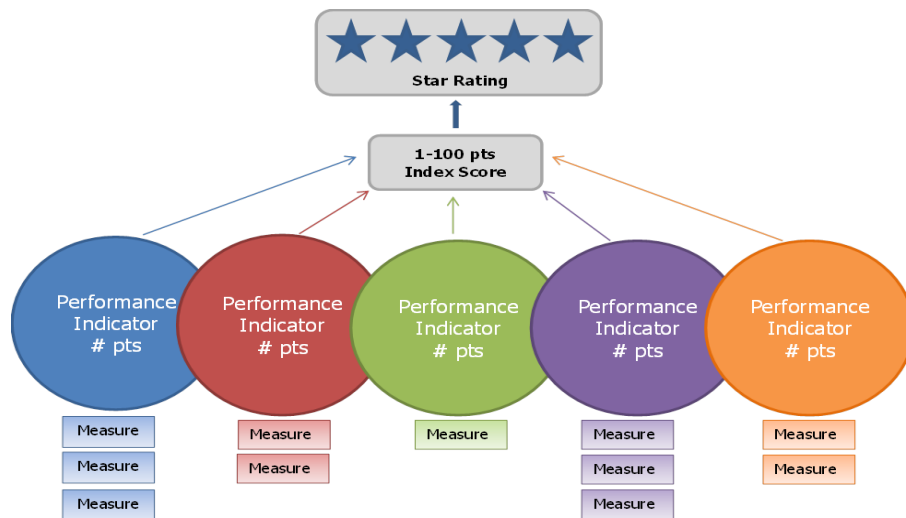
Middle Schools



High Schools



Nevada School Performance Framework (NSPF) Rating System



Nevada assigns a Star Rating for all public and charter schools under the NSPF. School ratings are based on Indicators and Measures specific to each school level. Local education agencies (LEA) may establish local schools with varying grade configurations (ex., K-8 or K-12). In these cases, the accountability system appends the school’s number with either 0.1 (elementary), 0.2 (middle) or 0.3 (high) to link the process of determining each school’s rating to the established Measures of Interim Progress (MIPs) and Point Attribution Tables (PATs) for each school level.

Nevada’s public schools receive an index score from 1-100 and an associated one to five star rating under the NSPF. The NDE’s engagements with various stakeholder groups resulted in the components and weights of the Indicators in the rating system, general descriptors for schools at each star level, and informed the development PATs. These are used to assign points along the continuum of school performance within each Indicator and Measure of the rating system.

Index Calculations

Nevada’s public schools receive an index score from 1-100. This index score is determined by dividing the total number of points earned across all applicable Indicators by the number of points possible for each school and multiplying by 100. The total index points earned is the sum of the points earned for each school based on where their performance lands on the PATs for each measure.

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements and earn points in all of the following Indicators and/or Measures: Academic Achievement (Pooled Proficiency) and, with the exception of schools where AA is based on the NAA only, Growth (Mathematics and ELA MGP, Mathematics and ELA AGP). In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in all of the following Indicators and/or Measures: Academic Achievement and Graduation Rate (4-year ACGR). A school that does not meet the minimum n-size requirements will receive a “Not Rated” classification. Schools not receiving a rating

will be identified on an annual basis and will be rated by pooling the student records over a number of years when n-size sufficiency can be achieved.

Adjusted index scores are computed for schools missing some of the non-required Measures. For example, schools with an insufficient number of ELs needed to determine the English Language Proficiency Indicator (10 points possible) will receive a rating determined by dividing the total number of points earned by the total number of points possible and multiplying by 100. In this instance, the school rating will be determined as a percentage of points earned out of 90 total possible points. Assuming the school earned a total of 88 index points, the calculation would be 88 divided by 90 multiplied by 100, giving the school an adjusted rating of 97.7 ($88/90 \times 100 = 97.7$).

Points are assigned to earned Measures according to the PATs. PATs are distinct by school level and the Measures associated with each school level. Schools may also earn or lose additional points. A school can earn additional credit for a 10 percent reduction in their rate of chronic absenteeism over the prior year. Schools demonstrating improvement of at least ten percent, or more, over the prior year's performance will earn a maximum of an additional 0.5 (high schools) to 1 point (elementary and middle schools) up to the total possible points for the Measure. The total possible points for the Measure are 5 points for high schools and 10 points for elementary/middle schools.

A school may lose points if they do not meet the requirement for at least 95% student participation on the state assessment, across the school and each subgroup for at least two consecutive years. These points are deducted from the Academic Achievement Indicator. More specific information about participation point deduction is included in the "95% Participation" section (pages 32-33) of this document.

Assigning Star Ratings

A total index score is the sum of the number of points earned for all Indicators divided by the number of points possible and multiplying by 100. Each indicator is a sum of multiple Measures that is further aggregated into a total index score that falls within one of five score ranges. Each score range corresponds to a star rating which is a descriptor of how a school is performing based on the Indicators in the framework.

Rating Schools with Low N-Size

In the past, Nevada has identified small and other schools with an insufficient number of student records for pooled averaging. Nevada will continue to use this approach to increase the number of rated schools until all schools are rated. The Fall of 2017 was the first reporting year for the accountability system, so the process of pooled averaging may take at least three years in order to accumulate a sufficient number of student records to issue a rating for some schools. The 2019 NSPF will include pooling of data for rating small schools. Annual student achievement data will still be made available to LEAs, and where there are a sufficient number of records for select Indicators in the system, data will be reported publicly.

Rating Schools with Unique Populations or Grade Configurations

The State has a limited number of schools that are configured in such a way that, on their own, will not have data available to evaluate performance in some measures required under the NSPF rating system. These include schools with K-3 grade configuration and schools serving a student population that are limited to taking the Nevada Alternative Assessment (NAA) to measure academic achievement. Given the state is required to rate all public schools, the following schools types that fall into this category will be rated as follows:

Rating Schools with Non-Tested Grade Configurations

Schools with grade K-3 configuration only (or some combination of these grade levels) will not have the required data to evaluate the schools performance in the Growth Indicator or perhaps in the Academic Achievement and Growth Indicators which are required to assign a school rating for elementary schools. A feeder methodology will be used to rate these schools in 2019. This will include combining data from these schools with that of the school the majority of students will progress to for grades 3 and 4. This will ensure sufficient data are available for all required Measures necessary to support an elementary school rating.

Rating Schools with a Unique Student Population

A small number of schools in the state provide instruction to students whose Individualized Education Program (IEP) requires their academic achievement be measured utilizing the NAA. This assessment does not support determining student growth under the Nevada Growth Model which is based on SGPs. The NAA measures student proficiency in Mathematics, ELA and Science. As appropriate, these schools with unique populations will be rated in 2019 based on the Academic Achievement Indicator and other available Indicators/Measures and an adjusted rating will be applied. The NDE will continue to explore methodologies for measuring student growth for these schools for future ratings.

All public schools will receive a star rating based on SY2018-2019 data in September 2019. The index cuts for NSPF star rating that will be applied in September 2019 are as follows:

NSPF 2018-2019 Elementary School Star Ranges

| | |
|-------|----------------|
| ★ | > 0 and < 27 |
| ★★ | ≥ 27 and < 50 |
| ★★★ | ≥ 50 and < 67 |
| ★★★★ | ≥ 67 and < 84 |
| ★★★★★ | ≥ 84 and ≤ 100 |

NSPF 2018-2019 Middle School Star Ranges

| | |
|-------|----------------|
| ★ | > 0 and < 29 |
| ★★ | ≥ 29 and < 50 |
| ★★★ | ≥ 50 and < 70 |
| ★★★★ | ≥ 70 and < 80 |
| ★★★★★ | ≥ 80 and ≤ 100 |

NSPF 2018-2019 High School Star Ranges

| | |
|-----------|----------------|
| ★ | > 0 and < 27 |
| ★ ★ | ≥ 27 and < 50 |
| ★ ★ ★ | ≥ 50 and < 70 |
| ★ ★ ★ ★ | ≥ 70 and < 82 |
| ★ ★ ★ ★ ★ | ≥ 82 and ≤ 100 |

Additional Reported Information

Subgroup Reporting

All NSPF Measures will be disaggregated for the seven federally required race/ethnicity subgroups and for the three special populations and will serve as designation triggers for underperforming schools. Measures of student subgroup performance are not directly associated with index scoring, but are included in the school accountability model through the school designation process. Proficiency values for all Measures are reported for the subgroups as well as the change in the percentage of students in each subgroup who were not proficient in the previous year compared to the current year’s performance.

Subgroup performance expectations are accomplished by meeting the unique MIPs for Academic Achievement and Graduation Rates or by reducing the percent of non-proficient or non-graduating students from the previous year by at least 10% (sometimes referred to as “Safe Harbor”). This analysis is used to determine school designations and to meet federal reporting requirements. The School Supports and Improvement Section of this document provides more detailed information on how subgroup performance impacts the determination of school designations. (page 69-75) provides information regarding star rating thresholds for certain school designation categories. Data described above will be reflected for the ten subgroups in the table below:

Example Calculation of Subgroup Performance for Middle School Mathematics:

| Subgroup | 2018 Achievement Target | 2018 Mathematics Proficiency | 2019 Achievement Target | 2019 Mathematics Proficiency | Met Target | Reduced Non-Proficient |
|----------------------------------|-------------------------|------------------------------|-------------------------|------------------------------|------------|------------------------|
| American Indian/ Alaska Native | - | - | 24.6% | - | - | - |
| Asian | 54.1% | 55% | 56.4% | 58% | Yes | N/A |
| Black/African American | 15.2% | 16% | 19.5% | 16% | No | No |
| Hispanic/Latino | 21.6% | 20% | 25.5% | 20% | No | No |
| Native Hawaiian/Pacific Islander | - | - | 33.6% | - | - | - |
| Two or More Races | 34.2% | 35% | 37.5% | - | - | - |
| White | 41.4% | 45% | 44.4% | 47% | Yes | N/A |
| Students with Disabilities (IEP) | 9.8% | 9% | 14.3% | 8% | No | No |

| Subgroup | 2018 Achievement Target | 2018 Mathematics Proficiency | 2019 Achievement Target | 2019 Mathematics Proficiency | Met Target | Reduced Non-Proficient |
|---------------------------------|-------------------------|------------------------------|-------------------------|------------------------------|------------|------------------------|
| Economically Disadvantaged (ED) | 21.5% | 26% | 25.5% | 28% | Yes | N/A |
| English Learners (EL) | 11.6% | 10% | 16.0% | 15% | No | Yes |

“-” Indicates there are fewer than 10 students in this subgroup

The Closing Opportunity Gaps Indicator for elementary and middle schools also includes a subgroup reporting component. The reportable number of students included in the measure by race/ethnicity and special population will be displayed but will not be used for penalties.

95% Participation Requirements and Penalties

The State of Nevada is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public school...” (ESSA 1177-35(E)). ESSA requires 95 percent participation on the state Mathematics and ELA assessments. There are 22 distinct participation Measures (11 ELA and 11 Mathematics) determined for each school based on each subgroup and schools must meet participation requirements for all measures. The participation rates for each of the ten subgroups for Mathematics and English Language proficiency will be publicly reported on the school rating report. While the NDE will determine and report on Science participation, these rates will not impact a school’s rating.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established a system for assessing penalties for schools that test fewer than 95% of its eligible student population.

Impact on Academic Achievement Measures

In accordance with ESSA requirements, for schools where the all-students rate of participation on the state assessment is less than 95%, the denominator for calculating proficiency must be based on the greater of the following:

- 95% of all students who should have participated in the assessment, OR
- The total number of students participating in the assessment.

Participation Warning

Schools failing to meet an overall and/or subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95 percent over the most recent two or three years for the first year will receive a “Participation Warning”. The warning will be displayed on the school’s NSPF star rating report. No points are deducted for a participation warning.

Participation Penalty

Schools failing to meet an overall and/or subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, or any consecutive year thereafter, will receive a “Participation Penalty”. The

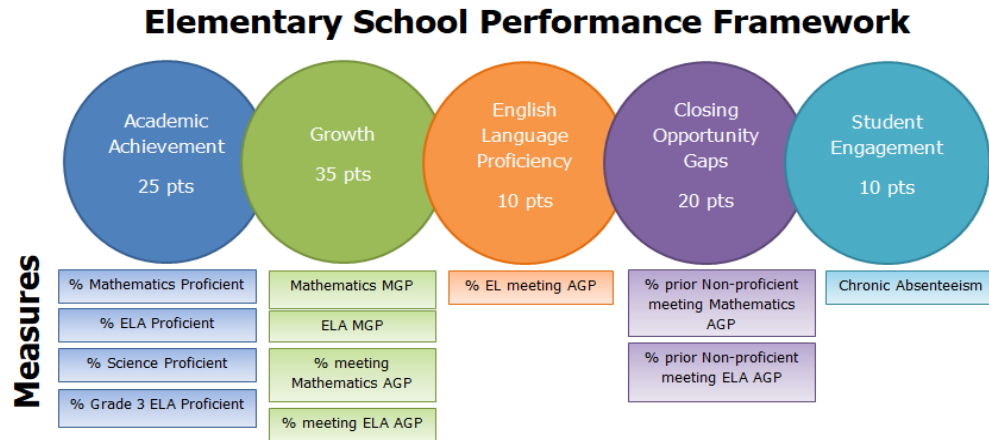
following flat penalty structure will be applied to the AA Indicator each year based on the number of subgroups not meeting participation requirements, after averaging:

- 1 subgroup flag triggered – 1 penalty point
- 2 flags – 2 points
- 3 flags – 3 points
- 4 flags – 4 points
- 5 flags – 5 points
- 6+ flags – 6 points

The responsibility for averaging participation data over multiple years to clear a warning or penalty will be conducted by LEAs. LEAs will be required to demonstrate to the NDE that averaging results in a school or subgroup meeting the participation requirements to avoid having a penalty applied.

Nevada School Performance Framework - School Level Specifics

Elementary School Model



This section outlines the Elementary School (ES) Framework, which includes: the Academic Achievement Indicator, with Pooled Proficiency and Read-By-Grade-3 Measures; the Growth Indicator, with Mathematics and ELA Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures; the English Language Proficiency Indicator, with the WIDA AGP Measure; the Closing Opportunity Gaps Indicator, with Measures for Mathematics and ELA; and the Student Engagement Indicator, with the Chronic Absenteeism Measure. Each of these Indicators and Measures are further described below.

Data for all NSPF Measures are disaggregated by required subgroups and displayed on school rating reports. Subgroup rates will be compared to district level performance and the subgroup’s Measures of Interim Progress (MIPs) targets. Data is only disaggregated for reporting purposes; no index points are awarded based on subgroup rates, however, low performance by subgroups can impact a school’s rating and/or designation for school supports.

Academic Achievement Indicator

The Academic Achievement (AA) Indicator includes the Pooled Proficiency and Read-By-Grade-3 Measures. Pooled Proficiency measures the percentage of students who are proficient over the Mathematics, English Language Arts (ELA), and Science content areas, while Read-By-Grade-3 measures the percentage of third graders who are proficient in ELA.

Student Proficiency for elementary schools is determined by the state administered Criterion Referenced Tests (CRT) in Mathematics, ELA, Science, and Early Literacy. The state CRT (the Smarter Balanced Summative Assessment and NAA) in Mathematics and ELA are administered to grades three through eight; therefore, depending on the grade configuration of the elementary school, this results in three or four consecutive years of CRT test data. The Nevada Science CRTs are administered in the fifth, eighth and tenth grades. For most Nevada elementary schools, performance status rates will consist of

three or four grade levels of Mathematics and ELA performance, and one grade level of Science performance.

Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Mathematics are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

Pooled Proficiency

The pooled proficiency measure combines a school’s Mathematics, ELA, and Science results (based on student performance on the state CRTs identified under the Academic Achievement Indicator) for a total proficiency rate. Pooled Proficiency measures the percentage of students who are proficient over the Mathematics, English Language Arts (ELA), and Science content areas, while Read-By-Grade-3 measures the percentage of third graders who are proficient in ELA. This pooling method can also help schools meet the n-size (10) threshold required to receive a proficiency rate.

Science results will be pooled with ELA and Mathematics results. Given that grade configurations vary in Nevada, this total contribution of Science assessments can range between 0% and 5%. Some schools do not have a Science assessed grade level (K-3 schools) and so 0% of their status points will consist of Science results. Most schools will assess in Science with approximately one-third the number of students who take ELA and Mathematics. This means that Science is approximately 1/7th the total number of assessments in the pooled rate. For most schools, this means Science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of Science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how the maximum of 5% was determined.

The total number of test participants or 95% of students enrolled, whichever is greater, serves as the denominator for the proficiency rates in this indicator, while the number of students who meet or exceed the minimum passing score serves as the numerator of the rates. An example calculation follows:

| | ELA | Mathematics | Science | Pooled Totals/ Average |
|--|------------|--------------------|----------------|-----------------------------------|
| Number At or Above Passing Score (i.e. Proficient or Advanced) | 168 | 201 | 98 | 467 |
| Number of Valid Test Participants | 267 | 268 | 134 | 669 |
| Proficiency Rate | 62.9% | 75.0% | 73.1% | 69.8% |

Read-by-Grade-Three

In support of Nevada’s Read-By-Grade-3 legislation, the AA Indicator for ES includes an additional Measure of 3rd grade ELA proficiency—the Read-By-Grade-3 Measure. The proficiency rate for the Read-by-Grade-3 Measure is determined in addition to the pooled rates. Since the legislation targets

grade 3, the Measure is based on the number of grade 3 students reaching proficiency on the CRT ELA assessment (includes Smarter and NAA).

Additional Reported Information

Beginning in the Fall of 2019, NSPF reports for elementary school reports will also include reading performance data for students in kindergarten, first, and second grades as measured by the NWEA MAP Growth Reading Assessment. Each set of grade-level data will display the percentage of students who achieved a score at, or above, the 53rd percentile on the spring administration of the assessment. Research studies have determined the 53rd percentile mark on the MAP Growth Assessment is a valid indicator of whether or not students are on track to reach an achievement level of proficiency in ELA (English Language Arts which includes Reading) on Nevada’s Smarter Balanced third grade assessment. MAP reporting will also show whether or not each grade level demonstrates an “above average”, an “average”, or a “below average” level of growth (based on the NWEA MAP Conditional Growth Index). Please note that the data provided for the MAP Growth is not included as a component of the NSPF Growth Indicator. MAP’s reading performance and growth are only included in the NSPF report as supportive indicators. NSPF Index Points are not calculated for MAP reporting.

Growth Indicator

The Growth Indicator includes Median Student Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures for Mathematics and ELA. The CRTs in Mathematics and ELA are used to determine growth for each of these content areas. A minimum of two consecutive years of CRT Mathematics and ELA results are required in order for a student to have growth (i.e. to be assigned a SGP). For a given school, the MGP is determined by rank ordering all the SGPs within the school and determining the median. An AGP (growth to target) is also determined for each student. A student has met their AGP if their SGP meets or exceeds their determined AGP. A school’s AGP rate is the percent of students meeting their AGP.

Growth is determined for ES with a grade configuration that accommodates at least one prior year score and one current year score. At a minimum, this requires grades three and four at an ES. For most ES, this results in two or three grade levels of SGP data that are incorporated into the Growth Measures described above. Growth is not calculated for students who assess with the NAA; therefore schools that only administer the NAA will not have growth data. Information on individual district and school level performance relative to MGP and AGP is available on the Nevada Growth Model Website at [Nevada Department of Education Bighorn](#) .

English Language Proficiency Indicator

The English Language Proficiency Indicator includes the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) AGP Measure. The students counted in this Measure are those who have been identified as English Learners (EL). For elementary schools, student performance on the WIDA ACCESS assessment is included for students in grades one through five or six depending on the school’s grade configuration. The student’s initial English proficiency level is established based on WIDA results in the first year of identification as an English learner. Levels range from one (1) to six (6).

For a given school, the percentage of students meeting their AGP (i.e. target) is the Measure used for this Indicator. Growth-to-target calculations are set to five years; therefore, students that meet their AGP target has a score history that predicts they will reach an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first. It is possible for students to not meet AGP targets but still meet the composite achievement level of 4.5 and exit from EL identification. These students are considered to have met AGP and will be identified as having done so. English learners are assessed annually to determine progress toward attaining English proficiency.

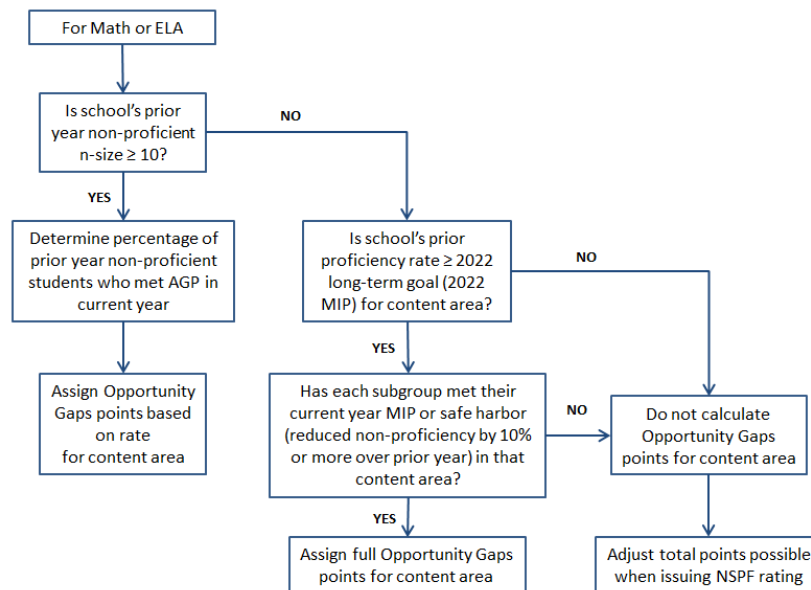
Closing Opportunity Gaps Indicator

The Closing Opportunity Gaps Indicator determines the percentage of students meeting their AGP who did not achieve proficiency in the prior year’s state-administered CRT ELA and Mathematics assessments. This rate can be determined for elementary students between grades four and eight. For most elementary schools, this results in two or three grade levels of AGP data that are incorporated into the Closing Opportunity Gaps Measures for Mathematics and ELA.

For these Measures, students who did not pass the CRT from the previous year are identified and the percentage who met their AGP (i.e. target) is determined. It is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficient n-size for this calculation. To avoid excluding high proficiency schools from receiving credit for closing the opportunity gaps the following decision tree will be used to calculate the Closing the Opportunity Gap rate for each content area (ELA and Mathematics). The term “Long Term Goal” in the decision tree refers to the State’s Goal for 2022 for the content area.

Closing Opportunity Gaps Decision Tree

The following decision tree reflects the process of calculating the Closing Opportunity Gaps rate for each content area (ELA and Mathematics).



Student Engagement

The Measure for the Student Engagement Indicator for elementary schools is Chronic Absenteeism. Research shows that reducing chronic absenteeism is critical to improving student achievement. Only students who have been enrolled in a given school for 91 days or more of the current school year at any point in the year will be included in this Measure. A chronically-absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences. For example, students who are enrolled and scheduled instructional courses for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 or more days of school for any reason. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. A school’s chronic absenteeism rate is the percentage of chronically-absent students in Kindergarten through grade 12. Additional guidance related to chronic absenteeism can be found on the NDE website at: [Nevada Department of Education Guidance Memos](#)

A school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year’s performance will earn a maximum of one (1) additional point, up to the total possible points for the Measure. For example, a school who had a prior chronic absenteeism rate of 20% must reach 18% or less in the current year to receive this incentive. The total number of points possible for elementary schools for this Measure is 10.

Elementary School Indicator and Weights Summary

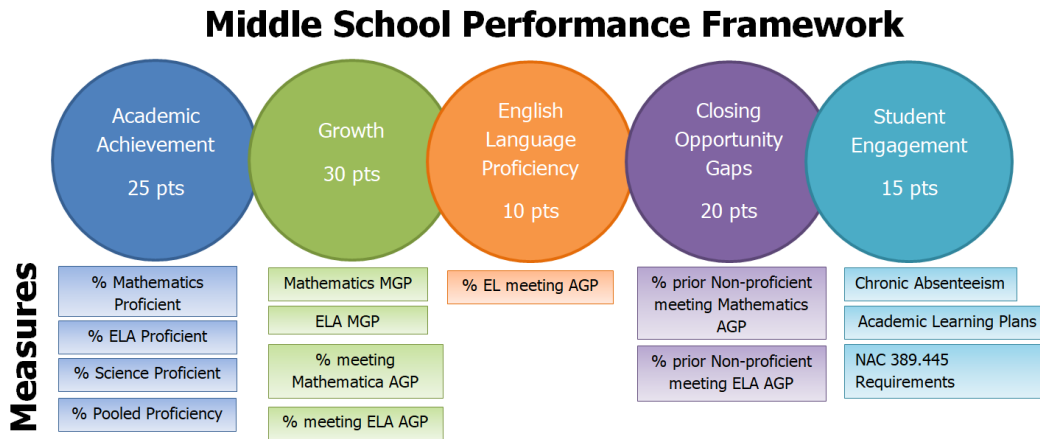
| | Points per Measure | Total Points Possible |
|---|--------------------|-----------------------|
| Academic Achievement Indicator | | 25 |
| Mathematics, ELA and Science (Pooled Proficiency) | 20 | |
| Read-by-3 ELA Proficiency | 5 | |
| Growth Indicator | | 35 |
| Mathematics CRT MGP | 10 | |
| ELA CRT MGP | 10 | |
| Mathematics CRT AGP | 7.5 | |
| ELA CRT AGP | 7.5 | |
| English Language Proficiency Indicator | | 10 |
| AGP WIDA | 10 | |
| Closing Opportunity Gaps Indicator | | 20 |
| Mathematics CRT AGP | 10 | |
| ELA CRT AGP | 10 | |
| Student Engagement Indicator | | 10 |
| Chronic Absenteeism | 10 | |

Elementary School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure.

| |
|--|
| November 2019 |
| WIDA Pre-ID to WIDA |
| NAA Pre-ID to DRC |
| January 2019 |
| WIDA Testing Begins |
| Science Pre-ID (ES, MS, & HS) to DRC |
| Smarter Pre-ID to DRC |
| February 2019 |
| Smarter, Science, and NAA Testing Begins |
| Smarter, Science, NAA eDirect Validation Begins |
| WIDA Testing Continued |
| March 2019 |
| WIDA Testing Ends Mar 1 |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| WIDA Pre-Reporting Validation in AMS Continues |
| April 2019 |
| WIDA Pre-Reporting Validation in AMS Continues |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| May 2019 |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| WIDA Post-Reporting Validation in AMS |
| June 2019 |
| NSPF School Quality Data Collection (Chronic Absenteeism, etc.) |
| July 2019 |
| Summative Results & Participation for Accountability posted to LEAs |
| Summative Growth Results for Accountability posted to LEAs |
| WIDA Growth Results posted to LEAs |
| 5th, 8th Science Results for Accountability Posted to LEAs |
| August 2019 |
| Preliminary NSPF Ratings Posted to LEAs for Review |
| Preliminary School Designations (CSI, TSI, ATSI) Posted to LEAs for Review |
| September 2019 |
| NSPF and School Designations Published on Nevada Report Card |

Middle School Model



This section outlines the Middle School (MS) Framework, which includes: the Academic Achievement Indicator, with the Pooled Proficiency Measure; the Growth Indicator, with Mathematics and ELA Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) measures; the English Language Proficiency Indicator, with the WIDA AGP Measure; the Closing Opportunity Gaps Indicator, with the Mathematica and ELA Opportunity Gaps Measures; and the Student Engagement Indicator, with the NAC 389.445 Requirements, Academic Learning Plans, and Chronic Absenteeism Measures. Each of these Indicators and Measures are further described below.

Data for all NSPF Measures are disaggregated by required subgroups and displayed on school rating reports. Data is only disaggregated for reporting purposes; no index points are awarded based on subgroup rates, however, low performance by subgroups can impact a school’s rating and/or designation for school supports.

Academic Achievement Indicator

Student proficiency for middle schools is determined by the state administered Criterion Referenced Tests (CRTs) in Mathematics, ELA and Science. The state CRTs (the Smarter Balanced Summative Assessment and the Nevada Alternate Assessment) in Mathematics and ELA are administered to grades three through eight; therefore, depending on the grade configuration of the middle school, this results in two or three consecutive years of test data. The Nevada Science CRT is administered in the fifth, eighth, and tenth grades.

Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the Individualized Education Program (IEP) process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Mathematics are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

Pooled Proficiency

The Academic Achievement Indicator includes the Pooled Proficiency Measure. Pooled Proficiency measures the percentage of students who are proficient over the Mathematics, ELA, and science content areas based on results on the state CRTs identified under the Academic Achievement Indicator. The pooled proficiency Measure combines a school's Mathematics, ELA, and Science results for a total proficiency rate. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school's overall proficiency rate. This pooling method can also help schools meet the n-size (10) threshold required to receive a proficiency rate.

Science results are pooled with ELA and Mathematics results. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a Science assessed grade level (K-3 schools) and so 0% of their status points will consist of Science results. Most schools will assess science with approximately one-third the number of students who take ELA and Mathematics. This means that Science is approximately 1/7th the total number of assessments in the pooled rate. For most schools, this means Science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of Science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how the maximum of 5% was determined. Middle school students will participate in Science Assessment in grade eight.

The total number of test participants or 95% of students enrolled, whichever is greater, serves as the denominator for the proficiency rates in this indicator, while the number of students who meet or exceed the minimum passing score serves as the numerator of the rates. An example calculation follows:

| | Mathematics CRT | ELA CRT | Science CRT | Pooled Totals/Average |
|--|-----------------|---------|-------------|-----------------------|
| Number at or Above Passing Score (i.e. Proficient or Advanced) | 267 | 301 | 104 | 672 |
| Number of valid test participants | 315 | 314 | 136 | 765 |
| Proficiency Rate | 84.8% | 95.9% | 76.5% | 87.8% |

Growth Indicator

The Growth Indicator includes median student growth percentile (MGP) and adequate growth percentile (AGP) measures for Mathematics and ELA. A minimum of two consecutive years of CRT Mathematics and ELA results are required in order for a student to have growth (i.e. to be assigned a student growth percentile or SGP. Prior student achievement records may include those from elementary or middle school. These prior records are matched to the current year assessment results for middle school students. The CRTs in Mathematics and ELA are used to determine growth for each of these content areas.

For a given school, the MGP is determined by rank ordering all the SGPs within the school and determining the median. An AGP (growth to target) is also determined for each student. A student has

met their AGP if their SGP meets or exceeds their determined AGP. A school's AGP rate is the percent of students meeting their AGP.

Growth is determined for all MS grade configurations. For most MS, this results in two to four grade levels of SGP data that are incorporated into the growth Measures described above. Growth is not calculated for students who assessed with the NAA; therefore schools that only administer the NAA will not have growth data. Information on individual district and school level performance relative to MGP and AGP is available on the Nevada Growth Model Website at [Nevada Department of Education Bighorn](#).

English Language Proficiency Indicator

The English Language Proficiency Indicator includes the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) AGP Measure. The students counted in this Measure are those who have been identified as English Learners (EL). Student performance on the WIDA ACCESS assessment is included for all identified EL students. The student's initial English proficiency level is established based on WIDA results in the first year of identification as an EL. Levels range from one (1) to six (6).

For a given school, the percentage of students meeting their AGP (i.e. target) is the measure used for this indicator. Growth-to-target calculations are set to five years; therefore, students that meet their AGP target has a score history that predicts they will reach an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first. It is possible for students to not meet AGP targets but still meet the composite achievement level of 4.5 and exit from EL identification. These students are considered to have met AGP and will be identified as having done so. ELs are assessed annually to determine progress toward attaining English proficiency.

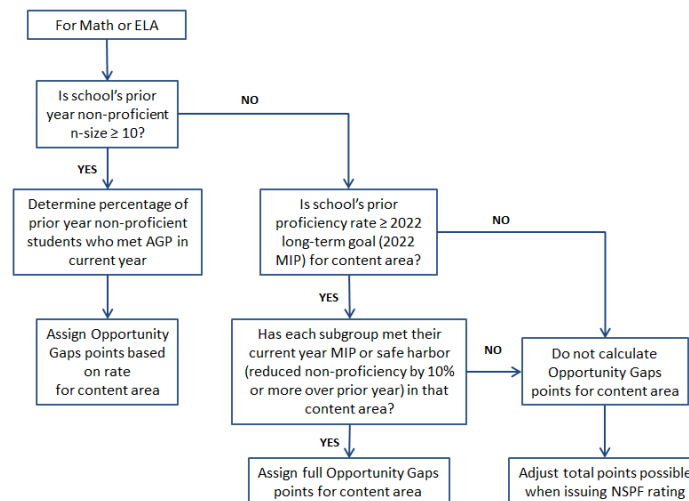
Closing Opportunity Gaps Indicator

The Closing Opportunity Gaps Indicator determines the percentage of students meeting their AGP who did not achieve proficiency in the prior year's ELA and Mathematics state assessments. This rate can be determined for elementary students between grades four and eight. For most middle schools, this results in two to four grade levels of AGP data that are incorporated into the Closing Opportunity Gaps Measures for Mathematics and ELA. The state administered CRTs in Mathematics and ELA are used for this Indicator.

For these Measures, students who did not pass the CRT from the previous year are identified and the percentage who met their AGP (i.e. target) is determined. It is possible for a school with a high proficiency rate from the previous year to have an insufficient non-proficient n-size for this calculation. To avoid excluding high proficiency schools from receiving credit for Closing Opportunity Gaps, the following decision tree will be used to calculate the opportunity gap rate for each content area (ELA and Mathematics). The term "Long Term Goal" in the decision tree refers to the state's goal for 2022 for the content area.

Closing Opportunity Gaps Decision Tree

The following decision tree reflects the process of calculating the Closing Opportunity Gaps rate for each content area (ELA and Mathematics).



Student Engagement Indicator

One of NDE's goals is for all students to enter high school with the skills necessary to succeed. The Student Engagement Indicator at the middle school level is a measure of high school readiness. This Indicator includes the NAC 389.445 credit requirements, Academic Learning Plans, and Chronic Absenteeism Measures.

Chronic Absenteeism

Research shows that reducing chronic absenteeism is critical to improving student achievement. A chronically-absent student is a student who has missed 10 percent or more of their enrolled school days for any reason, including excused, unexcused, or disciplinary absences. Only students enrolled for at least 91 days or more at any point during the school year will be included in this Measure. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 or more days of school for any reason. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. A school's chronic absenteeism rate is the percentage of chronically-absent students and includes students in Kindergarten through grade 12.

A middle school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year's performance will earn a maximum of one (1) additional point, up to the total possible points for the Measure. For example, a school who had a prior chronic absenteeism rate of 20% must reach 18% or less in the current year to receive this incentive. The total number of points possible for middle schools for this Measure is 10. Additional guidance related to chronic absenteeism can be found on the NDE website at: [Nevada Department of Education Guidance Memos](#)

Academic Learning Plans

NRS 388.165 requires all middle school students to have an Academic Learning Plan (ALP) on initial enrollment. An ALP rate will be determined through district submitted data. A school’s ALP rate is the percentage of students with ALPs. Only students who have been enrolled for at least 91 days or more during the current school year are included in this measure. These data are district reported.

NAC 389.445 Credit Requirements

One of the NDE’s goals is for all students to enter high school with the skills necessary to succeed. To this end, MS ratings will include and assign points to the percent of MS students meeting requirements for promotion to high school. NAC 389.445 (1) a-d lists the required units of credit that must be obtained during the seventh and eighth grades for promotion to high school. This Measure calculates the percentage of students meeting the NAC 389.445 requirements at the end of the eighth-grade year. These data are district reported. Since these are cohort data, all eighth graders enrolled at the end of the year are counted in this Measure.

NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. ([NRS 385.080](#), [392.033](#))

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school
 - (a) One and one-half units of credit in English with a passing grade;
 - (b) One and one-half units of credit in Mathematics with a passing grade;
 - (c) One unit of credit in science with a passing grade; and
 - (d) One unit of credit in social studies with a passing grade.

Middle School Indicator and Weights Summary

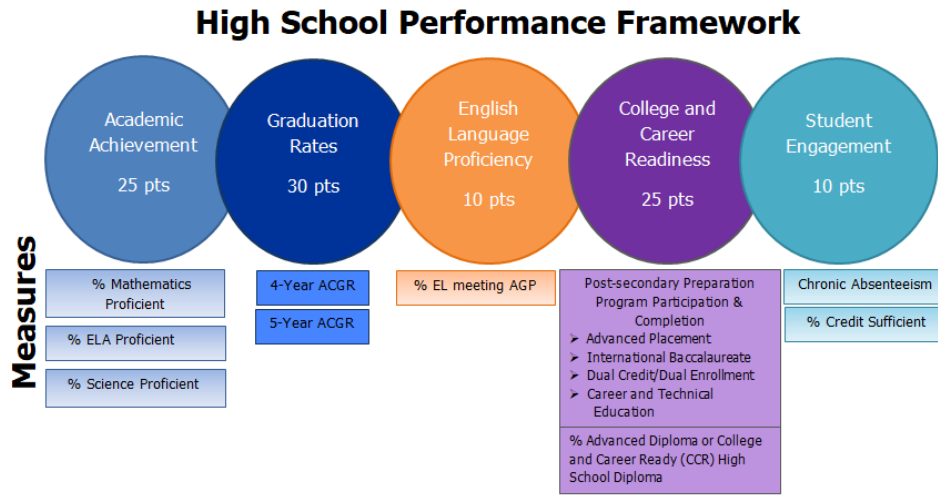
| | Points per Measure | Total Points Possible |
|--|--------------------|-----------------------|
| Academic Achievement Indicator (Pooled Proficiency) | | 25 |
| Mathematics CRT | 10 | |
| ELA CRT | 10 | |
| Science CRT | 5 | |
| Growth Indicator | | 30 |
| Mathematics CRT MGP | 10 | |
| ELA CRT MGP | 10 | |
| Mathematics CRT AGP | 5 | |
| ELA CRT AGP | 5 | |
| English Language Proficiency Indicator | | 10 |
| AGP WIDA | 10 | |
| Closing Opportunity Gaps Indicator | | 20 |
| Mathematics CRT AGP | 10 | |
| ELA CRT AGP | 10 | |
| Student Engagement Indicator | | 15 |
| Chronic Absenteeism | 10 | |
| NAC 389.445 Credit Requirements | 3 | |
| Academic Learning Plans | 2 | |

Middle School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure.

| |
|--|
| November 2019 |
| WIDA Pre-ID to WIDA |
| NAA Pre-ID to DRC |
| January 2019 |
| WIDA Testing Begins |
| Science Pre-ID (ES, MS, & HS) to DRC |
| Smarter Pre-ID to DRC |
| February 2019 |
| Smarter, Science, and NAA Testing Begins |
| Smarter, Science, NAA eDirect Validation Begins |
| WIDA Testing Continued |
| March 2019 |
| WIDA Testing Ends Mar 1 |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| WIDA Pre-Reporting Validation in AMS Continues |
| April 2019 |
| WIDA Pre-Reporting Validation in AMS Continues |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| May 2019 |
| Smarter, Science, and NAA Testing Continues |
| Smarter, Science, and NAA eDirect Validation Continues |
| WIDA Post-Reporting Validation in AMS |
| June 2019 |
| NSPF School Quality Data Collection (Chronic Absenteeism, etc.) |
| July 2019 |
| Summative Results & Participation for Accountability posted to LEAs |
| Summative Growth Results for Accountability posted to LEAs |
| WIDA Growth Results posted to LEAs |
| 8th Grade Science Results for Accountability Posted to LEAs |
| August 2019 |
| Preliminary NSPF Ratings Posted to LEAs for Review |
| Preliminary School Designations (CSI, TSI, ATSI) Posted to LEAs for Review |
| September 2019 |
| NSPF and School Designations Published on Nevada Report Card |

High School Model



This section outlines the High School (HS) Framework, which includes: the Academic Achievement Indicator with Mathematics, ELA, and Science proficiency Measures; the Graduation Rates Indicator, with 4- and 5-year cohort rate Measures; the English Language Proficiency Indicator, with the WIDA Adequate Growth Percentile (AGP) Measure; the College and Career Readiness Indicator, with Post-Secondary Preparation Post-Secondary Completion, and Advanced or College and Career Ready (CCR) Diploma Measures; and the Student Engagement Indicator, with the Chronic Absenteeism and 9th grade Credit Sufficiency Measures. Each of these Indicators and Measures are further described below.

Academic Achievement Indicator

The Academic Achievement Indicator includes Mathematics, English Language Arts (ELA), and Science proficiency Measures. Proficiency rates for high schools are determined separately for Mathematics, ELA, and Science and points are assigned separately for each content area. A minimum of 10 student records in a content area is required in order to report on a school’s proficiency.

Student proficiency for high schools will be determined through the state administered American College Test (ACT) subtest scores in Mathematics and ELA (11th grade), the Nevada High School Science Assessment (10th grade) and the Nevada Alternate Assessment (NAA) in Mathematics, ELA and Science (11th grade). The NAA results are combined with ACT and the Nevada High School Science assessment results for proficiency calculations and reporting.

Nevada administers the NAA to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the Individualized Education Program (IEP) process.

The total number of test participants or 95% of students enrolled, whichever is greater, serves as the denominator for the proficiency rates in this indicator, while the number of students who meet or exceed the minimum passing score serves as the numerator of the rates.

The Mathematics and ELA proficiency results will each contribute 10 points to the schools total index score and the Science results will contribute 5 points. Therefore the maximum number of points possible for the high school academic achievement indicator is 25 points.

Graduation Rates Indicator

The Graduation Rates Indicator consists of the 4- and 5-year Adjusted Cohort Graduation Rate (ACGR) measures. The Cohort Graduation Rate is determined through the cohort validation process following federal guidelines for reporting. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. These dates are past the September 15th accountability reporting deadline (NRS 385A.720); therefore, the cohort rates used for this Indicator lags one year behind the other accountability Indicators in the school rating system.

The maximum number of points possible for the Graduation Indicator is 30. The total number of points possible for the 4-year ACGR is 25 and the total possible for the 5-year ACGR is 5.

English Language Proficiency Indicator

The English Language Proficiency Indicator includes the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) Adequate Growth Percentile (AGP) Measure. The students counted in this Measure are those who have been identified as English Learners (ELs). Student performance on the WIDA assessment will be included for students in grades 9, 10, 11, and 12. The percentage of students meeting their AGP (i.e. target) is the Measure used for this Indicator.

A student's initial English proficiency level is established based on ACCESS results in the first year of identification as an EL. Levels range from one (1) to six (6).

A minimum of two consecutive years of WIDA results are required for a student to demonstrate growth (i.e. to be assigned a student growth percentile or SGP). Growth-to-target calculations are set to five years; therefore, students that meet their AGP target has a score history that predicts they will reach an achievement level of at least 4.5 within five years or by the twelfth grade, whichever comes first. It is possible for students to not meet AGP targets but still meet the composite achievement level of 4.5 and exit from EL identification. These students are considered to have met AGP and will be identified as having done so. ELs are assessed annually to determine progress toward attaining English proficiency. Information on individual district and school level performance relative to WIDA SGP is available on the Nevada Growth Model Website at [Nevada Department of Education Bighorn](#).

College and Career Readiness Indicator

The College and Career Readiness Indicator for high schools consist of three Measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and the percent of graduates earning an Advanced Diploma or College and Career Ready (CCR) Diploma.

Post-Secondary Preparation and Completion

Post-Secondary Preparation includes Participation and Completion Measures in Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical

Education (CTE) programs. Post-secondary Preparation Participation and Completion can be achieved at any point during a student’s high school career. The students included in these Measures are those with an Original Year of Graduation (OYOG) of the current NSPF year. A student is considered a participant/completer if they meet the criteria specified below for at least one program. A school’s Post-Secondary Preparation Participation and Completion rates are based on the percentage of students participating in or completing the specified programs, respectively. Further details can be found in the NSPF Technical Manual.

The Post-Secondary Preparation Participation and Completion Measures each have a maximum of 10 points and the Advanced Diploma or CCR Measure has a maximum of 5 points for a total of 25 points maximum for the Indicator.

The following table provides definitions for what constitutes “Participation” and “Completion” for the Post-Secondary Preparation Measures:

| | Participation | Completion |
|-------|--|--|
| AP | Passed at least one AP course at any point during HS career. | Passed at least one AP exam with a score of three or better at any point during HS career. Do not need to be AP participant to be AP completer. |
| IB | Passed at least one IB course in the IB Diploma Program at any point during HS career. | Pass at least one IB exam in the IB Diploma Program with a score of four or better at any point during HS career. Must be IB participant to be IB completer. |
| DC/DE | Passed at least two DC/DE courses and earned at least 6 college credits at any point during HS career. | Passed at least four DC/DE courses and earned at least 12 college credits at any point during HS career. Must be DC/DE participant to be DC/DE completer. |
| CTE | Was enrolled in approved CTE program of study and passed enough courses to be considered CTE Concentrator at any point during HS career. Concentrators have completed both Level 1 and Level 2 courses in a program of study. | Enrolled in approved CTE program of study and have passed (1) enough courses to be considered CTE Completer and (2) the associated end of program and workplace readiness assessments. Must be CTE participant to be CTE completer. |

Advanced Diploma or College and Career Ready (CCR) Diploma

A school’s rate for this Measure is their percentage of graduates with an Advanced or CCR Diploma. To receive an Advanced Diploma, a student must meet the requirements as outlined in NAC 390.430. To earn a CCR Diploma, a student must meet the requirements outlined in Regulation File No. R076-17 (<https://www.leg.state.nv.us/Register/2017Register/R076-17AP.pdf>).

The CCR Diploma was added to the Advanced Diploma Measure for the 2019 NSPF based on the passage of Assembly Bill (A.B.) 7 in the 2017 Nevada Legislative Session. As required by this legislation, regulations were prescribed and adopted by the Nevada State Board of Education on December 14, 2017, and subsequently approved by the Nevada Legislative Commission on February 27, 2018 that

include all of the requirements of the Advanced Diploma plus additional advanced academic and assessment requirements needed for students to earn the associated endorsements: college-ready and/or career ready.

Student Engagement Indicator

The Student Engagement Indicator for high school has two Measures—Chronic Absenteeism and 9th Grade Credit Sufficiency.

Chronic Absenteeism

Research shows that reducing chronic absenteeism is critical to improving student achievement. A chronically-absent student is a student who has missed 10 percent or more of their enrolled school days for any reason, including excused, unexcused, or disciplinary absences. Only students who have been enrolled at a given school for at least 91 days or more will be included in this Measure. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 or more days of school for any reason. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. A school’s chronic absenteeism rate is the percentage of chronically-absent students.

A high school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year’s performance will earn a maximum of a half (0.5) additional points, up to the total possible points for the Measure. For example, a school who had a prior chronic absenteeism rate of 20% must reach 18% or less in the current year to receive this incentive. The total number of points possible for high schools for this Measure is 5. Additional guidance related to chronic absenteeism can be found on the NDE website at: [Nevada Department of Education Guidance Memos](#)

Ninth Grade Credit Sufficiency

This Measure is the percentage of ninth grade students who earned at least five credits by the end of their first year of high school. Only students who have been enrolled at a given school for at least 91 days or more will be included in this Measure. This Measure considers ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader’s school year).

High School Indicator and Weights Summary

| | Points per Measure | Total Points Possible |
|---|--------------------|-----------------------|
| Academic Achievement Indicator | | 25 |
| CCR Mathematics Proficiency | 10 | |
| CCR ELA Proficiency | 10 | |
| High School Science | 5 | |
| Graduation Indicator | | 30 |
| 4-Year ACGR | 25 | |
| 5-Year ACGR | 5 | |
| English Language Proficiency Indicator | | 10 |
| AGP WIDA | 10 | |
| College and Career Readiness Indicator | | 25 |

| | Points per Measure | Total Points Possible |
|--|--------------------|-----------------------|
| Post-Secondary Preparation Participation | 10 | |
| Post-Secondary Preparation Completion | 10 | |
| Advanced Diploma or CCR Diploma | 5 | |
| Student Engagement Indicator | | 10 |
| Chronic Absenteeism | 5 | |
| 9 th Grade Credit Sufficiency | 5 | |

High School Accountability Calendar

The following table reflects the process and timelines for the collection and validation of data used to determine index points for each NSPF Measure.

| |
|--|
| November 2019 |
| ACT Pre-ID to ACT, WIDA Pre-ID to WIDA, NAA Pre-ID to DRC |
| 4-Year Graduation Rate Validation in DVSL |
| December 2019 |
| Publish Final 4-Year Graduation Rate (OYOG 1718) |
| January 2019 |
| WIDA Testing Begins |
| Science Pre-ID (ES, MS, & HS) to DRC |
| February 2019 |
| HS Science and NAA Testing and eDirect Validation Begins |
| WIDA Testing Continued |
| 5-Year Graduation Rate Validation in DVSL |
| March 2019 |
| WIDA Testing Ends Mar 1 |
| ACT Testing Mar 12 |
| EL Membership Count Pulled for WIDA Participation |
| HS Science and NAA Testing and eDirect Validation Continues |
| 5-Year Graduation Rate Validation in DVSL Continues |
| WIDA Pre-Reporting Validation in AMS Continues |
| April 2019 |
| WIDA Pre-Reporting Validation in AMS Continues |
| ACT Make-Up Testing |
| HS Science and NAA Testing and eDirect Validation Continues |
| 5-Year Graduation Rate Published (OYOG 1617) |
| May 2019 |
| HS Science and NAA Testing and eDirect Validation Continues |
| WIDA Post-Reporting Validation in AMS |
| June 2019 |
| NSPF Student Engagement Data Collection (Chronic Absenteeism, etc.) |
| July 2019 |
| ACT Data Validation in DVSL |
| WIDA Growth Results posted to LEAs |
| High School Science Results for Accountability Posted to LEAs |
| ACT Results for Accountability posted to LEAs |
| August 2019 |
| Preliminary NSPF Ratings Posted to LEAs for Review |
| Preliminary School Designations (CSI, TSI, ATSI) Posted to LEAs for Review |
| September 2019 |
| NSPF and School Designations Published on Nevada Report Card |

Point Attribution Tables 2018-2019

The Point Attribution Tables (PATs) identifies points for each Indicator and Measure and were developed in collaboration with Nevada stakeholders. The information in the “Rate” column represents the percent of performance for each Indicator/Measure and the information in the “Points” column includes the corresponding points assigned. Typically performance in the PAT is set at maximum point earnings at the SEA 2022 Long term Goals or 85th percentile of statewide student performance, half points set at the 2017 Measures of Interim Progress (MIPs) or 50th percentile of statewide student performance, and minimum point earning at the 15th percentile of statewide student performance.

Elementary School Point Attribution Tables:

ES Indicator: Academic Achievement (25 points total)

ES Measure: Mathematics, ELA, and Science Pooled Proficiency (Based on Smarter, Nevada Science and NAA Assessments) (20 points possible)

| Rate (%) | Points |
|-------------|--------|
| ≥60 | 20 |
| <60 and ≥58 | 19 |
| <58 and ≥56 | 18 |
| <56 and ≥55 | 17 |
| <55 and ≥54 | 16 |
| <54 and ≥53 | 15 |
| <53 and ≥52 | 14 |
| <52 and ≥50 | 13 |
| <50 and ≥49 | 12 |
| <49 and ≥48 | 11 |
| <48 and ≥46 | 10 |
| <46 and ≥44 | 9 |
| <44 and ≥42 | 8 |
| <42 and ≥40 | 7 |
| <40 and ≥38 | 6 |
| <38 and ≥35 | 5 |
| <35 and ≥33 | 4 |
| <33 and ≥30 | 3 |
| <30 and ≥26 | 2 |
| <26 | 1 |

ES Measure: Read-by-Grade 3 ELA Proficiency (5 points possible)

| Rate | Points |
|--------------|--------|
| ≥63 | 5 |
| < 63 and ≥51 | 4 |
| <51 and ≥38 | 3 |
| <38 and ≥25 | 2 |
| <25 | 1 |

ES Indicator: Growth (35 points total)

ES Measure: Mathematics CRT MGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥65 | 10 |
| <65 and ≥61 | 9 |
| <61 and ≥58 | 8 |
| <58 and ≥54 | 7 |
| <54 and ≥51 | 6 |
| <51 and ≥48 | 5 |
| <48 and ≥44 | 4 |
| <44 and ≥40 | 3 |
| <40 and ≥35 | 2 |
| <35 | 1 |

ES Measure: ELA CRT MGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥65 | 10 |
| <65 and ≥61 | 9 |
| <61 and ≥58 | 8 |
| <58 and ≥54 | 7 |
| <54 and ≥51 | 6 |
| <51 and ≥48 | 5 |
| <48 and ≥44 | 4 |
| <44 and ≥40 | 3 |
| <40 and ≥35 | 2 |
| <35 | 1 |

ES Measure: Mathematics CRT AGP (7.5 points possible)

| Rate | Points |
|-------------|--------|
| ≥52 | 7.5 |
| <52 and ≥50 | 7.0 |
| <50 and ≥47 | 6.5 |
| <47 and ≥44 | 6 |
| <44 and ≥41 | 5.5 |
| <41 and ≥39 | 5 |
| <39 and ≥37 | 4.5 |
| <37 and ≥35 | 4 |
| <35 and ≥33 | 3.5 |
| <33 and ≥31 | 3 |
| <31 and ≥29 | 2.5 |
| <29 and ≥27 | 2 |
| <27 and ≥25 | 1.5 |
| <25 and ≥23 | 1 |
| < 23 | 0.5 |

ES Measure: ELA CRT AGP (7.5 points possible)

| Rate | Points |
|-------------|--------|
| ≥63 | 7.5 |
| <63 and ≥61 | 7.0 |
| <61 and ≥59 | 6.5 |
| <59 and ≥57 | 6 |
| <57 and ≥55 | 5.5 |
| <55 and ≥53 | 5 |
| <53 and ≥51 | 4.5 |
| <51 and ≥49 | 4 |
| <49 and ≥47 | 3.5 |
| <47 and ≥45 | 3 |
| <45 and ≥43 | 2.5 |
| <43 and ≥41 | 2 |
| <41 and ≥38 | 1.5 |
| <38 and ≥35 | 1 |
| < 35 | 0.5 |

ES Indicator: English Language Proficiency (10 points total)

ES Measure: English Learner WIDA AGP

| Rate | Points |
|-------------|--------|
| ≥57 | 10 |
| <57 and ≥54 | 9 |
| <54 and ≥51 | 8 |
| <51 and ≥48 | 7 |
| <48 and ≥45 | 6 |
| <45 and ≥42 | 5 |
| <42 and ≥39 | 4 |
| <39 and ≥36 | 3 |
| <36 and ≥33 | 2 |
| <33 | 1 |

ES Indicator: Closing Opportunity Gaps (20 points total)

ES Measure: Prior non-proficient meeting Mathematics CRT AGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥42 | 10 |
| <42 and ≥39 | 9 |
| <39 and ≥36 | 8 |
| <36 and ≥33 | 7 |
| <33 and ≥30 | 6 |
| <30 and ≥27 | 5 |
| <27 and ≥24 | 4 |
| <24 and ≥20 | 3 |
| <20 and ≥16 | 2 |
| <16 | 1 |

ES Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥52 | 10 |
| <52 and ≥49 | 9 |
| <49 and ≥46 | 8 |
| <46 and ≥43 | 7 |
| <43 and ≥40 | 6 |
| <40 and ≥37 | 5 |
| <37 and ≥34 | 4 |
| <34 and ≥31 | 3 |
| <31 and ≥27 | 2 |
| <27 | 1 |

ES Indicator: Student Engagement (10 points total)

ES Measure: Chronic Absenteeism (10 points possible)

| Rate | Points |
|-------------|--------|
| <5 | 10 |
| ≥5 and <6 | 9.5 |
| ≥6 and <7 | 9 |
| ≥7 and <8 | 8.5 |
| ≥8 and <9 | 8 |
| ≥9 and <10 | 7.5 |
| ≥10 and <11 | 7 |
| ≥11 and <12 | 6.5 |
| ≥12 and <13 | 6 |
| ≥13 and <14 | 5.5 |
| ≥14 and <15 | 5 |
| ≥15 and <16 | 4.5 |
| ≥16 and <17 | 4 |
| ≥17 and <18 | 3.5 |
| ≥18 and <19 | 3 |
| ≥19 and <20 | 2.5 |
| ≥20 and <21 | 2 |
| ≥21 and <22 | 1.5 |
| ≥22 and <23 | 1 |
| ≥23 and <24 | 0.5 |
| ≥24 | 0 |

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn a maximum of an additional 1 point (elementary/middle schools) up to the total number of possible points (10 points for elementary/middle schools).

Middle School Point Attribution Tables

MS Indicator: Academic Achievement (25 points total)

MS Measure: Mathematics, ELA, and Science CRT Pooled Proficiency (Based on Smarter, Nevada Science and NAA Assessments) (25 points possible)

| Rate | Points |
|-------------|--------|
| ≥ 56 | 25 |
| <56 and ≥55 | 24 |
| <55 and ≥54 | 23 |
| <54 and ≥52 | 22 |
| <52 and ≥50 | 21 |
| <50 and ≥48 | 20 |
| <48 and ≥46 | 19 |
| <46 and ≥44 | 18 |
| <44 and ≥42 | 17 |
| <42 and ≥41 | 16 |
| <41 and ≥40 | 15 |
| <40 and ≥39 | 14 |
| <39 and ≥37 | 13 |
| <37 and ≥36 | 12 |
| <36 and ≥34 | 11 |
| <34 and ≥32 | 10 |
| <32 and ≥30 | 9 |
| <30 and ≥28 | 8 |
| <28 and ≥27 | 7 |
| <27 and ≥26 | 6 |
| <26 and ≥25 | 5 |
| <25 and ≥24 | 4 |
| <24 and ≥23 | 3 |
| <23 and ≥22 | 2 |
| <22 | 1 |

MS Indicator: Growth (30 points total)

MS Measure: Mathematics CRT MGP (10 points possible)

| Rate | Points |
|----------------------|--------|
| ≥ 65 | 10 |
| < 65 and ≥ 61 | 9 |
| < 61 and ≥ 58 | 8 |
| < 58 and ≥ 54 | 7 |
| < 54 and ≥ 51 | 6 |
| < 51 and ≥ 48 | 5 |
| < 48 and ≥ 44 | 4 |
| < 44 and ≥ 40 | 3 |
| < 40 and ≥ 35 | 2 |
| < 35 | 1 |

MS Measure: ELA CRT MGP (10 points possible)

| Rate | Points |
|----------------------|--------|
| ≥ 65 | 10 |
| < 65 and ≥ 61 | 9 |
| < 61 and ≥ 58 | 8 |
| < 58 and ≥ 54 | 7 |
| < 54 and ≥ 51 | 6 |
| < 51 and ≥ 48 | 5 |
| < 48 and ≥ 44 | 4 |
| < 44 and ≥ 40 | 3 |
| < 40 and ≥ 35 | 2 |
| < 35 | 1 |

MS Measure: Mathematics CRT AGP (5 points possible)

| Rate | Points |
|----------------------|--------|
| ≥ 42 | 5 |
| < 42 and ≥ 39 | 4.5 |
| < 39 and ≥ 35 | 4 |
| < 35 and ≥ 31 | 3.5 |
| < 31 and ≥ 27 | 3 |
| < 27 and ≥ 24 | 2.5 |
| < 24 and ≥ 21 | 2 |
| < 21 and ≥ 18 | 1.5 |
| < 18 and ≥ 15 | 1 |
| < 15 | 0.5 |

MS Measure: ELA CRT AGP (5 points possible)

| Rate | Points |
|-------------|--------|
| ≥61 | 5 |
| <61 and ≥58 | 4.5 |
| <58 and ≥55 | 4 |
| <55 and ≥51 | 3.5 |
| <51 and ≥48 | 3 |
| <48 and ≥45 | 2.5 |
| <45 and ≥41 | 2 |
| <41 and ≥37 | 1.5 |
| <37 and ≥32 | 1 |
| <32 | 0.5 |

MS Indicator: English Language Proficiency (10 points total)

MS Measure: English Learner WIDA AGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥36 | 10 |
| <36 and ≥32 | 9 |
| <32 and ≥29 | 8 |
| <29 and ≥26 | 7 |
| <26 and ≥23 | 6 |
| <23 and ≥20 | 5 |
| <20 and ≥18 | 4 |
| <18 and ≥16 | 3 |
| <16 and ≥13 | 2 |
| <13 | 1 |

MS Indicator: Closing Opportunity Gaps (20 points total)

Measure: Prior non-proficient meeting Mathematics CRT AGP (10 points possible)

| Rate | Points |
|----------------------|--------|
| ≥ 24 | 10 |
| < 24 and ≥ 21 | 9 |
| < 21 and ≥ 19 | 8 |
| < 19 and ≥ 17 | 7 |
| < 17 and ≥ 15 | 6 |
| < 15 and ≥ 13 | 5 |
| < 13 and ≥ 11 | 4 |
| < 11 and ≥ 10 | 3 |
| < 10 and ≥ 8 | 2 |
| < 8 | 1 |

MS Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

| Rate | Points |
|----------------------|--------|
| ≥ 34 | 10 |
| < 34 and ≥ 32 | 9 |
| < 32 and ≥ 30 | 8 |
| < 30 and ≥ 28 | 7 |
| < 28 and ≥ 26 | 6 |
| < 26 and ≥ 24 | 5 |
| < 24 and ≥ 22 | 4 |
| < 22 and ≥ 19 | 3 |
| < 19 and ≥ 16 | 2 |
| < 16 | 1 |

MS Indicator: Student Engagement (15 points total)

MS Measure: Chronic Absenteeism (10 points possible)

| Rate | Points |
|-------------|--------|
| <5 | 10 |
| ≥5 and <6 | 9.5 |
| ≥6 and <7 | 9 |
| ≥7 and <8 | 8.5 |
| ≥8 and <9 | 8 |
| ≥9 and <10 | 7.5 |
| ≥10 and <11 | 7 |
| ≥11 and <12 | 6.5 |
| ≥12 and <13 | 6 |
| ≥13 and <14 | 5.5 |
| ≥14 and <15 | 5 |
| ≥15 and <16 | 4.5 |
| ≥16 and <17 | 4 |
| ≥17 and <18 | 3.5 |
| ≥18 and <19 | 3 |
| ≥19 and <20 | 2.5 |
| ≥20 and <21 | 2 |
| ≥21 and <22 | 1.5 |
| ≥22 and <23 | 1 |
| ≥23 and <24 | 0.5 |
| ≥24 | 0 |

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn a maximum of an additional 1 point (elementary/middle schools) up to the total number of possible points (10 points for elementary/middle schools).

MS Measure: NAC 389.445 Credit Requirements

| Rate | Points |
|-------------|--------|
| ≥90 | 3 |
| <90 and ≥75 | 2 |
| <75 and ≥60 | 1 |
| <60 | 0 |

MS Measure: Academic Learning Plans (2 points possible)

| Rate | Points |
|------|--------|
| ≥95 | 2 |

High School Point Attribution Tables

HS Indicator: Academic Achievement (25 points total)

HS Measure: CCR Mathematics (10 points possible)

| Rate | Points |
|--------------------------|--------|
| ≥ 42.4 | 10 |
| < 42.4 and ≥ 41.1 | 9.5 |
| < 41.1 and ≥ 39.7 | 9 |
| < 39.7 and ≥ 38.4 | 8.5 |
| < 38.4 and ≥ 37 | 8 |
| < 37 and ≥ 35.7 | 7.5 |
| < 35.7 and ≥ 34.3 | 7 |
| < 34.3 and ≥ 33 | 6.5 |
| < 33 and ≥ 31.6 | 6 |
| < 31.6 and ≥ 30.3 | 5.5 |
| < 30.3 and ≥ 28.3 | 5 |
| < 28.3 and ≥ 25.3 | 4.5 |
| < 25.3 and ≥ 22.4 | 4 |
| < 22.4 and ≥ 19.4 | 3.5 |
| < 19.4 and ≥ 16.5 | 3 |
| < 16.5 and ≥ 13.5 | 2.5 |
| < 13.5 and ≥ 10.6 | 2 |
| < 10.6 and ≥ 7.6 | 1.5 |
| < 7.6 and ≥ 4.7 | 1 |
| < 4.7 | 0.5 |

HS Measure: CCR ELA (10 points possible)

| Rate | Points |
|--------------------------|--------|
| ≥ 55.9 | 10 |
| < 55.9 and ≥ 54.9 | 9.5 |
| < 54.9 and ≥ 53.9 | 9 |
| < 53.9 and ≥ 52.9 | 8.5 |
| < 52.9 and ≥ 51.9 | 8 |
| < 51.9 and ≥ 50.9 | 7.5 |
| < 50.9 and ≥ 49.8 | 7 |
| < 49.8 and ≥ 48.8 | 6.5 |
| < 48.8 and ≥ 47.8 | 6 |
| < 47.8 and ≥ 46.8 | 5.5 |
| < 46.8 and ≥ 44.8 | 5 |
| < 44.8 and ≥ 41.1 | 4.5 |
| < 41.1 and ≥ 37.3 | 4 |
| < 37.3 and ≥ 33.5 | 3.5 |
| < 33.5 and ≥ 29.8 | 3 |
| < 29.8 and ≥ 26 | 2.5 |
| < 26 and ≥ 22.2 | 2 |
| < 22.2 and ≥ 18.4 | 1.5 |
| < 18.4 and ≥ 14.7 | 1 |
| < 14.7 | 0.5 |

HS Measure: Nevada High School Science (5 points possible)

| Rate | Points |
|--------------------------|--------|
| ≥ 54.3 | 5 |
| < 54.3 and ≥ 49 | 4.5 |
| < 49 and ≥ 43.7 | 4 |
| < 43.7 and ≥ 38.4 | 3.5 |
| < 38.4 and ≥ 33.1 | 3 |
| < 33.1 and ≥ 29.3 | 2.5 |
| < 29.3 and ≥ 25.5 | 2 |
| < 25.5 and ≥ 21.7 | 1.5 |
| < 21.7 and ≥ 17.9 | 1 |
| < 17.9 | 0.5 |

HS Indicator: Graduation Rate (30 points total)

HS Measure: 4-Year ACGR (25 points possible)

| Rate | Points |
|-------------------|--------|
| ≥ 89.4 | 25 |
| < 89.4 and ≥ 88.7 | 24 |
| < 88.7 and ≥ 87.9 | 23 |
| < 87.9 and ≥ 87.2 | 22 |
| < 87.2 and ≥ 86.4 | 21 |
| < 86.4 and ≥ 85.7 | 20 |
| < 85.7 and ≥ 84.9 | 19 |
| < 84.9 and ≥ 84.2 | 18 |
| < 84.2 and ≥ 83.4 | 17 |
| < 83.4 and ≥ 82.7 | 16 |
| < 82.7 and ≥ 81.9 | 15 |
| < 81.9 and ≥ 81.2 | 14 |
| < 81.2 and ≥ 80.4 | 13 |
| < 80.4 and ≥ 79.3 | 12 |
| < 79.3 and ≥ 78.2 | 11 |
| < 78.2 and ≥ 77.1 | 10 |
| < 77.1 and ≥ 75.9 | 9 |
| < 75.9 and ≥ 74.8 | 8 |
| < 74.8 and ≥ 73.7 | 7 |
| < 73.7 and ≥ 72.6 | 6 |
| < 72.6 and ≥ 71.5 | 5 |
| < 71.5 and ≥ 70.4 | 4 |
| < 70.4 and ≥ 69.3 | 3 |
| < 69.3 and ≥ 68.1 | 2 |
| < 68.1 and ≥ 67 | 1 |
| < 67 | 0 |

HS Measure: 5-Year ACGR (5 points possible)

| Rate | Points |
|-------------------|--------|
| ≥ 91.4 | 5 |
| < 91.4 and ≥ 85.3 | 4 |
| < 85.3 and ≥ 79.2 | 3 |
| < 79.2 and ≥ 73.1 | 2 |
| < 73.1 and ≥ 67 | 1 |
| < 67 | 0 |

HS Indicator: English Language Proficiency (10 points total)

HS Measure: English Learner WIDA AGP (10 points possible)

| Rate | Points |
|-------------|--------|
| ≥20 | 10 |
| <20 and ≥18 | 9 |
| <18 and ≥15 | 8 |
| <15 and ≥12 | 7 |
| <12 and ≥10 | 6 |
| <10 and ≥8 | 5 |
| <8 and ≥7 | 4 |
| <7 and ≥6 | 3 |
| <6 and ≥5 | 2 |
| <5 | 1 |

HS Indicator: College and Career Readiness (25 points total)

HS Measure: Post-Secondary Preparation Participation (10 points possible)

| Rate | Points |
|-------------------|--------|
| ≥ 74.5 | 10 |
| < 74.5 and ≥ 73 | 9.5 |
| < 73 and ≥ 71.4 | 9 |
| < 71.4 and ≥ 69.9 | 8.5 |
| < 69.9 and ≥ 68.3 | 8 |
| < 68.3 and ≥ 66.8 | 7.5 |
| < 66.8 and ≥ 65.2 | 7 |
| < 65.2 and ≥ 63.7 | 6.5 |
| < 63.7 and ≥ 62.1 | 6 |
| < 62.1 and ≥ 60.6 | 5.5 |
| < 60.6 and ≥ 59 | 5 |
| < 59 and ≥ 57.5 | 4.5 |
| < 57.5 and ≥ 55.9 | 4 |
| < 55.9 and ≥ 54.4 | 3.5 |
| < 54.4 and ≥ 52.8 | 3 |
| < 52.8 and ≥ 51.3 | 2.5 |
| < 51.3 and ≥ 49.7 | 2 |
| < 49.7 and ≥ 48.2 | 1.5 |
| < 48.2 and ≥ 46.6 | 1 |
| < 46.6 | 0.5 |

HS Measure: Post-Secondary Preparation Completion (10 points possible)

| Rate | Points |
|--------------------------|--------|
| ≥ 55.8 | 10 |
| < 55.8 and ≥ 53 | 9.5 |
| < 53 and ≥ 50.1 | 9 |
| < 50.1 and ≥ 47.3 | 8.5 |
| < 47.3 and ≥ 44.4 | 8 |
| < 44.4 and ≥ 41.6 | 7.5 |
| < 41.6 and ≥ 38.7 | 7 |
| < 38.7 and ≥ 35.9 | 6.5 |
| < 35.9 and ≥ 33 | 6 |
| < 33 and ≥ 30.2 | 5.5 |
| < 30.2 and ≥ 27.3 | 5 |
| < 27.3 and ≥ 24.5 | 4.5 |
| < 24.5 and ≥ 21.6 | 4 |
| < 21.6 and ≥ 18.8 | 3.5 |
| < 18.8 and ≥ 15.9 | 3 |
| < 15.9 and ≥ 13.1 | 2.5 |
| < 13.1 and ≥ 10.2 | 2 |
| < 10.2 and ≥ 7.3 | 1.5 |
| < 7.3 and ≥ 4.5 | 1 |
| < 4.5 | 0.5 |

HS Measure: Advanced Diploma or College and Career Ready (CCR) Diploma (5 points possible)

| Rate | Points |
|--------------------------|--------|
| ≥ 53.3 | 5 |
| < 53.3 and ≥ 39.4 | 4 |
| < 39.4 and ≥ 25.5 | 3 |
| < 25.5 and ≥ 11.5 | 2 |
| < 11.5 | 1 |

HS Indicator: Student Engagement (10 points total)

HS Measure: Chronic Absenteeism (5 points possible)

| Rate | Points |
|-------------|--------|
| <5 | 5 |
| ≥5 and <7 | 4.5 |
| ≥7 and <9 | 4 |
| ≥9 and <11 | 3.5 |
| ≥11 and <13 | 3 |
| ≥13 and <15 | 2.5 |
| ≥15 and <17 | 2 |
| ≥17 and <19 | 1.5 |
| ≥19 and <21 | 1 |
| ≥21 and <23 | 0.5 |
| ≥23 | 0 |

Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 0.5 point up to the maximum number of possible points (5 points for high schools).

HS Measure: 9th Grade Credit Sufficiency (5 points possible)

| Rate | Points |
|-------------------|--------|
| ≥ 99.7 | 5 |
| < 99.7 and ≥ 92.4 | 4 |
| < 92.4 and ≥ 85.1 | 3 |
| < 85.1 and ≥ 77.8 | 2 |
| < 77.8 | 1 |

Designation of Schools for Support and Improvement

Schools demonstrating low overall performance or low performance within subgroups will be identified for support and improvement. There are three designation categories of support and improvement schools:

1. Comprehensive Support and Improvement (CSI);
2. Targeted Support and Improvement (TSI); and
3. Additional Targeted Support and Improvement (ATSI).
 - a. ATSI schools are a subset of TSI schools; therefore, this designation is referred to as TSI/ATSI.

Schools can receive one designation at most and designation criteria will be determined in the following order: CSI, TSI, and then ATSI. The designation and exit criteria for each category are included in this section. Certain star rating maximums are in place for designated schools in their designation year regardless of the total index points earned. The NSPF star-rating report for schools designated under one of the categories above will identify the designation category and provide information regarding the basis of the designation.

Comprehensive Support and Improvement (CSI)

Designation Criteria

In accordance with Nevada's consolidated state plan, low performing schools and schools with persistently low performing subgroups are identified for Comprehensive Support and Improvement (CSI). Designation criteria are distinct by school level and consider overall school performance as well as graduation rates at the high school level. Schools designated as CSI are capped at two stars in their designation year regardless of the total index points earned. CSI schools are designated annually and will remain as part of a cohort for a three-year improvement process. Any school that earns an index score is eligible for CSI designation.

Schools designated as TSI or ATSI that have not improved after implementing a three-year improvement plan will also be designated as CSI schools. Designation criteria for TSI and ATSI are included in this section.

Elementary and Middle School Designation Criteria

Elementary and middle schools are designated as CSI schools based on the following criteria:

1. The school is among the lowest performing rated schools (bottom 5th percentile):
 - a. Title I schools are rank ordered from lowest to highest index score by school level
 - b. The 5th percentile of index score is identified from this rank order
 - c. All schools performing at or below the index score identified in step b are identified
2. The school receives a one-star rating; or
3. The school was designated for TSI or TSI/ ATSI for three years and did not meet exit criteria for TSI or TSI/ATSI.

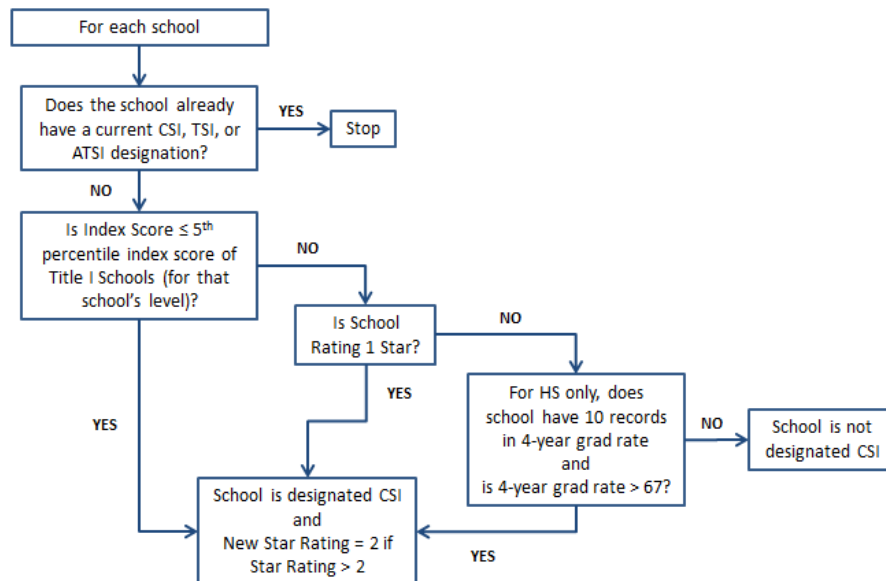
High School Designation Criteria

High schools are designated as CSI schools based on the following criteria:

1. The school is among the lowest performing rated schools (bottom 5th percentile):
 - a. Title I schools are rank ordered from lowest to highest index score by school level
 - b. The 5th percentile of index score is identified from this rank order
 - c. All schools performing at or below the index score identified in step b are identified
2. The school receives a one-star rating;
3. The school has a 4-year adjusted cohort graduation rate (ACGR) less than 67%; or
4. The school was designated for TSI or TSI/ ATSI for three years and did not meet exit criteria for TSI or TSI/ATSI.

CSI Designation Decision Tree

The following decision tree reflects the process of determining whether a school should receive a CSI designation.



CSI Schools Exit Criteria

After implementing a three-year improvement plan, CSI schools will be evaluated for exit from this designation. Exit criteria are distinct by school level. Schools failing to meet exit criteria after their first three years of designation will be evaluated annually for exit. Additionally, CSI schools must meet both the CSI and TSI exit criteria in order to exit from the CSI designation.

Schools designated as CSI due to chronically low-performing subgroups (schools that were previously in TSI or TSI/ATSI status), must maintain or reach at least three-star status and reduce the number of students in low-performing subgroups by 10% or greater. An increase of subgroup student performance can be demonstrated by meeting the Measures of Interim Progress (MIP) or by reducing the percent of non-proficient students in the subgroup by at least 10% or more.

Elementary and Middle School Exit Criteria

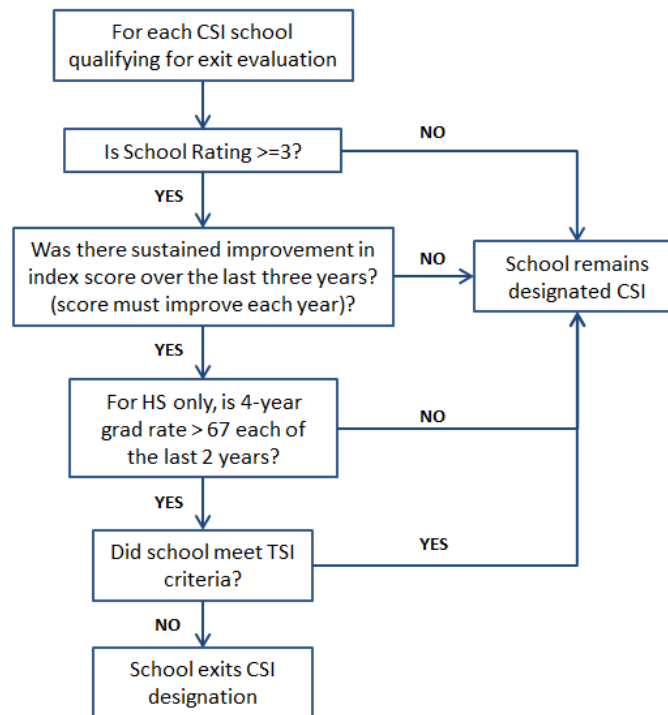
Elementary and middle schools identified as CSI will exit this designation when they achieve a rating of three stars and have sustained improvements in total index score. Sustained improvements in total index score is demonstrated by an increase in total index score each year during the most recent three years of designation.

High School Exit Criteria

High schools identified as CSI will exit this designation when they achieve a rating of three stars, have sustained improvements in total index score, and have a 4-year ACGR of at least 67% for two consecutive years. Sustained improvements in total index score is demonstrated by an increase in total index score each year during the most recent three years of designation.

CSI Exit Decision Tree

The following decision tree reflects the process of determining whether a school has met the criteria for exiting CSI status.



Targeted Support and Improvement (TSI)

Designation Criteria

Schools with a TSI designation are schools with consistently underperforming subgroups for two consecutive years in the Academic Achievement Indicator and two other Indicators. The subgroup n-size required for TSI consideration is 25. Some Nevada schools will be unable to meet the n-size

requirement. For these schools, the NDE will pool the Measures over a number of years until the minimum n-size has been met.

Schools that have already been designated as CSI schools are removed from TSI consideration. Schools are designated for TSI annually. Following the designation year, the school is designated as such for three years.

All Measures in the NSPF for each school level are disaggregated by race/ethnicity and special population membership. This is a total of ten subgroups of students. Subgroup student performance is measured against the state's Measures of Interim Progress (MIPs) (for Measures with related Long-Term Goals (LTGs) and MIPs) or the established Point Attribution Tables (PATs) for the NSPF (for Measures without LTGs and MIPs).

Measures are combined into Indicators (Academic Achievement, Other Academic Achievement, English Language Proficiency, Graduation Rates, and Student Success). Subgroup performance among all the Measures within all Indicators over two consecutive years will be considered when making TSI determinations. A consistently underperforming subgroup is a subgroup that fails to meet target performance two years in a row on the same Measure. If the same subgroup fails to meet target performance on the same Measure for two years in a row, then the associated Indicator is flagged. If a school has consistently underperforming subgroups within the Academic Achievement Indicator (Mathematics or ELA) and two or more of the remaining Indicators (Indicators flagged two years in a row) the school is designated a TSI school. To be a TSI school, the same subgroup does not need to be identified across the three Indicators. A school designated for TSI cannot be rated higher than three stars in the year of designation.

Subgroup Identification Methodology by Indicator

Academic Achievement Indicator

Subgroup performance in ELA and Mathematics in the Academic Achievement Indicator are measured against the subgroup's unique associated year's MIPs. Any subgroup failing to meet their MIPs or failing to reduce the percent of non-proficient students within the subgroup by at least 10% over the prior year is flagged in the Indicator. This Indicator also includes the Read-by-Grade-3 Measure, which is measured against the established PAT. In this case, any subgroup achieving in the lowest point earning category on the PAT is flagged in this Indicator.

Growth Indicator

The ELA Median Student Growth Percentile (MGP), Mathematics MGP, ELA Adequate Growth Percentile (AGP), and Mathematics AGP are measured against the established PATs for these Measures. Any subgroup achieving in the lowest point earning category on the PATs is flagged in this Indicator.

English Language Proficiency Indicator

The percentage of English Learners (ELs) meeting their AGP on the WIDA assessment is the ELPA Measure in the NSPF. The AGP rate is measured against the established PAT for this Indicator. The federal law does not require this Measure to be disaggregated; however, schools achieving in the lowest point earning category on the PAT for this Indicator are flagged for the EL subgroup only.

Graduation Rates Indicator

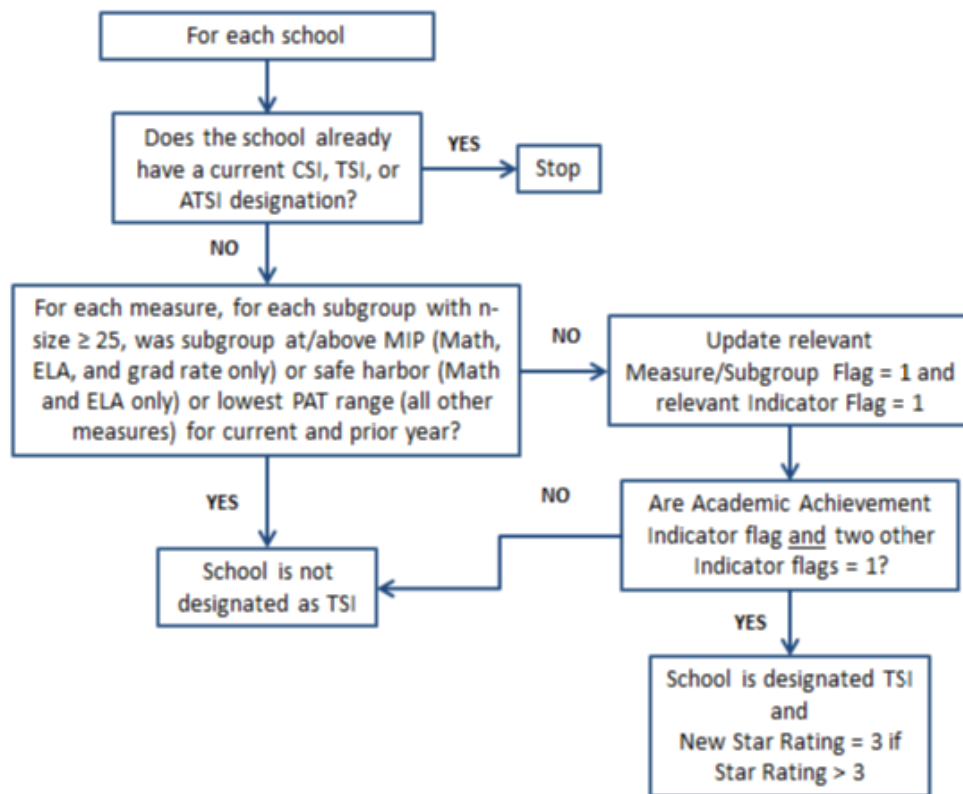
The disaggregated four-year and five-year adjusted cohort graduation rates for high schools are measured against the subgroups unique associated year's MIPs. Any subgroup failing to meet their MIPs is flagged. Graduation rates are lagged data.

Student Engagement Indicator

The remaining NSPF Measures (Closing Opportunity Gaps, Science Proficiency, Chronic Absenteeism, NAC 389.445, Credit Sufficiency, Academic Learning Plans, CCR Post-Secondary Preparation Participation and Completion, and Advanced or CCR Diploma) are lumped under the Student Engagement Indicator for the purposes of TSI and are measured against the PATs. Any subgroup achieving in the lowest point earning category on the PATs is flagged in this Indicator.

TSI Designation Decision Tree

The following decision tree reflects the process of determining whether a school should receive a designation of TSI.

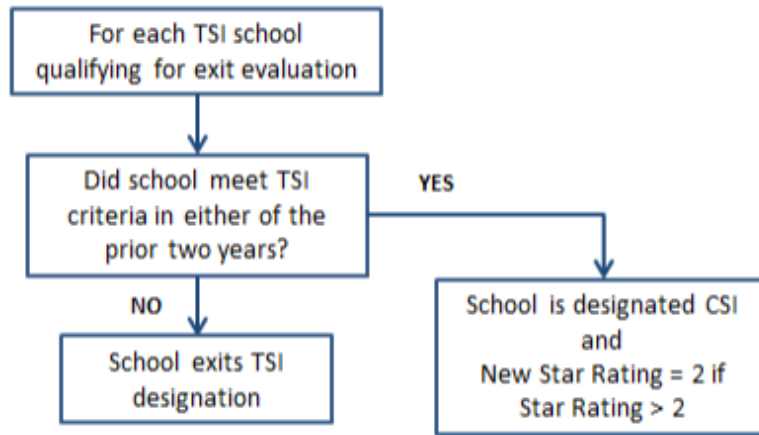


TSI Exit Criteria

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a CSI school.

TSI Exit Decision Tree

The following decision tree reflects the process for determining whether a school will exit TSI.



Additional Targeted Support and Improvement (ATSI)

ATSI Designation Criteria

Schools identified for ATSI are schools that have a designation of TSI and in which the performance of any subgroup of students, on its own, would lead to identification for CSI. Schools are designated for ATSI annually and the designation is for three years. Designation criteria are distinct by school level; however, the designation methodology will be the same for each school level. A school can be identified as an ATSI school regardless of star rating but are subject to TSI star-rating caps described above in their designation year.

Establishing Performance Level Expectations for Subgroups for ATSI

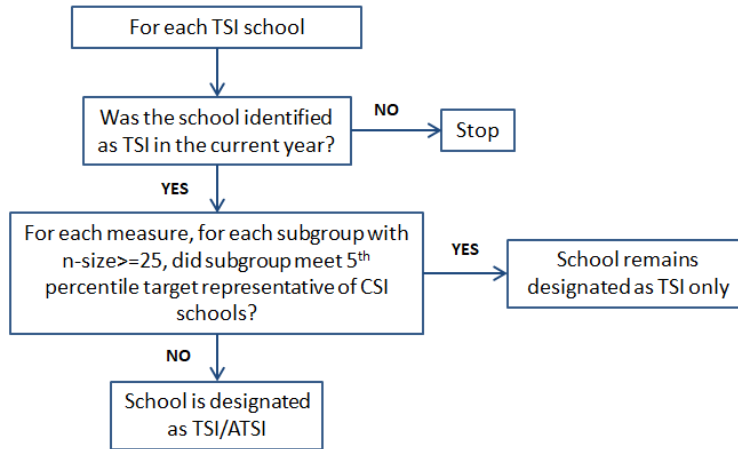
The performance level expectations for designating schools for ATSI are determined as follows:

1. Title I schools are rank ordered from lowest to highest index score by each school level (elementary, middle, and high).
2. The 5th percentile of index score for each school level is identified from this rank order.
3. For each school level, the ATSI performance level (target) for all NSPF Measures is identified based on the all-students group performance at the school(s) at the top of the 5th percentile.
 - a. If there are multiple schools at the top of the 5th percentile, the lowest all-students group performance level for each Measure is used as the target.

If the performance of any one subgroup on any one Measure is at or below the ATSI target, then the school is identified for ATSI. This methodology ensures that any school in which the performance of any subgroup of students, on its own, would lead to CSI identification will be identified for ATSI. The schools designated as ATSI will always be a subset of schools with a TSI designation. Therefore, the designation often referred to as "TSI/ATSI". The designation on the school star-rating report will be reflected as TSI/ATSI.

ATSI Designation Decision Tree

The following decision tree reflects the process of determining whether a school should receive a designation of ATSI.

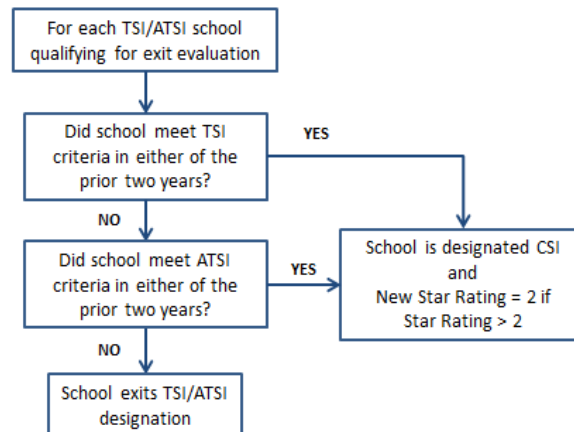


ATSI Exit Criteria

To exit an ATSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. An additional requirement is that the school must not meet the ATSI designation criteria—one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation.

ATSI Exit Decision Tree

The following decision tree reflects the process for determining whether a school will exit ATSI designation.



Additional information regarding each school designation category and state supports for low performing schools through the NDE Office of Student and School Supports is available at: [Nevada Department of Education Guidance Memos](#)

Appendix A Long Term Goals and Measures of Interim Progress

Measures of interim progress are goals for Academic Achievement are focused on reducing the percentage of non-proficient students from the previous year. Goals through 2022 are distinct by subgroup. As such, goals can be determined recursively (i.e. requiring the prior year goal) or explicitly (i.e. requiring baseline data).

Recursive methodology:

$$Proficiency_{Year1} = x\%$$

$$Proficiency_{Year2} = 0.05 + 0.95 \times Proficiency_{Year1}$$

Explicit Methodology

$$Proficiency_{Yearx} = 1 - (1 - Proficiency_{Baseline})(0.95)^{x-1}$$

Long Term Goals and Measures of Interim Progress: Elementary School ELA

| ES ELA | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|-------|-------|-------|
| All | 49.9% | 52.4% | 54.7% | 57.0% | 59.2% | 61.2% | 63.1% |
| American Indian/Alaska Native | 32.9% | 36.3% | 39.5% | 42.5% | 45.4% | 48.1% | 50.7% |
| Asian | 71.4% | 72.8% | 74.1% | 75.4% | 76.7% | 77.8% | 78.9% |
| Black/African American | 33.0% | 36.4% | 39.6% | 42.6% | 45.4% | 48.2% | 50.8% |
| Economically Disadvantages (FRL) | 37.9% | 41.0% | 44.0% | 46.8% | 49.4% | 51.9% | 54.4% |
| English Learners (EL) (Current + Former) | 31.7% | 35.1% | 38.4% | 41.4% | 44.4% | 47.2% | 49.8% |
| Hispanic/Latino | 39.6% | 42.6% | 45.5% | 48.2% | 50.8% | 53.2% | 55.6% |
| Native Hawaiian/Pacific Islander | 50.9% | 53.3% | 55.7% | 57.9% | 60.0% | 62.0% | 63.9% |
| Students with Disabilities (IEP) | 18.3% | 22.4% | 26.3% | 30.0% | 33.5% | 36.8% | 39.9% |
| Two or More Races | 58.5% | 60.6% | 62.6% | 64.4% | 66.2% | 67.9% | 69.5% |
| White | 62.0% | 63.9% | 65.7% | 67.4% | 69.0% | 70.6% | 72.1% |

Long Term Goals and Measures of Interim Progress: Elementary School Mathematics

| ES Mathematics | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|-------|-------|-------|
| All | 39.9% | 42.9% | 45.8% | 48.5% | 51.1% | 53.5% | 55.8% |
| American Indian/Alaska Native | 23.4% | 27.2% | 30.9% | 34.3% | 37.6% | 40.7% | 43.7% |
| Asian | 63.6% | 65.4% | 67.2% | 68.8% | 70.4% | 71.9% | 73.3% |
| Black/African American | 21.1% | 25.0% | 28.8% | 32.3% | 35.7% | 38.9% | 42.0% |
| Economically Disadvantages (FRL) | 28.8% | 32.4% | 35.7% | 39.0% | 42.0% | 44.9% | 47.7% |
| English Learners (EL) (Current + Former) | 25.1% | 28.8% | 32.4% | 35.8% | 39.0% | 42.0% | 44.9% |
| Hispanic/Latino | 29.6% | 33.1% | 36.5% | 39.6% | 42.7% | 45.5% | 48.2% |
| Native Hawaiian/Pacific Islander | 39.7% | 42.7% | 45.6% | 48.3% | 50.9% | 53.4% | 55.7% |
| Students with Disabilities (IEP) | 16.7% | 20.9% | 24.8% | 28.6% | 32.1% | 35.5% | 38.8% |
| Two or More Races | 47.8% | 50.4% | 52.9% | 55.3% | 57.5% | 59.6% | 61.6% |
| White | 52.5% | 54.9% | 57.2% | 59.3% | 61.3% | 63.3% | 65.1% |

Long Term Goals and Measures of Interim Progress: Middle School ELA/Mathematics

| MS ELA | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|-------|-------|-------|
| All | 46.4% | 49.1% | 51.7% | 54.1% | 56.4% | 58.6% | 60.6% |
| American Indian/Alaska Native | 34.0% | 37.3% | 40.5% | 43.4% | 46.3% | 49.0% | 51.5% |
| Asian | 71.9% | 73.3% | 74.6% | 75.9% | 77.1% | 78.2% | 79.3% |
| Black/African American | 27.5% | 31.1% | 34.5% | 37.8% | 40.9% | 43.9% | 46.7% |
| Economically Disadvantaged (FRL) | 35.1% | 38.3% | 41.4% | 44.4% | 47.1% | 49.8% | 52.3% |
| English Learners (EL) (Current + Former) | 11.7% | 16.1% | 20.3% | 24.3% | 28.1% | 31.7% | 35.1% |
| Hispanic/Latino | 36.0% | 39.2% | 42.2% | 45.1% | 47.9% | 50.5% | 53.0% |
| Native Hawaiian/Pacific Islander | 45.4% | 48.1% | 50.7% | 53.2% | 55.5% | 57.8% | 59.9% |
| Students with Disabilities (IEP) | 9.0% | 13.5% | 17.8% | 21.9% | 25.8% | 29.6% | 33.1% |
| Two or More Races | 54.8% | 57.1% | 59.2% | 61.3% | 63.2% | 65.0% | 66.8% |
| White | 60.7% | 62.7% | 64.6% | 66.3% | 68.0% | 69.6% | 71.1% |

Long Term Goals and Measures of Interim Progress: Middle School Mathematics

| MS Mathematics | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|-------|-------|-------|
| All | 26.0% | 29.7% | 33.2% | 36.5% | 39.7% | 42.7% | 45.6% |
| American Indian/Alaska Native | 16.4% | 20.6% | 24.6% | 28.4% | 31.9% | 35.3% | 38.6% |
| Asian | 51.7% | 54.1% | 56.4% | 58.6% | 60.6% | 62.6% | 64.5% |
| Black/African American | 10.8% | 15.2% | 19.5% | 23.5% | 27.3% | 31.0% | 34.4% |
| Economically Disadvantaged (FRL) | 17.4% | 21.5% | 25.5% | 29.2% | 32.7% | 36.1% | 39.3% |
| English Learners (EL) (Current + Former) | 6.9% | 11.6% | 16.0% | 20.2% | 24.2% | 28.0% | 31.6% |
| Hispanic/Latino | 17.5% | 21.6% | 25.5% | 29.3% | 32.8% | 36.2% | 39.4% |
| Native Hawaiian/Pacific Islander | 26.4% | 30.1% | 33.6% | 36.9% | 40.1% | 43.1% | 45.9% |
| Students with Disabilities (IEP) | 5.1% | 9.8% | 14.3% | 18.6% | 22.7% | 26.5% | 30.2% |
| Two or More Races | 30.8% | 34.2% | 37.5% | 40.6% | 43.6% | 46.4% | 49.1% |
| White | 38.3% | 41.4% | 44.4% | 47.1% | 49.8% | 52.3% | 54.7% |

Long Term Goals and Measures of Interim Progress: High School ELA

| HS ELA | 2017 Baseline | 2018 Goal | 2019 Goal | 2020 Goal | 2021 Goal | 2022 Goal |
|--|------------------|--------------|--------------|--------------|--------------|--------------|
| All Students | 42.98% | 45.83% | 48.54% | 51.11% | 53.55% | 55.88% |
| American Indian/Alaska Native | 29.92% | 33.43% | 36.76% | 39.92% | 42.92% | 45.78% |
| Asian | 61.34% | 63.27% | 65.11% | 66.85% | 68.51% | 70.08% |
| Black/African American | 23.98% | 27.78% | 31.39% | 34.82% | 38.08% | 41.18% |
| Current EL | 2.00% | 6.90% | 11.55% | 15.98% | 20.18% | 24.17% |
| Economically Disadvantaged (FRL) | 30.92% | 34.37% | 37.66% | 40.77% | 43.73% | 46.55% |
| English Learners (EL) (Current + Former) | 8.61% | 13.18% | 17.52% | 21.64% | 25.56% | 29.28% |
| Hispanic/Latino | 29.64% | 33.15% | 36.50% | 39.67% | 42.69% | 45.55% |
| Native Hawaiian/Pacific Islander | 43.21% | 46.05% | 48.75% | 51.31% | 53.74% | 56.06% |
| Students with Disabilities (IEP) | 6.60% | 11.27% | 15.71% | 19.92% | 23.93% | 27.73% |
| Two or More Races | 53.54% | 55.86% | 58.07% | 60.16% | 62.16% | 64.05% |
| White | 58.17% | 60.26% | 62.25% | 64.14% | 65.93% | 67.63% |

Long Term Goals and Measures of Interim Progress: High School Mathematics

| HS Mathematics | 2017 Baseline | 2018 Goal | 2019 Goal | 2020 Goal | 2021 Goal | 2022 Goal |
|--|------------------|--------------|--------------|--------------|--------------|--------------|
| All Students | 25.57% | 29.29% | 32.83% | 36.19% | 39.38% | 42.41% |
| American Indian/Alaska Native | 14.81% | 19.07% | 23.12% | 26.96% | 30.62% | 34.09% |
| Asian | 44.90% | 47.65% | 50.27% | 52.76% | 55.12% | 57.36% |
| Black/African American | 9.60% | 14.12% | 18.42% | 22.50% | 26.37% | 30.05% |
| Current EL | 2.07% | 6.96% | 11.62% | 16.04% | 20.23% | 24.22% |
| Economically Disadvantages (FRL) | 15.79% | 20.01% | 24.00% | 27.80% | 31.41% | 34.84% |
| English Learners (EL) (Current + Former) | 5.29% | 10.02% | 14.52% | 18.80% | 22.86% | 26.71% |
| Hispanic/Latino | 14.60% | 18.87% | 22.93% | 26.78% | 30.44% | 33.92% |
| Native Hawaiian/Pacific Islander | 21.62% | 25.54% | 29.26% | 32.80% | 36.16% | 39.35% |
| Students with Disabilities (IEP) | 2.92% | 7.77% | 12.38% | 16.76% | 20.93% | 24.88% |
| Two or More Races | 30.15% | 33.64% | 36.96% | 40.11% | 43.10% | 45.95% |
| White | 38.23% | 41.31% | 44.25% | 47.04% | 49.68% | 52.20% |

Long Term Goals and Measures of Interim Progress: Graduation Rates

Graduation rate goals are set such that subgroups with the lowest baseline rates are required to increase their graduation rates more than subgroups with higher baseline rates. The all-student group, 4-year graduation rate goal of 89.4% for the class of 2022 reflects the State’s goal of being the fastest improving state in the nation and as such provides the rate against which other subgroup rates are determined. Similarly, the 5-year graduation rate goal is 91.4% for the all-student group with other subgroup goals established accordingly.

4-Year ACGR Subgroup

| Subgroup | Class of 2017 | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| All | 80.9 | 82.6 | 84.3 | 86 | 87.7 | 89.4 |
| American Indian/Alaska Native | 73.9 | 75.9 | 77.9 | 79.9 | 81.9 | 83.9 |
| Asian | 93.1 | 93.3 | 93.5 | 93.7 | 93.9 | 94.1 |
| Black/African American | 67.7 | 69.8 | 71.9 | 74 | 76.1 | 78.2 |
| Economically Disadvantages (FRL) | 76.8 | 78.7 | 80.6 | 82.5 | 84.4 | 86.3 |
| English Learners (EL) (Current + Former) | 81.7 | 83.4 | 85.1 | 86.8 | 88.5 | 90.2 |
| Hispanic/Latino | 79.7 | 81.5 | 83.3 | 85.1 | 86.9 | 88.7 |
| Native Hawaiian/Pacific Islander | 82.3 | 83.9 | 85.5 | 87.1 | 88.7 | 90.3 |
| Students with Disabilities (IEP) | 64.7 | 66.9 | 69.1 | 71.3 | 73.5 | 75.7 |
| Two or More Races | 81.3 | 83 | 84.7 | 86.4 | 88.1 | 89.8 |
| White | 84.2 | 85.5 | 86.8 | 88.1 | 89.4 | 90.7 |

5-Year ACGR Subgroup

| Subgroup | Class of 2017 | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| All | 82.9 | 84.6 | 86.3 | 88 | 89.7 | 91.4 |
| American Indian/Alaska Native | 75.9 | 77.9 | 79.9 | 81.9 | 83.9 | 85.9 |
| Asian | 95.1 | 95.3 | 95.5 | 95.7 | 95.9 | 96.1 |
| Black/African American | 69.7 | 71.8 | 73.9 | 76 | 78.1 | 80.2 |
| Economically Disadvantages (FRL) | 78.8 | 80.7 | 82.6 | 84.5 | 86.4 | 88.3 |
| English Learners (EL) (Current + Former) | 83.7 | 85.4 | 87.1 | 88.8 | 90.5 | 92.2 |
| Hispanic/Latino | 81.7 | 83.5 | 85.3 | 87.1 | 88.9 | 90.7 |
| Native Hawaiian/Pacific Islander | 84.3 | 85.9 | 87.5 | 89.1 | 90.7 | 92.3 |
| Students with Disabilities (IEP) | 66.7 | 68.9 | 71.1 | 73.3 | 75.5 | 77.7 |
| Two or More Races | 83.3 | 85 | 86.7 | 88.4 | 90.1 | 91.8 |
| White | 86.2 | 87.5 | 88.8 | 90.1 | 91.4 | 92.7 |

Appendix B Acronyms

| Acronym | Term |
|---------|---|
| AA | Academic Achievement |
| ACGR | Adjusted Cohort Graduation Rates |
| ACT | American College Test |
| AGP | Adequate Growth Percentile |
| AP | Advanced Placement |
| APF | Nevada Alternative Performance Framework |
| ATSI | Additional Targeted Support and Improvement |
| CA | Chronic Absenteeism |
| CCR | College and Career Ready |
| CEP | Community Eligible Provision |
| CRT | Criterion Referenced Test |
| CSI | Comprehensive Support and Improvement School |
| CTE | Career and Technical Education |
| DRC | Data Recognition Corporation |
| DVSL | Data Validation Sign-Off and Lock |
| ED | Economically Disadvantaged |
| EL | English Learner |
| ELA | English Language Arts |
| ELPA | English Language Proficiency Assessment |
| ESEA | Elementary and Secondary Education Act (1965) |
| ESSA | Every Student Succeeds Act (2015) |
| FRL | Free or Reduced-Price Lunch |
| IB | International Baccalaureate |
| IEP | Individualized Education Program |
| LEA | Local Education Agency |
| LIEP | Language Instruction Education Program |
| LTG | Long Term Goals |
| MGP | Median Growth Percentile |
| MIP | Measures of Interim Progress |
| NAA | Nevada Alternate Assessment |
| NAC | Nevada Administrative Code |
| NAEP | National Assessment of Educational Progress |
| NDE | Nevada Department of Education |
| NEPF | Nevada Educator Performance Framework |
| NGMA | Nevada Growth Model of Achievement |
| NIC | New in Country |
| NRS | Nevada Revised Statute |
| NSPF | Nevada School Performance Framework |
| OYOG | Original Year of Graduation |
| PAT | Points Attribution Table |
| PLD | Policy Level Descriptors |
| RLIS | Rural and Low-Income Schools |
| SBAC | Smarter Balanced Assessment Consortium |
| SEA | State Education Agency |

| Acronym | Term |
|----------------|--|
| AA | Academic Achievement |
| SGP | Student Growth Percentile |
| SPLD | School Performance Level Descriptors |
| TAG | Technical Advisory Group |
| TSI | Targeted Support and Improvement School |
| US DOE | United States Department of Education |
| WIDA | World-Class Instructional Design Assessment |
| ACCESS for ELs | Assessing Comprehension and Communication in English State-to-State for English Learners |
| YID | Year in District |
| YIS | Year in School |

Appendix C Nevada Policy Descriptors

Elementary and Middle School

| Category | Policy Descriptors |
|----------|--|
| ★★★★★ | Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. |
| ★★★★ | Recognizes a commendable school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. A school identified for targeted support and improvement is not eligible to be classified as a four-star school or higher. |
| ★★★ | Identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A school identified for comprehensive support and improvement is not eligible to be classified as a three-star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three-star schools. |
| ★★ | Identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school. |
| ★ | Identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions. |

High School

| Category | Policy Descriptors |
|-----------|--|
| ★ ★ ★ ★ ★ | Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. |
| ★ ★ ★ ★ | Recognizes a commendable school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students. Further, the school’s graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. A school identified for targeted support and improvement is not eligible to be classified as four-star school or higher. |
| ★ ★ ★ | Identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A school identified for comprehensive support and improvement is not eligible to be classified as a three-star school or higher. A school identified for targeted support and improvement is eligible to be classified as a three-star school. |
| ★ ★ | Identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school. |
| ★ | Identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions. |

Appendix D References

US Department of Education

United States Department of Education. (December, 2015) Elementary Secondary Education Act of 1965. [US DOE Elementary Education Act of 1965](#)

United States Department of Education (January, 2017). ESSA consolidated state plan guidance. [US DOE ESSA consolidated state plan guidance](#)

United States Department of Education (January, 2017). ESSA state and local report cards guidance. [US DOE ESSA state and local report card guidance](#)

United States Department of Education (October, 2016). Non-regulatory guidance: English learners and Title III of the ESEA, as amended by the ESSA. [US DOE Non-regulatory guidance](#)

United States Department of Education (February, 2016). Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions. [US DOE Transitioning to the ESSA FAQ](#)

State of Nevada

Nevada Governor Brian Sandoval (April, 2016) Nevada’s Strategic Planning Framework. [Nevada's Strategic Planning Framework](#)

Nevada Revised Statutes (NRS)

NRS 388.020 Kinds of public schools. [Effective July 1, 2016.]

1. An elementary school is a public school in which grade work is not given above that included in the eighth grade, according to the regularly adopted state course of study.
2. A junior high or middle school is a public school in which the sixth, seventh, eighth and ninth grades are taught under a course of study prescribed and approved by the State Board. The school is an elementary or secondary school for the purpose of the licensure of teachers.
3. A high school is a public school in which subjects above the eighth grade, according to the state course of study, may be taught. The school is a secondary school for the purpose of the licensure of teachers.
4. A special school is an organized unit of instruction operating with approval of the State Board.
5. A charter school is a public school that is formed pursuant to the provisions of chapter 388A of NRS or an achievement charter school that is formed pursuant to chapter 388B of NRS.
6. A university school for profoundly gifted pupils is a public school established pursuant to chapter 388C of NRS.

[237:32:1956] — (NRS A 1977, 222; 1997, 1864; 1999, 3311; 2005, 2428; 2015, 1194, 3809, effective July 1, 2016)

NRS 388.165 Development of academic plan required.

1. The board of trustees of each school district shall adopt a policy for each middle school and junior high school in the school district to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls pupils. The academic plan must set forth:
 - (a) The specific educational goals that the pupil intends to achieve before promotion to high school;

- (b) An identification of the courses required for promotion to high school;
 - (c) An identification of all honors courses, career and technical education courses and other educational programs, courses and pathways available to the pupil which will assist in the advancement of the education of the pupil; and
 - (d) A description of the expectations of the teachers of pupils who are enrolled in middle school or junior high school.
2. The policy must require each pupil enrolled in his or her initial year at the middle school or junior high school and the pupil's parent or legal guardian to:
 - (a) Have sufficient opportunities to work in consultation with a school counselor to develop an academic plan for the pupil;
 - (b) Review the academic plan; and
 - (c) Review the academic plan at least once each school year until the pupil is promoted to high school in consultation with the school counselor and revise the plan as necessary.
 3. If a pupil enrolls in a middle school or junior high school after the initial year of enrollment for that middle school or junior high school, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.
 4. An academic plan for a pupil must be used as a guide for the pupil and the pupil's parent or legal guardian to plan, monitor and manage the pupil's educational development and make determinations of the appropriate courses of study for the pupil. If the pupil does not satisfy all the educational goals set forth in the academic plan, the pupil is eligible for promotion to high school if the pupil otherwise satisfies the requirements for promotion to high school. (Added to NRS by 2009, 1332; A 2011, 3504)

NRS 388.205 Development of academic plan required for ninth grade pupils.

1. The board of trustees of each school district shall adopt a policy for each public school in the school district in which ninth grade pupils are enrolled to develop a 4-year academic plan for each of those pupils. The academic plan must set forth the specific educational goals that the pupil intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses.
2. The policy may ensure that each pupil enrolled in ninth grade and the pupil's parent or legal guardian are provided with, to the extent practicable, the following information:
 - (a) The advanced placement courses, honors courses, international baccalaureate courses, dual credit courses, career and technical education courses, including, without limitation, career and technical skills-building programs, and any other educational programs, pathways or courses available to the pupil which will assist the pupil in the advancement of his or her education;
 - (b) The requirements for graduation from high school with a diploma and the types of diplomas available;
 - (c) The requirements for admission to the Nevada System of Higher Education and the eligibility requirements for a Governor Guinn Millennium Scholarship; and
 - (d) The charter schools within the school district.
3. The policy required by subsection 1 must require each pupil enrolled in ninth grade and the pupil's parent or legal guardian to:
 - (a) Be notified of opportunities to work in consultation with a school counselor to develop and review an academic plan for the pupil;
 - (b) Sign the academic plan; and

- (c) Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.
- 4. If a pupil enrolls in a high school after ninth grade, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.
- 5. An academic plan for a pupil must be used as a guide for the pupil and the parent or legal guardian of the pupil to plan, monitor and manage the pupil's educational and occupational development and make determinations of the appropriate courses of study for the pupil. If a pupil does not satisfy all the goals set forth in the academic plan, the pupil is eligible to graduate and receive a high school diploma if the pupil otherwise satisfies the requirements for a diploma.
(Added to NRS by 2007, 2178; A 2011, 647, 805; 2013, 3265)

Nevada Administrative Code (NAC)

NAC 389.445 Required units of credit;

NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. (NRS 385.080, 392.033)

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:
 - (a) One and one-half units of credit in English with a passing grade;
 - (b) One and one-half units of credit in with a passing grade;
 - (c) One unit of credit in science with a passing grade; and
 - (d) One unit of credit in social studies with a passing grade.
2. A pupil may apply units of credit toward promotion to high school if the pupil earned the units of credit:
 - (a) At a public or private junior high or middle school located in this State.
 - (b) At a public or private junior high or middle school located outside of this State if the school district approves a transfer of the units in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of NRS 392.033.
 - (c) At the Nevada Youth Training Center or the Caliente Youth Center.
 - (d) During summer school in courses offered by a public or private junior high or middle school. Such units must be earned in courses which are equivalent to the courses offered in the programs of the junior high or middle school in which the pupil is enrolled.
 - (e) While being homeschooled in this State or homeschooled outside of this State if the school district approves the units in accordance with NRS 392.033.
3. If a pupil earns units of credit for sectarian religious courses, he or she may not apply those units toward promotion to high school.
4. A pupil with a disability who is enrolled in a program of special education may be promoted to high school if the pupil meets the requirements for promotion to high school that are prescribed in his or her individualized educational program.
5. If a pupil transfers to a junior high or middle school from a junior high or middle school in this State or from a school outside of this State, the courses of study and units of credit completed by the pupil before transferring must be evaluated by the school district that the pupil transfers to in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of NRS 392.033.
6. For purposes of paragraph (a) of subsection 5 of NRS 392.033, the board of trustees of a school district may consider recognition of the programs of homeschool study accredited by a national or regional accrediting association recognized by the board of trustees of the school district.

(Added to NAC by Bd. of Education by R064-98, eff. 9-9-98; A by R076-99, 11-4-99; R015-06, 9-18-2007; R154-07, 1-30-2008; R037-12, 9-14-2012)

NAC 390.430 – Advanced Diploma and College and Career Ready (CCR) Diploma

Section 1. Chapter 389 of NAC is hereby amended by adding thereto a new section to read as follows:

1. *To receive a college and career ready diploma evidencing graduation from high school pursuant to section 41.5 of Assembly Bill No. 7, chapter 501, Statutes of Nevada 2017, at page 3245, a pupil must, in addition to meeting the criteria prescribed pursuant to subsection 1 of NRS 390.600, as amended by section 6 of Assembly Bill No. 64, chapter 61, Statutes of Nevada 2017, at page 237, and section 52 of Assembly Bill No. 7, chapter 501, Statutes of Nevada 2017, at page 3252:*
 - (a) *Successfully complete the requirements to receive an advanced diploma prescribed by NAC 389.663;*
 - (b) *Demonstrate proficiency in speaking not less than two languages or have earned not less than two of the units of credit used to complete the requirements prescribed by NAC 389.663 in:*
 - (1) *Advanced placement courses;*
 - (2) *International baccalaureate courses;*
 - (3) *Dual-credit courses or courses completed through dual enrollment;*
 - (4) *Career and technical education courses;*
 - (5) *Work-based learning courses; or*
 - (6) *A world language course; and*
 - (c) *Obtain a college-ready endorsement pursuant to subsection 2 or a career-ready endorsement pursuant to subsection 3.*
2. *To receive a college-ready endorsement pursuant to paragraph (a) of subsection 3 of section 41.5 of Assembly Bill No. 7, chapter 501, Statutes of Nevada 2017, at page 3245, a pupil must, before graduating from high school:*
 - (a) *Complete a college readiness assessment prescribed by the Board of Regents of the University of Nevada in section 1 of chapter 16 of title 4 of the “Board of Regents Handbook”; and*
 - (b) *Receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents in section 1 of chapter 16 of title 4 of the “Board of Regents Handbook.”*
3. *To receive a career-ready endorsement pursuant to paragraph (b) of subsection 3 of section 41.5 of Assembly Bill No. 7, chapter 501, Statutes of Nevada 2017, at page 3245, a pupil must, before graduating from high school:*
 - (a) *Receive not less than the minimum score prescribed by the State Board of Education on a career readiness assessment prescribed by the State Board;*
 - (b) *Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of NAC 389.800; or*
 - (c) *Obtain an industry-recognized credential identified by the Executive Director of the Office of Workforce Innovation in the Office of the Governor pursuant to section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330.*
4. *To the extent that money is available for these purposes, the Department:*
 - (a) *Shall award incentive grants to each public high school, including, without limitation, each charter school that operates as a high school, for each graduate of the school who receives a college and career ready diploma; and*
 - (b) *May reimburse a school district or a charter school that operates as a high school for any costs associated to administer or provide an assessment, credential, certificate or*

certification required for a pupil to receive a college and career ready diploma pursuant to subsection 1.

5. For the purposes of this section, the “Board of Regents Handbook” is hereby adopted by reference as it existed on September 12, 2017. A copy of the “Board of Regents Handbook” is available, free of charge, from the Board of Regents of the University of Nevada at the Internet address <http://system.nevada.edu/nshe/index.cfm/administration/board-ofregents/handbook/>.
6. If section 1 of chapter 16 of title 4 of the “Board of Regents Handbook” is revised, the State Board of Education will review the revision to determine its suitability for the purposes of this section. If the State Board determines that the revision is not suitable for the provisions of this section, the State Board will hold a public hearing to review its determination and give notice of that hearing within 90 days after the date of the publication of the revision. If, after the hearing, the State Board does not revise its determination, the State Board will give notice that the revision is not suitable for the purposes of this section within 90 days after the hearing. If the State Board does not give such notice, the revision becomes part of the publication adopted by reference pursuant to subsection 5.

Sec. 2. NAC 389.663 is hereby amended to read as follows:

1. To receive an advanced diploma evidencing graduation from high school, a pupil must, in addition to meeting the criteria prescribed pursuant to subsection [2] 1 of NRS [389.805,] 390.600, as amended by section 6 of Assembly Bill No. 64, chapter 61, Statutes of Nevada 2017, at page 237, and section 52 of Assembly Bill No. 7, chapter 501, Statutes of Nevada 2017, at page 3252, have:
 - (a) Earned a minimum of 18 units of credit for required courses and 6 units of credit for elective courses for a total of at least 24 units of credit; and
 - (b) Maintained at least a 3.25 grade point average on a 4.0 grading scale, weighted or unweighted, for all units of credit applicable toward graduation.

2. The units for the required courses must be earned in accordance with the following table:

| Minimum Required Course Number of Units | |
|---|-----|
| American government | 1 |
| American history | 1 |
| Arts and humanities, Junior Reserve Officers’ Training Corps (Level III or Level IV) or career and technical education | 1 |
| Social studies | 1 |
| English, including reading, composition and writing | 4 |
| Health education | 1/2 |
| Mathematics (including Algebra II or higher) | 4 |
| Physical education | 2 |
| Use of computers | 1/2 |
| Science | 3 |
| TOTAL: 18 | |

Approved Regulation R076-17

Related References

The Council of Chief State School Officers (CCSSO) (April 2018). Establishing Performance Standards for School Accountability Systems

National Center for the Improvement of Educational Assessment (July, 2015). Recommendations from the NV Accountability Advisory Committee for the Revised School Performance Framework.

Chiefs for Change (October, 2016). ESSA indicators. [Chiefs for Change](#)

National Center for the Improvement of Educational Assessment (July, 2015). Accountability Advisory Committee Report Executive Summary.

Attendance Works (September 2014). The Attendance Imperative, How States Can Advance Achievement by Reducing Chronic Absenteeism. [Attendance Works](#)

Appendix E State Assessment Proficiency Cut Scores

Summative Assessment by Smarter Balanced

The Smarter Balanced Assessment Consortium (SBAC) provides Nevada’s criterion-referenced examinations in English Language Arts (ELA)/Literacy and Mathematics. The Smarter Balanced assessments are a key part of measuring student progress in grades three through eight towards college and career success. The assessments are aligned with the Nevada Academic Content Standards in ELA and Mathematics. Results from Smarter are included on the Nevada Report Card. Students are assessed in the areas of ELA/Literacy and Mathematics and achievement levels range from 1 - 4. Students meeting grade-level standards will earn an achievement level of 3-4.

Smarter Achievement Level Descriptors

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|---|
| The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework. | The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework. | The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework. | The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework. |

Nevada Smarter Summative Assessment, Achievement Level Cut Scores

ELA Achievement Level Cut Scores

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|-----------|-----------|-----------|-----------|
| 3 | 2114–2366 | 2367–2431 | 2432–2489 | 2490–2623 |
| 4 | 2131–2415 | 2416–2472 | 2473–2532 | 2533–2663 |
| 5 | 2201–2441 | 2442–2501 | 2502–2581 | 2582–2701 |
| 6 | 2210–2456 | 2457–2530 | 2531–2617 | 2618–2724 |
| 7 | 2258–2478 | 2479–2551 | 2552–2648 | 2649–2745 |
| 8 | 2288–2486 | 2487–2566 | 2567–2667 | 2668–2769 |

Mathematics Achievement Level Cut Scores

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|-----------|-----------|-----------|-----------|
| 3 | 2189–2380 | 2381–2435 | 2436–2500 | 2501–2621 |
| 4 | 2204–2410 | 2411–2484 | 2485–2548 | 2549–2659 |
| 5 | 2219–2454 | 2455–2527 | 2528–2578 | 2579–2700 |
| 6 | 2235–2472 | 2473–2551 | 2552–2609 | 2610–2748 |
| 7 | 2250–2483 | 2484–2566 | 2567–2634 | 2635–2778 |
| 8 | 2265–2503 | 2504–2585 | 2586–2652 | 2653–2802 |

NOTE: It is not meaningful to compare the scale scores across content areas. So even though the Level 4 cut score for ELA grade 3 is a lower value than that for Math grade 3, that does not imply that it is easier (or harder) to attain a Level 4 in that content area.

Nevada Science Assessments

To fulfill federal testing regulations all public school students in 5th, 8th, and 10th grade (focus on life science) must participate in the Science assessments. The Science assessments are a computer-based test administered at schools once a year in the spring. Spring 2017 was the first year that Nevada Science scores were reported on student performance based on the newly adopted Nevada Academic Content Standards for Science.

In July and August 2017, *standard settings* were conducted for Nevada Science. Achievement Level Descriptors (ALD) were developed by Nevada educators and stakeholders.

Policy ALDs for Science

| Minimal Understanding | Partial Understanding | Proficient | Advanced |
|---|--|---|---|
| The student does not meet the expectations as defined by the grade-level and course content standards. Student needs substantial support to meet college content-readiness standard. | The student partially meets the expectations as defined by the grade-level and course content standards. The student needs academic support to be prepared for the next grade level* and to be on track for college and career readiness. | The student meets the expectations as defined by the grade-level and course content standards. The student is prepared for the next grade level* and is on track for college and career readiness. | The student exceeds the expectations as defined by the grade-level and course content standards. The student is well prepared for the next grade level* and is well prepared for college and career readiness. |

* For High School Science, no reference to “to next grade level” is made.

Achievement Level Cut Scores

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 5 | 100-399 | 400-449 | 450-511 | 512-750 |
| 8 | 100-399 | 400-449 | 450-514 | 515-750 |
| HS | 100-399 | 400-449 | 450-513 | 514-750 |

Nevada Alternate Assessment (NAA)

Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s students who meet the strict criteria required for this assessment. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in Mathematics, ELA, and Science. The NAA ELA and Mathematics are administered to students in grades three through eight and eleven. NAA Science is administered in grades five, eight, and eleven.

Achievement Level Cut Scores for NAA ELA, Mathematics, and Science

English Language Arts (ELA)

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 3 | 200-399 | 400-449 | 450-517 | 518-720 |
| 4 | 200-399 | 400-449 | 450-520 | 521-720 |
| 5 | 200-399 | 400-449 | 450-483 | 484-720 |
| 6 | 200-399 | 400-449 | 450-517 | 518-720 |
| 7 | 200-399 | 400-449 | 450-492 | 493-720 |
| 8 | 200-399 | 400-449 | 450-473 | 474-720 |
| 11 | 200-399 | 400-449 | 450-483 | 484-720 |

Mathematics

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 3 | 200-399 | 400-449 | 450-547 | 548-720 |
| 4 | 200-399 | 400-449 | 450-511 | 512-720 |
| 5 | 200-399 | 400-449 | 450-499 | 500-720 |
| 6 | 200-399 | 400-449 | 450-510 | 511-720 |
| 7 | 200-399 | 400-449 | 450-476 | 477-720 |
| 8 | 200-399 | 400-449 | 450-478 | 479-720 |
| 11 | 200-399 | 400-449 | 450-483 | 484-720 |

Science

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 5 | 200-399 | 400-449 | 450-519 | 520-620 |
| 8 | 200-399 | 400-449 | 450-508 | 509-620 |
| 11 | 200-399 | 400-449 | 450-488 | 489-620 |

WIDA ACCESS

The following table includes the projected timeline for a student to achieve proficiency based on the student’s performance level on the assessment at the time of initial identification as an English learner.

| Student’s Initial ELP Level in Year 1 | Years to Achieve EL Proficiency |
|---------------------------------------|---------------------------------|
| 1 - Entering | 4-6 years |
| 2 - Emerging | 3-5 years |
| 3- Developing | 2-4 years |
| 4- Expanding | 1-3 years |
| 5 - Bridging | Considered EL Proficient |
| 6 - Reaching | Considered EL Proficient |

The table below provides an example of “expected progress” or growth over a six-year period for a student to achieve proficiency based on the student’s level at initial identification as an English learner.

Nevada Expected Time to English Language Proficiency

| Initial ELP Level | Expected Target | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|----------------------------|---------|---------|---------|---------|---------|---------|
| 1 - Entering | Expected Proficiency Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 4 | Level 5 |
| 1 - Entering | Expected Progress | 1.5-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.5 | 4.6-4.9 | 5.0+ |
| 2 - Emerging | Expected Proficiency Level | Level 2 | Level 3 | Level 4 | Level 4 | Level 5 | |
| 2 - Emerging | Expected Progress | 2.0-2.9 | 3.0-3.9 | 4.0-4.5 | 4.6-4.9 | 5.0+ | |
| 3 - Developing | Expected Proficiency Level | Level 3 | Level 4 | Level 4 | Level 5 | | |
| 3 - Developing | Expected Progress | 3.0-3.9 | 4.0-4.5 | 4.6-4.9 | 5.0+ | | |
| 4 - Expanding | Expected Proficiency Level | Level 4 | Level 4 | Level 5 | | | |
| 4 - Expanding | Expected Progress | 4.0-4.5 | 4.6-4.9 | 5.0+ | | | |

Students entering at levels 5 (Bridging) and 6 (Reaching) are considered English Language proficient in Nevada.

ACT

At the June 19, 2018 meeting the Nevada State Board of Education adopted cut scores recommended by the Standard Setting Committee and approved by the Academic Standards Council with Levels 3 and 4 being proficient.

ACT Performance Level Descriptors

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|--|
| Student demonstrates minimal understanding of and the ability to apply knowledge and skills associated with college and career readiness. | Student demonstrates partial understanding of and the ability to apply knowledge and skills associated with college and career readiness. | Student demonstrates adequate understanding of and the ability to apply knowledge and skills associated with college and career readiness. | Student demonstrates advanced understanding of and the ability to apply knowledge and skills associated with college and career readiness. |
| Student needs substantial support to meet the Nevada college and career readiness standard. | Student needs additional support to meet the Nevada college and career readiness standard. | Student meets the Nevada college and career readiness standard. | Student exceeds the Nevada college and career readiness standard. |

ACT Proficiency Cut Scores

| Test | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------|----------------|----------------|------------|------------|
| ELA | 2-11 | 12-16 | 17-23 | 24-36 |
| Mathematics | 1-14 | 15-19 | 20-25 | 26-36 |
| | Non-Proficient | Non-Proficient | Proficient | Proficient |