



# NEVADA SCHOOL PERFORMANCE FRAMEWORK

North Las Vegas Municipality Meeting  
December 2023  
Mrs. RoAnn Triana, Region Superintendent



# AGENDA

Nevada School Performance Framework Overview

District Initiatives

Community Connections

# NEVADA SCHOOL PERFORMANCE FRAMEWORK

Federal education law (Every Student Succeeds Act [ESSA]) requires each state to develop a system to rate school performance. The Nevada School Performance Framework (NSPF), “**Star Rating System**” is Nevada’s school rating system. It was designed by Nevadans for Nevada schools.

# NEVADA SCHOOL PERFORMANCE FRAMEWORK

- The Nevada Department of Education (NDE) last released official star rating for the 2018–2019 school year results.
- Star ratings were paused for the results from 2019–2020, 2020–2021, and 2021–2022 school years.
- NDE released star ratings for the 2022–2023 results on September 15, 2023.
- Previous results are available on <http://nevadareportcard.nv.gov/di/> and were posted by NDE for the 2022–2023 school year results.

# NSPF: ELEMENTARY SCHOOLS

## Academic Achievement (25 Points)

Pooled Proficiency in Mathematics, English Language Arts (ELA), and Science  
(20 points)

Grade 3 ELA Proficiency  
(5 points)

## Growth (35 Points)

Median Growth Percentile (MGP) in Mathematics and ELA  
(20 points)

Percentage Meeting Adequate Growth Percentile (AGP) in Mathematics and ELA  
(15 points)

## English Language Proficiency (10 Points)

Percentage Meeting AGP on English Language Proficiency Assessment (ELPA)  
(10 points)

## Closing Opportunity Gaps (20 Points)

Percentage of Prior Non-Proficient Students Meeting AGP in Mathematics and ELA  
(20 points)

## Student Engagement (10 Points)

Chronic Absenteeism  
(10 points)

# NSPF: MIDDLE SCHOOLS

## Academic Achievement (25 Points)

Pooled Proficiency in Mathematics, English Language Arts (ELA), and Science  
(25 points)

## Growth (30 Points)

Median Growth Percentile (MGP) in Mathematics and ELA  
(20 points)

Percentage Meeting Adequate Growth Percentile (AGP) in Mathematics and ELA  
(10 points)

## English Language Proficiency (10 Points)

Percentage Meeting AGP on English Language Proficiency Assessment (ELPA)  
(10 points)

## Closing Opportunity Gaps (20 Points)

Percentage of Prior Non-Proficient Students Meeting AGP in Mathematics and ELA  
(20 points)

## Student Engagement (15 Points)

Chronic Absenteeism  
(10 points)

Academic Learning Plans  
(2 points)

Grade 8 Credit Sufficiency  
(3 points)

# NSPF: HIGH SCHOOLS

## Academic Achievement (25 Points)

Separate Proficiency in Mathematics, English Language Arts (ELA), and Science  
(10 points each for Mathematics and ELA, 5 points for Science)

## Graduation Rates (30 Points)

Four-Year Adjusted Cohort Graduation Rate  
(25 points)

Five-Year Adjusted Cohort Graduation Rate  
(5 points)

## English Language Proficiency (10 Points)

Percentage Meeting AGP on English Language Proficiency Assessment (ELPA)  
(10 points)

## College and Career Readiness (25 Points)

Post-Secondary Preparation Participation  
(10 points)

Post-Secondary Preparation Completion  
(10 points)

Advanced and College and Career Ready Diploma  
(5 points)

## Student Engagement (10 Points)

Chronic Absenteeism  
(5 points)

Grade 9 Credit Sufficiency  
(5 points)



# STAR RATINGS

Number of Stars	Description	Elementary	Middle	High
★☆☆☆☆	Not Met	< 27	< 29	< 27
★★☆☆☆	Partially Met	≥ 27 and < 50	≥ 29 and < 50	≥ 27 and < 50
★★★☆☆	Adequate	≥ 50 and < 67	≥ 50 and < 70	≥ 50 and < 70
★★★★☆	Commendable	≥ 67 and < 84	≥ 70 and < 80	≥ 70 and < 82
★★★★★	Superior	≥ 84 and ≤ 100	≥ 80 and ≤ 100	≥ 82 and ≤ 100



# STUDENT ACHIEVEMENT CHALLENGES, SUCCESSES, AND LESSONS LEARNED

## Challenges

- Inconsistent implementation of Tier I, Tier II, and Tier III instruction
- Delayed adoption by NDE of consistent, high-quality standards-based Tier I instructional materials for English language arts
- Inconsistent implementation of Tier I instructional materials
- Shortage of highly-qualified educators
- Contribution of chronic absenteeism on student achievement
- Students in Grades 3–5 were in Kindergarten–Grade 2 during the COVID-19 pandemic, impacting critical years of literacy development

## Successes

- Investment in the science of reading professional learning for selected elementary schools
- Educators have access to standards-based, Tier I instructional materials in mathematics and science
- Professional learning has been facilitated, focusing on District systems and structures, including Professional Learning Communities (PLCs), Teaching and Learning Cycle, and Multi-Tiered System of Supports (MTSS)
- Implementation of monitoring tools with principals and principal supervisors to support school's improvement plans and actions

## Lessons Learned

- Full academic recovery, as observed locally and nationally, will require a multi-year effort
- District instructional systems and structures are necessary
- Implementation of intentional monitoring tools to provide on-site coaching and differentiated support with principals and principal supervisors
- High-quality, standards-based Tier I instruction is supported by the purchase of standards-based Tier I instructional materials
- Implementation of instructional systems and structures requires ongoing, job-embedded coaching

# NEXT STEPS

Monitor Tier I Instruction  
Expectations and Student  
Progress Using MAP  
Growth

Expand Schools Served  
Through the Differentiated  
School Support Framework  
Based on Student Outcomes

Utilize a PLC Monitoring  
Tool to Support

Continue the Intentional  
Progress Monitoring for  
Coaching and Support

Utilize Materials that  
Customize Learning  
Pathways for each  
Kindergarten–Grade 12  
Student

Enhance the Ability to Monitor  
the Implementation of  
Standards-Based Tier I  
Instructional Materials with  
“Look For” Tools

Continue to Engage  
Leaders, Strategists, and  
Educators in Professional  
Learning to Strengthen  
Instructional Systems and  
Structures

Professional Learning on  
the CCSD Coaching  
Framework for Educator  
Success

# COMMUNITY CONNECTIONS

Daily Routines for Attendance

Safe Routes to Schools

Basic Needs (clothing, secure housing, and meals)

Before- and After-School Care

Early Learning Opportunities

*Every Day Matters* Campaign



## DISCUSSION AND QUESTIONS



BOARD OF SCHOOL TRUSTEES

Evelyn Garcia Morales, President

Lola Brooks, Vice President

Irene Bustamante Adams, Clerk

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Lisa Guzmán, Member

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