

A photograph of two young students, a boy and a girl, in a science laboratory. The boy, on the left, has short brown hair and is looking intently at a piece of scientific equipment. The girl, on the right, has dark curly hair and is also looking at the equipment. The equipment appears to be a pipette or a small robotic arm. The background is slightly blurred, showing other lab equipment and a bright light source.

AGING ACCOUNTABILITY

**Ensuring the Effectiveness of New Investments
in Nevada's K-12 Education System**

Superintendent of Public Instruction, Jhone M. Ebert

Historic Increase in Education Funding

With Senate Bill 503 (2023), Governor Lombardo lived up to his promise to support K-12 education by ensuring a more than \$2.6 billion increase in funding directly to Nevada's school districts.

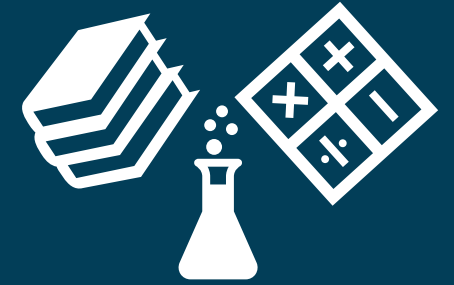
“Along with this funding, I expect results. I won't accept a lack of funding as an excuse for underperformance. I'll be working with our State Superintendent to ensure our systems of accountability and transparency are robust and enforced.”

- Governor Joe Lombardo
State of the State Address, January 2023

Metrics of Performance

Senate Bill 98 (2023) requires the Superintendent of Public Instruction to establish metrics of performance for schools, specifically:

- *The growth and proficiency of pupils in literacy and mathematics*
- *The engagement and proficiency of pupils in courses for college and career readiness*
- *The retention and recruitment of teachers and education support professionals*



ACADEMICS



STUDENTS



WORKFORCE

System of Accountability

Purpose

Measure how the increases in education funding impact student achievement and school district and the State Public Charter School Authority (SPCSA) data



Procedures

- Focus on school district, SPCSA, and its charters' responses and data related to 6 essential questions
- Establish annual goals
- Benchmark using data from the 2022-23 school year



Commission On School Funding

Charge

AB400(23)(f) & SB98(4.5)(f): Review the academic progress made pupils in each public school since the implementation of the Pupil-Centered Funding Plan, including, without limitation, any changes to the academic progress of such pupils as the result of any additional money provided to each school by the Pupil-Centered Funding Plan



Commission On School Funding

Areas of Review and Study

- Achievement Metrics
- Improvement Metrics
- Hiring and Retaining Staff Metrics
- Expectation Metrics



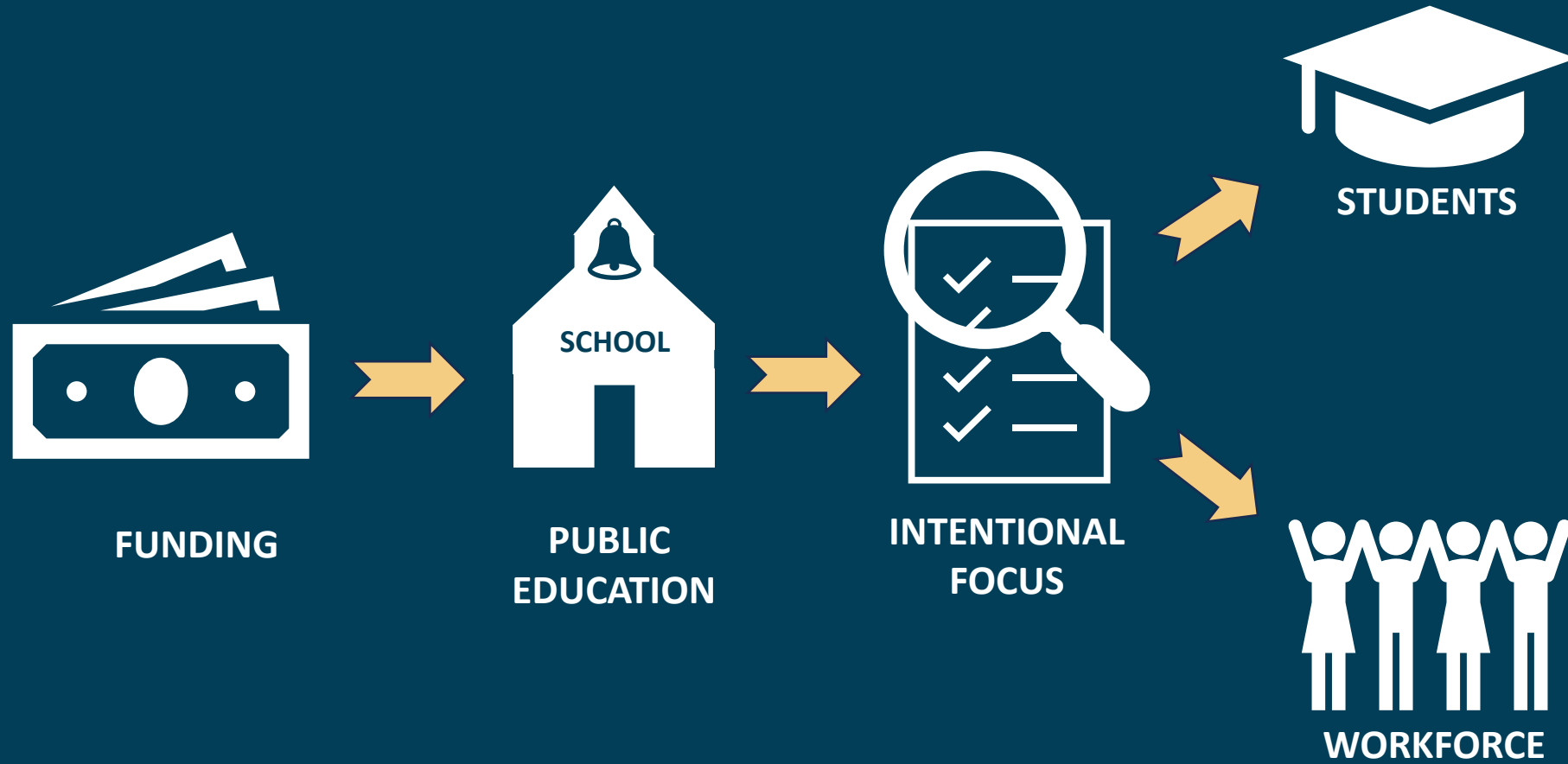
Commission On School Funding

Make Recommendations

- Strategies to increase the efficacy, efficiency, transparency and accountability of public schools
- Provide recommendations to the Nevada Department of Education, school districts and charter schools to improve the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability, including, without limitation, revision to the metrics identified



The Bottom Line



Essential Questions



To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?



To what degree are K-3 students demonstrating progress toward mastery in literacy?



To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics?



To what degree are high school graduates prepared for success in college or a career?



To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?



To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?



Implementation of Resources

- Districts, the SPCSA, and its charters are using evidence-based instructional materials
- District Performance Plans and charter school plans reflect improvement in:
 - Literacy and mathematics
 - Number of students receiving the College and Career Ready diploma



K-3 Literacy

- At least 65% of K-3 students meet or exceed personalized learning goals based on the Measures of Academic Progress (MAP) English Language Arts assessment
- Improvement in rate of K-3 students that achieve at least the 65th percentile at their grade level based on the MAP English Language Arts assessment



Grade 4-8 Mathematics

- Increase in number of students identified as on-track to demonstrate proficiency in three years or by 8th grade on the Smarter Balanced (SBAC) Mathematics assessment
- Improvement in rate of grade 4-8 students that meet or exceed expected proficiency scores based on the SBAC Mathematics assessment



College and Career Ready Graduates

- At least 75% of high school students are enrolled in College and Career Ready required courses
- Improvement in rate of passing dual-credit courses and/or achieving proficiency on Advanced Placement (AP) exams
- Improvement in percent of students earning the College and Career Ready Diploma



Workforce

- Reduction in open/unfilled positions for licensed educators, specialized instructional support personnel, and other staff
- Variance in staff openings between Title I and non-Title I schools is less than 10% on average



Innovative Solutions

- Success target(s) developed by each district to showcase growth in response to unique school and community circumstances that impact student achievement

A photograph of two young students, a boy and a girl, looking intently at a robotic arm. The boy is on the left, with short brown hair, and the girl is on the right, with dark curly hair. They are both wearing light-colored shirts. The background is a blurred blue and white, suggesting a classroom or lab setting. The text 'AGING ACCOUNTABILITY' is overlaid in large white letters.

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