

## **FREQUENTLY ASKED QUESTIONS ENSURING THE EFFECTIVENESS OF NEW INVESTMENTS**

### **How were the metrics identified?**

These accountability metrics align with portions of legislation passed during the 82<sup>nd</sup> Session (2023). Assembly Bill (AB) 400 and Senate Bill (SB) 98 call for an analysis of the return on the historic investment into Nevada's education system. Additionally, AB 400 emphasizes the critical need for proficient literacy skills by third grade. AB 241 establishes a new requirement that all students are on track for the College and Career Readiness diploma. Finally, SB 72 requires the study of the safety and well-being of staff, and AB 285 adds data requirements that seek to connect school staffing levels with student behavior.

In addition to alignment with recently passed legislation, the metrics aim to mitigate additional work and responsibilities placed on each school district and, instead, focused on areas of accountability that were already enacted in some form. This allows a baseline of data from the 2022-23 school year to be established with which these metrics will be measured.

### **These metrics seem similar to some of the Nevada School Performance Framework metrics. Do these metrics replace the Nevada School Performance Framework?**

No. While the metrics may mirror some of the metrics in the NSPF, this work does not replace it. These metrics reflect specific growth, achievement, and workforce goals identified by Governor Lombardo and his team in AB241, AB285, AB400, SB72, and SB98, to improve the state of public education in Nevada.

### **What if a school district fails to meet expectations in some areas?**

Reviews of the system will identify those metric areas in which expectations were met by all, some, or no districts. The overall results of the reviews will inform the Nevada government and public on the impact of the new investments and assist in making determinations regarding future investments as well as accountability of districts in need of support.

### **Will the District Performance Plans change as part of this?**

No, the performance plans are designed to allow districts and schools to use any data available to them for root cause analysis. These additional metrics will assist in understanding where each district/school/student is at in meeting state, district and school goals. It is recommended that the sources of data identified in these metrics be included by districts when creating strategic targets to improve student growth and proficiency in literacy and mathematics, increase the number of students graduating with the College and Career Ready Diploma, and build the workforce of the district through retention and recruitment efforts.

### **How are the student learning growth projections determined?**

NWEA has an embedded tool that provides growth goals for each student for the NWEA MAP Growth Reading assessment in grades K-3, the growth projections are the growth anticipated to be made from the fall to spring for kindergarten and spring to spring for grades 1-3. The projection is based on how the student scored on the MAP assessment.

### **The previous target for proficiency on the MAP Growth Reading assessment was the 40th percentile. Why has it changed to the 65th percentile?**

According to the NWEA Linking Study for Nevada, proficiency projections for students in grade 3 show a higher probability of demonstrating Meets Standard on the Smarter Balanced Assessment when students score between the 62<sup>nd</sup> and 78<sup>th</sup> percentile and above on the MAP Growth Reading assessment.

### **Does the metric for enrollment in rigorous coursework include all enrolled students or a particular grade level?**

The metric for enrollment in rigorous coursework is for all grade levels (9-12).

**What course enrollment will be collected as part of the metrics?**

When the NDE refers to enrolled days, a student must (1) have an enrollment that is included in apportionment (Average Daily Enrollment) and (2) be scheduled for instructional courses in a given school for the specified number of days during the specified timeline. Courses that will be evaluated for enrollment include Advanced Placement (AP), International Baccalaureate (IB), dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses.

**What are the requirements for the College and Career Ready Diploma?**

Complete requirements for the College and Career Ready (CCR) Diploma can be found [here](#).

**How will workforce metrics be monitored?**

Workforce metrics will be monitored using vacancy data reports, critical shortage area reports, and the Title IIA equitable distribution of teachers table.

**What should districts be doing to ensure accurate data collection around workforce metrics?**

In the future, NDE will add educator data to Infinite Campus that includes license number, educator date of birth, assignment(s), years of experience (including out of state experience) and ensure that districts accurately account for each course being taught and by whom (licensed teacher or substitute). NDE currently collects data from districts on this metric and will use that data for reporting.

**How will the margin of error, plus or minus 3-5 impact MAP scores?**

There is a difference between looking at an individual student vs a whole group. Measurement error is minimized across a larger number of students tested. In general, measurement error should only impact individual cases, not school or district.

**Is it more difficult to achieve growth for students scoring above the 95%ile?**

It is true that, according to our norms, students with higher initial achievement will show fewer RIT score points of growth over a fixed amount of time compared to students with a lower initial RIT score. However, the growth projection assigned to a student takes that into consideration. It is also important to note that normative growth provides no information about whether students are meeting grade level standards.