



FACT SHEET

Nevada Accountability

By Samantha Batel and Laura Jimenez August 2017

TABLE 1
Nevada school classification system

Design model	Performance index		
Summative classifications	Five-star ratings		
School classification indicators	Indicator weights		
		Elementary and middle schools	High schools
Academic achievement			
Subject(s)	Measure(s)		
English language arts, math, and science	Percent proficient	25.0%	25.0%
Student growth			
Subject(s)	Measure(s)		
English language arts and math	Median student growth percentile and adequate student growth percentile	35.0%	—
English learner progress			
	Adequate student growth percentile	10.0%	10.0%
Early warning			
	Chronic absenteeism, number of eighth grade students meeting credit requirements, and ninth and 10th grade credit sufficiency	10.0%	10.0%
Persistence			
	Four- and five-year graduation rates	—	30.0%
College and career readiness			
	Average ACT score; pathway diploma options; and college- and career-readiness endorsements such as Advanced Placement, International Baccalaureate, dual credit, and industry-aligned Career and Technical Education credentials*	—	25.0%

Enrichment and environment		
Closure of opportunity gaps for elementary and middle schools; percent of middle school or high school students with academic learning plans; percent of students achieving college- and career-readiness status on end-of-course exams; climate survey,** test participation***	20.0%	—

*Nevada is still defining this indicator.

**Nevada will award bonus points to schools based on participation in the state's climate survey for the first couple of years of implementation, after which it plans to use survey responses in school classifications.

***Nevada has three levels of participation rate penalties for schools that test fewer than 95 percent of its eligible student population: participation warning, participation penalty, and continuing participation penalty.

Notes: The weightings of some indicators are reflected in other categories per the organization of the state's plan. For example, the weighting for academic learning plans is rolled in with the weighting of the early warning indicators for middle schools. Similarly, some indicators that apply to middle schools, including the academic learning plans, do not apply to elementary schools. The state may also reduce the total index score for any school with low-performing subgroups. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Sources: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017); personal communication from Russ Keglovits, education programs professional, Student Achievement Division, Nevada Department of Education, June 8, 2017.

TABLE 2
Nevada timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

First cohort timeline	
	Annually:
2017-18	<ul style="list-style-type: none"> Notify schools of their identification as comprehensive or targeted support schools** Distribute school-improvement grant funds to their districts Launch tiered district and school support system
2018-19	See above
2019-20	See above
2020-21	<ul style="list-style-type: none"> Determine if schools met improvement targets by end of school year Determine which schools subject to more intensive improvement strategies

*Nevada will identify a new cohort of comprehensive and targeted support schools annually.

**Schools with "low-performing subgroups" will be identified no later than the 2018-19 school year and schools with "chronically low-performing subgroups" will be identified in 2020-21.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 3
Nevada school improvement funding

Grant structure and amounts

Competitive grants	✓
Formula grants	✗
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

Note: Nevada will prioritize funding to districts with the highest percentage of identified schools and with greatest demonstrated commitment to school improvement.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
Nevada school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	—
Low-performing subgroups	Not based on required measures

Note: Absent additional guidance from the U.S. Department of Education, low-performing subgroup schools must be identified for their performance on all measures of annual meaningful differentiation.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

A selection of Nevada's key school improvement strategies

- A tiered system of support, providing the most intense services to districts with highest-need schools
- Defining “evidence-based practices” and determining a list of approved, evidence-based service providers that can partner with districts
- Coordinated professional development activities designed to build capacity on evidence-based practice

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, “ESSA State Plan Submission,” available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).