Keys Terms:

- **Nevada School Performance Plan (NSPF):** The NSPF is Nevada's public-school rating system designed for our public schools and developed in accordance with the federal Student Succeeds Act (ESSA) and established by **Nevada Revised Statute (NRS) 385A.600**. It classifies schools within a five star performance rating system.
    - NSPF was designed to ensure that the statewide system of accountability for public schools complies with all requirements for the receipt of federal money under ESEA. The statewide system of accountability applies to all public schools, and includes annual ratings for each school, based on the performance of the school and whether each school meets the annual measurable objectives and performance targets in the system. The system includes consequences, rewards, and support, based on the ratings, and it is designed to direct available state money to public schools receiving one of the two lowest ratings of performance. Each measure in the school rating system is disaggregated by race/ethnicity and special population membership and reported on the school rating report. Reports are issued annually. Each of these measures aligns directly with federal accountability standards.
- **District Performance Plan (DPP):** A DPP in Nevada is a strategic, annual document required by the Nevada Department of Education for Local Educational Agencies (LEAs) to outline targeted actions for improving student achievement, addressing specific academic or operational weaknesses, and meeting state-mandated performance targets. These plans are essential for accountability, particularly for districts receiving Title I funding.
    - **Key Aspects of Nevada District Performance Plans**
        - **Purpose:** To create a roadmap for enhancing student achievement in reading, math, and science, while addressing disparities in educational access.
        - **Components:** The plans identify specific areas of deficiency, establish measurable benchmarks (often termed SMART goals), and outline strategies for improvement.
        - **Connection to State Goals:** These plans are designed to align with the Nevada State Performance Plan (SPP), which tracks progress on 18 specific performance and compliance indicators.
        - **Regulatory Basis:** Mandated by the Nevada Department of Education (.gov) and ESSA, these plans are part of a broader, data-driven system (Nevada District Performance Framework - NDPF) designed to rate school districts and ensure continuous improvement.

        - **Development & Monitoring:** Districts analyze data—often using tools like the Nevada Report Card—to develop these plans, which are then monitored to ensure that schools are meeting their educational goals.
- **School Performance Plan (SPP):** A SPP is an annual, data-driven roadmap required by state law (NRS 385.357) for public schools to identify specific goals, action steps, and evidence-based interventions to improve student achievement. It acts as a blueprint for boosting school performance and is aligned with the Nevada School Performance Framework (NSPF) star ratings.
    - **Key Components of a Nevada SPP:**
        - **Data Analysis:** Evaluation of student performance data, often including academic proficiency (math/ELA), attendance, and school climate to identify root causes of low performance.
        - **SMART Goals:** Specific, Measurable, Achievable, Relevant, Time-bound, and Inclusive/Equitable goals aimed at increasing student proficiency.
        - **Action Steps:** Detailed strategies designed to achieve goals, such as professional development for teachers, tutoring for students, or new curriculum implementation.
        - **Monitoring and Evaluation:** Regular, often quarterly, reviews to track progress on action steps and adjust strategies as needed.
        - **Stakeholder Input:** SPPs are developed with input from staff, parents, and community members, particularly in schools needing improvement.
- **School Classifications/Background:** ESSA requires states to identify schools needing additional support. High need schools are categorized into three categories: CSI, ATSI, and TSI. These categories help the state to classify and organize their tiered levels of support.
    - The CSI & ATSI categories place identified schools on a three-year analysis for improvement.
    - CSI & ATSI schools must demonstrate measurable progress on their goals over the three year term to be considered "exited" from these categories.

- **Comprehensive Support & Improvement (CSI):** CSI schools are identified as Title I schools with scores at or below this bottom 5% threshold.
    - In Nevada, schools are designated as Comprehensive Support and Improvement (CSI) if they meet any of the following criteria:
        - They are among the lowest-performing Title I schools based on their adjusted NSPF index score.
        - High schools have a four-year graduation rate below 67%.
        - Title I schools fail to exit an Additional Targeted Support and Improvement (ATSI) designation after three years.

- **Additional Targeted Support & Improvement (ATSI):** ATSI schools are schools that are not considered as critical as CSI qualification but have significant subgroup performance challenges that must be monitored, as they could lead to CSI designation if not adequately supported.
    - A school designated as ATSI must work with their district leaders to develop a plan to exit ATSI within three years. The school is evaluated for ATSI at the end of the three-year period.
- **Targeted Support & Improvement (TSI):** TSI schools are not designated for CSI or ATSI but have one or more consistently underperforming subgroups that are at or below the state's bottom 15th percentile for two years in a r within academic achievement categories and two or more indicators.

How do classifications and academic reporting impact the School Performance Plan? A school's classification directly impacts state reporting by dictating public accountability, federal, and state support requirements. These ratings determine required interventions for underperforming schools, influence funding allocation, and determine the level of oversight from the Nevada Department of Education.

- As we develop our board's goals, we must be mindful that these state mandated classifications can add additional, measurable goals on our schools, or impose additional state reporting.
- To be successful in our progress towards goals, succinct, aligned and achievable goals must be formulated for our schools.

What does the SPP Platform require of our schools? Nevada requires our schools to develop an annual, data-driven plan in *consultation with staff* to improve student achievement (NRS 385A.650). It focuses on addressing deficiencies, setting *small-term, measurable goals*, and implementing evidence-based strategies to improve performance.

- **Key Requirements of the Nevada SPP:**
    - **Plan Development:** Principals must collaborate with staff to create a, or update an existing, SPP.
    - **Targeted Improvement:** Schools must identify specific areas for improvement, particularly for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.
    - **Data Analysis & Goals:** The plan must analyze school data (e.g., student performance, attendance, or school climate) to set annual performance objectives.

- **Evidence-Based Strategies:** Schools must implement approved strategies to address identified needs.
- **Submission & Monitoring:** Plans are typically due by mid-August, with mandatory, ongoing monitoring check-ins (e.g., in November and February).
- **Public Reporting:** The SPP must be publicly posted, often on the school's website.

What is the purpose of the DPP platform? The DPP reflects a strategic document designed to improve student achievement, address learning gaps, and ensure school accountability, acting as a foundation for data-driven decisions. It is designed to *broadly support* the comprehensive SPPs throughout their district.