

NEVADA SCHOOL PERFORMANCE FRAMEWORK (NSPF)
OCTOBER 8, 2026

Gia Moore, Chief Academic Officer
Kristofer Huffman, Assistant Superintendent

We are CCSD
DESTINATION DISTRICT

OUR DESTINATION

Academic Excellence

Students achieve academically so that they can succeed today and adapt for tomorrow.

Career-Connected Learning and Durable Skills

Students graduate with durable skills, a clear path forward, and the credentials needed to enter their chosen field.

Safe and Supportive Schools

Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.

Ref. Plan page 13


ACADEMIC EXCELLENCE
Our Destination:
Students achieve academically so that they can succeed today and adapt for tomorrow.
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We are CCSD
DESTINATION DISTRICT

ACADEMIC EXCELLENCE

Strategies to Reach our Destination



Ref. Plan pages 15–17

1. Academic Excellence, Innovative Learning
2. A Premier Pre-Kindergarten (Pre-K) Program For Clark County School District Families
3. Strong Readers, Writers, and Communicators
4. Confident Mathematical Thinkers and Problem Solvers
5. Inclusive Classrooms That Support Every Learner
6. Valued Educators

ACADEMIC EXCELLENCE

UPDATE SUMMARY

Strong Readers, Writers, and Communicators

In Progress

50% increase in Grades 3–8 English Language Arts proficiency (Smarter Balanced Assessment Consortium English Language Arts Assessment).

In Progress

60% increase in Grades 4–8 students below proficiency in English Language Arts who either reach proficiency or are on track to reach it within three years or by Grade 8, whichever comes first (Adequate Growth Percentile, Smarter Balanced Assessment Consortium English Language Arts Assessment).

Confident Mathematical Thinkers and Problem Solvers

In Progress

50% increase in Grades 3–8 mathematics proficiency (Smarter Balanced Assessment Consortium Mathematics Assessment).

In Progress

60% increase in Grades 4–8 students below proficiency in mathematics who either reach proficiency or are on track to reach it within three years or by Grade 8, whichever comes first. (Adequate Growth Percentile, Smarter Balanced Assessment Consortium Mathematics Assessment).

Ref. Plan pages 25–27

NEVADA SCHOOL PERFORMANCE FRAMEWORK

STAR RATINGS BY INDEX SCORE RANGE

Star Rating	Elementary School Index Score Range	Middle School Index Score Range	High School Index Score Range
★	< 27	< 29	< 27
★★	≥ 27 and < 50	≥ 29 and < 50	≥ 27 and < 50
★★★	≥ 50 and < 67	≥ 50 and < 70	≥ 50 and < 70
★★★★	≥ 67 and < 84	≥ 70 and < 80	≥ 70 and < 82
★★★★★	≥ 84 and ≤ 100	≥ 80 and ≤ 100	≥ 82 and ≤ 100

NEVADA SCHOOL PERFORMANCE FRAMEWORK

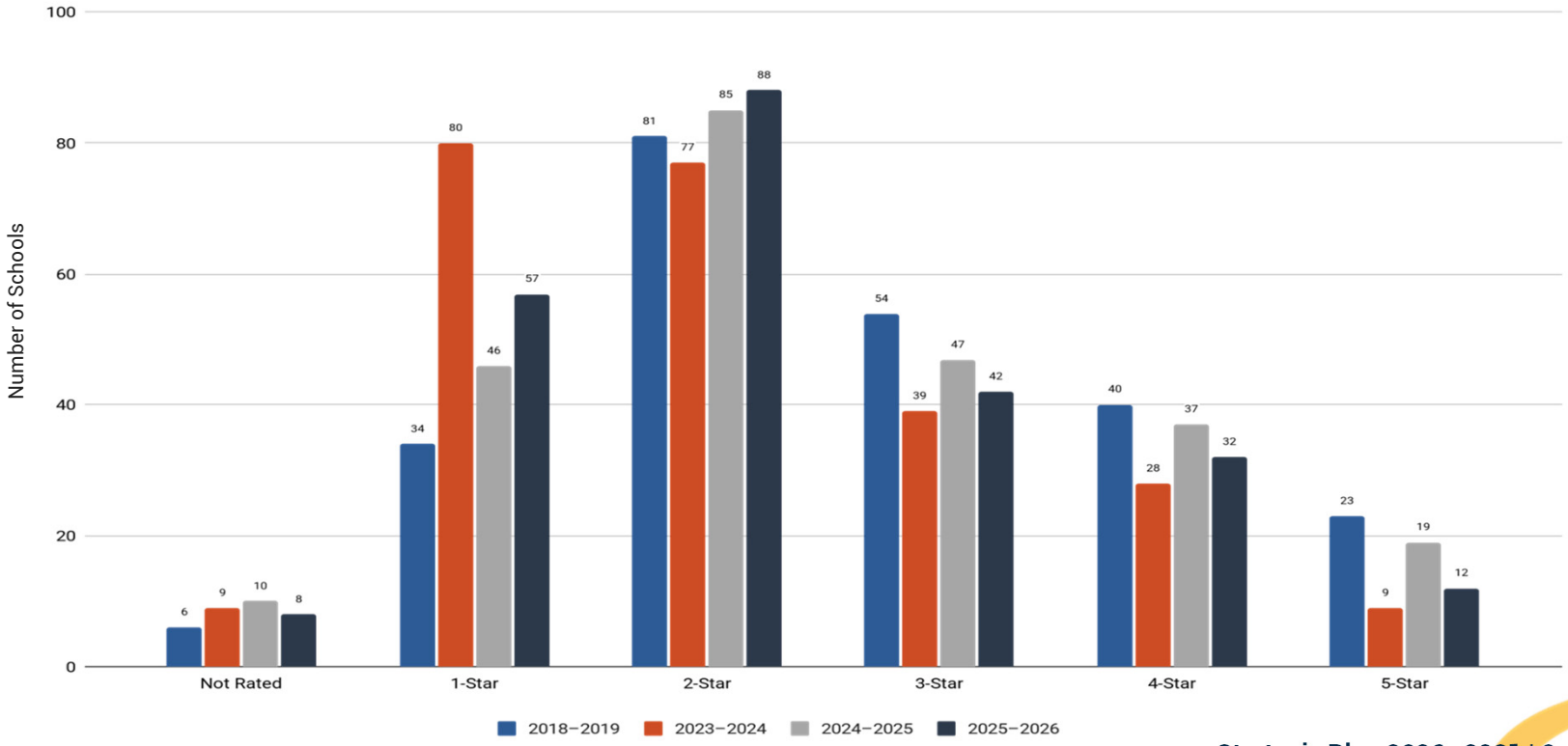
MEASURES FOR NSPF POINTS

	Academic Achievement	Growth	English Language Proficiency	Closing Opportunity Gaps	Student Engagement
Elementary School	25 Points % Math Proficient % ELA Proficient % Science Proficient % Grade 3 ELA Proficient	35 Points Math MGP ELA MGP % meeting Math AGP % meeting ELA AGP	10 Points % EL meeting AGP	20 Points % prior Non-proficient meeting Math AGP % prior Non-proficient meeting ELA AGP	10 Points Chronic Absenteeism
Middle School	25 Points % Math Proficient % ELA Proficient % Science Proficient	30 Points Math MGP ELA MGP % meeting Math AGP % meeting ELA AGP	10 Points % EL meeting AGP	20 Points % prior Non-proficient meeting Math AGP % prior Non-proficient meeting ELA AGP	15 Points Chronic Absenteeism Academic Learning Plans Grade 8 Credit Requirements
	Academic Achievement	**Graduation Rates**	**English Language Proficiency**	**College and Career Readiness**	**Student Engagement**
High School	25 Points % Math Proficient % ELA Proficient % Science Proficient	30 Points 4-Year Cohort Rates 5-Year Cohort Rates	10 Points % EL meeting AGP	25 Points Post-Secondary Program Participation and Completion % Advanced or College and Career Ready Diploma	10 Points Chronic Absenteeism % Grade 9 Credit Sufficiency

ELA: English Language Arts
MGP: Median Growth Percentile (median value of ranked Student Growth Percentiles)
AGP: Adequate Growth Percentile (a target to reach proficiency within 3 years or by Grade 8 for Math and ELA, and 5 years or by Grade 12 for English Language Proficiency)
EL: English Learners

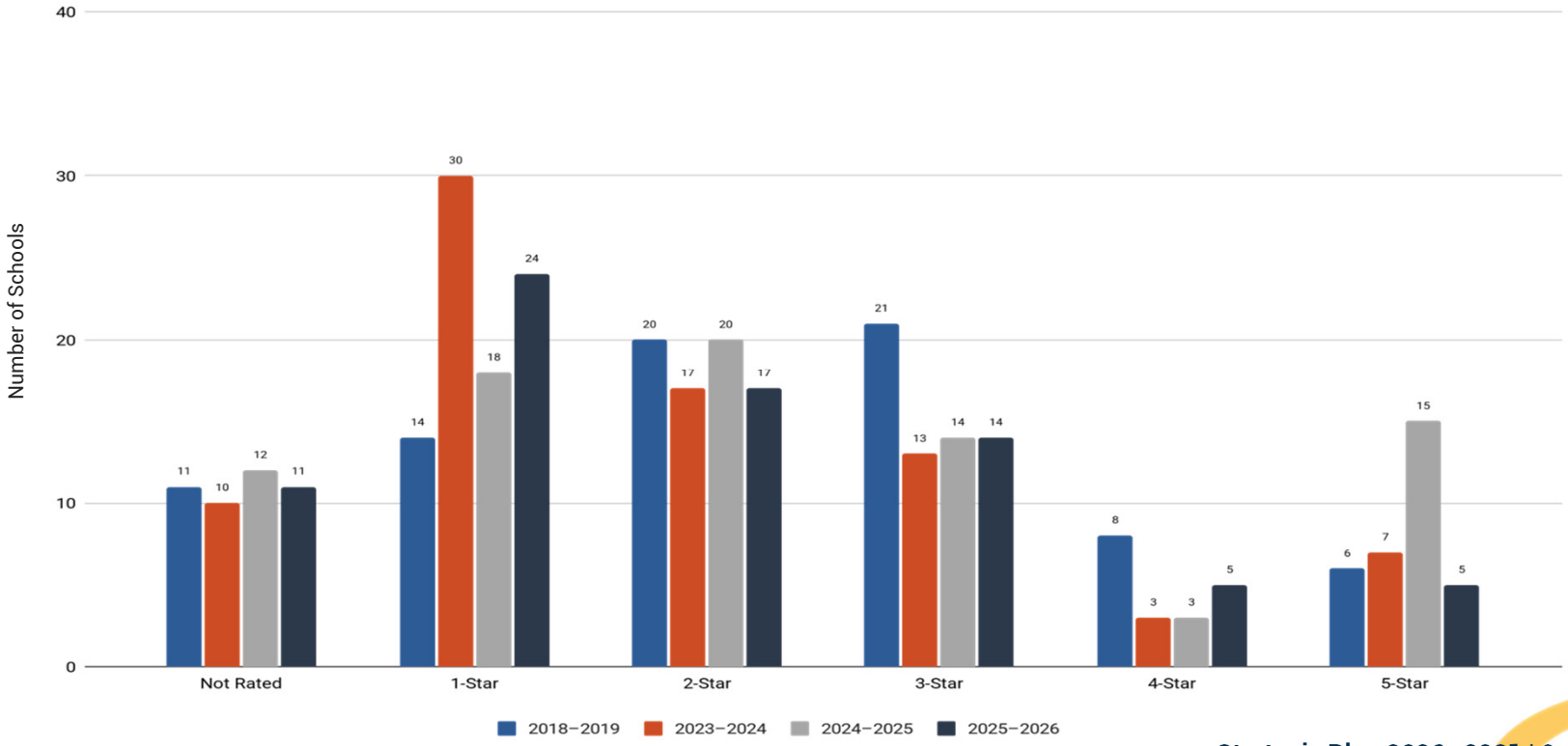
NEVADA SCHOOL PERFORMANCE FRAMEWORK

COUNTS OF ELEMENTARY SCHOOLS BY STAR RATINGS



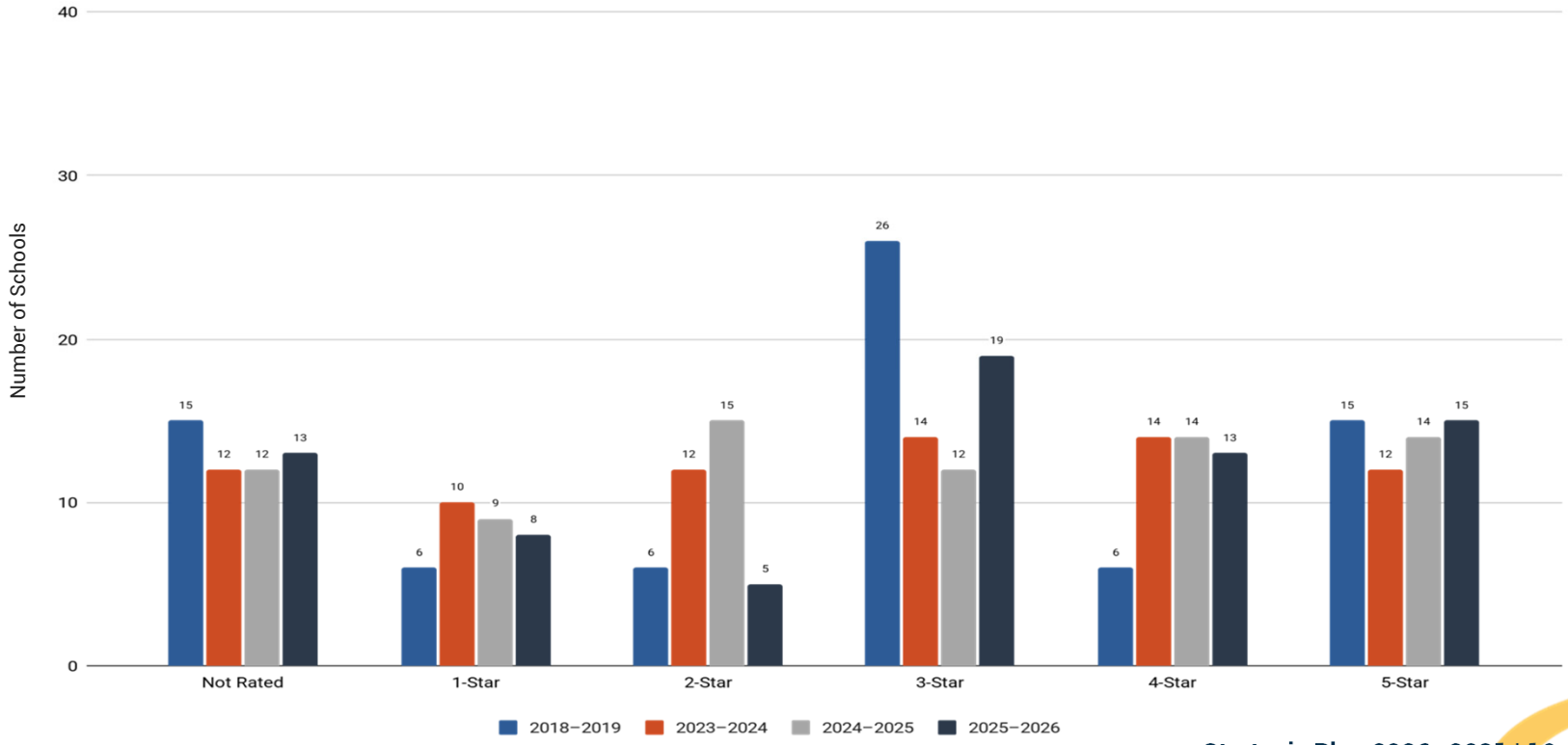
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COUNTS OF MIDDLE SCHOOLS BY STAR RATINGS



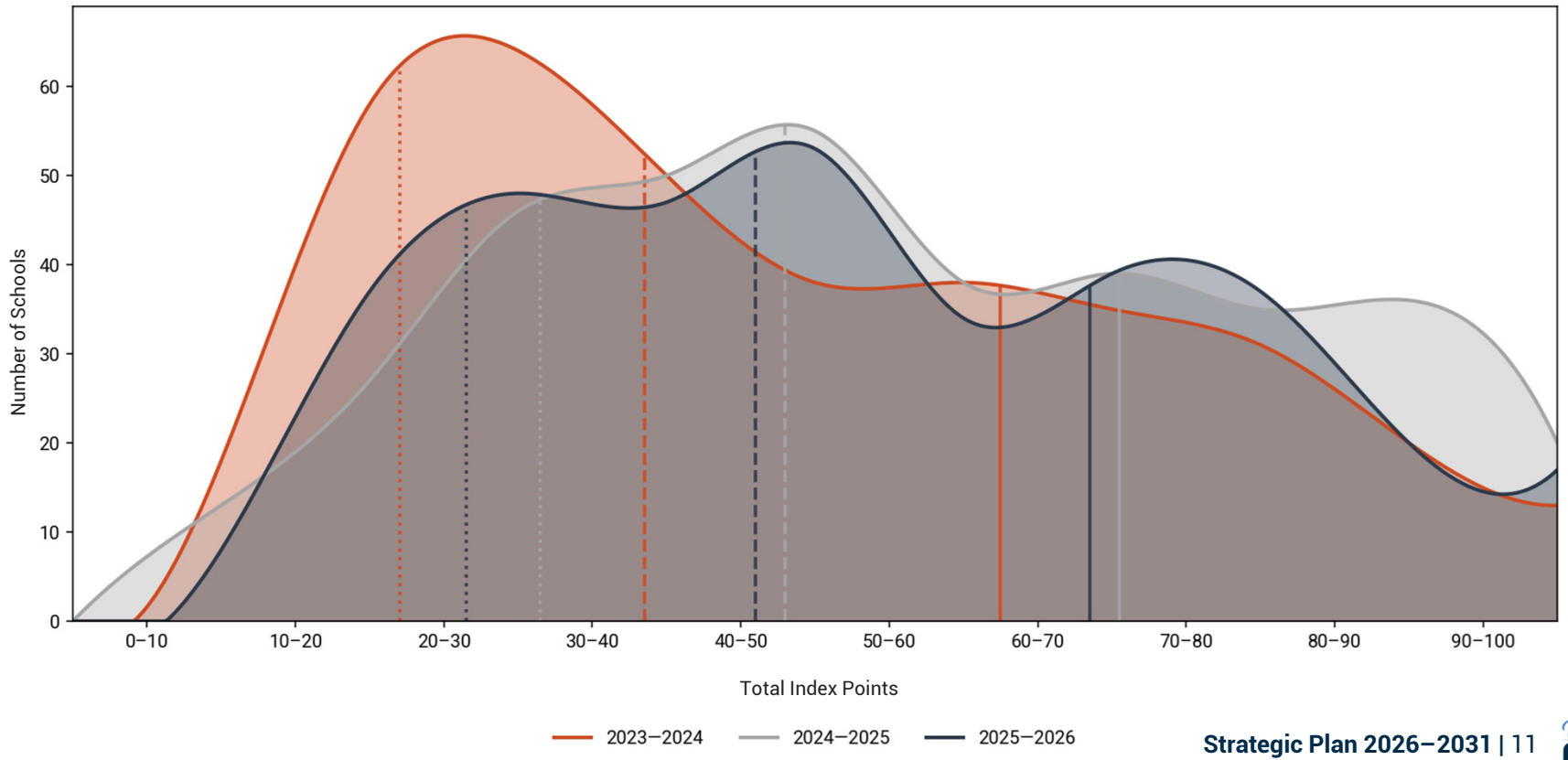
NEVADA SCHOOL PERFORMANCE FRAMEWORK

COUNTS OF HIGH SCHOOLS BY STAR RATINGS



NEVADA SCHOOL PERFORMANCE FRAMEWORK

DISTRIBUTION OF SCHOOLS BY YEAR



ACTIONS CONTRIBUTING TO SUCCESS

Tier I Instruction

Focused on standards-aligned instruction, purposeful planning, and responsive instructional practices

Multi-Tiered System of Support (MTSS)

Strengthened MTSS implementation to provide timely, targeted Tier II and Tier III supports based on student needs

Professional Learning Communities (PLC)

Strengthened PLC+ practices to build collective responsibility, use short improvement cycles, and respond to student learning needs

SCHOOL CELEBRATIONS

R. Guild Gray Elementary School

2024–2025 39.5
2025–2026 75.0
35.5 Point Increase
2-Star Improvement

J. D. Smith Middle School

2024–2025 13.5
2025–2026 25.0
11.5 Point Increase
Growth Improvement

Green Valley High School

2024–2025 62.0
2025–2026 82.0
20 Point Increase
2-Star Improvement

OPPORTUNITIES

Strengthen Systems of Support

Strengthen MTSS implementation to ensure students receive timely, targeted academic and behavioral supports based on their individual needs

Accelerate Improvement

Shift the cognitive work to students through rigorous, engaging learning experiences that promote active thinking, discourse, and productive struggle

Strengthen Professional Learning

Shift from one-time professional learning to sustained learning series with opportunities for application, feedback, and continued development across the educator continuum

NEXT STEPS

Align the Work

Align improvement efforts with the Destination District Strategic Plan and Gibson Efficiency Study recommendations

Advance Priority 2 innovation efforts to create new models for student learning and access

Targeted Support for Schools

Launch the Priority Schools Unit to provide differentiated, intensive support based on school-level needs and performance data

Align professional learning to identified needs, with ongoing learning, coaching, follow-up, and implementation support

Focus on Impact

Evaluate whether supports are improving outcomes and adjust when they are not

Identify bright spots among schools demonstrating significant growth to understand effective practices and apply lessons across schools with similar needs



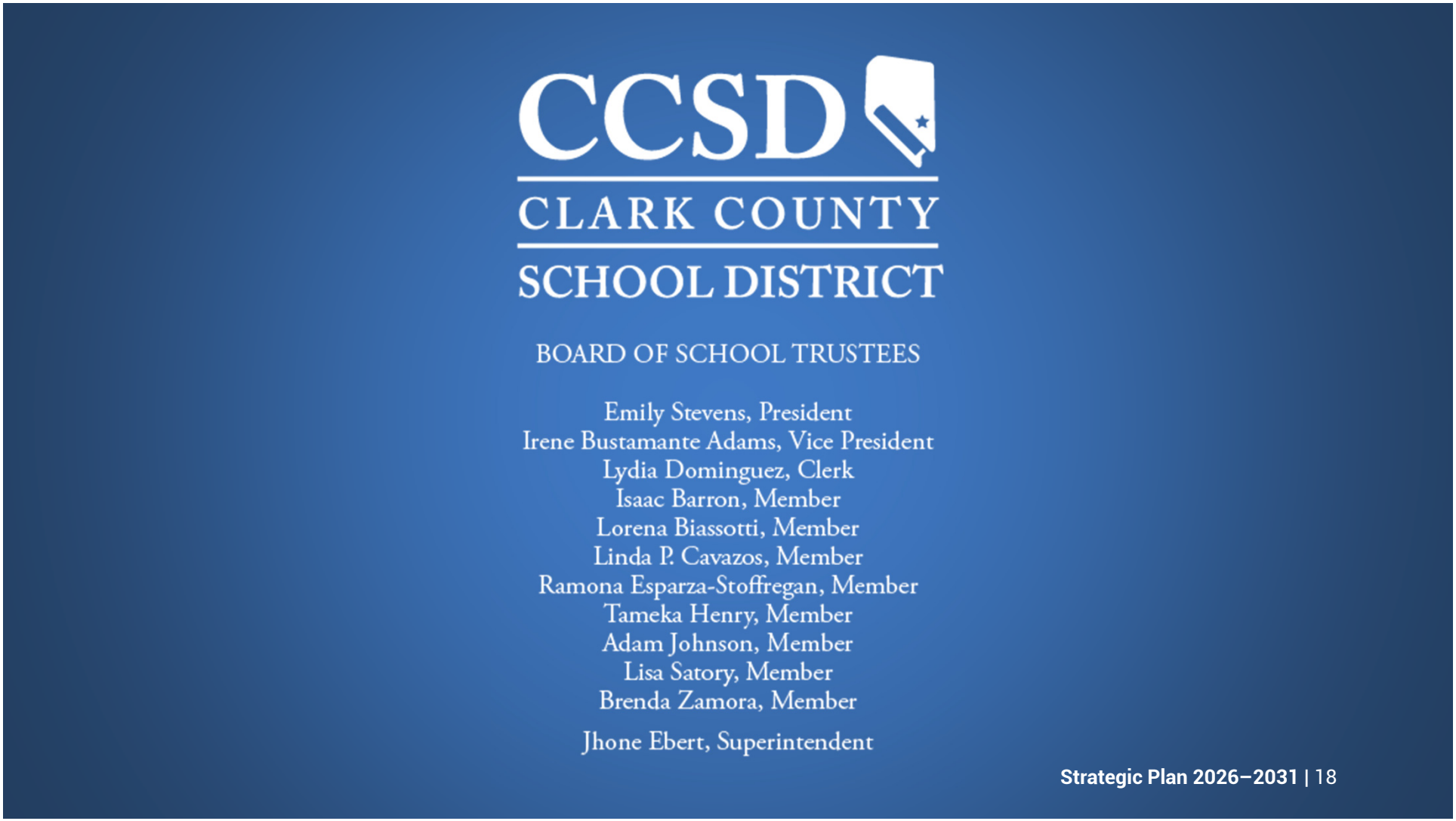
OUR COMMITMENT

This is our five-year commitment to transforming our schools into safe, supportive places where learning sparks joy and students are ready to build a home, a life, and a future.



SUPERINTENDENT'S COMMENTS
BOARD DISCUSSION AND QUESTIONS

We are CCSD
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CCSD
CLARK COUNTY
SCHOOL DISTRICT
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