



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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Via Electronic Mail

January 12, 2026

RE: NRS 385A.080 Acing Accountability Report for the 2024-25 School Year for Nevada State Public Charter School Authority (SPCSA) Schools

[SB 98](#), passed by the 2021 Nevada Legislature, amended [NRS 385A.080](#) (full text below, relevant sections highlighted) to require the Nevada Superintendent of Public Instruction to “establish metrics of performance for public schools for each grade which include, without limitation, metrics for (1) The growth and proficiency of pupils in literacy, mathematics and science; (2) The engagement and proficiency of pupils in courses for college and career readiness; and (3) The retention and recruitment of teachers and education support professionals.”

These metrics resulted in the Nevada Department of Education (NDE) establishing the [Acing Accountability](#) framework. The NDE annually collects relevant data from school districts and the SPCSA, aggregates the data into district and SPCSA reports, and publishes those reports on their [website](#).

[NRS 385A.080](#) also requires the SPCSA to publish the Acing Accountability metrics on its website and report data annually to the Governor, the State Board, and the Director of the Legislative Counsel Bureau for transmission to the Joint Interim Standing Committee on Education. This document, with the following 2024-25 school year SPCSA Acing Accountability report, fulfills both the [NRS 385A.080](#) publication (see this [page](#)) and reporting requirements.

Please contact SPCSA staff with any questions.

NRS 385A.080 Duties and authority of Superintendent of Public Instruction concerning program of accountability for school districts and certain charter schools, annual report of accountability by school districts and sponsors of charter schools and metrics of performance for public schools.

1. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to [NRS 385A.070](#) and provide the forms to the respective school districts, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school.

(b) Provide statistical information and technical assistance to the school districts, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school to ensure that the reports provide comparable information with respect to each school in each district, each charter school and among the districts and charter schools throughout this State.

(c) Consult with a representative of the:

- (1) Nevada State Education Association;
- (2) Nevada Association of School Boards;
- (3) Nevada Association of School Administrators;
- (4) Nevada Parent Teacher Association;
- (5) Budget Division of the Office of Finance;
- (6) Legislative Counsel Bureau; and
- (7) Charter School Association of Nevada,

concerning the program adopted pursuant to subsection 1 of [NRS 385A.070](#) and consider any advice or recommendations submitted by the representatives with respect to the program.

(d) Establish metrics of performance for public schools for each grade which include, without limitation, metrics for:

- (1) The growth and proficiency of pupils in literacy, mathematics and science;**
- (2) The engagement and proficiency of pupils in courses for college and career readiness;**

and

- (3) The retention and recruitment of teachers and education support professionals.**

2. The Superintendent of Public Instruction may consult with representatives of parent groups other than the Nevada Parent Teacher Association concerning the program adopted pursuant to subsection 1 of [NRS 385A.070](#) and consider any advice or recommendations submitted by the representatives with respect to the program.

3. The Superintendent of Public Instruction and each school district and charter school shall:

(a) Publish the metrics established pursuant to paragraph (d) of subsection 1 on their respective Internet websites; and

(b) On or before October 1 of each year, report data relating to each metric established pursuant to paragraph (d) of subsection 1 to the Governor, the State Board and the Director of the Legislative Counsel Bureau for transmission to the Joint Interim Standing Committee on Education.

Acing Accountability in Nevada

State Public Charter School Authority

Monitoring Period: 2024-2025 School Year

In 2023, Governor Lombardo committed \$2.6B in increased funding for K-12 education in Nevada. As these funds were distributed to Nevada’s school districts, the State also created accountability metrics to ensure that resources are directly tied to performance. The following information describes how the district performed relative to expectations.

To what degree are districts effectively implementing resources?

| Evidence Based Instruction Materials | | |
|--|--------------|------------------------|
| The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists. | 24/25 Goal | Meets Criteria |
| | 24/25 Actual | Does Not Meet |
| | 24/25 Rating | Does Not Meet Criteria |
| District Performance Plan | | |
| The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools. | 24/25 Goal | Meets Expectations |
| | 24/25 Actual | Meets Expectations |
| | 24/25 Rating | Meets Expectations |

To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?

| Student Academic Growth | | |
|---|--------------|-------------------------|
| In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the spring administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration. | 23/24 Base | 57.6% |
| | 24/25 Goal | 65% |
| | 24/25 Actual | 56.9% |
| | 24/25 Rating | Approaches Expectations |
| Student Academic Proficiency | | |
| In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile). | 23/24 Base | 46.3% |
| | 24/25 Goal | 51.3% |
| | 24/25 Actual | 48.7% |
| | 24/25 Rating | Approaches Expectations |

To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

| Student Academic Growth | | |
|---|--------------|-------------------------|
| In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP). | 23/24 Base | 18.3% |
| | 24/25 Goal | 23.3% |
| | 24/25 Actual | 22.7% |
| | 24/25 Rating | Approaches Expectations |
| Student Academic Proficiency | | |
| In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as “proficient”. | 23/24 Base | 43.5% |
| | 24/25 Goal | 48.5% |
| | 24/25 Actual | 47.6% |
| | 24/25 Rating | Approaches Expectations |

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

| | | |
|--|--------------|-------------------------|
| Rigorous Coursework | | |
| In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course. | 23/24 Base | - |
| | 24/25 Goal | 75% |
| | 24/25 Actual | 73.5% |
| | 24/25 Rating | Approaches Expectations |
| Student Proficiency: District Rated on "CCR Course 75% Pass Rate" | | |
| School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses. | 23/24 Base | 92.4% |
| | 24/25 Goal | 75% |
| | 24/25 Actual | 93.1% |
| | 24/25 Rating | Exceeds Expectations |
| College and Career Ready (CCR) Diploma | | |
| School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma. | 23/24 Base | 35.4% |
| | 24/25 Goal | 40.4% |
| | 24/25 Actual | 36.5% |
| | 24/25 Rating | Approaches Expectations |

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

| | | |
|---|--------------|----------------------------|
| Fully Licensed and Certified Staff: District Rated on "20% Decrease in Unfilled Positions" | | |
| School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area. | 23/24 Base | 14% |
| | 24/25 Goal | 11.2% |
| | 24/25 Actual | 14.2% |
| | 24/25 Rating | Fails To Meet Expectations |
| Distribution of Vacancies & Long-Term Substitutes | | |
| School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools. | 23/24 Base | 25.4% |
| | 24/25 Goal | <10% |
| | 24/25 Actual | 11.1% |
| | 24/25 Rating | Approaches Expectations |
| District Budget Allocation for Recruitment and Retention | | |
| School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees. | | 41.9% |

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

| | | |
|--|--------------|-------------------------------------|
| District Success Goal #1 | | |
| Increase overall SPCSA student proficiency on the annual Smarter Balanced ELA and Math assessments by at least four percentage points over the prior year. | 24/25 Goal | 4 percentage point increase |
| | 24/25 Actual | ELA +5.9 points Math +4.1 points |
| | 24/25 Rating | Exceeds Expectations |
| District Success Goal #2 | | |
| Not applicable | 24/25 Goal | N/A |
| | 24/25 Actual | N/A |
| | 24/25 Rating | N/A |