Nevada Plan to Ensure Equitable Access to Excellent Educators
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Section 1. Introduction

Excellent Educators for All Initiative and Statutory Requirements

On July 7, 2014, the U.S. Department of Education (USDE) announced the Excellent Educators for All initiative to help states and school districts support great educators for *all* students. As stated in the *Moving Toward Equity Data Review Tool* provided by the Center on Great Teachers & Leaders available at http://www.gtlcenter.org/data_review_tool, this initiative is founded upon data from the USDE's Office for Civil Rights demonstrating that inequities in access to great teachers and leaders persist across the United States and the results from several recent studies from the Institute of Education Sciences (IES). (The data snapshot from the Office for Civil Rights is available at http://www2.ed.gov/about/offices/list/ocr/docs/crdc-teacher-equity-snapshot.pdf. The IES brief outlining these studies is available at http://ies.ed.gov/ncee/pubs/20144010/pdf/20144010.pdf.) "Students of color, from low-income families, from rural communities, with disabilities, with limited English proficiency, or who are behind academically are less likely than their peers to have access to great teachers and school leaders. The causes of these inequities vary by place and context, with numerous policy, practice, economic, and sociocultural factors at play. Because of the multiple causes of inequities in access to great teaching and leading, it is crucial that a robust menu of high-quality metrics be collected and analyzed to support the development of policy solutions." (p. 1)

To ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, Education Secretary Arne Duncan's July 7, 2014 letter to State Education Agencies (SEAs) announced that it would require all SEAs to develop in consultation with key stakeholders State Plans to Ensure Equitable Access to Excellent Educators (equity plans). Additional guidance outlining steps SEAs will take to provide all students with equitable access to excellent educators was published by the U.S. Department of Education on November 10, 2014: *State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions.* http://www2.ed.gov/programs/titleiparta/equitable/eafaq2014.doc

USDE has required that State equity plans must:

- Describe and provide documentation of the steps the SEA took to consult with stakeholders regarding the plan
- Identify equity gaps

- Explain the likely cause of equity gaps
- Set forth strategies to eliminate equity gaps
- Describe measures to use to evaluate progress toward eliminating equity gaps, and
- Describe how the SEA will publicly report on its progress.

The Nevada Department of Education (NDE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to excellent teachers and leaders in Nevada. Nevada's plan complies with the requirement of the Elementary and Secondary Education Act (ESEA):

1. section 1111(b)(8)(C) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps

2. section 111(3)(2) that a state's plan be revised by the SEA if necessary.

3. section 9304(a)(3)(B) and 1112(c)(1)(L) of ESEA that each local educational agency (LEA) shall provide assurances that the LEA will ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families, students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Overview of Nevada Educator Equity Work

Nevada has worked since 2006 to ensure equitable access to "highly qualified" and "experienced" teachers, as demonstrated in our annually revised state equity plans (see "Nevada Plan to Ensure Equitable Access to Excellent Educators" at http://www.doe.nv.gov/Educator_Development_and_Support/). However, this is the first time the NDE actively engaged the perspectives, expertise and experience, beyond district personnel consultation, of diverse partners in the opportunity to improve student outcomes through collaboratively informing the development and support of this comprehensive educator equity plan to ensure all students have access to excellent teachers and principals.

In this updated Nevada Educator Equity Plan, in addition to students from low-income families and students of color, we have a more ambitious definition of "equitable access" which includes two other additional subgroups of students who have been historically underserved – students with disabilities and English learners.

Given the importance of strong leadership, our plan also includes the specific steps we will take to ensure that students from low-income families, students of color, students with disabilities, and English learners are not disproportionately attending schools led by ineffective principals, as data are available in the future.

This plan details our approach to achieving our goal of improving access to excellent educators for Nevada's most disadvantaged youth. However, Nevada is committed to improving student outcomes across the state by expanding access to excellent teaching and leading for *all* students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from low-need to high-need schools and classrooms, but rather a comprehensive approach to strengthening teacher and principal effectiveness across Nevada, with an emphasis on our schools and classrooms with the greatest need.

To create this plan, a team of leaders at the Nevada Department of Education, took the following steps:

1. reviewed 2011-2012 data provided by USED and 2013-2014 data provided by our Nevada Department of Education Student Accountability Information Network and Teacher Licensure Database to identify equity gaps

2. developed a strategy for engaging stakeholders in ensuring equitable access to excellent educators

3. conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie our equity gaps to identify and target our strategies accordingly

4. set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Section 2. Stakeholder Engagement

Plan Requirements:

Describe and provide documentation of the steps the SEA took to consult with the LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents regarding the State plan.

The success of the Nevada plan to attract, deploy, support, develop and retain effective teachers and school leaders in ways that benefit *all* students will depend in large part on the insights, expertise and long-term involvement and ownership of other stakeholders.

To begin with, we made a list of potential stakeholder groups including state and district administrators, teachers, principals, pupil services personnel, employee organizations, parents, college/university education preparation program faculty, the Regional Professional Development Programs, educator organization leaders, civil rights and other community groups, business organizations, and research groups to provide input on the Nevada Plan to Ensure Equitable Access to Excellent Educators.

The NDE held four video-conferenced stakeholder meetings with representation from across the state in spring 2015, and solicited public input through the NDE website.

To inform the design of the Nevada Plan to Ensure Equitable Access to Excellent Educators the purpose of these meetings was for stakeholders to:

- Understand the Nevada equity gaps in student access to excellent educators
- Hypothesize underlying root causes of these equity gaps
- Provide input to inform priorities and identify solutions that match the needs of the schools and districts to promote equitable access and eliminate those gaps, including ways to track progress
- Understand the need to continue to provide input and feedback on the state plan that leads to educational advancements for ensuring equitable access to excellent educators.

See Appendix A for a more detailed timeline of these stakeholder engagement activities, and Appendix B for a list of participants at each meeting by stakeholder group and title. As documented in Appendix C, stakeholders were directly involved in the root-cause analysis (described starting on p. 24). Together with our root-cause analysis, this informed our theory of change and action (described on pp. 22-24). Each meeting had a note taker, who systematically captured stakeholder feedback. The feedback from all stakeholder meetings was organized by a list of root cause challenges and themes and possible state-level solutions, and provided for review and discussion by the authors of this plan. Some district participants engaged more widely with colleagues on this complex and challenging topic and communicated back further insights that they gained. These communications were added to the compilation of stakeholder input.

At these meetings, we heard from parents, teachers, school administrators, district administrators, Regional Professional Development Program trainers, community organization leaders, advocacy group leaders, educator preparation faculty, private business representatives,

researchers and technical experts. In looking at root causes of equity gaps, the predominant challenges expressed were teacher recruitment and turnover of excellent teachers.

In asking the question "*Why* is it hard to recruit and retain excellent teachers at schools with the highest percentages of students from low-income families, students of color, English learners (and students with disabilities in districts such as Clark County)?", stakeholders predominately expressed that teachers have concerns about working at these challenging schools. These concerns include: lack of sufficient program completers from traditional and alternative route educator preparation programs to meet statewide staffing needs; inadequate preparation in the areas of content and pedagogy for working with these students; lack of instructional leadership support; lack of parent support and lack of support for parents; lack of teacher-leader opportunities and collegiality; longer hours and more demanding work addressing a wider range of achievement levels, learning styles and student behavior-social-emotional needs with no extra incentives such as time, financial compensation, lower class size; lack of resources including technology; lack of community resources affecting "family recruitment" at remote rural schools; initiative work overload and lack of initiative alignment; poor climate, poor morale, stigma about the accountability system, media focus on "blaming" the teachers, and feeling the profession is not respected; unsafe neighborhoods; and frustration over lack of student achievement.

District officials and teachers expressed lack of consistent effective instructional leadership at underperforming schools as the predominant systemic root cause due to inadequate preparation, hiring and professional development. Principals in high-need schools predominately expressed lack of coaching and ongoing mentoring to meet individual teacher needs aligned to student needs as the root cause. Unaligned initiatives and infrastructure, including professional development not tied to student and thus teacher needs, were predominant themes, as well as lack of incentives and resources for the more demanding work at high-need schools. Various stakeholders also highlighted Nevada's severe teacher shortage and underlying insufficient pipeline as systemic challenges in attracting excellent teachers at high need schools.

While considering the highest-leverage systemic state-level solutions to root causes, we notably heard about the need for preparation and continued district development and school infrastructure support for principals to recruit, support and retain effective teachers. It was discussed that principals need district support to have systemic aligned learner-centered structures and processes in place, where standards-based curriculum with grade-level/subject shared student learning targets, evidence-based pedagogy, formative measurement/data monitoring, and professional learning are all aligned. This provides teachers with clarity about what they are supposed to do and structures, such as data-based feedback, they require to be effective in meeting student learning targets. As one district administrator framed his perspective on root causes of educator equity issues, "Low functioning schools don't attract, develop and retain high-functioning teachers. Systemically, educator access to excellent educators is an infrastructure issue. With aligned infrastructure you support teachers to be high-functioning by looking at real time data on individual student learning mastery of shared curricular learning targets to have evidence of instructional effect. Teachers must be supported in the instruction-learning cycle to plan, provide instruction-learning experiences, assess and use data based on student needs in order to intervene early and move students to mastery. Effective professional support for meeting student outcomes is how you grow and retain your best educators." A rural district administrator also talked about "focus on high-leverage

evidence-based instruction and the high level standards outlined in the Nevada Educator Performance Framework, versus low skill and low will" observed in some underperforming schools.

At schools where transformative pedagogy is especially hard work, what sifted out for yielding self-efficacy, and thus potentially more stable staffing of excellent principals and teachers, fell in the areas of:

- educator preparation for systemic work at high-need schools,
- having district support for the principal implementing learner-centered aligned infrastructure that systemically drives educator behavior and student mastery of curricular learning targets, and
- differential incentives and resources to adequately support educator work in these schools.

Stakeholder input illuminated the root causes and state-level strategies outlined in Section 4, which were aligned to other state-level initiatives.

The plan to continue to solicit stakeholder input is outlined in the Nevada Implementation Timeline (Table 15) and includes Summer 2016 reporting of the Equitable Access Plan Year 1 Progress Report to update equity data and discuss how the strategies are working, and Summer 2017 updating of the Nevada Plan to Ensure Equitable Access to Excellent Educators.

Section 3. Equity Gap Exploration and Analysis

Plan Requirements: Identify equity gaps.

- Define key terms:
  - Inexperienced teacher
  - Unqualified teacher
  - Out-of-field teacher
  - Poor student
  - Minority student, and
  - Any other key terms used by the SEA, such as "effective" or "highly effective".
- Using the most recent available data for all public elementary and secondary schools in the State (i.e., both Title I and non-Title I schools), calculate equity gaps between the rates at which:
  - poor children are taught by "inexperienced", "unqualified", or "out-of-field" teachers compared to the rates at which other children are taught by these teachers, and
  - minority children are taught by "inexperienced", "unqualified", or "out-of-field" teachers compared to the rates at which other children are taught by these teachers.
- Describe how the SEA identified the equity gaps, including the source(s) of the data used for the comparison.

Definitions of Required Key Terms and Metrics

Until our Nevada Educator Performance Framework (NEPF) is able to provide educator effectiveness ratings Summer 2016, we are reporting on the following three required teacher metrics, starting with the latest data available which is from 2013-2014.

- **Inexperienced Teacher[1].** Teachers who are in their first year of practice, because research demonstrates that the greatest increase in educator effectiveness occurs after one year on the job.
- **First Year Teacher.** Full time equivalent classroom teacher in the first year of teaching, without prior experience. Experience includes contracted teaching any school, subject or grade K-12 in a public or private school. (Note that 2013-2014 experience data does

[1] *State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions*, FAQ C-6 cited research: "See, *e.g.*, Boyd, Donald, *et al. The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools*. Journal of Policy Analysis and Management 27.4 (2008): 793-818; Henry, Gary T., Bastian, Kevin C., and Fortner, C. Kevin. *Stayers and Leavers Early-Career Teacher Effectiveness and Attrition.* Educational Researcher 40.6 (2011): 271-280. For related research, see Clotfelter, Charles T., Helen F. Ladd, and Jacob L. Vigdor. *Teacher credentials and student achievement: Longitudinal analysis with student fixed effects*. Economics of Education Review 26.6 (2007): 673-682; Harris, Douglas N., and Tim R. Sass. *Teacher training, teacher quality and student achievement*. Journal of public economics 95.7 (2011): 798-812."

not take into account prior teaching experience in other states. Data collection and tracking methodology has been updated, so future reporting of experience data will include prior teaching experience in other states.)

- **"Unqualified Teacher" (Teacher who has not met the "Highly Qualified" Requirements).** A teacher who has met the "highly qualified" teacher requirements is one who is: (1) fully licensed by the State, (2) holds at least a bachelor's degree for a four-year institution, and (3) demonstrates competence in each core academic subject in which the teachers teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in Nevada's public charter school law and the teacher has not had licensure requirements waived on an emergency or provisional basis. Classes taught by teachers who have not met the "highly qualified" requirements are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

- **Out-of-Field Teacher.** Assignment out of field is defined as holding licensure in an area other than the subject of a teacher's current assignment, and will indicate teachers' preparedness to teach in their subject area(s).

- **Poor Student/Low-Income Student.** Student who is eligible for the free or reduced-price lunch program.

- **Minority Student/Student of Color.** Student who is identified as a member of a minority race or ethnicity (non-Caucasian), e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.

Other Key Terms:
The following teacher and principal effectiveness metrics are to be generated from school year 2015-2016 evaluation data and be used for educator equity calculations and analysis, in accordance with Nevada's ESEA Waiver:

- **Teacher and Principal Evaluation Ratings.** Starting in school year 2015-2016, we will report on four levels of educator ratings on the Nevada Educator Performance Framework: *ineffective, minimally effective*, *effective* and *highly effective*. "Effectiveness" ratings will reflect observation of Educational Practice (Professional Responsibilities and Teacher Instructional Practice/Administrator Instructional Leadership Practice). Passage of AB447 during the 2015 legislative session will delay the use of student outcome data for personnel decisions until the 2016-2017 school year. The 2016-2017 school year will include 20% student outcome data and the 2017-2018 school year and beyond will include 40% student outcome data, with half of the percentage each year comprised of district-determined and State Board approved assessments and the remaining half coming from statewide criterion-referenced exams.

As per Nevada's ESEA waiver, we are focusing on building a system of evaluation and support to ensure that all classrooms are taught by "effective teachers," who in turn are supported by "effective leaders." The term "excellent educators" is used as follows to describe the group of

educators to whom students from low-income families, students of color, students with disabilities and English learners should have equitable access. Nevada has defined excellent educators as follows:

- An ***excellent teacher*** is fully prepared to teach in his or her assigned content area, and is rated as "effective" or "highly effective" by the Nevada Educator Performance Framework because he/she is able to demonstrate strong instructional practices and professional responsibilities, as well as significant growth in student learning. An excellent teacher is one who is able to support students in getting and remaining on track to graduate from high school being college and career ready.

- An ***excellent school administrator*** is fully prepared to lead both instructionally and administratively, and is rated as "effective" or "highly effective" by the Nevada Educator Performance Framework because he/she is able to demonstrate strong leadership practices and professional responsibilities, as well as significant growth in student learning. An excellent school administrator is one who is able to support students in getting and remaining on track to graduate from high school being college and career ready.

- **Student with Disabilities.** Student who is eligible for services under the provisions of the Individuals with Disabilities Education Act or Americans with Disabilities Act.

- **English Learner.** Student who is identified for academic English development services due to the impact of a language other than English, in accordance with the Elementary and Secondary Education Act [Section 9101(25)] and the Nevada Administrative Code (388.610).

- **Equitable Access.** The situation in which students from low-income families (poverty) and students of color (minority) are taught by experienced and qualified teachers at rates that are at least equal to the rates at which other students are taught by these teachers.

- **Equity Gap.** By statute, the State Plan must, at a minimum, address the difference between the rate at which students from low income families (poverty) or students of color (minority) are taught by inexperienced, unqualified, or out-of-field teachers, and the rate at which other students are taught, by these teachers. (Nevada has also added the two subgroups of students with disabilities and English learners.)

- **Percentage (%) Point Difference.** The difference between the rate at which students from low-income families, students of color, students with disabilities, or English learners are taught by a certain group of educators and the rate at which other students are taught by that group of educators.

- **Highest EL Quartile School.** In the quartile of schools with the highest percentage of students who are English learners.

- **Lowest EL Quartile School.** In the quartile of schools with the lowest percentage of students who are English learners.

- **Highest IEP Quartile School.** In the quartile of schools with the highest percentage of students with disabilities.

- **Lowest IEP Quartile School.** In the quartile of schools with the lowest percentage of students with disabilities.

- **Highest Minority Quartile School.** In the quartile of schools with the highest percentage of minority students/students of color.

- **Lowest Minority Quartile School.** In the quartile of schools with the lowest percentage of minority students/students of color.

- **Highest Poverty Quartile School.** In the quartile of schools with the highest percentage of low-income students [as per ESEA section 1111(h)(1)(C)]. The poverty metric used for this calculation is "free or reduced-price lunch."

- **Lowest Poverty Quartile School.** In the quartile of schools with the lowest percentage of low-income students [as per ESEA section 1111(h)(1)(C)]. The poverty metric used for this calculation is "free or reduced-price lunch."

- **Equity High Need School.** For the purpose of further exploration into school needs to achieve equitable access to teachers using 2013-2014 data, which is the most recent, these are schools:
    a. With high concentrations of students:
        - from low-income families (top quartile for 13-14 ≥ 83% elementary and ≥ 66% secondary), and/or
        - of color (top quartile for 13-14 ≥ 83%), and/or
        - with disabilities (top quartile for 13-14 ≥ 15%), and/or
        - who are English learners (top quartile for 13-14 ≥ 23%)

        AND

    b. identified as "underperforming" (1-Star, Priority, or Focus),

        AND

    c. with 20% or more teachers not meeting the highly qualified requirements and/or 20% or more teachers in their first year of teaching.

- **Underperforming School.** A 1-Star, Priority or Focus School.
  These are schools that scored in the bottom quartile based on the Nevada School Performance Framework total index points and resulting star rating based on a combination of weighted performance indicators for elementary/middle and high school levels (proficiency status, growth percentiles, subgroup growth/proficiency gap reduction, graduation, college & career readiness, & other indicators like attendance) which is equivalent to:
    - 1-Star (calculated every year with identification released in September NDE report; would not necessarily be Priority or Focus schools because of the missing Title I poverty factor);
    - Priority, Focus Schools (Title I-served schools; identified every three years; first cohort identified 2010-2011, and next cohort identified 2013-2014);

- Priority Schools (low achievement for all student groups; mostly 1- or 2-Star schools in the year they are identified)
- Focus Schools (large subgroup achievement gaps; mostly 1- or 2-Star Schools in the year they are identified; could be 3-Star Schools).

- **Persistently Underperforming School.** A school that fails to meet the exit criteria as a Focus or Priority school or a school that has been classified as a 1- or 2-Star School over the past three years.

- **1 Star School.** A 1-Star School is a school that has room for substantial improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

  Identified 1-Star Schools are among the lowest-achieving schools in Nevada, based upon whole school proficiency and growth over a number of years. The engagement of district leadership is required to support the school in focused school improvement planning and frequent monitoring of the school's implementation of its focused performance plan. The impact to staff can include personnel changes among teaching faculty and/or leadership, and will include collaboration between districts and local educational associations to negotiate collective bargaining agreements. The school has prescribed scheduling and use of core instructional materials.

  The 1-Star School Performance Plan requires intense district and state involvement and oversight. The plan must incorporate specified effective strategies and interventions based on identified academic achievement need including growth of individual students and subgroups. In collaboration with the District, the Nevada Department of Education will provide differentiated support to the school to implement and ensure the success of the plan. The plan must be developed utilizing the statewide Student Achievement Gap Elimination (SAGE) planning process.

- **2-Star School.** A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

  The 2-star School Performance Plan includes participation in the statewide Student Achievement Gap Elimination (SAGE) planning process. SAGE will examine data generated through the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S). The 2-Star school will experience heightened district oversight and input. A 2-Star School Improvement Plan is targeted at meeting the needs of all students and closing the achievement gap among subgroups. With support from the Nevada Department of Education and the school district, the plan will build the capacity of school and district educational leaders.

- **Priority School.** A Priority School is a Title I-served school that has room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.

Identified Priority Schools are among the lowest-achieving Title I-served schools based upon whole school proficiency and growth over a number of years. A district with a Priority School must implement one of the four SIG intervention models (restart, closure, turnaround, or transformation) if the district receives Title I 1003(g) funds or implement a reform model aligned with the turnaround principles if it does not receive Title I 1003(g) funds.

A Priority School Improvement Plan implementation requires heightened district and state involvement. This plan must incorporate prescribed strategies and interventions in order to ensure effective impact on the programs, practices, and/or strategies for improvement. The school's educators, community and district staff work together extensively to implement this comprehensive plan and to affect change.

- **Focus School - Elementary and Middle School.**
  A Focus School at the elementary or middle school level is a Title I school that has room for substantial improvement in the area of student achievement with specific sub-group populations, such as, students with disabilities (IEP), English Learners (EL), and/or low-income students (FRL).

  Identified elementary or middle school level Focus Schools are among the lowest performing schools statewide based on the Nevada State Performance Framework (NSPF) index points for the "Subgroup" calculations for Adequate Growth Percentiles (AGP) in reading and mathematics in the current year. These analyses include the NSPF points earned in the subgroup (or supergroup, as applicable) analyses for the percentage of students who meet their AGP targets, which are derived from the use of multiple years of assessment data.

  A Focus School Improvement Plan concentrates on achievement gaps specific to the IEP, EL and FRL subgroups that have challenged the school. Plans examine data and require effective strategies that will address these gaps. The Focus School's educators, together with the school's educational community and with extensive district support, implement the plan's identified effective practices to narrow the achievement gap and to increase the achievement of all students.

- **Focus School – High School.**
  A Focus School at the high school-level is a Title I school that has room for substantial improvement in proficiency and graduation rates, with specific focus on students with disabilities, English Language Learners, and/or low-income students sub-group populations.

  Identified high school-level Focus Schools must be among the lowest performing high schools based on the NSPF index points for the "Subgroup" calculations for graduation and proficiency in reading and mathematics. At high school, these analyses include the NSPF points earned in the subgroup (or supergroup, as applicable) analyses for the 11th grade cumulative percentage of proficient students and graduation rate gap analyses over a three-year period.

A Focus School Improvement Plan concentrates on achievement gaps specific to the IEP, LEP and FRL subgroups that have challenged the school. Plans examine data and require effective strategies that will address these gaps. The Focus School's educators, together with the school's educational community and with extensive district support, implement the plan's identified effective practices to narrow the achievement gap and to increase the achievement of all students.

- **Victory Schools.** Identified by low student performance and low income (but not identified as Priority, Focus or One Star schools).

- **Root-Cause Analysis.** A process of determining and explaining the underlying causes of equity gaps.

- **Theory of Action.** If-Then statements that tell the story about the explicit thinking behind the rationale (theory) for selecting a sequence of strategic actions that establishes a clear path to the goal (of increasing student learning).

- **Human Capital/Talent Management.** Refers to the adoption of a spectrum of policies (preparation, recruitment, hiring, induction, professional learning, evaluation, compensation, and/or school climate) in a coordinated and aligned way – as opposed to using multiple policy levers in a piecemeal fashion.

History of Nevada Educator Equity Work

To ensure that our equitable access work is data-driven, we have relied on our baseline data available on the required teacher metrics and we will improve upon our data sources over time. Our stakeholder groups have helped us gain a better understanding of the root causes of our equity gaps and our strategies.

The Nevada Equity Plan, which has been annually updated since 2006, has focused on "highly qualified" teacher status and years of "experience". While our efforts to date appear to be showing results, Nevada recognizes that "highly qualified" teacher requirements are not a strong indicator of effectiveness and that we still have a long way to go to achieving our equitable access goal. Data from the Nevada State Accountability Information Network (our state system for collecting, analyzing, and reporting data on public school teachers, administrators, and other staff) indicate that schools with high concentrations of students from low-income families, students of color, and English learners have a higher percentage of inexperienced and unqualified teachers.

As of 2013-2014, 94.7% of core academic classes were taught by teachers who met the federal definition of "highly qualified teacher" (HQT), and local conditions and limitations account for the remaining 5%. For example, a school in one of our rural remote areas might not be able to recruit a fully certified special education teacher and instead hires someone who is teaching out of field and has not demonstrated subject knowledge competency. Statewide, when comparing schools on the percent of core academic classes not taught by teachers who meet the "highly qualified" requirements, there has been a reduction since 2009 in both highest and lowest poverty quartile schools, while a gap between highest and lowest poverty quartile schools remains.

Percent of Core Academic Classes Not Taught by Teachers Meeting "Highly Qualified" Requirements – Highest/Lowest Poverty Quartiles

School Year	Lowest Poverty Quartile Schools	Highest Poverty Quartile Schools	Gap Between Highest/Lowest Poverty Quartile Schools - % Point Difference
FY14	4.6	7.9	3.3
FY13	2.4	4.0	1.6
FY12	3.3	5.2	1.9
FY11	5.7	7.6	1.9
FY10	5.3	8.3	3.0
FY09	9.0	10.1	1.1

As reported in "Nevada at 150," the January 2015 annual report of the state of public education in Nevada, achievement gaps remain and there is no progress with low performing schools. The list of underperforming schools, which includes 10% of the schools in our state, may have been failing for more than a decade. "Despite an overall increase in the performance of Nevada's students over the past five years, a performance gap still exists between ethnic groups. In addition, a significant difference exists between nearly all ethnic groups compared to White students." "The number of one-star schools reported in the Nevada School Performance Framework increased between school years 2012-13 and 2013-14 from 19 to 28." (p. 4)

Therefore, Governor Sandoval has proposed a plan to modernize Nevada's PreK-12 education system and legislation has been introduced in the current 78th session of the Nevada Legislature to strengthen the existing pay for performance laws, requiring districts to set aside money to reward the very best teachers and principals and to attract teachers to underperforming and other high need schools. Proposed legislation also substantially increases the state's commitment to teacher and leader preparation, retention, and professional development through a Great Teaching and Leading Fund, which will be used to improve the teaching profession, attract new teachers, and train the type of school leaders needed for 21st century schools.

For the purpose of further exploration into school needs to achieve equitable access to teachers, the NDE has provided districts with a list of identified "equity high need schools" since 2007 (when there were 100 "equity high need schools" identified). Through FY13, Nevada "equity high-need schools" were defined as follows:

- highest poverty quartile, and/or
- high minority (>50%),

  <u>AND</u>
- identified as 1 star, 2 star, priority, and/or focus [*until FY12 this criteria was "in need of improvement" meaning the school did not meet Adequate Yearly Progress for 2 or more years*],

  <u>AND</u>
- 20% or more classes not taught by teachers meeting the highly qualified requirements [*because Shields et al. study 1999, identified the "tipping point" for teacher quality as being when the proportion of underqualified teachers is about 20% of the total school faculty*], and/or

- 20% or more teachers with < 3 years of teaching experience.

The purpose of identifying and providing this list of schools was to support and learn from the districts in developing their educator equity plans to improve student learning through intensity and focus on data and strategies to attract, develop and support excellent teachers and principals at these underperforming schools. The districts were guided to focus on further exploration into their additional available district educator data, such as educator attrition and retention data, in particular targeting those schools with a revolving door of high teacher turnover of experienced and qualified teachers and experienced principals. Districts, knowing their schools the best, were directed to use data and evidence to determine with key district and school staff which schools needed what and why. This was done through examination of possible underlying causes of equity challenges, such as high teacher turnover, and then aligning strategies, and leveraging resources, for example looking into ways to attract, support and retain excellent principals at these schools.

For example, in their 2013-14 equity plan, Washoe County School District (WCSD), Nevada's second largest district, collected data on six of the eight schools on their "equity high need schools" list, and told the success stories about the other two schools which no longer needed to be targeted in the equity plan. For the targeted six schools they analyzed the "highly qualified" and experienced teacher data for teachers who were retained, who left the school, and who were new to the school. They also examined data on evaluation ratings ("satisfactory" and "unsatisfactory"), the number of long term substitutes who were at each school for the past four years, and administrative changes, to see if these factors had a significant impact on school outcome success. WCSD sent three different surveys out to teachers: a position satisfaction survey to teachers who stayed at their school; a transfer in survey to teachers who were new to their school; and a transfer out survey to teachers who left their school. In telling about the success of one of the schools on the "high needs schools" list they said the school "has undergone considerable changes [including staff changes] during the time in which it participated within the School Improvement Grant school/turnaround framework. Staff turnover/attrition has been positive as the school has worked to improve curriculum, instruction and overall student performance."

WCSD also analyzed educator equity data on other low-performing schools in their Acceleration Zone, which is designed to provide strategic support and specific direction to these schools. The District made a strategic move to change principals in these schools, placing principals who had the expertise to accelerate academic success. As stated in their equity plan "Principal quality impacts the quality of teachers drawn to teach under the guidance of expert instructional leadership".

We see through WCSD's analysis of teacher and site based administrator data, and their success stories of schools on the "equity high need schools" list, examples of principal impact on improving student achievement through alignment of school systems to support teachers to improve instruction, and support parents in understanding their child's academic and social growth through regular data reviews. In telling about the success of another school on the equity high needs schools list, they stated that with the appointment of a veteran principal who had a proven track record for supporting teacher and student success, the school was "already showing" gains in student proficiency and growth, as well as school climate.

Working to support the equity high need schools to increase access for students from low-income families and students of color to experienced and highly qualified teachers, WCSD staff reviewed the educator school data with the area superintendents, and the data was shared with the principals. The principals then identified one to two high leverage measurable intervention equity strategies, aligned with their school improvement plans.

WCSD supports equity high need schools and other challenged schools (Focus, Priority and Acceleration Zone 1 and 2 Star schools that are allocated more resources) with policies such as offering an exclusive transfer period that gives these schools the first opportunity to hire prior to other schools in the district. These schools are also exempt from having an overaged teacher placed at their school. Their transfer policy into a "high need school" is that any transfer in has to meet the "highly qualified" requirements and have three years of experience. Note in Table 3 that WCSD does not have significant equity gaps in terms of "highly qualified" teachers as per the school-level data we currently have available. We remind stakeholders that student-level data to identify equity gaps is not available, so they remember to focus on individual student access to excellent educators, in addition to focusing on schools. In their 2013-14 equity plan, WCSD noted that they requested bids for a new Human Capital Management System to integrate information from different applications into one universal database. They also requested grant funding to support teachers in professional learning of high leverage instruction, such as formative assessment to ensure student mastery of the academic standards.

Clark County School District (CCSD) makes up 74% of the K-12 student population in Nevada. As per their 2013-2014 equity plan, teachers in "equity high need schools" were surveyed to address their professional learning needs. From school year 2011-2012 to 2012-2013, 27% (12) of the high-need schools reduced their number of transfers/separations, while 29% (17) had a 10% increase or higher. Staffing patterns were analyzed by May 30, 2014 to determine factors that contributed to the increase in leavers (i.e., turnaround status, reduced staffing etc.). Principals and their respective supervisors (academic managers) were provided this school-level data. In summer 2014, CCSD began collecting data to better understand the practices that the most successful administrators employ as they hire and retain excellent teachers at their high need schools. Exit surveys are sent to separated teachers districtwide, which include questions regarding their perceptions about working conditions and types of support provided. Data from high-need schools are segregated to identify trends. Starting in 2014-2015, professional development sessions were offered to principals on retaining highly qualified experienced teachers and how to develop and maintain a positive school culture. Beginning with summer of 2015, more formal data will be collected, analyzed and shared. For example, an in-depth survey will be administered to teachers in high-need schools. This data will be analyzed for reasons for staying, leaving, and transferring (differentiated by years of experience) in order to drive future hiring and retention efforts.

Starting with this Equity Plan the "equity high need schools" criteria has changed, so that high minority schools will be determined by top quartile, we added schools with high concentrations of students with disabilities and English learners (top quartiles), schools identified as "underperforming schools" (1-star, priority, or focus), and teacher experience will be defined as those teachers in their first year of teaching.

Exploration of the Data

Data Sources. For this analysis, we used data in the Student Accountability Information Network, our longitudinal data system and our NDE Teacher Licensure Database.
We looked at equity gaps with schools as the unit of analysis for students from low-income families, students of color, students with disabilities, and English learners focused on the three statutory teacher metrics of experience, qualifications and out-of-field assignments, across schools in the state and across districts in the state.

We used 2013-14 public elementary and secondary school data, which is the most recent available data on each metric, to calculate equity gaps between the rates at which:

- schools with the highest populations of students from low-income families are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which schools with the lowest populations of students from low income families are taught by these teachers [Note that we chose to determine the high and low poverty quartiles as follows since we are required to do so for the annual Consolidated State Performance Report: Elementary (K-6) and secondary schools (7-12) are separately rank ordered from highest to lowest on the percentage poverty measure (data from the October 31, 2014 federal nutrition free or reduced price lunch report). The list is divided into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools.]

- schools with the highest populations of students of color are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which schools with the lowest populations of students of color are taught by these teachers

- schools with the highest populations of students with disabilities are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which schools with the lowest populations of students of with disabilities are taught by these teachers

- schools with the highest populations of English learners are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which schools with the lowest populations of English learners are taught by these teachers.

Equity Gap Analysis

Pursuant to Nevada law, Nevada has 17 county school districts and the State Public Charter School Authority. Table 1 depicts the Nevada statewide equity gaps and Appendix D includes the Equity Gap Tables by District, with Tables 2-6 depicting any equity gaps in the five districts which have schools among the state's highest poverty schools: Clark, Washoe, Humboldt, Nye and Elko (which is noted as not having any significant equity gaps). These districts were also selected for analysis on the Nevada Educator Equity Profile (2011-2012 data) from USED found at http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/Nevada_Equity_Plan/. Tables 7-13 depict the other districts that have equity gaps: Carson, Douglas, Esmeralda, Lincoln, Mineral, Storey, and the State Public Charter School Authority.

Churchill (rural), Lander (rural), Lyon, Pershing (rural) and White Pine (rural) districts do not have equity gaps on these metrics using schools as the unit of analysis. Eureka County School District is not depicted because it has opted to not receive Title I funding.

With schools as the unit of analysis, our state data reveal that an equity gap exists for schools with high quartiles of students from low-income families, students of color, and English learners for the metric of:

- classes not taught by "highly qualified" teachers (from about 3-4%), and
- inexperience (from about 8-9%).

There are no significant equity gaps for schools with high quartiles of students with disabilities, and there are no gaps for the student subgroups on the metric of out-of-field teachers.

Drilling down to the district-level data, we see where there are, and are not, particular equity gaps. For example we see the following in these districts:

- Clark County School District (which makes up 74% of the K-12 student population in Nevada) has a 5.29% equity gap with regard to the quartile of schools with the highest percentage of students with disabilities in regard to classes not taught by "highly qualified" teachers, compared to the quartile of schools with the lowest percentage of students with disabilities, which is not a discernable equity gap that shows up in state data

- Washoe County School District (Nevada's second largest district which makes up 15% of the K-12 student population) has no significant equity gap in regard to classes not taught by "highly qualified" teachers for any of the four targeted student populations.

This district data, along with the list of "equity high need schools", helps focus our conversations with the districts about the context of their needs and their root causes, and corresponding strategies to close their equity gaps.

Table 1. Nevada Equity Gaps 2013-14

This table compares the following characteristics of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Nevada Schools	5.54%	8.94%	0.44%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	7.86%	14.18%	0.23%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	4.56%	5.29%	0.88%
*** % point Difference**	**3.3%**	**8.89%**	**-0.65%**

Table note: For example in school year 2013-2014 there is a 3.3 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students from low-income families (7.86%), compared to the quartile of schools with the lowest percentage of students in from low-income families (4.56%).

Highest Minority Quartile Schools (> or = to 83%)	7.57%	14.83%	0.26%
Lowest Minority Quartile Schools (< = to 38%)	3.59%	6.56%	1.12%
*** % point Difference**	**3.98%**	**8.27%**	**-0.86%**
Highest IEP Quartile Schools (>15%)	5.69%	8.65%	0.25%
Lowest IEP Quartile Schools (<10%)	5.35%	8.75%	0.58%
*** % point Difference**	**0.34%**	**-0.01%**	**-0.33%**
Highest EL Quartile Schools (>23%)	7.45%	13.48%	0.07%
Lowest EL Quartile Schools (<3%)	4.46%	5.47%	0.74%
*** % point Difference**	**2.99%**	**8.01%**	**-0.67%**

Source: Student Accountability Information Network; NDE Teacher Licensure Database

We identified the following multiple equity gaps based on these data:

Nevada Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 3.3 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students from low-income families (7.86%), compared to the quartile of schools with the lowest percentage of students in from low-income families (4.56%).

2. There is a 3.98 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students of color (7.57%), compared to the quartile of schools with the lowest percentage of students of color (3.59%).

3. There is a 2.99 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of English learners (7.45%), compared to the quartile of schools with the lowest percentage of English learners (4.46%).

Inexperienced Teachers

4. There is an 8.89 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students from low-income families (14.18%), compared to the quartile of schools with the lowest percentage of students in from low-income families (5.29%).

5. There is a 8.27 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students of color (14.83%), compared to the quartile of schools with the lowest percentage of students of color (6.56%).

6. There is an 8.01 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of English learners (13.48%), compared to the quartile of schools with the lowest percentage of English learners (5.47%).

Section 4. Strategies for Eliminating Equity Gaps

Plan Requirements

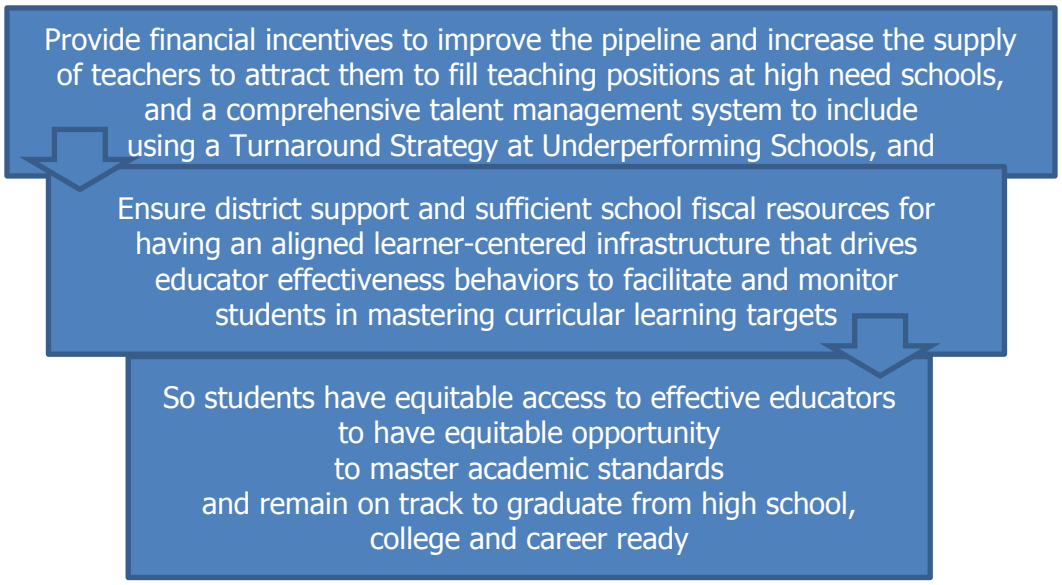
Set forth the SEA's steps to eliminate identified equity gaps.

- Describe the strategies the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. An SEA may use the state strategy to address multiple gaps.
- Include timelines for implementing the strategies.
- Describe how the SEA will monitor its LEAs' actions, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L) of ESEA that each local educational agency (LEA) shall provide assurances that the LEA will ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families, students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

The Nevada Department of Education recognizes that ensuring students' equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving our teacher and leader equity goals will require implementation of a comprehensive, multi-faceted strategic plan. Nevada's Plan to Ensure Equitable Access to Excellent Educators, is built on the following systemic theory of change and action.

Theory of Change

This Educator Equity **Theory of Change** to provide equitable access to excellent educators for students from low-income families, students of color, English learners, and students with special needs is:



Systemic Theory of Action

As stated on page 2, this plan details our approach to achieving our goal of improving access to excellent educators for Nevada's most disadvantaged youth, while working systemically to improve student outcomes across the state by expanding access to excellent teaching and leading for *all* students.

> **If** a comprehensive approach to talent management, in particular for low-income, high-minority, English learner, and special education high-need schools and districts, is implemented carefully and its implementation is monitored and modified when warranted over time,
>
> **and if**
>
> the pipeline of effective educators who are prepared to teach in at risk schools/districts is increased and strengthened,
>
> **and if**
>
> a turnaround strategy is provided for underperforming schools[2], with flexibility for differentiated compensation/incentive structures,
>
> **and if**
>
> we support districts and schools with more of the resources they require to ensure the adults in the education system have what they need to yield the desired student effect, and provide opportunities for district-to-district collaboration to learn from each other and replicate effective systems with an aligned infrastructure that drive effective "learner-centered" educator behavior[3],
>
> **Then,** Nevada school districts will be better able to attract, recruit, retain, develop and systemically support educators with high function behaviors driven by aligned infrastructure systems such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.

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[2] See Appendix E. Nevada Turnaround Strategy for Underperforming Schools focused on robust diagnostic reviews and creation of strong School Turnaround Plans.

[3] One example of this is Carson City School District's "Learner-Centered Education System" whereby all site-based administrators and teachers are supported with a learner-centered evidence based system of aligned standards, curriculum/curricular units with shared learning targets, high-leverage pedagogy, assessment and formative measuring/monitoring of data on learning targets, and high quality professional learning including professional learning communities and coaching focused on student results. This system ensures that all educators formatively know where all their students are on the continuum of meeting curricular unit learning targets in order to intervene with students early and move students to mastery.

Root-Cause Analysis

Once equity gaps were identified, a root cause analysis was conducted to identify the underlying causes of those gaps in order to identify the strategies that will be most likely to address those causes, and ultimately to eliminate those gaps.

The root-cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data**: We determined what data are available and relevant to identifying equity gaps, as well as relevant data sources, and conducted an analysis of these data.

2. **Analyzing Data and Identifying Equity Gaps:** We identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.

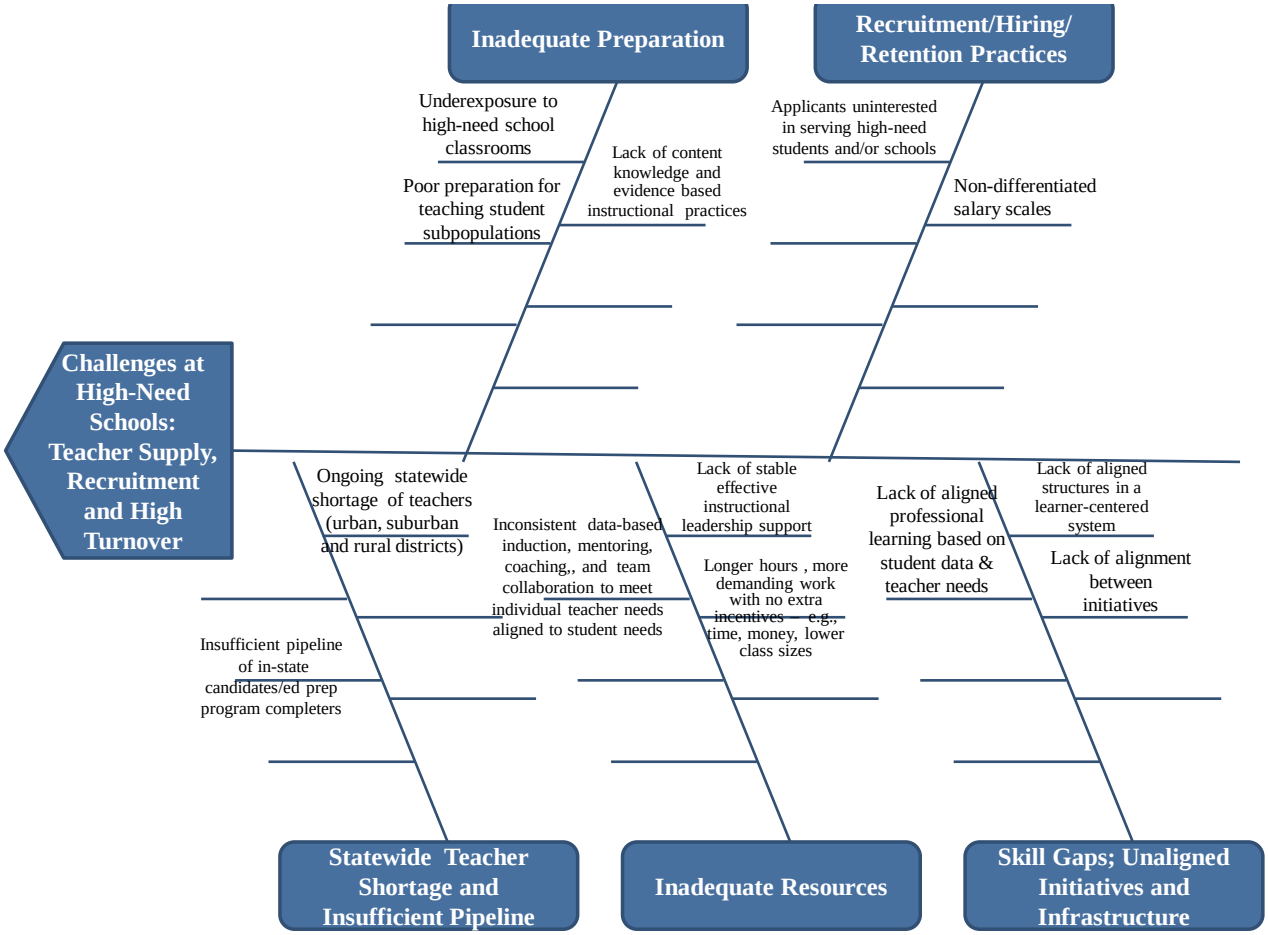
3. **Analyzing Root Causes:** Each of the four stakeholder groups worked together in small teams to brainstorm root causes behind our equity gaps and categorize them by themes, and then reported these out to the larger stakeholder group with possible solutions aligned to root causes. This information was collated by stakeholder group and shared with the internal NDE team. The NDE team then used this feedback to "chunk up" to what appeared to be the systemic root causes across all the feedback data.

   In providing input regarding root causes of equitable access to experienced and highly qualified teachers, Nevada stakeholders expressed their insights and perspectives on challenges in regard to a shortage of well-prepared teachers and principals from educator preparation programs, as well as challenges in hiring, developing, supporting and retaining teachers and principals.

4. **Mapping Strategies to Root Causes:** We identified practical strategies to address our root causes.

We created "fishbone" diagrams to illustrate the root causes we believe hinder student access to excellent teaching and leading in Nevada. Figure 1 depicts the root causes behind our equity gaps: recruitment challenges and high teacher turnover of experienced and "highly qualified" teachers in schools with large populations of students from low-income families, students of color and English learners.

Figure 1. Fishbone Diagram Indicating Causes of Recruitment Challenges and High Teacher Turnover in High-Quartile Schools (those schools with high percentages of students from low-income families, students of color and English learners) Note that the same root causes seemed to be valid for schools with high-percentages of students with disabilities, which was an equity gap in Clark County School District, but not on state school data.



Three Components for Equitable Access to Excellent Site-based Administrators and Teachers

To achieve Nevada's teacher and site-based administrator equity objectives, NDE is focusing on two key systemic learner-centered "effectiveness" human capital management components, and improvement of fiscal resources to support programs to increase performance of these students. The three components are:

- Attract, Prepare, Hire, Develop, Support and Retain Effective Site-based Administrators
- Attract, Prepare, Hire, Develop, Support and Retain Effective Teachers
- Improvement of Fiscal Resources to Match Demographic Shifts in Nevada's K-12 Population.

Through examination of the various fishbone diagrams during the root-cause analysis that was conducted externally with stakeholder groups and then internally, we identified these three overarching high leverage components focused on the staffing and support of administrators and teachers, because effective principals attract and retain effective teachers. Teachers are the single greatest school-based factor affecting student achievement (Rivkin, S. et al., "Teachers, Schools, and Academic Achievement" Econometrica, 2005), and excellent principals are key for providing teachers with the instructional support they require.

"Strong leaders attract and retain talent. Principals of schools that retained high numbers of highly effective teachers were more likely to clearly communicate high expectations and make teachers feel supported. They also were less likely to tolerate ineffective teaching." (p. 2) "Teachers who transfer schools tend to go to a school where the average teacher quality is similar to their own. In other words, high-performing teachers go to schools where the average teacher is high-performing, while poor performers go to schools where the average teacher is low performing." (p. 3) (*Promoting More Equitable Access to Effective Teachers: Strategic Options for States to Improve Placement and Movement, Reform Support Network, February 2015)*

We highlight "effectiveness" in these components regarding educators and their support system, because the goal is for students to have equitable access to excellent educators, ultimately "effective" and "highly effective" educators. Educators have the greatest success when they are supported with the aligned structures and processes to be effective in yielding the student outcomes targeted. "Effectiveness" is about measuring adult "*cause*" data (inputs) against student "*effect*" data (outputs) via student learning evidence. This moves us beyond our current input metrics of only teacher "years of experience" and meeting "highly qualified requirements." This raises the student academic success level at underperforming schools because everyone knows what they are supposed to do and how to monitor and facilitate student learning.

Therefore, this is a narrative about learning how to develop "learner-centered systems" whereby the daily focus of educators is on:

- evidence-based <u>instructional practices</u> (teacher *input*) for students to <u>meet curricular learning targets</u> regarding what students are to know and be able to do so everyone in the system (site-based administrators, teachers, students, parents) is clear and focused in learning conversations, monitoring and facilitating learning, and

- monitoring <u>student learning on those targets</u> (the formative and summative *output* of the instruction-learning process, asking "*Did students <u>learn</u>?*")

This effort moves stakeholders beyond "teacher delivery-centered systems" whereby the focus is on the *input* only, "*Did teachers <u>deliver</u> instruction?*" and shifts the effort to establishing a learner centered system where the focus is on student mastery and achievement of the required academic goals. In order to raise the bar for each student, students must have access to excellent educators, especially high-need students who need them the most. This shift means that everyone in the system - site-based administrators, teachers, and students - know what they are supposed to do, and are supported to do so. For this system to work properly, all structures and processes need to interdependently align to support everyone to that end result

of student learning. Educators who have aligned structures of standards-based curriculum with common learning targets, pedagogy, formative assessments, individual student data measuring and tracking, and professional learning, clearly understand what students are supposed to know and be able to do each day, and what they are supposed to know and be able to do to facilitate, measure and track their learning.

A learner-centered system provides a foundation for site-based administrators to effectively support teachers to grow and be successful. Aligned structures provide the tools to formatively measure individual student learning on the learning targets, and collaborative learning structures and processes that focus professional conversations on student learning data. Teachers must facilitate and formatively monitor student learning to move students to mastery on the curricular learning targets. Students must know what the curricular learning targets are and how to meet them. Parents need to know where their children are in meeting the standards and being on track to graduate from high school, ready for college or careers.

The formative process of supporting educators to be effective provides them with iterative feedback through means such as mentoring, coaching, and professional learning community conversations, based on monitoring data that tracks where students are on the continuum of learning relative to curricular learning target mastery. Teachers learn what needs to be done in the instruction-learning cycle of: *Plan, provide instruction-learning experience, assess and use data to examine where each student is and intervene with "next instructional steps."*

Developing and implementing learner-centered systems is in alignment with the standards of the Nevada Educator Performance Framework (NEPF) to support educators in being effective.

For example:
In alignment with the NEPF Instructional Leadership Standards, administrators must:

- Create and sustain a culture of continuous improvement (Standard 2)
    - Set clear expectations for teacher performance and student performance and create a system for consistent monitoring and follow-up on growth and development (Indicator 1)
    - Support teacher development through quality observation, feedback, coaching, and professional learning structures (Indicator 2)
- Create and sustain structures (Standard 4)
    - Develop systems and processes to implement a coherent and clearly articulate curriculum across the entire school, continually reviewing and adapting when appropriate (Indicator 2)
    - Implement systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate (Indicator 1)
- Create and sustain a focus on learning (Standard 1)
    - Hold teachers and students accountable for learning through regular monitoring of a range of performance data (Indicator 2)
    - Structure opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth (Indicator 3)

- Systematically support teachers' short-term and long-term planning for student learning through a variety of means (Indicator 4).

In alignment with the NEPF Administrator Professional Responsibilities Standards, administrators must:

- Manage human capital (Standard 1)
  - Use available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers (Indicator 2)
  - Support the development of teacher leaders and provide leadership opportunities (Indicator 3).

In alignment with the NEPF Teacher Instructional Practice Standards, teachers must:

- Provide learning tasks that have high cognitive demand for diverse learners (Standard 2)
  - Tasks progressively develop **all** students' cognitive abilities and skills (Indicator 3)
- Integrate assessment into instruction (Standard 5)
  - Plan on-going learning opportunities based on evidence of **all** students' current learning status (Indicator 1)
  - Align assessment opportunities with learning goals and performance criteria (Indicator 2)
  - Structure opportunities to generate evidence of learning during the lesson of **all** students (Indicator 3)
  - Adapt actions based on evidence generated in the lesson for **all** students (Indicator 4)
- Ensure students engage in metacognitive activity to increase understanding of and responsibility for their own learning (Standard 4)
  - Along with **all** students, understand what students are learning, why they are learning it, and how they will know if they have learned it (Indicator 1)
  - Structure opportunities for self-monitored learning for **all** students (Indicator 2)
  - Support **all** students to take actions based on the students' own self-monitoring processes (Indicator 3).

We are learning the best ways to systemically design and implement school structures and educational practice that align to formatively drive those key educator and student behaviors to successfully yield student targeted outcomes. We are building on existing and new initiatives that correspond to the systemic root causes undergirding educator effectiveness issues.

We also recognize that because of the complexity of our teacher and leader equity gaps, particularly in the most challenging schools, recruiting and retaining *more* (rather than *equitable*) effective teachers and leaders might be necessary and might require restructuring the whole school – including bringing in new leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. The NDE will continue to support districts/schools through School Improvement Grants, the Nevada Turnaround Framework for Underperforming Schools, new legislated policies and funding outlined in Table 14, and opportunities to learn from each other about how to align

"learner-centered" infrastructure systems of standards, curriculum, pedagogy, assessment and data, and professional learning.

NDE will ask each high-need Nevada school district to submit a revised plan to NDE outlining the steps they will take to implement each of these key strategies, as well as any other locally identified strategies they would like to offer based on their own root-cause analysis and unique context.

Table 2. System Components for Equitable Access to Excellent Site-based Administrators and Teachers

Two Key Learner-Centered Human Capital Management System Components

System Component 1: Attract, Prepare, Hire, Develop, Support and Retain Effective Site-based Administrators We believe that the root-cause analysis, including research review of common talent management challenges and how they impact educators, students, and the process of instruction-learning, calls for an aligned site-based administrator human capital management system of preparation, staffing, professional learning, evaluation and compensation in order to staff, develop and retain effective site-based administrators at high-need schools. Analysis of key data points provides a basis for Nevada to continue to create an overarching workforce plan to staff these schools with effective administrators who implement an aligned learner-centered school infrastructure that attracts, supports and retains effective teachers in a cohesive learner-centered school climate. We believe that the data and root-cause analysis call for opportunities for the NDE and districts to learn from districts that provide systemic infrastructure (curriculum-instruction-assessment/data monitoring-professional learning alignment) to support effective adult behaviors to yield targeted student outcomes. Educators who are supported with aligned structures that help them provide students with successful instruction-learning experiences and track student curricular learning target mastery so they can intervene early, clearly understand what they are supposed to know and be able to do. This instruction-learning data alignment and transparency positively impacts student achievement, resulting in potentially lower turnover rates.
Root-Cause Analysis Findings
Lack of Alignment in District Human Capital Policies. Ineffective and misaligned educator preparation, recruitment, hiring, professional learning, evaluation and compensation policies not only negatively affect the districts' ability to hire and retain the best candidates (i.e., those who are effective, have the skills, beliefs, and commitment necessary to succeed in our most challenging schools, and who want to work in these schools), but also could foster a less cohesive school climate.
Lack of Systemic Learner-Centered Aligned Infrastructure to Support Site-based Administrator Effectiveness. Principals' ability to support the development of the effectiveness of teachers, and retain effective teachers in our most challenging schools, is hampered by lack of district-wide learner-centered school infrastructure and implementation support of cohesive interdependent structures of: standards-based curriculum with common

grade/subject-level learning targets aligned to evidence-based pedagogy, assessment and real-time data measuring and monitoring of student progress on learning targets and iterative student-learning data-based professional learning.

Relevant Metrics

Starting in Summer 2016, NDE will use 2015-2016 new NEPF evaluation effectiveness ratings data for principals to calculate equity gaps for the four student subgroups for the State and all LEAs by high/low quartile school aggregate. Currently, we have no state-level principal metrics, but out of our 78 underperforming Priority, Focus and One Star schools, for example, 42 are in Clark County School District (20 Priority, 15 Focus, 7 One Star schools) and 14 are those projected to be designated as "Victory schools" (low student performance and low income, but not identified as Priority, Focus or One Star schools). Clark County also has educator equity gaps on our current teacher metrics for the 4 student subgroups. When effectiveness data is available for School Year 2015-2016 we will also use *ineffective* and *minimally effective* principal data to cross reference high quartile schools (poverty, minority, EL, IEP) with the list of underperforming schools (Priority, Focus, One Star and Victory schools), to further delve into data and evidence based equity gaps, root causes and strategies with districts.

Note: Stakeholder insights were key in informing this human capital management strategy.

Stakeholder Feedback

Lack of Support for Instructional Leadership Support to Attract and Retain Effective Teachers. Stakeholders provided many reasons why there are challenges in recruiting and retaining experienced and highly qualified teachers at the highest need schools. Beyond district recruitment policies regarding seniority and hiring dates, stakeholders looked behind the veil into what is not attractive about working at some of these high-need schools.

Input provided was that teachers are uninterested in working at schools with the highest percentages of students from low-income families, students of color, English learners and students with disabilities because of the following reasons: inadequate preparation in the areas of content and pedagogy for working with these students; lack of instructional leadership support; lack of parent support and lack of support for parents; lack of teacher-leader opportunities and collegiality; longer hours and more demanding work addressing a wider range of achievement levels, learning styles and student behavior-social-emotional needs with no extra incentives such as time, compensation, lower class size; lack of resources including technology; lack of community resources affecting "family recruitment" at remote rural schools; initiative work overload and lack of initiative alignment; poor climate, poor morale, stigma about the accountability system, media focus on "blaming" the teachers, and feeling the profession is not respected; unsafe neighborhoods; and frustration over lack of student achievement.

District officials and teachers expressed lack of instructional leadership at underperforming schools, and principals in high-need schools generally expressed lack of coaching and ongoing mentoring to meet individual teacher needs aligned to student needs as a root-cause.

Inconsistent School Infrastructure Lacking Support for Principals to Be Effective. As stakeholders looked deeply underneath "symptom" challenges such as "high teacher turnover" to "system challenges" asking "why is that?" a systemic undergirding root cause of not attracting and retaining excellent teachers stated by a Nevada Race to the Top district is lack of effective aligned infrastructure to support educators in maximizing their impact on student outcomes. Teachers and leaders want to be successful in yielding student achievement, and generally in more challenging schools, they feel less successful without this effective district

and principal leadership support. In discussing root-causes and solutions, based on their examination over many years of developing a learner-centered system focused on "learning" evidence (vs. the myriad of unaligned "initiatives" implementation), district personnel theorized: "low functioning schools" that are underperforming do not have fully aligned learner-centered systems in place whereby the structures of standards-based curriculum, instruction, and assessment are aligned to curricular unit learning targets, with a technology-enabled system to monitor and measure individual student progress districtwide to know where students are in terms of mastery on those learning targets allowing teachers to intervene early. Based on data and evidence of student-teacher needs, in such a system an aligned infrastructure supports site administrators and coaches to support teachers with learning to plan, provide an instruction-learning experience, and formatively assess on a daily basis, so instruction is effective in yielding the student outcomes targeted.

There seemed to be consensus that a root cause of our equity gaps is lack of consistent instructional leadership support due to lack of consistent preparation, professional development and school infrastructure and support provided through district oversight.

Strategies

Strategy 1: Data Collection and Analysis.
Beginning with the 2015-2016 school year, using the new Nevada Educator Performance Framework, principals will receive evaluation ratings based on Instructional Leadership and Professional Responsibilities standards/indicators for personnel decisions. The NDE shall adopt regulations to provide for the collection and reporting (aggregated/anonymous) data about evaluation ratings for site-based administrators. This principal effectiveness metric will be used to address student equitable access to *effective and highly effective principals* vs. *ineffective and minimally effective principals,* using ratings data to calculate equity gaps by high vs. low quartiles of schools for the four student subgroups by state and by district. We will use this metric to further set equity goals.

Strategy 2: Improve Licensure Requirements and Preparation Program Requirements (Align with NEPF Instructional Leadership Standards/Indicators and Expand School Setting Experiences)

Continuing activities in the area of school leader preparation will build on work that NDE and statewide public and private higher education institutions have carried out during the last several years in preparation for implementation of the new academic content standards and educator performance standards/indicators.

NDE will make recommendations to the Commission on Professional Standards to review the current regulations outlining the coursework requirements for candidates to earn a licensure endorsement as an administrator of a school (NAC 391.170) to ensure they are in alignment with the NEPF Instructional Leadership Standards and Indicators.

Pursuant to NRS 391.038, regulations outline the process for the State Board of Education to review, approve, and evaluate all institutions that offer traditional educator preparation programs in the state. (see NAC 391.557 and 391.558) In 2015, NDE will hold public workshops and hearings to update these regulations to ensure they include components necessary for preparing Nevada educators to meet the needs of 21st century schools and classrooms. School-based administrator effectiveness in Nevada will be strengthened if our state's principal preparation providers prepare leaders to support teachers who can teach all

students to high standards. Therefore, the proposed regulations changes will include requirements that all school administrator candidates from state-approved programs are placed with effective administrators in high-need school settings for their field experience/internship.

Strategy 3: Improve District Recruitment, Hiring and Professional Learning Practices for Principals at Underperforming Schools.

- As per the Nevada Turnaround Strategy for Underperforming Schools, staff underperforming schools with a principal who has the skills, beliefs and commitment necessary to lead both instructionally and administratively, and provide professional learning development. Participation in a school leadership program provided by the external partner, the district, or by NDE that includes individual coaching and mentorship throughout each school year with ongoing district leadership involvement will be encouraged. Coaches/mentors should meet with the principal a minimum of one time per month and district leadership should meet with the principal a minimum of one time per month. Meetings will focus on implementation of the developed 90-day Leadership Plan.

This state strategy supports a district human capital management plan to:

- Recruit and screen high-performing principals based on candidates' demonstrated capacity to lead underperforming schools by supporting teacher, student and parent/family success
- Incorporate the University of Virginia Darden Behavioral Event Interview
- Match the principal to the school by strategically prioritizing the key competencies needed for that school
- Support the principal through a school leadership program with individual coaching and mentorship.

Strategy 4: School Administrator Compensation and Employment Status Changes.

Existing law, pursuant to NRS 391.168, the board of trustees of each school district is required to establish a program of performance pay and enhanced compensation for the recruitment and retention of teachers and administrators, beginning in 2015-2016. Passage of AB483 in the 2015 legislative session requires the board of trustees of each school district to reserve for each fiscal year a sum of money sufficient to pay an increase in base salaries (not to exceed ten percent) for not less than five percent of teachers and administrators employed by the school district, beginning in 2016-2017. This bill eliminates the requirement that the program of performance pay and enhanced compensation be the subject of collective bargaining and requires that consideration be given to implementation of the program in the lowest-rated underperforming schools, as indicated by the NSPF star ratings.

Passage of SB241 in the legislative session makes various changes to collective bargaining for school and district administrators. The employment status of principals now reflects that during the first three years of employment they are "at-will." Following this initial period, the principal again becomes an at-will employee if, in two consecutive school years the NSPF star rating of the school to which the principal is assigned is reduced by one or more levels and 50% or more of the teachers assigned to the school request a transfer to another school. If these events occur for any school year, the district will be required to conduct a survey of the teachers assigned to the school to evaluate conditions at the school and the reasons given by teachers who requested a transfer.

NDE will adopt regulations for the collection of and reporting (anonymous and aggregate) of teacher and school administrator transfer data, with a particular focus on underperforming schools and those serving students at the highest quartiles of poverty, minority, EL and IEP schools.
Strategy 5: Systemic Learner-Centered Infrastructure to Support Educators Provide opportunities for NDE, superintendents, site-based administrators, teachers and other interested personnel to increase knowledge of why common curricular learning targets are important, how to create and implement a technology-enabled system to monitor and measure student progress on learning targets districtwide, and how to further develop a learner-centered infrastructure to support and retain effective educators.
Performance Objectives
By Summer 2016, NDE will adopt regulations for collection and reporting (anonymous and aggregate) of new NEPF school year 2015-2016 evaluation effectiveness ratings data for principals. NDE will use this data to calculate equity gaps for the four student subgroups for the State and all LEAs, and use data to further set equity goals using these metrics, such as equity gaps decline by 1 percent per year between 2016 and 2020.

System Component 2: Attract, Prepare, Hire, Develop, Support and Retain Effective Teachers We believe that the root-cause analysis, including research review of common talent management challenges and how they impact educators, students, and the process of instruction-learning calls for an aligned teacher human capital management system of preparation, staffing, professional learning, evaluation and compensation in order to staff, develop and retain experienced and effective teachers. Analysis of key data points provides a basis for Nevada to continue to create an overarching workforce plan to staff these schools with effective teachers, and effective administrators who implement an aligned learner-centered school infrastructure that supports teachers to be effective, and thus attracts and retains them.
Root-Cause Analysis Findings
Lack of Alignment in District Human Capital Policies. Ineffective and misaligned educator recruitment, hiring, professional learning, evaluation and compensation policies not only negatively affect the districts' ability to hire and retain the best candidates (i.e., candidates who are effective, have the skills, beliefs, and commitment necessary to succeed in our most challenging schools, and want to work in them), but also could foster a less cohesive school climate.
Lack of District-wide Systemic Learner-Centered Aligned Infrastructure to Support Teacher Effectiveness. Lack of aligned school structures of standards, curriculum, instruction, assessment/real-time data monitoring, and professional learning to support teachers in tracking student learning on curricular outcome targets, negatively affects teachers' ability to be effective in intervening early to move students to mastery, and frustration over lack of student achievement negatively affects teacher development and retention of effective teachers in our most challenging schools.
Relevant Metrics
Starting in Summer 2016, NDE will use 2015-2016 new NEPF evaluation effectiveness ratings data for teachers by school aggregate to calculate equity gaps for the four student subgroups for the State and all LEAs by high/low quartile schools.

Nevada districts are concluding the 2014-2015 school year with 700+ classroom vacancies that were filled with either long-term or day-to-day substitute teachers. Additionally, as a result of increased statewide PreK-12 student enrollment, adjusted staffing ratios, teacher separations due to retirements/resignations/terminations, and new initiatives/legislation, districts are reporting the need to fill an estimated 2,800+ vacancies for the 2015-2016 school year. A cursory analysis of this data for the current and upcoming school year indicates that a majority of these vacancies are in schools with high percentages of students of color, English language learners, and/or those from low socioeconomic backgrounds.
Note: In cases where data for metrics like teacher turnover and retention was difficult to gather, stakeholder insights were key in informing the human capital management strategy. Conferring with teachers and principals from our "equity high need schools" gave us particular insight into the challenge of high teacher turnover which most stakeholders listed as an equity gap root cause challenge.
Stakeholder Feedback
See stakeholder feedback under System Component 1.
District personnel reported that teachers lack clinical experience and preparation to teach in high-need school settings, including lack of cultural and relational competency, and preparation for teaching special populations.
Teachers stated inequitable compensation for longer hours and harder work with more challenging students at high need schools among root-causes of high teacher turnover at high need schools.
District personnel reported teachers lack content knowledge and evidence-based instructional practices.
Strategies
Strategy 1: Data Collection and Analysis Beginning with the 2015-2016 school year, using the new Nevada Educator Performance Framework, teachers will receive evaluation ratings based Instructional Practice and Professional Responsibilities standards/indicators. The NDE shall adopt regulations to provide for the collection and reporting (aggregated/anonymous) data about evaluation ratings for all teachers. This teacher effectiveness metric will be used to address student equitable access to *effective and highly effective teachers* vs. *ineffective and minimally effective teachers* , using ratings data to calculate equity gaps by high vs. low quartiles of schools for the four student subgroups by state and by district. We will use this metric to further set equity goals. NDE shall work with districts and the State Public Charter School Authority to collect and report long-term teacher vacancy data on a regular basis, with a focus on underperforming schools and those serving students at the highest quartiles of poverty, minority, EL and IEP schools.
Strategy 2: Improve Licensure Requirements and Preparation Program Requirements (Align with NEPF Instructional Practice Standards/Indicators and Expand School Setting Experiences) Continuing activities in the area of school teacher preparation will build on work that NDE and statewide public and private higher education institutions have carried out during the last several years in preparation for implementation of the new academic content standards and educator performance standards/indicators.

NDE will make recommendations to the Commission on Professional Standards to review the current regulations outlining the coursework requirements for candidates to earn licensure in early childhood, elementary, secondary, and special education to ensure they are in alignment with the NEPF Instructional Practice Standards and Indicators.

Pursuant to NRS 391.038, regulations outline the process for the State Board of Education to review, approve, and evaluate all institutions that offer traditional educator preparation programs in the state. (see NAC 391.557 and 391.558) In 2015, NDE will hold public workshops and hearings to update these regulations to ensure they include components necessary for preparing Nevada educators to meet the needs of 21st century schools and classrooms. Teacher effectiveness in Nevada will be strengthened if our state's preparation providers prepare educators who can teach all students to high standards. Therefore, the proposed regulations changes will include requirements that all teacher candidates from state-approved programs are placed with effective teachers in high-need school settings for their field experience/student teaching. Additional recommendations will include annual reviews of programs with publicly reported data so teacher candidates selecting programs, and school leaders hiring candidates, can make informed decisions.

Strategy 3: Revision of Licensure Renewal Requirements.
Current Nevada regulations (NAC 391.065 and NAC 391.075) require that existing licensees complete 6 semester hours of coursework (or the equivalent) from an approved provider within the renewal period of five, six, or ten years, depending on the type of license held. This coursework must be "directly related to the person's current license, enhance the effectiveness of the person's teaching, be in a subject for which shortages of personnel exist, or be part of an approved program leading to an advanced degree."

Passage of SB504 during the 2013 legislative session created the English Mastery Council, which has made recommendations to the Commission on Professional Standards and the State Board of Education to change licensure requirements related to coursework in the areas of English language acquisition and development. As a result, regulation changes have already been made to include more robust courses and clinical experience in settings with English learners. Discussions are still ongoing regarding recommended mandatory EL requirements for all new and/or existing licensees upon initial application or renewal.

Passage of AB234 during the 2015 session requires that all new licensees and those renewing existing licenses complete at least one course in multicultural education, and directs the Commission on Professional Standards to adopt regulations related to this requirement.

Additionally, funding was approved in this legislative session for a Nevada Department of Education to engage in a comprehensive study on existing Nevada statutes and regulations to ensure they are robust and in alignment with national best practices related to educator licensure for effective 21st century teaching and leading. NDE will use the results of this study to make recommendations to the Commission on Professional Standards for changes to existing requirements.

Strategy 4: Improve District Recruitment, Hiring and Professional Learning Practices for Teachers at Underperforming Schools. The Nevada Turnaround Strategy for Underperforming Schools requires School Turnaround Plans to describe how the district and school leaders will work together to create the turnaround conditions, which include changes to district policies and collective bargaining agreements in principal selection of all teachers, so

principals can hire teachers who want to work in the schools and have the skills, beliefs and commitment necessary to succeed in underperforming schools. Time and support will be provided for teacher-led and grade- or subject-based PLCs that focus on data analysis to support effective Tier 1 instruction aligned with standards.
Strategy 5: Teacher Compensation. Existing law, pursuant to NRS 391.168, requires the board of trustees of each school district to establish a program of performance pay and enhanced compensation for the recruitment and retention of teachers and administrators, beginning in 2015-2016. AB483 that was just passed by the 2015 legislature requires the board of trustees of each school district to reserve for each fiscal year a sum of money sufficient to pay an increase in base salaries, not to exceed 10 percent, for not less than 5 percent of teachers and administrators employed by the school district, beginning in 2016-2017. This bill eliminates the requirement that the program of performance pay and enhanced compensation be the subject of collective bargaining and requires that consideration be given to implementation of the program in the lowest-rated underperforming schools, as indicated by the NSPF star ratings.
Performance Objectives
By Summer 2016, NDE will adopt regulations for collection and reporting (anonymous and aggregate) of new NEPF school year 2015-2016 evaluation effectiveness ratings data for teachers. NDE will use this, along with experience data, to calculate equity gaps for the four student subgroups for the State and all LEAs, and use data to further set equity goals using these metrics, such as equity gaps decline by 1 percent per year between 2016 and 2020.
By Summer 2017, NDE and districts will annually track school-level hiring and retention data by teacher effectiveness performance ratings at underperforming schools and those serving students at the highest quartiles of poverty, minority, EL and IEP schools. Principal supervisors can use these data to drive conversations with principals about how they are working to retain their most effective teachers and support ineffective teachers with professional development in alignment with NEPF standards and indicators.
By 2018, the number of applicants per teaching vacancy by district will be roughly equivalent in high-and low-need schools.
By 2018, the percentage of teaching positions vacant on first day of school will be roughly equivalent in high- and low-need schools; between 2015 and 2020, the percentage will decline by at least 1 percent per year.

Fiscal Resource Component

System Component 3: Fiscal Resources
Root-Cause Analysis Findings
We believe that the root-cause analysis also identifies a need for improvement in fiscal resources to match demographic shifts in Nevada's K-12 population. In 2013-2014, Clark and Washoe counties combined had 89% of Nevada K-12 students. During the 2012-2013 school year, over 70% of students in Clark County were from minority groups, and in Washoe County the school age population was majority-minority. Hispanics made up 40% of students statewide. 60% of students in Clark County are eligible for free or reduced lunch. In 2015, the updated adequacy funding study calculated the aggregate costs associated with educating English learners, and at-risk and special education students based upon data for the

2012-2013 school year. Underperforming schools tend to face complicated resource needs at the school level (e.g., larger individualized education program [IEP] costs, costs associated with behavioral issues, remedial education needs). If available resources at these schools are systemically inadequate, their ability to provide educators with instructional and non-instructional supports and maintain attractive school facilities will suffer, leading to higher turnover.

Relevant Metrics

Starting in Summer 2016, NDE will use the NEPF School Year 2015-2016 evaluation ratings data to calculate equity gaps by high vs. low quartiles of schools for the four student subgroups by State and by district. We will also use *ineffective* and *minimally effective* teacher and principal data to cross reference high quartile schools (poverty, minority, EL, IEP) with the list of underperforming schools (Priority, Focus, One Star and Victory Schools), and NDE will propose equity data be considered in evaluating these fiscal initiatives. For example, in the Creating the Victory Schools Program listed as an equity strategy, whereby funding will be allocated to 35 underperforming schools (lowest student achievement levels) in the 20 poorest zip codes in the state, four of the districts which have "Victory Schools" are among the state's highest poverty, as described in the equity gap analyses: Clark County (14), Washoe (13), Humboldt (1), and Elko (3).

Nevada districts are concluding the 2014-2015 school year with 700+ classroom vacancies that were filled with either long-term or day-to-day substitute teachers. Additionally, as a result of increased statewide PreK-12 student enrollment, adjusted staffing ratios, teacher separations due to retirements/resignations/terminations, and new initiatives/legislation, districts are reporting the need to fill an estimated 2,800+ vacancies for the 2015-2016 school year. A cursory analysis of this data for the current and upcoming school year indicates that a majority of these vacancies are in schools with high percentages of students of color, English language learners, and/or those from low socioeconomic backgrounds.

Stakeholder Feedback

As systemic root causes of equity gaps - district officials and regional professional development program trainers expressed lack of homegrown programs to get teachers into the pipeline; district officials expressed lack of instructional leadership, the highest leverage resource, at underperforming high-need schools and lack of aligned infrastructure which high-performing principals can put in place given support; principals in high-need schools generally expressed lack of coaching and ongoing mentoring to meet individual teacher needs aligned to student needs explaining they need more "coaches" vs. "stuff"; teachers focused on resource incentives of leadership instructional support, time for collaboration, compensation for longer hours and harder work, and lower class sizes to focus on more challenging students.

The following key educational initiatives are part of the Governor's proposed K-12 education budget to address the mismatch between Nevada's demography, its educational needs and current educational policies. Focus is on funding and improvement by studying what it takes to meet the needs of the different school populations where there are lower student performance rates and low graduation, and shifting to a weighted per-student formula that takes into account the added expense of teaching these students, while evaluating the effectiveness of each program throughout the process. Key programs in the plan are aimed at poor and minority students, with a focus on Hispanics who make up 40% of the students statewide.

Strategy 1: Great Teaching and Leading Fund. The passage of SB474 in the 2015 legislative session provides $9.8 million of new funding provided over the biennium ($4.9M each FY) to incentivize professional development and improvements to the educator pipeline. In the

first year, the focus will be full implementation of the Nevada Educator Performance Framework (NEPF); new science standards; and recruitment, training, and retention of effective teachers and principals. After the first year, the State Board will coordinate activities by establishing annual criteria for the Fund on or before September 30 of each year through review and consideration of the assessment of the training needs and priorities of training of teachers and administrators adopted by the governing body of each regional professional training program as per NRS 391.540. Entities which can receive the grants include the Regional Professional Development Programs, school districts, higher education institutions, employee associations, and nonprofit organizations. To the extent money is available, an independent evaluation of the effectiveness of the grants would include a review and analysis of data relating to a) changes in instructional or administrative practices, b) student achievement, and c) the recruitment and retention of effective teachers and administrators.

The grant application will include opportunities for applications to demonstrate how these funds would serve students at the highest quartiles of poverty, minority, EL and IEP schools to address equitable access to effective educators.

Strategy 2: Staff Incentives and Other Support Targeting Student Achievement for Underperforming Schools Turnaround. Passage of legislation in the 2015 (AB448 and SB491) allocates $5.0 million in each fiscal year to assist in turning around persistently underperforming schools by placement into an "Achievement School District" (ASD). This legislation establishes the ASD within the Department of Education; authorizes certain underperforming schools to be converted to achievement charter schools sponsored by the ASD, prescribes certain conditions of employment for teachers at an achievement charter school, and makes reassignment of the employees of an achievement charter school outside the scope of collective bargaining.

Prior to a school being placed into the ASD, passage of SB92 allows for the Department of Education to designate certain underperforming schools as turnaround schools. This bill provides options for certain measures to be taken with respect to the administration and personnel of such schools, excluding the right of a school district to make reassignments of a principal or teacher from such a school from the scope of collective bargaining, providing for certain incentives to encourage employment at a school designated as a turnaround school, revising provisions relating to the reassignment of teachers/administrators whose overall performance is designated as minimally effective or ineffective, and requiring the board of trustees of a school district to consider specified factors in carrying out a reduction in force.

Strategy 3: Create a Victory Schools Program. Passed in the 2015 session, SB 432 creates a new "Victory Schools Program," with $25 million in each year of the biennium. Funding will be allocated by the NDE to underperforming schools (lowest student achievement levels) in the 20 poorest zip codes in the state. Based on a student needs assessment a Victory school may submit a plan for a grant award to use funds including to provide professional development to teachers concerning instructional practices and strategies that have proven to be effective means to increase pupil achievement in populations of pupils similar to those served by the school, to provide programs to recruit and retain highly effective teachers, and programs to improve school climate and culture. The pilot program will be evaluated by an external evaluator and spending information will be used to modernize the Nevada Plan with "weights" in future years.

Strategy 4: Modernize the Nevada Plan for School Finance. Long-term modernization of the Nevada Plan for School Finance was passed in SB508. This legislation dramatically changes a 50+ year old statewide education funding structure to ensure the objective of the state financial aid to public education is met, ensuring each Nevada child has reasonably equal educational opportunities. This will move the state toward "weighted formulas" where students with differing needs including in the categories of students with disabilities, English learners, and students from low-income families, receive additional dollars based on a percentage of the base amount. This will be adjusted when we count student enrollment and will increase transparency in the funding model. In the second year of the biennium special education units will be converted to an equivalent per pupil "weighted" formula. This will begin to increase in weighted formula funding over each year of subsequent biennial budgets until the desired weight (estimated to be twice the basic per pupil guarantee) is achieved, as recommended by the SB500 Task Force during the recent Interim Study. An additional $25 million appropriation is proposed to fund this expansion in the second year.

Strategy 5: Teach Nevada Scholarship Program and Programs for Innovation and the Prevention of Remediation. SB511, a bill introduced by the Governor and legislative leadership from both houses/parties late in the 2015 session, and passed with overwhelming support,:

- provides a long-term solution to the teacher shortage across Nevada by establishing the Teach Nevada Scholarship Program in the amount of $5 million over the biennium to attract and incentivize Nevadans to become a licensed teacher in Nevada by providing scholarships to students. The State Board of Education may prioritize the award of grants to a university, college or other provider of an alternative licensure program that demonstrates it will provide scholarships to a greater number of recipients who intend to teach in schools which have the highest shortage of teachers, or will be eligible to teach in a subject area for which there is a shortage of teachers such as science, technology, engineering, mathematics, special education or English as a second language.
- creates an Account for the Program for Innovation and the Prevention of Remediation that provides districts with funding for new teachers up to $5,000/year through a grant application process. Districts can addresses the immediate teacher shortage by providing $20 million over the biennium for program of performance pay and enhanced compensation for the recruitment and retention of new licensed teachers to fill critical vacancies in at-risk schools (Title 1 or received one of the two lowest possible ratings indicating school underperformance). Specifically, the grant funding must be used to increase the base salary of newly hired teachers at such schools for their first two years of employment and provide professional development to such teachers during these two years. Existing law pursuant to NRS 391.168, requires the board of trustees of each school district to establish a program of performance pay and enhanced compensation for the recruitment and retention of teachers and administrators, beginning in the 2015-2016 school year.

Performance Objectives

By 2018, to the extent money is available; evaluation of the effectiveness of the initiatives will include a review and analysis of data relating to each particular initiative's goals, particularly in high-need districts and schools, which could include addressing equitable access to effective educators. For example, for the Great Teaching and Leading Fund, evaluation would address the goals of a) changes in instructional or administrative practices, b) student achievement, and c) the recruitment and retention of effective teachers and administrators. Evaluation consideration could take into account the amount of funding provided to, and success on these

goals, at schools serving the highest quartiles of students from low-income families, students of color, English learners, and students with disabilities to address equitable access to effective educators. Additionally, data from the Teach Nevada Scholarship Program and programs of performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators will be collected to show a reduction in vacancies in schools serving the highest quartiles of students from low-income families, students of color, English learners, and students with disabilities.

As these initiatives and evaluation plans are further developed, we will further revise performance objectives accordingly.

Section 5. Ongoing Monitoring and Support

Plan Requirements

Component 5: Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps for both (1) poor students and (2) minority students, including the method and timeline for the evaluation (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).

Component 6: Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.

How the NDE will monitor the LEA's actions

Monitoring the LEA's actions is in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."

Nevada is committed to ensuring the long-term success of this initiative. We will do so by using Title I, Part A and Title II, Part A funds to provide technical assistance and monitoring oversight to the districts that our data indicate have teacher equity gaps for the three statutory metrics for any of the four subgroups described in our equity gap analysis section. We will continue to review applicable research and forward relevant studies to our school districts. Formal monitoring will be conducted on an annual basis and more often if a district fails to make progress toward its performance objectives in a timely manner.

Goal Setting

NDE will communicate Nevada's aspirations for equitable access and give stakeholders a clear way to track progress over time. NDE will begin with our baseline data on the metrics of experience and effectiveness for teachers and effectiveness for principals as we have this data available in the coming school year. For each metric, we will establish five year "access goals": targets for the percentage of schools overall, and for high quartile schools by high-need student categories to demonstrate greater access to experienced and effective teachers and effective principals. We also will set interim targets against which the state can chart its progress over the five-year-period. "High-need student categories" will include students from low-income families, students of color, English learners, and students with disabilities. After five years the plan will be updated with lessons learned and the use of new data. Our goals should capture our intent that high-need students should have access to effective educators consistently, not just once every few years or classes.

As detailed in section 4, for each strategy we have a plan in place to assess implementation success. We are prepared to build on these efforts with further data collection and review as

data, such as new educator evaluation data to yield effectiveness ratings, becomes available in school year 2015-2016.

We have established a detailed timeline (see Table 15) to guide short-term and long-term implementation of our plan. Annually, the Nevada Department of Education will publicly report on its progress toward addressing root causes to eliminate equity gaps on the NDE website at http://www.doe.nv.gov/Educator_Development_and_Support/, ensuring all LEAs and stakeholders know when the report has been posted.

Every two years the NDE will formally update this plan based on new data, new analyses of root causes, and new strategies.

The United State Department of Education will report their state educator equity profiles every two years at http://www2.ed.gov/programs/titleiparta/resources.html.

Table 15. Nevada Implementation Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Submission of updated LEA equitable access plans for review and approval	High need LEAs: based on 13-14 equity gaps - Clark, Washoe, Humboldt & Nye; Consultation with other LEAs annually to dig deeper into data re: equity gaps, root causes and necessary strategies for updating plans. Per 13-14 data - Carson City, Douglas, Esmeralda, Lincoln, Mineral, and Storey.	Director of Educator Effectiveness & Family Engagement	Summer 2015	Annual update as needed as per equity gaps, adding 15-16 effectiveness data, with aligned review of strategies and performance objectives
Final approval of LEA equitable access plans	Internal NDE team	Director of Educator Effectiveness & Family Engagement	September 2015	Review annually as necessary
Districts submit long-term vacancy data (for positions that were vacant and taught by long-term substitute teachers the entire semester)	LEAs	Director of Educator Effectiveness & Family Engagement	June 2015 & January 2016	Biannually, at the end of each semester
Using vacancy data, calculate equity gaps for the four subgroups for all LEAs	Internal NDE team	Director of Educator Effectiveness & Family Engagement	July 2015 & February 2016	Biannually, at the end of each semester

Teachers and principals receive evaluation ratings for personnel decisions based on School Year 2015-2016 performance, including educational practice standards/indicators	LEAs		Late Summer 2016	
Teachers and principals receive evaluation ratings based on School Year 2016-2017 performance, including educational practice and student achievement data	LEAs		Spring 2017 (each Spring thereafter)	Annually
Request for data submissions of evaluation data for all educators to be used by school/district aggregate	All LEAs	Director of Educator Effectiveness & Family Engagement	Summer 2016	Annually
Using 2015-2016 teacher and administrator evaluation data, calculate equity gaps for the four subgroups for all LEAs	Internal NDE team	Director of Educator Effectiveness & Family Engagement	Summer 2016	Annually
LEA equitable access plan on-site monitoring	Internal NDE team	Director of Educator Effectiveness & Family Engagement	Summer 2016	Annually
Publicly report Equitable Access Plan **Year 1 Progress Report** and solicit input from stakeholders	Internal NDE team, stakeholders, and the public	Director of Educator Effectiveness & Family Engagement	Summer 2016	Annually
Update Nevada's Plan to Ensure Equitable Access to Excellent Educators	Internal NDE team and stakeholders	Director of Educator Effectiveness & Family Engagement	Spring 2017	Every two years
Publicly report on **Year 2 progress** and solicit input from stakeholders	Internal NDE team, stakeholders, and the public	Director of Educator Effectiveness & Family Engagement	Summer 2018	Annually
Update Nevada's Plan to Ensure Equitable Access to Excellent Educators	Internal NDE team and stakeholders	Director of Educator Effectiveness & Family Engagement	Spring 2019	Every two years

Section 6. Conclusion

The Nevada Department of Education strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators, and welcomes this opportunity to present our plan for advancing this mission in Nevada. Our multi-faceted plan reflects thoughtful deliberation about actions that most likely will enable our districts and schools to attain this important objective. Although our plan will evolve over time, we believe our theory of action and the three targeted components with strategies we have included in the plan embody a solid approach to improving educator effectiveness, particularly for those most in need. We look forward to proceeding with this plan.

Appendix A: Stakeholder Engagement Activities Timeline

Major Activities	Parties Involved	Organizer	Dates
Gather and review data	Internal NDE team	Title II-A Education Program Professional	January-February 2015
Identify and recruit stakeholder groups to inform the plan	Internal NDE team	Director of Educator Effectiveness & Family Engagement	February 2015
Prepare data materials to share with stakeholders	Internal NDE team	Title II-A Education Program Professional	February 2015
Meet with stakeholder groups	Internal NDE team	Title II-A Education Program Professional	March-April 2015
Collect and collate input from stakeholders on examination of data to inform equity gaps and root-cause analysis	Internal NDE team	Title II-A Education Program Professional	March-April 2015
Review stakeholder input, begin setting priorities, and identify metrics	Internal NDE team	Title II-A Education Program Professional	April-May 2015
NDE drafts educator equity plan	Internal NDE team	Title II-A Education Program Professional	April-May 2015
Present plan draft to stakeholders and public through NDE survey, and expert reviewers through the Council of Chief State School Officers State Consortium on Educator Effectiveness; collect feedback, and revise	Internal NDE team	Title II-A Education Program Professional	May 2015
Finalize Plan	Internal NDE team	Director of Educator Effectiveness & Family Engagement Division	May 2015
Submit Plan to USED		Superintendent of Public Instruction	June 1, 2015

Appendix B. Nevada's Key Stakeholder Group Consultation Meetings

To actively engage a wide range of stakeholder contributions to the development of Nevada's equitable access plan, planning began early to ensure a thorough representation of stakeholders at each meeting. The tables below illustrate stakeholder outreach for each key stakeholder group and their participation.

District Administrators – 19 participants

Teams from the 17 districts were invited to participate in consultation meetings (Eureka County School District was not notified because they have opted not to receive federal funds). Representatives responsible for the following programs were targeted: human resources, Title I, Title II, programs for English learners, programs for students with disabilities, and administrators working on/alignment of standards, curriculum, instruction, assessment and professional development. Stakeholders were asked to go back to their districts and consult with other team members to provide further feedback to the NDE. The following district participation is listed below.

District	Stakeholder Title
Carson City School District	• Associate Superintendent, Human Resources • RTTT-D Transformation Office Director
Clark County School District	• Director, School and Department Human Capital Management Support • Coordinator, Title I Services • Coordinator, Title I Services
Douglas County School District	• Director of Human Services • Director of Assessments, Grants and Projects
Esmeralda County School District	• Superintendent • District level administrator
Humboldt County School District	• Assistant Superintendent • Director of Opportunity
Storey County School District	• Chief Academic Officer
Washoe County School District	• Chief of Staff • Human Resources Coordinator • Project Director, Federal Programs • 7-12 ELA Program Coordinator • Program Evaluator
State Public Charter School Authority	• Education Programs Professional, Federal Programs • Education Programs Professional, Assessment and Accountability

School Site Administrators and Employee Organizations – 25 participants

Representatives from the following organizations and schools were invited to participate in consultation meetings: employee organizations; 50+ school site administrators from 16 "equity

high need schools" identified for the purpose of further exploration into school needs to achieve equitable access to teachers, in Clark County School District the 12 schools that have 5 teacher vacancies and the 15 schools that have 6-10 teacher vacancies as of March 10, 2015, district targeted rural schools from high poverty and high minority school districts, and non-rural district administrators were asked to forward the invitation to school site administrators they thought could provide helpful input.

School/Organization	Stakeholder Title
Clark County School District – schools	
Fitzgerald Elementary School	• Acting Principal
Keller Elementary School	• Principal
Lincoln Elementary School	• Principal • Assistant Principal
Monaco Middle School	• Principal
Reed Elementary School	• Principal
Sedway Middle School	• Principal
Valley High School	• Principal
Von Tobel Middle School	• Principal
Douglas County School District - schools	
Scarcelli Elementary School	• Principal
Pau-Wa-Lu Middle School	• Principal
Humboldt County School District - schools	
Grass Valley Elementary	• Principal
Winnemucca Grammar School	• Principal
Sonoma Heights Elementary School	• Principal • Dean
Washoe County School District – schools	
Duncan Elementary STEM Academy and Veterans Memorial STEM Academy	• Dean
Rainshadow Community Charter High School	• Assistant Principal • Dean
White Pine County School District	
White Pine Middle & Norman Elementary Schools	• Principal
State Public Charter School Authority	
Mater Academy of Nevada – Clark County	• Principal • Assistant Principal
Oasis Academy – Churchill County	• Principal
Pinecrest Academy – Clark County	• Principal
Quest Preparatory Academy – Clark County	• Superintendent
Employee Organizations	
Clark County Association of School Administrators and Professional-technical Employees	• Deputy Executive Director

Classroom Teachers, Pupil Services Personnel, and Employee Organizations – 26 participants

Representatives from the following organizations and schools were among those invited to participate in consultation meetings: employee organizations; Nevada National Board for Professional Teaching Standards; teachers from the 16 "equity high need schools"; teachers in Clark County School District from the 12 schools that have 5 teacher vacancies and the 15 schools that have 6-10 teacher vacancies as of March 10, 2015; Washoe County School District TNTP Teacher Fellows (alternative route certification through The New Teacher Project); other teachers from high poverty and high minority school districts and teachers whom district and school administrators from other districts thought could provide helpful input; National Board Certified teachers; and the past five Nevada Teachers of the Year.

School/Organization	Stakeholder Title
Clark County School District - schools	
Hinman Elementary School	• Teacher
Hoggard Magnet School	• Teacher
Miller Elementary School	• Teacher
Monaco Middle School	• 3 Teachers (& written input from another teacher)
Moore Elementary School	• Teacher
Reed Elementary School	• Instructional Coach
Sedway Middle School	• Teacher
Snyder Elementary School	• Librarian
Spring Valley High School	• Teacher
Twitchell Elementary School	• Teacher
Valley High School	• 2 Teachers
West Career and Technical Academy	• Teacher
White Middle School	• Teacher (Special Education)
Performance Zone 14	• Peer Assistance Review Consulting Teacher
Howe Center	• Project Facilitator and Nevada State Board of Education Member
State Public Charter School Authority	
Quest Preparatory Academy – Clark County	• 2 Teachers
Washoe County School District – schools	
Cannan Elementary School	• Teacher
Palmer Elementary School	• Teacher
Rainshadow Community Charter High School	• Teacher
Smithridge Elementary School	• Teacher
Northwest Regional Professional Development Program	• K-12 Learning Facilitator
Organizations	
Nevada National Board for Professional Teaching Standards	• Director

Education Community Organizations – 15 participants

Representatives from the following organizations were among those invited to participate in consultation meetings.

Organization	Stakeholder Title
Community Organizations	
Clark County Black Caucus – Education Committee	• Chair
Higher Education Partners and Preparation Programs	
College of Southern Nevada – School of Education	• Chair
Nevada State College – School of Education	• Assistant Professor
Sierra Nevada College – Teacher Education	• Field Experience Coordinator
Teach for America, Las Vegas	• Executive Director
Teach for America, Las Vegas	• Managing Director
University Nevada, Las Vegas – Department of Teaching and Learning	• Chair
University Nevada, Reno – College of Education	• Associate Dean
Parents	
Honoring Our Public Education	• Vice President
Nevada Parent Teacher Association	• President Elect • Vice President - Leadership
Nevada PEP	• Educational Services Director
Regional Professional Development Programs	
Southern Nevada Regional Professional Development Program	• Regional Trainer
Research and Policy Organizations/Reform Networks (local and state)	
Nevada Succeeds	• Policy Director
Public Education Foundation	• Director of Leadership and Innovation
Guinn Center for Policy Priorities	• Director of Education Policy

Appendix C. Stakeholder Engagement Meeting Agenda and Expected Outcomes

Dates: 3/9/15, 3/23/15, 4/17/15, 4/28/15
Meeting Leader: Leslie James, Education Programs Professional
Note-Taker: Kathleen Galland-Collins, Education Programs Professional

Time	Agenda Item
15 minutes	Welcome and Introductions
30 minutes	Overview
45 minutes	Root-Cause Analysis/Strategies Activity
20 minutes	Input Report Out
10 minutes	Next Steps and Closing

Expected Outcomes

For the purpose of informing the design of the Nevada Plan to Ensure Equitable Access to Excellent Educators (due June 1, 2015), stakeholders will provide ideas, insights and perspectives through dialogue centered on data and evidence:

- Learn background information needed to understand Nevada equity gaps in student access to excellent educators
- Hypothesize underlying (root) causes of these equity gaps
- Provide input to inform priorities and identify solutions that match the needs of the schools and districts
- Understand the need to continue to provide input and feedback on the state plan that leads to educational advancements for ensuring equitable access to excellent educators

Appendix D. District Equity Gap Tables 2-14

Table 2. Clark County School District (CCSD) Equity Gaps 2013-14

This table compares the following characteristics, of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL). Note: In CCSD 112 out of 354 schools (32%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Clark Schools	6.77%	9.84%	0.19%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	9.11%	15.26%	0.20%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	4.68%	3.98%	0.04%
*** % point Difference**	**4.43%**	**11.28%**	**0.16%**
Highest Minority Quartile Schools (> or = to 83%)	8.1%	15.19%	0.26%
Lowest Minority Quartile Schools (< = to 38%)	4.07%	3.86%	0.15%
*** % point Difference**	**4.03%**	**11.03%**	**0.11%**
Highest IEP Quartile Schools (>15%)	10.30%	10.04%	0.09%
Lowest IEP Quartile Schools (<10%)	5.01%	8.76%	0.17%
*** % point Difference**	**5.29%**	**1.28%**	**-0.08%**
Highest EL Quartile Schools (>23%)	9.63%	14.78%	0.07%
Lowest EL Quartile Schools (<3%)	4.96%	5.13%	0.31%
*** % point Difference**	**4.67%**	**9.65%**	**-0.24%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Clark County School District (CCSD) Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 4.43 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students from low-income families (9.11%), compared to the quartile of schools with the lowest percentage of students from low-income families (4.68%).

2. There is a 4.03 percentage point equity gap in classes not taught by highly qualified Teachers with regard to the quartile of schools with the highest percentage of students of color (8.1%), compared to the quartile of schools with the lowest percentage of students of color (4.07%).

3. There is a 5.29 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students with disabilities (10.30%), compared to the quartile of schools with the lowest percentage of students with disabilities (5.01%).

4. There is a 4.67 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of English learners (9.63%), compared to the quartile of schools with the lowest percentage of English learners (4.96%).

Inexperienced Teachers

5. There is an 11.28 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students from low-income families (15.26%), compared to the quartile of schools with the lowest percentage of students from low-income families (3.98%).

6. There is a 11.33 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students of color (15.19%), compared to the quartile of schools with the lowest percentage of students of color (3.86%).

7. There is a 9.65 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of English learners (14.78%), compared to the quartile of schools with the lowest percentage of English learners (5.13%).

Table 3. Washoe County School District (WCSD) Equity Gaps 2013-14

This table compares the following characteristics, of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL). Note: In WCSD 25 out of 97 schools (26%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Washoe Schools	0.59%	6.24%	0.68%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	0%	9.63%	0.13%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	0.12%	4.13%	0.90%
*** % point Difference**	**-0.12%**	**5.5%**	**-0.77%**
Highest Minority Quartile Schools (> or = to 83%)	0%	11.13%	0.20%
Lowest Minority Quartile Schools (< = to 38%)	0.25%	3.96%	1.28%
*** % point Difference**	**-0.25%**	**7.17%**	**-1.08%**
Highest IEP Quartile Schools (>15%)	0.70%	6.58%	0.18%
Lowest IEP Quartile Schools (<10%)	0%	3.99%	0.75%
*** % point Difference**	**0.70%**	**2.59%**	**-0.57%**
Highest EL Quartile Schools (>23%)	0%	8.87%	0.10%
Lowest EL Quartile Schools (<3%)	0.07%	3.00%	0.71%
*** % point Difference**	**-0.07%**	**5.87%**	**0.61%**

Source: Student Accountability Information Network; NDE Teacher Licensure Database

Washoe County School District (WCSD) Gaps:

Inexperienced Teachers

1. There is a 5.5 percentage point equity gap in first-year teachers with regard to the quartile of Schools with the highest percentage of students from low-income families (9.63%), compared to the quartile of schools with the lowest percentage of students from low-income families (4.13%).

2. There is a 7.17 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students of color (11.13%), compared to the quartile of schools with the lowest percentage of students of color (3.96%).

3. There is a 2.59 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (6.58%), compared to the quartile of schools with the lowest percentage of students with disabilities (3.99%).

4. There is a 5.87 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of English learners (8.87%), compared to the quartile of schools with the lowest percentage of English learners (3%).

Table 4. Humboldt County School District (HCSD) Equity Gaps 2013-14 (rural district)

This table compares the following characteristics of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL). Note: In HCSD 4 out of 13 schools (30%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Humboldt Schools	1.77%	5.85%	0.98%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	5.26%	6.25%	6.25%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	0%	4.00%	0%
*** % point Difference**	**5.26%**	**2.25%**	**6.25%**
Highest Minority Quartile Schools (> or = to 83%)	25.00%	20.00%	0%
Lowest Minority Quartile Schools (< = to 38%)	7.69%	6.90%	0%
*** % point Difference**	**17.31%**	**13.10%**	**0%**
Highest IEP Quartile Schools (>15%)	4.2%	9.20%	1.15%
Lowest IEP Quartile Schools (<10%)	0%	0%	0%
*** % point Difference**	**4.2%**	**9.2%**	**1.15%**
Highest EL Quartile Schools (>23%)	0%	0%	0%
Lowest EL Quartile Schools (<3%)	0%	3.85%	0%
*** % point Difference**	**0%**	**-3.85%**	**0%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Humboldt County School District (HCSD) Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 5.26 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students from low-income families (5.26%), compared to the quartile of schools with the lowest percentage of students from low-income families (0%).

2. There is a 17.31 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students of color (25%), compared to the quartile of schools with the lowest percentage of students of color (7.69%).

3. There is a 4.20 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students with disabilities (4.20%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Inexperienced Teachers

4. There is a 2.25 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students from low-income families (6.25%), compared to the quartile of schools with the lowest percentage of students in from low-income families (4.00%).

5. There is a 13.10 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students of color (20.00%), compared to the quartile of schools with the lowest percentage of students of color (6.90%).

6. There is a 9.20 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (9.20%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 5. Nye County School District (NCSD) Equity Gaps 2013-14 (rural district)

This table compares the following characteristics of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL). Note: In NCSD 8 out of 23 schools (35%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Nye Schools	0.87%	6.57%	0.35%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	2.29%	2.50%	1.25%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	0%	10.71%	0%
*** % point Difference**	**2.29%**	**-8.21%**	**1.25%**
Highest Minority Quartile Schools (> or = to 83%)	0%	7.14%	0%
Lowest Minority Quartile Schools (< = to 38%)	0%	0%	0%
*** % point Difference**	**0%**	**-7.14%**	**0%**
Highest IEP Quartile Schools (>15%)	0%	7.33%	0%
Lowest IEP Quartile Schools (<10%)	0%	0%	0%
*** % point Difference**	**0%**	**7.33%**	**0%**
Highest EL Quartile Schools (>23%)	0%	4.76%	0%
Lowest EL Quartile Schools (<3%)	0%	8.85%	0%
*** % point Difference**	**0%**	**-4.09%**	**0%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Nye County School District (NCSD) Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 2.29 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students from low-income families (2.29%), compared to the quartile of schools with the lowest percentage of students from low-income families (0%).

Inexperienced Teachers

2. There is a 7.33 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (7.33%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 6. Elko County School District (ECSD) Equity Gaps 2013-14 (rural district)

This table compares the following characteristics of teachers in schools with high and low concentrations of students from low-income families, minority students, students with disabilities (IEP), and English learners (EL). Note: In ECSD 4 out of 25 schools (16%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Elko Schools	0.84%	5.97%	1.08%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	0%	1.72%	1.72%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	0.28%	4.98%	1.42%
*** % point Difference**	**-0.28%**	**-3.26%**	**0.30%**
Highest Minority Quartile Schools (> or = to 83%)	0%	4.35%	0%
Lowest Minority Quartile Schools (< = to 38%)	0%	7.35%	0.74%
*** % point Difference**	**0%**	**-3.00%**	**-0.74%**
Highest IEP Quartile Schools (>15%)	0%	7.02%	0%
Lowest IEP Quartile Schools (<10%)	1.57%	6.69%	1.97%
*** % point Difference**	**-1.57%**	**0.33%**	**-1.97%**
Highest EL Quartile Schools (>23%)	0%	6.98%	0%
Lowest EL Quartile Schools (<3%)	0%	5.76%	1.05%
*** % point Difference**	**0%**	**1.22%**	**-1.05%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

There are no significant equity gaps related to highly qualified or inexperienced teachers as per this data.

Table 7. Carson City School District (CCSD) Equity Gaps 2013-14

This table compares the following characteristics of teachers in schools with high and low concentrations of students from low-income families, and English learners (EL). Note: In Carson City School District 1 out of 11 schools (9%) are among Nevada's highest poverty schools.

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Teachers Out of Field
All CCSD Schools	0.71%	6.22%	0.24%
Highest Poverty Quartile Schools (Elementary > or = to 83%; Secondary > or = to 66%)	0%	13.89%	0%
Lowest Poverty Quartile Schools (Elementary < or = to 34%; Secondary < or = to 27%)	33.33%	0%	0%
*** % point Difference**	**-33.33%**	**13.89%**	**0%**
Highest EL Quartile Schools (>23%)	0%	12.86%	0%
Lowest EL Quartile Schools (<3%)	33.33%	0%	0%
*** % point Difference**	**-33.33%**	**12.86%**	**0%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Carson City School District Equity Gaps:

<u>Inexperienced Teachers</u>

1. There is a 13.89 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students from low-income families (13.89%), compared to the quartile of schools with the lowest percentage of students in from low-income families (0%).

2. There is an 12.86 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of English learners (12.86%), compared to the quartile of schools with the lowest percentage of English learners (5.47%).

Table 8. Douglas County School District (ECSD) Equity Gaps 2013-14

This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Douglas Schools	3.95%	5.97%	1.08%
Highest IEP Quartile Schools (>15%)	5.66%	5.22%	0.87%
Lowest IEP Quartile Schools (<10%)	0%	0%	6.25%
*** % point Difference**	**5.66%**	**5.22%**	**-5.38%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Douglas County School District Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 5.66 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students with disabilities (5.66%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Inexperienced Teachers

2. There is a 5.22 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (5.22%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 9. Esmeralda County School District (ECSD) Equity Gaps 2013-14 (rural district with 3 elementary schools)

This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Esmeralda Schools	0%	14.29%	0%
Highest IEP Quartile Schools (>15%)	0%	25%	0%
Lowest IEP Quartile Schools (<10%)	0%	0%	0%
*** % point Difference**	0%	**25%**	0%

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Esmeralda County School District Equity Gaps:

Inexperienced Teachers

1. There is a 25 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (25%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 10. Lincoln County School District (ECSD) Equity Gaps 2013-14 (rural district)

This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Lincoln Schools	0%	3.66%	0%
Highest IEP Quartile Schools (>15%)	0%	3.57%	0%
Lowest IEP Quartile Schools (<10%)	0%	0%	0%
*** % point Difference**	0%	**3.57%**	0%

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Lincoln County School District Equity Gaps:

Inexperienced Teachers

1. There is a 3.57 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (3.57%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 11. Mineral County School District (MCSD) Equity Gaps 2013-14 (rural district)
Note: In MCSD 1 out of 5 schools (20%) are among Nevada's highest poverty schools.
This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Mineral Schools	8.33%	18%	0%
Highest IEP Quartile Schools (>15%)	0%	22.58%	0%
Lowest IEP Quartile Schools (<10%)	100%	0%	0%
*** % point Difference**	**-100%**	**22.58%**	0%

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Mineral County School District Equity Gaps:

Inexperienced Teachers

1. There is a 22.58 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (22.58%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 12. Storey County School District (SCSD) Equity Gaps 2013-14 (rural district)

This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Classes Not Taught by "Highly Qualified" Teacher	% Inexperienced Teachers (in First Year of Teaching)	% Out-of-Field Teachers
All Storey Schools	2.08%	9.09%	3.03%
Highest IEP Quartile Schools (>15%)	3.64%	16.67%	8.33%
Lowest IEP Quartile Schools (<10%)	0%	4.76%	0%
*** % point Difference**	**3.64%**	**11.91%**	**8.33**%

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

Storey County School District Equity Gaps:

Classes Not Taught by Teachers Who Meet the "Highly Qualified" Requirements

1. There is a 3.64 percentage point equity gap in classes not taught by highly qualified teachers with regard to the quartile of schools with the highest percentage of students with disabilities (3.64%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Inexperienced Teachers

2. There is a 11.91 percentage point equity gap in first-year teachers with regard to the quartile of schools with the highest percentage of students with disabilities (16.67%), compared to the quartile of schools with the lowest percentage of students with disabilities (4.76%).

Teachers Out of Field

3. There is a 8.33 percentage point equity gap in classes not taught by teachers out of field regard to the quartile of schools with the highest percentage of students with disabilities (8.33%), compared to the quartile of schools with the lowest percentage of students with disabilities (0%).

Table 13. State Public Charter School Authority (SPCSA) Equity Gaps 2013-14

This table compares the following characteristics of teachers in schools with high and low concentrations of students with disabilities (IEP).

School Type	% Inexperienced Teachers (in First Year of Teaching)
All SPCSA Schools	13.96%

Highest IEP Quartile Schools (>15%)	37.5%
Lowest IEP Quartile Schools (<10%)	16.78%
*** % point Difference**	**20.72%**

Source: *Student Accountability Information Network; NDE Teacher Licensure Database*

State Public Charter School Authority Equity Gaps:

Inexperienced Teachers

1. There is a 20.72 percentage point equity gap in first-year teachers with regard to the quartile schools with the highest percentage of students with disabilities (37.5%), compared to the quartile of schools with the lowest percentage of students with disabilities (16.78%).

Appendix E. Nevada Turnaround Strategy for Underperforming Schools

Theory of Action DRAFT

Underperforming Schools

If the NDE provides underperforming schools with a structured diagnostic and planning process focused on three priority areas:

- School leadership
- Tier 1 instruction aligned to standards, and
- Teacher professional learning communities that analyze and use data to strengthen instruction; and

Districts provide schools with the conditions required for successful school turnaround, including freedom from certain all district programs and requirements and the freedom and resources to identify and build programs and capacity to address their specific needs; and

The NDE identifies external organizations that can provide schools with support in diagnostic and planning and the three priority areas; and

The NDE establishes a Leadership Network to support school leaders; and

The NDE, school and district leaderships utilize all available resources to provide schools with that support; and

The NDE works with schools, district and support organizations to monitor implementation and identify and solve problems; and

The NDE, districts, and schools build shared social trust among parents, students, teachers, administrators and staff;

Then all underperforming schools will exit their low-performing status within three years.

Nevada Department of Education – February 2015
Draft V3

Nevada Turnaround Strategy for Underperforming Schools
Overview
DRAFT 3/25/15

To achieve our goal of dramatic improvement, the Nevada Department of Education is proposing a new strategy to turnaround all underperforming schools. The new strategy calls for the transformation of underperforming schools rather than the marginal improvements that resulted from prior efforts. The NDE intends to change the trajectory of schools in underperforming status by supporting work that is focused and aligned with the following framework and beliefs about turning around underperforming schools:

Framework:

Strong School Leadership + Turnaround Conditions + Aligned Tier 1 Instruction
+
Trust
=
Transformational gains in student achievement

Beliefs:

1. **School Leadership**: Leadership is the most important element of school turnaround; without a quality leader, a school will not improve.
2. **Student Learning:** Improved student learning requires consistent Tier 1 instruction aligned to standards. The most effective way to improve Tier 1 instruction is to build the skills of teachers through effective teacher-led professional learning communities (PLCs) focused on data-analysis to inform instruction.
3. **Conditions**: Districts need to provide schools with the conditions required for successful school turnaround including principal selection of school staff, increased learning time, supportive school climate, and autonomy to implement the School Turnaround Plan.
4. **Planning**: Schools need time, structure, and support to diagnose their strengths and weaknesses and develop powerful, coherent School Turnaround Plans.
5. **Talent**: Schools need to be staffed with teachers, administrators, and other staff who both want to work in the school and have the skills, beliefs, and commitment necessary to advance the School Turnaround Plan.
6. **Funding**: Schools need to be able to use all available funds to support their turnaround strategies.
7. **Trust**: Schools need to build shared social trust among parents, students, and teachers.
8. **Governance and Performance Management**: Governance of and responsibility for underperforming schools needs to be shared by the district and the local school leader. Implementation of the School Turnaround Plan is the joint responsibility of the school leader and the district superintendent. NDE will monitor implementation.

NDE's Theory of Action for Underperforming Schools

In order to advance its theory of action NDE will focus its and districts' underperforming school resources and attention on four areas:

1. Robust diagnostic reviews
2. Creation of strong School Turnaround Plans
3. Support for the key improvement areas within schools, including:
    - Placement and development of strong leaders in every underperforming school
    - Teacher-led processes to continually improve Tier 1 instruction aligned to standards

    - Effective PLCs with a focus on data analysis to inform instruction
4. Monitoring progress of school turnaround through adherence to plan implementation with a focus on its impact on student achievement and student outcomes

The above areas will be supported through NDE's work with districts to establish the conditions necessary for school turnaround.

1. Diagnostic Review and School Turnaround Plans (STP)
NDE will identify diagnostic and planning tools and processes as well as external partners who are positioned to provide diagnostic and planning support for use in underperforming schools. The Diagnostic/Planning process should produce a meaningful and actionable document that drives the school's work and resource allocation.

The diagnostic review and planning efforts will focus on school leadership, the turnaround conditions, current level of social trust, the alignment of instruction to standards, and processes for teachers to work together to improve Tier I instruction and encourage the sense of urgency required for turnaround.

The school diagnostic and planning process will produce the school's STP. School plans will be available online and accessible by school, district, and NDE staff, and the public. They will include budgets for all funds, (i.e., School-wide Title I plan requirements) but need not include all the plans required of other schools.

Districts, either through use of an external partner or with district school improvement staff support, will be responsible for ensuring engagement of teachers and families in the diagnostic and planning processes. District leadership will also participate in planning and may have responsibility for leading implementation of some elements of the plan. All teachers in an underperforming school shall also have opportunities to participate in the planning process.

Elements of the school diagnostic process
A diagnostic team will schedule the following activities:

- Review of student performance data
- Observations and assessment of classroom instruction
- Observation of collaborative teacher planning of instruction, i.e., PLCs
- Assessment of principal and teacher leadership
- Analysis of school budget and use of discretionary funds including all Title dollars
- Interviews with district leadership regarding turnaround conditions, finance and budget, and school governance
- Assessment of the level of social trust based on a survey of teachers, parents, administrators and students (in upper grades)
- Focus groups with teachers, parents, community members, and (in high schools) students

The team will produce a brief report that includes findings, recommendations, and areas for further internal discussion all aligned with the NDE turnaround strategy and the School Turnaround Plan template.

Elements of the School Turnaround Plan for Underperforming Schools

Based on the diagnostic report, the school will develop a School Turnaround Plan with support from the external diagnostic/planning partner or district staff that addresses the following:

- School leadership: Plan for ensuring that the school has an effective principal and processes to support teacher leaders; continuing support for the principal's leadership development aligned with the NDE principal leadership program.
- Turnaround conditions: Specific plans (including required changes to district policies and collective bargaining agreements necessary to establish turnaround conditions) in the following areas:
    - Principal selection of all teachers
    - Supportive school climate
    - Autonomy to implement the School Turnaround Plan
    - Additional learning time, for applicable schools
- Teacher-led professional learning communities (PLCs): Time and support for grade- or subject-based PLCs that focus on data analysis to support effective Tier I instruction aligned with standards.
- School budget: School budget that utilizes all available funding to support the turnaround strategies.
- Annual performance targets for student outcomes and leading indicators of progress aligned with exiting Priority, Focus and 1-Star status within three years.

NDE will issue a request for proposals process to pre-qualify External Partner organizations with the capacity and expertise to support implementation of the NDE turnaround strategy.

When schools develop their School Turnaround Plans, they will identify the NDE-approved External Partner, if one is utilized, that the school intends to use and describe the specific services to be provided. The budget will include funding to support the work of the External Partner.

Following submission of plans, NDE will review School Turnaround Plans and provide any additional detail that must be addressed. Determinations relative to any requested funding from NDE will also be addressed at this point.

2. <u>School Leadership</u>

Participation in a school leadership program either provided by the external partner, the district, or by the NDE will be a requirement for underperforming school principals. At a minimum, a leadership program must include individual coaching and mentorship throughout each school year with regular district leadership involvement. Coaches/Mentors must meet with the principal a minimum of one time per month and district leadership must meet with the principal a minimum of one time per month. Meetings will focus on implementation of the developed 90-day Leadership Plan.

3. <u>Turnaround Conditions</u>

NDE will require that every School Turnaround Plan describe how the district and school leaders will work together to create the following turnaround conditions by the start of the first year of plan implementation. Plans that fail to include strategies and procedures to create these conditions on that schedule will not be approved and/or funded by NDE. These conditions include:

- Principal selection of all teachers
- Supportive school climate
- Autonomy to implement the School Turnaround Plan
- Additional learning time, for applicable schools

Recognizing that establishing the turnaround conditions will require time and resources, school plans need to describe a realistic process for establishing each condition.

4. Teacher-led Processes to Continually Improve Tier 1 Instruction

Every school must have a detailed plan for engaging teachers in the process of continually improving Tier 1 instruction through the use of grade or subject level professional learning communities. Plans must provide for the time, training, and support needed to build robust professional learning communities for teachers in the school, using underperforming school grant resources such as School Improvement, Priority or Focus Grant funds and/or district set-aside funds to support underperforming schools.

5. Progress Monitoring

A consistent protocol for progress monitoring of School Turnaround Plan implementation will be established in all schools. The protocol will include the following:

- Regularly scheduled problem-solving meetings with school and district personnel responsible for School Turnaround Plan implementation. These meetings will be led by either the External Partner or designated district school improvement staff.
- Follow-up calls between NDE and either External Partner or designated district school improvement staff after each problem-solving meeting.

The External Partner or designated district school improvement staff will lead 90-day status update meetings with school, district, and NDE, focusing on achievement of quarterly milestones for plan implementation and student outcomes and leading indicator performance targets. District staff will participate in the monthly and 90-day monitoring meetings with a clearly defined role and accountability for specific elements of the plan. In addition to the meetings, NDE may conduct unannounced school visits as needed.

Both the regularly scheduled problem-solving meetings and the 90-day monitoring meetings will be organized around a specific set of questions, with a decision tree off every question. For example:

- Are you doing what you said you would do?
- If yes, what's the impact? What's the evidence? Is it the impact you expected?
    - If it's not having the expected impact, what do you need to do differently?
        - Is it time to pivot or persevere? If pivot, to what? Why?
        - If persevere, what will you do differently to make it work now?
- If you are not doing what you said you would do, why not?
    - What are the obstacles to acting on your plan? Can the obstacles be removed? What kind of help do you need?
    - If the obstacles cannot be removed, what are NDE's next steps?

The External Partner or designated district school improvement staff and NDE will have clearly defined system for escalating problems identified during problem-solving and monitoring meetings.

6. Timeline to Implementation

Date	Activity
April 2015	Initial Guidance for Underperforming Schools released
May 1, 2015	Funding Application released by NDE
July 1, 2015	School Plans and Attachments due to NDE for Approval
July 1, 2015	Applications for Improvement Funding (1003a) due to NDE
July 2015	School Plans, Attachments and Funding Applications reviewed by NDE
August 2015	Schools and Districts notified of School Plan/Attachment and Funding Application status
August 21, 2015	School Plans/Attachment revisions due to NDE for final approval
September 1, 2015	Implement Plans