The New Nevada Plan
UNDER THE EVERY STUDENT SUCCEEDS ACT

INITIAL DRAFT FOR PUBLIC COMMENT
March 1, 2017

PUBLIC COMMENT SURVEY
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Dear Nevadans,

I am pleased to introduce the initial draft of Nevada’s State Education Plan under the Every Student Succeeds Act (ESSA) plan. ESSA, replaces the No Child Left Behind Act and reauthorizes the Elementary and Secondary Education Act of 1965, returning much of the state’s authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of its students. Nevada’s ESSA plan puts the new federal law in service to Nevada’s priorities. We believe that this first draft — which was informed by the input of Nevada parents, teachers, school and district leaders, business and industry leaders, and other stakeholders — does just that.

Our plan offers an honest evaluation of the state of education in Nevada. According to the January 2017 Quality Counts report, Nevada ranks last among the 50 states and the District of Columbia. Nevada also has the lowest average score among states that require all 11th graders to take the ACT. Yet bright spots exist, Nevada’s graduation rate is among the fastest improving in the nation, up from 62% in 2011 to 73.55% in 2016. Nevada was also recognized with three other states for our gains in science proficiency as measured by the National Assessment of Educational Progress.

Our education system’s chronic underperformance and persistent achievement gaps requires a fundamental change. In fact, change is already underway with the passage of close to two dozen new education programs and initiatives during the 2015 Legislative Session. Still, the disparate impact on our state’s most historically underserved students cannot be ignored and bold action must be taken to ensure that all of our students have access to a great education.

I propose using ESSA as a catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the fastest improving state in the nation. The Department recognizes its limitations and will therefore focus itself on a few key strategies that it has the expertise to implement effectively and, if successful, will drive the change we hope to see.

1. Ensuring principals have the support they need to become great school leaders
2. Using data to inform decisions impacting our schools
3. Identifying and improving our lowest-performing schools

To secure our place as the fastest improving state in the nation, we must continue to implement recently passed programs, hold ourselves accountable for improving student achievement, reinvest where we are having success, and redirect funds where outcomes are lagging.

I would like to thank the stakeholders who participated in developing the initial draft. It will require all of us, working together, to achieve our lofty goals. This initial draft is open for public comment until March 1, 2017. This allows the Department to consider all public feedback before submitting the final plan to the United States Department of Education in April 2017.

Sincerely,

Steve Canavero, Ph.D.
Superintendent of Public Instruction
THE EVERY STUDENT SUCCEEDS ACT

On December 10, 2015, President Obama signed into law the bipartisan Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA), the nation’s education law and longstanding commitment to educational equity for all students, and replacing the No Child Left Behind Act.¹ Under ESSA, authority is devolved to the states, allowing each state the flexibility to set policies, create timelines for progress, and develop school improvement plans. Even though ESSA requires states to develop a plan for spending federal funds and meeting federal requirements, each state is responsible for charting its own plan that best meets the needs of its own students.

ABOUT THE NEVADA PLAN
The purpose of this document is to provide the public with an overview of both Nevada’s State Education Plan and the current state of student achievement. This document is open for public comment for the purpose of receiving and taking into account stakeholder feedback.

As part of its plan for continuous improvement, the Nevada Department of Education (NDE) is required to submit a Consolidated State Plan to the U.S. Department of Education (ED). This document is organized into two components: The New Nevada Plan and The Nevada Consolidated State Plan. The New Nevada Plan is an abbreviated, more readable version of the Nevada Consolidated Plan with additional Nevada-specific content not required in the Nevada Consolidated State Plan, which will be submitted to the ED. Those wishing to read a more technical, federally compliant plan may do so by reading the Nevada Consolidated State Plan. Information between both plans is consistent and subject to public comment.

Nevada’s Consolidated State Plan will be available for public comment for no less than thirty days prior to submission to the ED. The final state education plan will be submitted April 3, 2017 to the ED for approval and fully implemented prior to the start of the 2017-2018 school year.
DEVELOPMENT PROCESS, CONSULTATION, AND CONTINUOUS IMPROVEMENT

To develop Nevada’s State Education Plan, the Superintendent of Public Instruction called on stakeholders from across Nevada to serve as an Advisory Group. The Advisory Group—composed of parents, teachers, principals, superintendents, students, policy advocates, higher education personnel, and business leaders—came together to outline a path forward, focusing on the unique needs of Nevada students. Additionally, six workgroups of stakeholders from across the state were convened to develop issue specific recommendations:

- Accountability Workgroup
- Assessment Workgroup
- English Language Learners Workgroup
- Funding Streams Workgroup
- School Improvement Workgroup
- Teaching and Leading Workgroup

Each workgroup’s responsibility was to make recommendations to the Advisory Group, which were subject for consideration, to help build a plan that made the most sense for Nevada students, teachers, and parents. The goal was to empower Nevada schools and districts to develop strategies that meet the unique needs of their community.

*See Appendix A and B for workgroup meeting dates and recommendations*
THE STATE OF NEVADA EDUCATION

Nevada students are as capable as any other group of students across the county. Yet, despite the hard work of teachers and school leaders throughout Nevada, student achievement results place the state at the bottom of many education rankings. For example, in a recent Quality Counts report by Education Week, Nevada ranked last overall in the United States, receiving a D grade. Education Week, a nonprofit national newspaper dedicated to covering K-12 education, monitors states in three areas on an ongoing basis: The Chance-for Success Index, K-12 Achievement Index, and school finance. A state’s overall grade is the average of the scores for the three graded categories.²

While reports like Quality Counts serve as a stark reminder of where Nevada’s education system was, these reports do not reflect where Nevada is going. Nevada passed close to two-dozen new education programs and initiatives in 2015 that included hundreds of millions of dollars in new revenue.

Signs are beginning to emerge that a transformation of Nevada’s education system is underway. These changes can be seen in Nevada’s fifth place ranking in the Quality Counts report for students enrolled in full-day Kindergarten (80.7%) and the state’s fourth fastest improving state status on 8th grade reading.

If Nevada continues to move forward with the recently enacted strategies that are producing these early wins it has the potential to be the fastest improving state in the nation.

To achieve this lofty goal Nevada must continue to be honest about the state of student achievement and be accountable for results, develop great school leaders, drive transformational change in the state’s lowest performing schools, and use data and evidenced based practices to inform decision making.

Current State of Student Achievement

The efficient and relevant collection of student achievement data is pertinent in providing an empirically comprehensive understanding of the state of education in Nevada. A data driven approach affords Nevada the opportunity to engage in an honest and transparent dialog about the state of education, which is fundamental to informing the change that needs to occur. Therefore, it makes sense to begin this plan with an overview of how Nevada students are performing on a few of the key measures collected annually by the NDE and National Assessment of Educational Progress (NAEP), also referred to as the Nation’s Report Card. An analysis of the data shows that while bright spots exist, Nevada has a long way to go to ensure that all students are afforded a great education that prepares them to be college and career ready.

Smarter Balanced Assessment

After adopting more rigorous standards, Nevada joined the Smarter Balanced Assessments Consortium (SBAC) to assess English language arts (ELA) and math student achievement in grades 3-8. In its first year of successful implementation, results indicated 47% of Nevada students were proficient in ELA and 33% proficient in math.

The achievement gap that exists between Nevada’s student groups is substantial. Nevada’s White and non-free and reduced lunch populations were 62% and 63% proficient in English language arts. While its Hispanic (37%), free and reduced lunch (35%), African American (28%), and English learner (EL) (17%) populations all were substantially below the State’s proficient average. In math, Nevada’s White and non-free and reduced lunch populations were 47% and 46% proficient. While its Hispanic (24%), free and reduced lunch (23%), African American (18%), and EL (14%) populations all were also substantially below the State’s proficient average.

*Students who are proficient on the Smarter Balanced assessments have earned an achievement level or 3 or 4 out of 4 possible levels.
One significant advantage of participating in the SBAC is that it is used in fifteen states and provides clear and immediate comparisons of proficiency and over time, growth. Of the thirteen states publishing results, Nevada ranked 10th in ELA and 13th in math for overall proficiency in grades 3-8.

*See Appendix C for more detailed state comparisons.

**National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is a national assessment of student performance, including reading, math, science, and writing. Students in every state take the NAEP assessments, making the results meaningful in comparing performance and change over time.

In 2015 Nevada’s NAEP scores ranked in the bottom 10 of states in reading, math, and science for fourth and eighth grade. Out of fifty states, Nevada ranked 45th and 42nd in fourth and eighth grade ELA and 47th and 43rd in fourth and eighth grade math. Nevada’s Hispanic, African American, and EL populations consistently scored below the State’s average.
Since 2009, Nevada has outperformed the national growth average in reading and science. Nevada is among the top 15 states for improvement. While student achievement is improving, educational professionals and stakeholders agree that more needs to be done.

*See Appendix C for disaggregated student performance data*
English Language Proficiency Assessment (WIDA)

Students identified as Limited English Proficient (LEP) are assessed annually to measure English language proficiency using the WIDA assessment, a summative assessment that meets U.S. federal requirements. Nevada is one of thirty-nine states in the WIDA Consortium, which develops standards and assessments that promote educational equity for ELs. As a member of the WIDA Consortium, Nevada can compare its results with other states and set growth goals.

Nevada has a higher percentage of students approaching English proficiency (overall composite score of 4 or 5) than WIDA States and a lower percentage of students in lower proficiency levels (1 and 2).

The United States’ EL share of the K-12 student population is nearly 10%. Nevada’s EL share of the K-12 student population is 15.5%, the fourth highest in the nation. Nevada will not be able to achieve its goal of being the fastest improving state in the nation if it does not effectively serve its English learners.

*See Appendix D for Nevada’s EL Classification Program Flowchart and Legend*
*Data in both tables does not equal 100% due to students not completing all domains and rounding percentages. Additionally, WIDA Consortium data (2015-2016) will be updated upon its release.

High School Graduation Rates
The statewide cohort graduation rate for the 2014-2015 academic school year was 71%, ranking third worst in the nation.

Since 2011 Nevada’s graduation rate has increased 9.3%, fourth in the nation for growth, only behind Alabama, Georgia and the District of Columbia. Newly released 2015-2016 graduation rates show an increase of 2.25%, raising the statewide cohort graduation rate to 73.55%. Continued graduation growth is needed, especially with historically underserved student groups. Hispanic (70%), economically disadvantaged (67%), African American (57%), and EL (43%) populations lag behind the State’s average.

*See Appendix C for Nevada aggregated and disaggregated student graduation rates

The ACT Test

All Nevada juniors have the opportunity to take a nationally recognized college admissions exam free of charge. The ACT test measures college readiness and student achievement in high school. Of the 18 states that require all students to participate in the ACT, Nevada’s graduating class of 2016 ranked last in college readiness as measured by composite score averages.

Nevada’s 2016 graduating class was the first class required to participate in the ACT. Only 11% of those students met all four ACT benchmark scores, compared to 26% nationally.

The decision to administer the ACT to all 11th graders is anchored in Nevada’s commitment to equity. By offering the college entrance exam to all students, Nevada has seen a seismic shift in the demographics of participating students. In 2015 only 9,308 Nevada students participated in the ACT. Of the number of students who tested, 45% were White, 7% Asian, 6% African Americans, and 27% Hispanic/Latino. In 2016 the number of Nevada student participants increased to 32,261. Of the number of students who tested, 32% were White, 5% Asian, 7% African Americans, and 36% Hispanic/Latino, accurately reflecting the diversity of Nevada.
However, despite achieving more equitable participation across student subgroups, achievement gaps persist with Nevada's African American (15.5) and Hispanic (16.8) student populations' composite score average falling below the State's average. While its White (19.8) and Asian (20.5) student populations' composite score average was above the State average.

Although student ACT scores are not used to determine graduation eligibility (only participation is required to be graduation eligible), results can be submitted with college applications. An analysis of the results data has allowed for the creation of a new baseline and the ability to set ambitious and achievable goals moving forward.

### ACT Scores Comparison

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<tr>
<td></td>
<td>AVERAGE ENGLISH SCORE</td>
<td>AVERAGE READING SCORE</td>
<td>AVERAGE MATH SCORE</td>
<td>AVERAGE SCIENCE SCORE</td>
<td>AVERAGE COMPOSITE SCORE</td>
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<tr>
<td>Nevada</td>
<td>16.2</td>
<td>18.1</td>
<td>18</td>
<td>18.1</td>
<td>17.7</td>
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<tr>
<td>National Average</td>
<td>20.1</td>
<td>21.3</td>
<td>20.6</td>
<td>20.8</td>
<td>20.8</td>
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</table>

_Nevada 2016 ACT Profile Report_ – Disaggregated data included
College Remediation and Graduation Rates

Students that are underprepared for college-level work are placed in remediation courses that do not count for college credit. This costs students and families' time and money and increases the likelihood a student does not finish college. Over 57% of Nevada students who attended a Nevada System of Higher Education (NSHE) institution require placement in a remediation course in reading, math, or both. The national average for placement in a remediation course is 40%. Nevada trails the nation in successfully preparing its students to succeed in a postsecondary education.

The six-year university graduation rate in Nevada is second to last in the Intermountain West region at 46% and 13% lower than the national average. The graph below compares the six-year graduation rates of Nevada’s three public four-year colleges with data from the other public universities in the Intermountain West. These rates are startling if the New Nevada economy needs college graduates to prosper.

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THE NEW NEVADA
Nevada’s economy is undergoing a transformation. The Great Recession proved the state could no longer get by solely on the strengths of its historic industries. New high skill, high wage, high growth industries like electric vehicles, drones, and data centers led the first wave of economic diversification. The New Nevada economy demands a more rigorous set of skills from its workforce and requires a higher bar from Nevada’s education system.

Therefore, Governor Brian Sandoval proposed a plan to modernize the Silver State’s PreK-12 education system in 2015 by providing significant new education investments, as well as an accountability agenda that would ensure transparency in service to Nevada students. During the 2015 Legislative Session, the Legislature enacted the Governor’s proposals, providing $340 million for new programs across the state.

Nevada knows that if it remains honest about its student achievement results, makes data informed decisions, develops great school leaders, and focuses on improving the state’s most struggling schools then it can prepare students to be successful in the New Nevada. The state also recognized there were learnings from other states in similar situations that had experienced impressive student achievement gains that could be borrowed.
NEVADA’S VISION, MISSION, AND STATE EDUCATION GOALS

Nevada’s Vision and Mission


MISSION: To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

State Education Goals

Building on the 2015 Legislative Session, six goals were created to achieve our vision and mission and to prepare all students for college and career success.

1. All students are proficient in reading by the end of 3rd grade.

2. All students enter high school with the skills necessary to succeed.

3. All students graduate college, career, and community ready.

4. All students learn in an environment that is physically, emotionally, and intellectually safe.

5. All students served by effective educators.

6. Efficient and effective use of public funds in service to students.
MOVEMENT TO THE FASTEST IMPROVING STATE IN THE NATION: LONG-TERM GOALS AND ANNUAL BENCHMARKS

Recognizing the state of education in Nevada, the NDE has set ambitious but achievable goals to make Nevada the fastest improving state in the nation. Nevada’s education ranking reflects where the State was, not where or how it is going.

Nevada informed its long-term goals and annual benchmarks by analyzing the progress made by states over the past five years on nationally comparable assessments and indicators. Nevada then set its long-term goals based upon what would have made it the fastest improving state over the previous five-year period and set annual benchmarks that would place the state on a trajectory to hit its targets.

### Early Childhood Program Quality

**Long-term Goals and Annual Benchmarks**

<table>
<thead>
<tr>
<th>GOAL</th>
<th>4 OR 5 STAR RATING</th>
<th>ANNUAL TARGETS</th>
<th>INTERIM 4 OR 5 STAR RATING GOAL</th>
<th>LONG-TERM 4 OR 5 STAR RATING GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fastest improving state for increasing the number of 4 and 5 star early childhood programs.</td>
<td>2015-2016 12</td>
<td>2016-2017 15</td>
<td>2019-2020 30</td>
<td>2021-2022 40</td>
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<td></td>
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<td>2017-2018 20</td>
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<td>2018-2019 25</td>
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</table>

### Special Education Inclusion in Early Childhood Programs

**Long-term Goals and Annual Benchmarks**

<table>
<thead>
<tr>
<th>GOAL</th>
<th>BASELINE PERCENT INCLUSION</th>
<th>ANNUAL TARGETS</th>
<th>INTERIM INCLUSION GOAL</th>
<th>LONG-TERM INCLUSION GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fastest improving state for including children with disabilities in inclusive early childhood programs</td>
<td>2015-2016 30.2%</td>
<td>2016-2017 33%</td>
<td>2019-2020 60%</td>
<td>2021-2022 75%</td>
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<tr>
<td></td>
<td></td>
<td>2017-2018 40%</td>
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<td>2018-2019 50%</td>
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## English Language Proficiency Long-term Goals and Annual Benchmarks

<table>
<thead>
<tr>
<th>GOAL</th>
<th>BASELINE SCORE</th>
<th>ANNUAL TARGETS</th>
<th>INTERIM SCORE GOAL</th>
<th>LONG-TERM SCORE GOAL: 2</th>
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<tr>
<td>The fastest improving state on the English Language Proficiency Exam.</td>
<td>2015-2016 24.9%</td>
<td>2016-2017 39%</td>
<td>2019-2020 81%</td>
<td>2021-2022 95%</td>
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<tr>
<td></td>
<td></td>
<td>2016-2017 53%</td>
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<td></td>
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<td>2016-2017 67%</td>
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</table>

*Nevada’s Long-term Goal is that 95% of ELs will attain English language proficiency within five years of identification. This will be measured by aggregating the number of ELs who achieve Nevada’s exit criteria over a five-year period.

## Smarter Balanced Assessments Long-term Goals and Annual Benchmarks

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROFICIENT</th>
<th>ANNUAL ELA TARGETS</th>
<th>ANNUAL MATH TARGETS</th>
<th>INTERIM PROFICIENT GOAL</th>
<th>LONG-TERM PROFICIENT GOAL</th>
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<tbody>
<tr>
<td>The fastest improving state for increasing student achievement on Smarter Balanced assessments.</td>
<td>2015-2016 ELA 48%</td>
<td>2016-2017 51%</td>
<td>2016-2017 36%</td>
<td>2019-2020 ELA 59%</td>
<td>2021-2022 ELA 61%</td>
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<tr>
<td></td>
<td>2015-2016 Math 34%</td>
<td>2017-2018 54%</td>
<td>2017-2018 37%</td>
<td>Math 39%</td>
<td>Math 41%</td>
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<tr>
<td></td>
<td>2018-2019 57%</td>
<td>2018-2019 38%</td>
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## High School Graduation Long-term Goals and Annual Benchmarks

<table>
<thead>
<tr>
<th>GOAL</th>
<th>CLASS OF 2015</th>
<th>ANNUAL GRADUATION RATE GOAL</th>
<th>INTERIM GRADUATION RATE GOAL</th>
<th>LONG-TERM GRADUATION RATE GOAL</th>
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<tr>
<td>The fastest improving state for increasing high school graduation rates.</td>
<td>70.77%</td>
<td>2016-2017 73%</td>
<td>2019-2020 80%</td>
<td>2021-2022 84%</td>
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<td>2017-2018 75%</td>
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<td>2018-2019 77%</td>
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### ACT Long-term Goals and Annual Benchmarks

<table>
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<th>GOAL</th>
<th>BASELINE COMPOSITE SCORE</th>
<th>ANNUAL TARGETS</th>
<th>INTERIM GRADUATION RATE GOAL</th>
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<tr>
<td>The fastest improving state for increasing ACT benchmark scores.</td>
<td>2015-2016 17.7</td>
<td>2016-2017 17.9</td>
<td>2019-2020 18.5</td>
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### NAEP Proficiency Long-term Goals and Annual Benchmarks

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<td>The fastest improving state for NAEP proficiency.</td>
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LEVERAGING ESSA IN SERVICE TO NEVADA PRIORITIES

Based on the data presented in the previous section, we have a clear understanding of the state of education in Nevada and can develop concrete actions plans based on these four areas outlined in ESSA:

1. Challenging Academic Standards and Assessments
2. Accountability, School Improvement, and Support
3. Supporting Excellent Educators
4. Educational Equity and Supporting All Students

Each area had at least one ESSA Workgroup devoted to understanding the State’s needs and opportunities ESSA offers to achieve our goals.

CHALLENGING ACADEMIC STANDARDS AND ASSESSMENTS

Evidence of the Equity Challenge
Currently, there exists a significant achievement gap between the student performance of Nevada’s White and Asian populations and its African American and Hispanic populations on state and national assessments. This is evident in Nevada’s Smarter Balanced assessments and ACT scores.

Current Nevada Efforts
Challenging Academic Standards
Challenging academic standards and assessments were adopted to effectively prepare and assess students’ readiness for success in a global 21st century. Nevada officially adopted the Common Core State Standards, which became the Nevada Academic Content Standards (NVACS) for English language arts and math. The Common Core State Standards Initiative was a state-led effort, designed through collaboration among teachers, school chiefs, school leaders, and other experts to create a set of high-quality academic standards.10 Throughout the development of the Common Core State Standards, Nevada teachers participated by providing feedback, attending and convening meetings, and preparing for the eventual adoption of the standards.

The NVACS are:
- Research- and evidence-based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and application of knowledge through high-order thinking skills
- Built upon strengths and lessons of current standards
- Informed by other top performing countries to prepare all students for success in a global economy and society

The NVACS promote equity by providing rigorous standards and a pathway for all students to graduate high school prepared to succeed in college and career.

*See Appendix E for Executive Order 2013-06, which established the standards steering committee*

In 2014, with the input of stakeholders across the state, Nevada adopted the **Nevada Academic Content Standards for Science (NVACSS)** based on the **Next Generation Science Standards (NGSS)**. The standards were developed and based on current and relevant science research to best meet the diverse needs of all Nevada students. NVACSS, with the inclusion of 21st century skills and reflection of real world interconnections in science, ensures students are taught the skills to be college and career ready.

Nevada’s alternate academic achievement standards, the **Nevada Academic Standards Content Standard (NVACS) Connectors** were developed by the NDE Office of Standards and Instructional Support in collaboration with district staff, regional professional development programs (RPDP), and parent groups. The NVACS Connectors provide teachers with grade level connectors that align to the general education standards in ELA and math. They provide students with significant cognitive disabilities deeper and more enduring exposure to the academic content in preparation for transitional opportunities beyond their K-12 experience.

**Challenging Assessments**

The Nevada State Assessment System ensures all public school students, no matter where they attend school, receive a quality education. The figure below shows the distribution of all required assessments by grade in Nevada. Local schools and districts determine additional assessments not included in the graphic or the descriptions that follow.
Overview: The Nevada State Assessment System

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Nevada’s Usability, Accessibility, and Accommodations Guide

*All State assessments provide testing accommodations for students in special education and 504 programs.

Nevada State Assessment Descriptions:

**Brigance**: The Brigance is a collection of quick, reliable and highly accurate early childhood education assessments and data-gathering tools that are nationally standardized. All students are required to be assessed upon entrance to Kindergarten to identify individual student needs and track progress, specifically regarding a student’s literacy level.

**Measures of Academic Progress (MAP)**: Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the Nevada State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program. With the implementation of MAP in school year 2017-18, Nevada will, for the first time, have aligned standards, professional development, assessments, and expectations in Kindergarten through Third Grade.

**Smarter Balanced Assessments (SBAC)**: The Smarter Balanced assessments are a key part of monitoring student progress in grades 3-8 towards success in college and career. The computer-adaptive format and online administration of the assessments provides meaningful feedback that teachers and parents can use to help students
succeed. The assessments are aligned with the NVACS in English language arts and math and will allow Nevada to measure itself with 15 other states that also administer the Smarter Balanced assessments.

**Science:** All public school students in grades 5, 8, and 10 must participate in the Science assessments. There is also an End of Course examination in science that students will need to pass to fulfill high school graduation requirements (starting with the graduating class of 2020). The Science assessments are a computer-based test administered at schools once a year in the spring. Spring 2017 is the first year that Nevada Science scores will report on student performance based on the newly adopted NVACSS. The Nevada State Board of Education and the Nevada Council on Academic Standards will set achievement level cut scores during summer 2017.

**End of Course Examinations:** End of Course (EOC) examinations measure how well a student understands the subject course they are enrolled in. Currently, students take the EOC exam in spring, after the completion of the aligned course. The EOC exams are aligned to the NVACS in English language arts, math, and science. EOCs are administered in the following subjects:

- English Language Arts I, Focus on Reading Comprehension (April 24 – May 31, 2017)
- English Language Arts II, Focus on Writing (April 24 – May 31, 2017)
- Science, Focus on Life Science (begins with the graduating class of 2020)
- English Language Arts Combined, Focus on Reading and Writing (begins with the graduating class of 2020)

**College and Career Readiness Assessment, ACT:** To be eligible for graduation, all students, free of charge, must participate in Nevada’s College and Career Readiness (CCR) assessment during their junior year of high school. The Nevada State Board of Education chose the ACT as its CCR assessment. A student’s ACT score will not be used to determine graduation eligibility but can be submitted with college applications. The ACT is a nationally recognized college admissions exam that is accepted by all four-year colleges and universities in the United States.

**Nevada Alternate Assessment (NAA):** The Nevada Alternate Assessment (NAA) is the state assessment for NVACS Connectors. The assessment is administered to less than 1% of all Nevada students who meet required eligibility criteria. The NAA assesses student academic performance on the NVACS Connectors. *Currently, alternative forms of the NAA are being discussed to more effectively assess Nevada’s students with significant cognitive disabilities.*
English Language Proficiency Assessment (WIDA): Students identified as Limited English Proficient (LEP) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing. All English Learners are required to participate in the English Language Proficiency Assessment, commonly referred to as WIDA.

Success Indicators
Closing the achievement gap on state assessments is a priority in Nevada. All Nevada students will have high expectations and rigorous standards in their K-12 education that will successfully prepare them for a global 21st century. The standards will provide educators a clear understanding of what is expected and will be used to provide standards-based instruction. Along the way, students will be assessed to track student progress and ensure students receive the appropriate interventions if proficiency is not met.

State Role
It is the State’s role to provide support in the effective implementation of academic standards and assessments. Implementing state standards and assessments will help ensure all public school students receive a quality education that is pertinent to their postsecondary success.

District and School Role
Districts and charter schools share the responsibility of uniformly implementing the rigorous, challenging academic standards and assessments in their region/school. They will use their RPDP to ensure educators are properly trained and coached in effectively teaching the state academic standards. They will also provide learning opportunities for families to become familiar with state academic standards and expectations, as well as understand assessment reports to be effectively informed of their child's academic standing. Additionally, Districts and charter schools will offer families training on how they can support learning at home, utilizing the Nevada Policy of Parental Involvement and Family Engagement when creating partnership/collaboration opportunities with families.

*See Appendix F for the Nevada Policy of Parent Involvement and Family Engagement

Family Role
Families can attend trainings provided by their district or charter school to become familiar with the state academic standards and expectations, as well as understand their child’s assessment reports. With their support, families will have access to meaningful data, understand their child’s proficiency in reading, writing, math, and critical thinking skills, and incorporate strategies to support learning at home.
Advisory Group Recommendations

**Create an assessment stakeholder group for communication from NDE to Nevada districts.**

The mission of this group would be to ensure and agree on consistent messaging of assessment measures and data across the state. This is not a change agency group, rather a messaging group (to clarify and inform assessment data and results) to Nevada stakeholders. The group will begin its work with a focus on three deliverables: 1) Communications for parents about Nevada’s assessment system; 2) How to interpret and understand assessment results; 3) Models for teachers and parents about how to use results. This work will include the Family Engagement Council.

**Consider evolving the End of Course Exams into a true end of course assessment.**

EOCs are currently only offered once per year, meaning that a student could take a course in the fall and not take the EOC until the end of the school year. Nevada should consider extending the testing window to include the last week of the school year for all Nevada school districts, offering the exam immediately after a student finishes the course regardless of when they take the course, and transitioning the exam away from a high stakes graduation requirement to a medium stakes statewide final exam.

**Implement multiple assessments for the Nevada Alternative Assessments (NAA).**

The Special Education Advisory Committee should review this recommendation to determine whether additional assessment(s) would better serve Nevada by providing more granular data for more appropriate, individualized instruction for students with special needs. This would align alternative assessment practices in Nevada to other states such as California and Utah.

**Leverage the complete Smarter Balanced product.**

Nevada pays for, and could better leverage the Smarter Balanced Digital Library, interim assessments and summative assessments. These tools would provide actionable feedback to educators that can be used to adjust ongoing instruction to meet the needs of individual students. NDE will provide training on the tools and answer questions as they arise. Nevada could use the interim assessments to track outcomes and return on investment for programs like Zoom schools and Victory schools.
ACCOUNTABILITY, SCHOOL IMPROVEMENT, AND SUPPORT

Evidence of the Equity Challenge
In the most recent Nevada School Performance Framework (NSPF) rating, Nevada’s school accountability system, one-fourth of schools rated received one- or two-star ratings on a five-star scale. A disproportional number of these low performing schools serve students that qualify for free and reduced lunch or are designated as English learners.

NDE has employed a broad and shallow approach rather than a narrow and deep approach in struggling schools in creating new strategies, building partnerships, identifying effective leaders and teachers, and providing access and systems to manage data for school improvement. Historically, this has been due to a lack of aligned, high-expectations for schools and student growth and a lack of a coherent framework for support.

Current Nevada Efforts
Nevada is committed to developing a culture of improvement that provides each student with an opportunity to successfully participate as a productive citizen in a global economy. The culture of improvement requires districts, school leadership, and staff members to have a strong commitment to school improvement and understand what it will take to improve outcomes.

Accountability
Each year NDE publishes the Nevada School Performance Framework (NSPF) to measure and communicate school effectiveness of all public schools, both traditional district and charter schools. The NSPF was originally launched in 2012 and redesigned through several stakeholder engagements that began in January 2015. The engagements included a broad base of community, business, and education professionals that were empowered to make recommendations regarding the indicators, measures, and weights for Nevada’s next school accountability system.

The revised NSPF school ratings will be released in September 2017. The Elementary and Middle School NSPF rating incorporates measures of student proficiency, student growth, English language proficiency, closure of achievement gaps, and attendance as a measure of student engagement.
The High School NSPF rating is similar to the Elementary and Middle School NSPF rating but includes graduation rate and college and career readiness assessment results in lieu of student growth and closure of achievement gaps.

The NSPF also serves an important equity role through reports on student proficiency by subpopulation including: racial and ethnic subgroups, students with special education needs, students who are ELs, and students who are economically disadvantaged. At least ten students must be assessed to be included in these measures to ensure student anonymity. Additionally, Nevada will establish a new group of students in elementary and middle schools: “students in need of improvement.” This group will include students who did not earn a passing score on the prior administration of the state test. Longitudinal data indicates that this group of students disproportionately consists of ethnic minorities and special populations. The growth target of these students will be measured and displayed in what Nevada refers to as the closing achievement gaps indicator.

Schools are given a NSPF rating of one to five stars, with five-star schools signifying extraordinary performance and successfully preparing students for the global economy. These ratings are published on the NSPF webpage. Using the NSPF, schools will be identified for specific recognition and support. NDE works with districts to prioritize service and assistance to one- and two-star schools to improve student performance through a variety of supports and interventions.

**School Support and Intervention**

There are two main categories of schools that the NDE identifies for support and improvement. The first category is Comprehensive Support and Improvement (CSI) Schools, which includes the lowest-performing five percent of schools in Nevada and high schools with graduation rates below 67%. The school district of the CSI school or the charter school is expected to write an annual School Performance Plan (SPP), which must address resource inequalities and how the school and/or district will address them. The local school leadership, the district, and NDE must approve the plan. Monitoring the school plan and prioritized support will be provided by NDE. It is the district or charter school’s...
responsibility to notify parents about why the school is a CSI school and how they can be involved in the improvement process.

CSI schools are also subject to more rigorous state and local action. They can be considered for State Turnaround designation and be considered for inclusion in the statewide Nevada Achievement School District (NV ASD). The NV ASD may accept up to six schools per year for transformation and pair those schools with high quality school operators or transformation teams. The NV ASD will seek to match operators or transformation teams with school profiles that match their experience and host community meetings to learn about families’ and communities’ vision for the school. The NV ASD has its own superintendent to lead the intensive, collaborative effort of transforming schools to achieve successful outcomes for students.

The second category is Targeted Support and Improvement (TSI) Schools, which remain under the purview of the district or charter school. This includes schools that have one or more persistently under-performing student subgroups. These schools are identified annually by NDE and monitored by the district or charter school through implementation of their SPP. When all quality indicators are met, the school can exit TSI status. If quality indicators are not met within three years, the school moves to CSI status.

Success Indicators
The most important change that will happen in accountability is an increase in the number of three-, four-, and five-star schools across the state. Recognition of high performing schools, expansion and replication of successful programs, and developing the talented individuals who make programs work are all strategies in NDE school improvement plans. Ultimately, school improvement and transparency in accountability will move to a system where parents and families can understand how schools are doing with students like theirs, and schools being held accountable for the delivery of a high-quality education.

State Role
NDE will release the NSPF annually, giving families and community members a transparent and comparable view into student achievement and academic growth, student engagement, and overall school success. NDE will provide differentiated support to low-performing schools, depending on the level of performance and services needed. As a part of that work, Nevada will use the analysis of equitable distribution of effective teachers to help support staffing and teacher professional development in low-performing schools. This will be done through collaboration with the RPDP, regional cooperatives that provide training and support to districts and charter schools.

The Department’s multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition
to parent actions, to facilitate system level alignment and coherence on accountability and supports.

Nevada will use this approach to prioritize its work and more effectively target resources, supports, and interventions. This will ensure that NDE, districts, and charter schools are aligned and responsive to specific school needs.

*See Appendix G for information on Nevada's tiered approach to Differentiated School Improvement Graphic.

**District and School Role**

Districts and schools will use the annual NSPF ratings to identify and understand school successes and opportunities, subgroup performance, and to articulate needs. School leaders can identify successful schools with similar student populations, and learn from those schools. School leaders and teachers can connect NSPF ratings to the student data to adjust and/or differentiate strategies in addressing student needs.

**Family Role**

With the support of districts and charter schools, parents and community members can use the annual NSPF to learn about their local school’s performance and, when possible, participate in school level decisions and planning to improve student achievement. For high-performing schools, families and community members can celebrate success and growth and be willing to explain their achievement with lower performing schools. For low-performing schools, families can work with school staff to identify priority areas and steps towards improvement.
Advisory Group Recommendations

Include measures of College and Career Readiness in the Nevada School Performance Framework at the high school level.

Nevada will use the ACT, completion of college credit bearing coursework (AP, IB, Dual Enrollment), obtainment of industry recognized certifications, and potential other indicators to determine if schools are preparing students to be college and career ready.

Clarify and communicate NSPF measures and meaning.

The NDE will provide training to facilitate understanding and utilization of the NSPF to stakeholders. The Department will provide a more user friendly interface for the school rating system that allows for deeper inferences to be made by both educators and parents.

Ensure the NSPF is designed to help ensure equity.

The updated NSPF will include, as a point earning measures, closing opportunity gaps between student subgroups, student growth towards proficiency targets, student growth relative to peer group, and English language acquisition for English learners. The NSPF will also collect and report student proficiency by subgroup measurements (EL, economically disadvantaged, American Indian, Asian, Black/African American, Hispanic/Latino, Pacific Islander, Two or More Races, White/Caucasian, and Special Education). These measures will ensure the rating system addresses the progress of all student groups in order to provide an equitable picture of school achievement.

Create a data dashboard for use on the NSPF site that can be used to spotlight additional valuable information that is not contained within the framework as a point earning measure.

Nevada has a strong desire to see additional information about schools not contained within the NSPF. The NDE will work with stakeholders to determine the best pieces of information to include on the dashboard. Current recommendations include, but are not limited to, school climate, student discipline, and equitable distribution of teachers. A prerequisite for inclusion on the dashboard would be availability of the data.

Use multiple measures to identify schools for federal designations.

Identify “Comprehensive Support” high schools based on more than just the 4-year ACGR graduation rates.

Utilize existing law allowing for a district level accountability/transparency system.

If data allows include access to a well-rounded education, equitable distribution of teachers, attendance, disciplinary rates or other suitable and informative measures on a district level framework. The NDE will work with stakeholders to determine appropriate measures for inclusion.
**Focus funding on evidence based programs.**
Create a process by which the NDE solicits, reviews, and establishes a list of evidence-based programs. In this work, the NDE will include learnings from the field (teachers, existing NV providers, districts, etc.). A NDE review of what is working and not working is critical to the curation of the list of programs at each evidence tier. Encourage partnerships between LEAs and higher education.

**Create a consolidated application for state and federal funding aligned to school and district needs assessments and performance plans.**
In an effort to create efficiency (reduce burdens related to school site plans, needs assessments, state funding applications, and federal funding applications) the NDE will work with districts to create a consolidated application that better facilitates strategic planning. This work would result in the alignment of the needs assessment (problem definition), school/district performance plan (strategy selection that meets evidence requirements as applicable), and available funding sources. It would also free up time spent on applications so that school site, district, and NDE staff can spend more time in service to students. Ideally the system would allow individual grant approvals so as not to slow down grant disbursement.

**NDE will create and disseminate federal funds guidance memos.**
The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.

**Districts conduct federal funding audit.**
Districts perform an audit of existing use of federal funds and identify short, mid, and long term goals to align funding and high-impact programming.

**Clear communication from NDE on key federal funding strategies.**
The NDE identifies and communicates the SEA strategies that will drive the state’s strategic use of federal funds. **Leadership**: Investment in evidence-based programs to provide sustained support to school leaders (and district teams in certain cases). **Professional Development**: NEPF

**NDE’s role in school improvement should move form compliance to collaboration.**
This recommendation is linked to similar funding related recommendations around principal development and consolidated planning and funding applications. It also aligns with the data and instructional support NDE has been asked to provide to districts. To evolve from compliance to collaboration NDE will: provide a framework for the consolidated application (needs assessment, school/district performance plan, grant applications, etc.); provide technical assistance on completing the consolidated application, needs assessment, and school/district plan; facilitate the sharing of resources and best practices; conduct data collection and monitoring; work collaboratively to set goals when creating school
performance plans and choosing evidence-based programs for improvement; assist in identifying funding aligned to needs assessment; articulate course of action for those not meeting goals; identify schools for state and federal designations; ensure timeliness and quality of data; provide assistance with capacity building particularly around principal development and data informed decision making; ensure a gradual release of support to schools as they improve; create a hierarchy of supports at state, district, school levels; offer regular school support meetings; articulate action plans and aligned timelines; provide clear and consistent messaging of federal and state requirements; ensure there are clearly defined expectations; and demonstrate a level of competence in the support it provides.

**In the past... unconnected planning and funding efforts**

**In the future... continuous improvement cycle**

_NDE should help districts and schools create strong improvement plans._

This includes providing examples; working collaboratively to set goals and choosing evidence-based programs for improvement; building a hierarchy of support with action plan and timeline (MTSS model); creating flexibility to address unique needs; providing resource
lists; providing PD on data-based decision making and evidence-based strategies; having clear, consistent, well-defined expectations/requirements for school improvement aligned to framework for 3-stars and above; and guide/facilitate the school performance plan process for priority districts/schools based on needs/capacity.

NDE should provide differentiated support for schools based on need and school performance.

Level 1 (Accelerated Support includes Comprehensive Schools)
- SEA and LEA approves School Performance Plan
- Complete interim needs assessment and full assessment every year;
- SEA monitors progress in collaboration with the LEA and school team
- Must show rapid improvements (within 3 years) in Conditions for School Effectiveness;
- Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;
- Schools can be designated Turnaround.

Level 2 (Priority Support includes Targeted Schools)
- LEA approves School Performance Plan
- Complete interim needs assessment and full assessment every year;
- Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;
- LEA monitors benchmark progress throughout the year;
- Schools can be designated Turnaround.

Level 3 (Coordinated Support)
- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- NDE and/or LEA supports schools in area of need.

Level 4 (Self Support)
- Considerable autonomy and flexibility;
- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- LEA led support as needed;
- Has access to NDE tools and resources as needed;
- Level 4 schools serve as model and mentors for Level 1 and 2 schools.
SUPPORTING EXCELLENT EDUCATORS
Evidence of the Equity Challenge
Despite an overall increase in the performance of Nevada students over the past five years, a student performance gap still exists between student subgroups. An educator equity gap analysis that was conducted as part of the development of Nevada’s 2015 Plan for Equitable Access to Excellent Educators demonstrated that a high number of students from low-income families, students of color, English Learners, and students with specific learning needs are disproportionately taught by inexperienced, not highly-qualified or out-of-field teachers. An ongoing statewide teacher shortage adversely affects thousands of students in the state, with the majority of vacancies being in high-needs areas.

Current Nevada Efforts
Nevada is committed to improving student achievement by expanding access to excellent teaching and leading for all students. To address the root cause, an educator workforce approach is being developed which strategically focuses on attracting preparing, recruiting, hiring, developing, supporting, and retaining effective teachers and leaders. Currently, multiple initiatives have been implemented to ensure equitable distribution of educators to ensure educational equity for all Nevada students.
Nevada Educator Performance Framework (NEPF)
The NEPF, a statewide performance evaluation system for teachers and building level administrators, was first implemented during the 2015-2016 academic school year. An educator’s NEPF score results in one of four levels of educator ratings: ineffective, minimally effective, effective, and highly effective. In determining ratings, the NEPF reflects the educator’s practice, professional responsibilities, and multiple student performance measures. Nevada is focused on implementing a system of evaluation and support to ensure all students are taught by effective teachers, who are supported by effective leaders.

Nevada Educator Performance Framework Goals:

1. Foster student learning and growth
2. Improve educator’s instructional practice
3. Inform human capital decisions based on a professional growth system
4. Engage stakeholders in the continuous improvement and monitoring of a professional growth system

*See Appendix H for the 2016-2017 NEPF for Teachers Graphic

Equitable Distribution of Effective Educators
Beginning with 2015-2016 data, NDE will use the NEPF ratings to publicly report the number of ineffective, minimally effective, effective, and highly effective educators statewide, and in each district and school. This information will be made public in the Nevada Report Card, which will allow stakeholders access to educator ratings by school. This level of transparency will drive the statewide discussion towards strategies that increase the quantity and distribution of effective educators so that all students have access.
Educator Development and Support

Innovative Programs: In addition to creating a new Division of Educator Effectiveness and Family Engagement, Nevada passed legislation during the 2015 Legislative Session to substantially increase the state’s commitment to the 21st century educator workforce. The Great Teaching and Leading Fund (GTLF), Teach Nevada Scholarships, and New Teacher Incentives all provide funding for programs that focus on teacher and leader preparation, professional development, and retention.

Modernization of Educator Licensure: Nevada is committed to ensuring that licensure requirements reflect meaningful readiness measures and meet 21st century educator workforce needs. Therefore, the Office of Educator Licensure is currently studying existing statutes and regulations to ensure they are in alignment with national best practices, meet a high standard of professional and pedagogical knowledge, and support reciprocity from other states.

Traditional and Alternative Routes for Educator Preparation: To ensure that all programs are preparing preservice candidates for today’s classrooms, NDE is working with stakeholder focus groups to develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state educator preparation programs that is aligned with NEPF and NVAC standards.

Teacher Leadership: Research shows a direct and positive correlation between the retention of effective educators and systems which are designed with meaningful feedback structures, personalized support, and increasing levels of opportunities and growth throughout the career continuum. Therefore, NDE collaborates and partners with the Council of Chief State School Officers State Teacher of the Year Program, National Board for Professional Teaching Standards, the Milken Educator Awards, and other organizations to facilitate programs that promote teacher recognition and leadership efforts.

Regional Professional Development Programs: The RPDPs were established to offer professional development focused on the content teachers teach, how they teach it, and changes in instructional strategies that result in increased student achievement. Districts and charter schools utilize State funding to collaborate with RPDPs to develop need-specific professional development for educators.

Success Indicators
Nevada’s educator workforce initiative will provide students across the state with effective educators, as determined by the statewide educator evaluation and support system. Nevada’s multifaceted approach will prepare, recruit, develop, support and retain effective educators in service to all Nevada students and meet the needs of 21st century schools and classrooms. The equitable distribution of effective educators will benefit students’ quality of education statewide.
State Role
By implementing a statewide evaluation and support system, Nevada can publicly report the aggregate ratings of educators serving students statewide. The reporting of 2015-2016 data will be available in 2017. The NDE will use NEPF data to monitor implementation and provide technical assistance to school and district leaders who will hold educators accountable for student performance and inform NDE of further necessary actions. Title II funding will provide principal and school leader NEPF training and support to districts.

District and School Role
Information provided to districts about the distribution of educator effectiveness will allow them to customize their approach in strengthening their educator workforce by making data-informed. Districts will be able to utilize State and Federal funding and resources to strategically focus on schools where an inequitable distribution of teachers is identified.

Family Role
It is essential that families have are aware of the extent to which their child has access to effective educators. Families and other stakeholders will be able to review this information via the Nevada Report Card. Recognizing a family may not always have the ability to choose which school their child attends, Nevada aims to ensure that all students have access to effective educators, regardless of their zip codes. Therefore, families can use NEPF ratings information to hold school leaders and district leaders accountable by encouraging them to hire and retain qualified and effective educators.
EDUCATIONAL EQUITY AND SUPPORTING ALL STUDENTS

Evidence of the Equity Challenge
Nevada students have lagged behind their peers across the country on a variety of measures, from early childhood education enrollment to NAEP performance to high school graduation and college enrollment. The opportunity gap for students of color, students in poverty, students with disabilities, and ELs reveals a disproportionate impact on students.

Current Nevada Efforts
The $340 million infusion from the 2015 Legislative session initiated significant programs to ensure educational equity for all Nevada students.

Career & Technical Education: Students who concentrate in CTE perform higher than state assessment averages, graduate at higher rates, drop out of school less, and transition to postsecondary education and training with a focus on the future. Nevada is expanding its career & technical education programs identified by workforce councils through both increased formula funding and competitive grants, open to districts and charter schools.

Scale: 9,000 students enrollment increase in CTE programs between 2013-2014 school year and 2015-2016 school year

Climate Survey: NDE is collaborating with AIR to design & administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants. The survey is web-based for all students in grades 5-12.

Scale: Statewide

College & Career Readiness: NDE is supporting college & career readiness through a competitive grant process focused on science, technology, engineering, and math (STEM) for middle and high school students, an increase in AP enrollment and support for AP success, and an increase and expansion of dual enrollment for students enrolled simultaneously in high school and college courses.

Scale: FY 2015
17,243 students enrolled in AP courses

FY 2016
18,094 students enrolled in AP courses (4% increase)

Early Childhood Education: Studies have shown that high-quality, early education can result in children building a solid foundation for achieving desired academic, health, and social outcomes. Children who attend high-quality education programs are more likely to do well in school, find good jobs, and succeed in their careers than those who don’t. To
Improve the quality of its early childhood education programs Nevada instituted the Silver State Stars Quality Rating Improvement System (QRIS). QRIS is a statewide quality rating and improvement system that helps families find high quality early education programs that fit their needs and the needs of their child. Nevada has sought to not only expand the availability of early childhood education but ensure its quality as well.

**Scale: 2015-16**

* NDE worked with seven sub-grantees in five high needs communities to expand the number of children participating in high-quality pre-k programs
* Year 1 of the grant 782 four year olds enrolled in 27 different sites
* Year 2 of the grant 1,780 four year olds will be served in 54 different sites

**English Learners:** The United States’ EL K-12 student population is nearly 10%. Nevada’s EL share of the K-12 student population is 15.5%, the fourth highest in the nation. EL’s represent a significant share of Nevada students, making the support and services they receive vital to our education system’s success. Nevada’s classification and support system of ELs is pertinent in identifying, supporting, and exiting of EL status.

**Scale: NDE updated its classification system of ELs**

*See Appendix D for EL Program Flowchart and Legend*

**Full-Day Kindergarten (FDK):** Economically disadvantaged, historically underserved students, and English learners who attend full-day kindergarten have significantly higher long-term math and reading scores in 3rd and 5th grades compared to half-day kindergarten students

**Scale: Statewide FDK access at all schools without tuition**

**Great Teaching & Leading Fund:** Through a competitive grant process, GTL funds are awarded to districts, charter schools, institutions of higher education, non-profit organizations, and RPDPs to prepare/recruit teachers, focus on leadership, and provide professional development for science standards implementation.

**Scale: FY 2016**

* $4.2 million to 13 entities to support leaders, teachers, and pre-service teacher candidates

**Guinn Millennium Scholarships:** Guinn Millennium Scholars have shown to stay in college longer, require less remedial courses, and graduate at a higher rate than non-Millennium Scholars. 

**Scale: 2010**

* 9,119 students were eligible for the Guinn Millennium Scholarship

**2015: 10,855 students were eligible for the Governor Guinn Millennium Scholarship**

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Jobs for America's Graduates: The Jobs for Nevada’s Graduates is a program that raises graduation rates, prepares participants with work readiness skills, and helps them enroll in post-secondary education or the military.

Scale: Currently serves over 2,500 students across the state
53 programs in 43 high schools

Nevada Ready 21: Nevada Ready 21 engages select middle school students in a personalized, learner-centered education. The program’s teachers provide students with a 21st Century education that builds a vibrant, diverse economy by infusing technology into students’ daily experience. Nevada Ready 21 is a multi-year plan with middle schools as the initial focus and high schools in following years.

Scale: 23 middle schools awarded grants including over 19,000 student devices and 1,000 teacher devices

New Teacher Incentives: Funded at $10 million annually, districts may provide salary incentives up to $5,000 per teacher to recruit and/or retain first and second year teachers at Title I and 1- and 2-star schools.

Scale: FY16
1,753 teachers received funding

FY17
3,003 expected

Office of Safe & Respectful Learning Environment: The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, social emotional learning, and coping skills for students and families—acknowledging that not all students come to school ready to learn. 10 counties have published their district-wide bullying prevention policies and programs.

Scale: 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools

40 positions through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants

Read by Grade 3 (RBG3): This program is designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3rd grade. This program requires all school districts and charter schools to develop locally-based literacy plans, aimed at improving the literacy of all K-3 students. It also requires every elementary site to have a Reading Learning Strategist to oversee professional learning.

Scale: 307 school sites currently being served through RBG3 grants and all elementary schools are required to follow the law

Social Workers: NDE is supporting school districts and charter schools with funds to contract with social workers or other mental health workers to support social emotional learning, a caring school climate, and intervention and treatment services to students and families who are struggling with food and shelter insecurity, behavioral health concerns, or overcoming trauma.

Scale: 194.5 social worker and other mental health professional positions filled serving 149 school sites statewide

Teach Nevada Scholarships: Up to $2.5 million per year is distributed to state-approved traditional and alternative route teacher preparation providers to award scholarships to preservice candidates wanting to enter the profession. Candidates may receive 75% of up to $24,000 for tuition assistance, with the remaining 25% given upon completion of 5 successful years of teaching, three of which must be at identified high-need Nevada public schools.

Scale: FY 2016
142 candidates awarded funding; 110 completed program and hired for the current school year

FY 2017
112 awarded and are pending completion/ hire; 2nd round of applications in Feb. 2017

Victory Schools: A whole school intervention focused on providing additional resources ($50 million over the biennium) to schools serving students in concentrated poverty. Funding is allocated to underperforming schools in the 20 poorest zip codes in the State.

Scale: 35 Victory schools across the highest poverty areas of Nevada
**Weighted Funding (Special Education):** Pupils with disabilities are now funded in accordance with a funding multiplier calculated by the Department. The Department calculates the multiplier by dividing the total enrollment of students with disabilities by the money appropriated for such pupils and that enrollment must not exceed 13% of total student enrollment for a school district or charter school.

*Scale: 2016-2017*

54,114 special education students enrolled in public schools

Average per pupil is $3,034 (ranging from $2,968 - $9,090), which can be expressed as multiplier of 0.53 of the basic state guarantee

**Zoom Schools:** Senate Bill 405 and 515 invested $100 over the biennium to expand Zoom Schools. The Zoom Schools Program targets schools with the highest percentage of ELs and lowest academic performance. Services such as providing pre-kindergarten programs free of charge, full-day kindergarten, summer academies, professional development, recruitment and retention incentives, extended school day and reading skills centers are all a part of the Zoom Schools Program.

*Scale: 2014-2015*

16 CCSD Zoom schools
8 WCSD Zoom schools

2015-2016
38 CCSD Zoom schools
23 Zoom schools in WCSD

In districts other than CCSD and WCSD that receive Zoom grants, 6,089 English Learner students are being served

**Success Indicators**

Supporting all students to ensure they receive a high-quality education will lead to educational equity as demonstrated by a closure of the achievement gap. Nevada’s multi-pronged approach in supporting districts and schools will allow educators to best meet the unique needs of all students.

**State Role**

It is the State’s role to monitor the implementation of statewide programs in support of all Nevada students including historically underserved student subgroups. The state also has an obligation to provide support to districts and schools struggling to close opportunity gaps or intervene when opportunity gaps persist without evidence of closure. By utilizing data to inform decisions impacting schools and focusing on improving our lowest-performing schools NDE can help to provide educational equity.
District and School Role
As schools review their data to inform their annual School Performance Plan, a plan designed to support principals and school leadership teams in improving overall school performance, they will look at opportunities to infuse support and resources into their schools, based on The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S). NCCAT-S is designed to assist schools, districts, and the State in identifying the priority needs of a school in need of improvement and for identifying the types of technical assistance a school will need to improve. Several of the newly funded interventions are aligned with support needs and there are communities of practice across the state for practitioners to share best practices and helpful strategies in incorporating assistance or implementing new programs.

Family Role
New initiatives and a comprehensive reform plan are a great engagement opportunity for families. With information available about new programs, teachers and school leaders will partner with families to identify local programs and how to get access to these new programs.
Advisory Group Recommendations

**Nevada should reserve 3% of its Title I funds to provide Advanced Coursework (AP, IB, and Dual Credit) and industry aligned Career and Technical Education courses to all Nevada students.**

Through a 3% discretionary state reservation of Title I funding, NDE can provide districts with a wide variety of educational opportunities. NDE will prioritize and incentivize expanding access to advanced coursework (i.e., AP, IB, and dual credit) and Career and Technical Education (CTE) courses across the state. The cost to provide access to these courses would be ~$350 per student per course. This will include rural districts that typically struggle to provide a wide variety of advanced course offerings to students, and also within urban schools with low participation rates of typically underrepresented subgroups. By the 2017-18 school year every district in Nevada will be able to offer 12 Advanced Placement courses to students. Currently, seven districts offer AP courses to less than 20 students districtwide, and four districts have no approved AP courses. This strategy will help to widely spread and deeply embed into the state’s educational systems the strong instructional practices and high levels of critical thinking associated with advanced courses and innovative CTE courses. Furthermore, it will ensure that all students in Nevada, regardless of where they live, have access to rigorous advanced coursework that prepares them for success in college and career.

**Extend English learner reporting after exiting services.**

Extended reporting would provide educational institutions with a more accurate measure of EL students’ progress over time (i.e. after they have exited EL services). Monitoring EL status in a tiered fashion allows Nevada educational systems to probe the efficacy of educational programs.

**Ensure the NSPF is designed to help ensure equity.**

The updated NSPF will include, as a point earning measures, closing opportunity gaps between student subgroups, student growth towards proficiency targets, student growth relative to peer group, and English language acquisition for ELs. The NSPF will also collect and report student proficiency by subgroup measurements (EL, economically disadvantaged, American Indian, Asian, Black/African American, Hispanic/Latino, Pacific Islander, Two or More Races, White/Caucasian, and Special Education). These measures will ensure the rating system addresses the progress of all student groups in order to provide an equitable picture and demonstrate school achievement.

**English Learner accountability recommendations.**

Use Adequate Growth Percentile (AGP) to calculate English learner growth. Annually report English learner performance. Include English learners in the NSPF. Include former English learners in the NSPF for 4 Years after reclassification. Include recently arrived English learners in state assessments.
Standardize statewide identification and reclassification procedures.

Adopt the proposed Nevada English Learner Program Flowchart (Appendix D). Convene multi-specialty expert work groups to establish formal protocols. Seek funding to support reclassified English learners during monitoring period.

Long-term English learners.

Research Nevada data to determine reclassification patterns. Select either 5 or 6 years as long-term English learner determination. Ensure districts provide effective language instruction educational models. Ensure all educators, including administrators, receive quality professional learning to meet the unique needs of long-term English learners.
## Overview of Every Student Succeeds Act Programs

<table>
<thead>
<tr>
<th>Title</th>
<th>Program</th>
<th>Funds Available to Nevada*</th>
</tr>
</thead>
</table>
| Title I, Part A* | Improving Basic Programs Operated By State and Local Educational Agencies | Estimated 2017–18 funding: $123.1 million  
- 99% to LEAs= $121,869,000  
- 1% for state administration= $1,231,000 |
| Title I, Part B* | State Assessment Grants                                                  | Estimated 2017–18 funding: $4.7 million |
| Title I, Part C* | Education of Migratory Children                                          | Estimated 2017–18 funding: $210,361 |
| Title I, Part D* | Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk | Estimated 2017–18 funding: $355,832 |
| Title II, Part A* | Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders | Estimated 2017–18 funding: $12.2 million  
- 95% to LEAs= $11,590,000  
- 4% for administrative and state-level activities= $488,000  
- 1% for administrative costs = $122,000 |
| Title II, Part B | National Activities: Variety of competitive grant opportunities including:  
  - Literacy Education for All, Results for the Nation  
  - Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund)  
  - School Leader Recruitment and Support  
  - STEM Master Teacher Corps | National authorized appropriation for 2017–18: $468,880,575 |
| Title III* | Language Instruction for English Learners and Immigrant Students         | Estimated 2017–18 funding: $7.6 million |
| Title IV, Part A* | Student Support and Academic Enrichment Grants                          | Estimated 2017–18 funding: $4 million  
- 95% to LEAs= $3,800,000  
- 5% for administrative and state-level activities= $200,000 |
<table>
<thead>
<tr>
<th>Title</th>
<th>Program</th>
<th>Funds Available to Nevada*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV, Part B*</td>
<td>21st Century Community Learning Centers</td>
<td>Estimated 2017–18 funding: $7.9 million</td>
</tr>
<tr>
<td>Title IV, Part C</td>
<td>Expanding Opportunity Through Quality Charter schools</td>
<td>Information not yet available. The NDE anticipates that Nevada will apply for funds in 2017–18.</td>
</tr>
<tr>
<td>Title IV, Part D</td>
<td>Magnet Schools Assistance</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title IV, Part E</td>
<td>Family Engagement in Education Programs</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title IV, Part F</td>
<td>National Activities • Education innovation and research • Community support for school success • Promise neighborhoods and community schools • National activities for school safety Academic enrichment</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title V*</td>
<td>Rural Education Initiative</td>
<td>Estimated 2017–18 funding: $91,429 million</td>
</tr>
<tr>
<td>Title VI</td>
<td>Indian, Native Hawaiian, and Alaska Native Education</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title VII</td>
<td>Impact Aid</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title VIII</td>
<td>General Provisions and Definitions</td>
<td>SEA not eligible for funding</td>
</tr>
<tr>
<td>Title IX, 62Part B, Section 9212</td>
<td>Preschool Development Grants</td>
<td>National authorized appropriation for 2017–18: $40,993,152</td>
</tr>
</tbody>
</table>

*State allocations are preliminary estimates based on currently available data and subject to change. The estimated amount of funds that may be used for state-level administration in Titles IA, IIA, III, and IV A is provided for planning purposes. However, NDE may use a portion of the funds for administrative purposes across programs.
APPENDIX A

Every Student Succeeds Act (ESSA) Workgroup Meeting Dates

To align ESSA to Nevada’s State Plan, the Nevada Department of Education (NDE) created an Advisory Group and six Focus Area Work Groups to develop/recommend strategies to ensure that all students are college, career, and community ready. Based on responses to the survey that was posted on the NDE website, various stakeholders (teachers/other licensed personnel, school leaders, district-level leaders, business members, parents/family members, and other community representatives) have been specifically assigned as members of each group. All meeting dates/times were open for members of the public to attend.

<table>
<thead>
<tr>
<th>ESSA WORKGROUP FOCUS AREA</th>
<th>NDE WORKGROUP LEADER</th>
<th>MEETING DATES &amp; TIMES</th>
<th>ALL MEETINGS HELD VIA VIDEOCONFERENCE FROM NDE BOARDROOMS</th>
</tr>
</thead>
</table>
| Accountability            | Russ Keglovits       | July 1, 2016 (8:00-10:00 AM)  
                          |                       | July 25, 2016 (1:00-3:00 PM)  
                          |                       | August 24, 2016 (2:30-4:30 PM)  
                          |                       | October 24, 2016 (10:00-12:00 PM) | 1-844-572-5683 Extension 3434998 |
| Assessment                | Peter Zutz           | August 8, 2016 (9:00-11:00 AM)  
                          |                       | September 2, 2016 (1:00-3:30 PM)  
                          |                       | October 18, 2016 (1:00-3:30 PM) | 1-844-572-5683 Extension 3434998 |
| English Language Learners  | Karl Wilson          | June 30, 2016 (1:00-3:00 PM)  
                          |                       | August 12, 2016 (9:00-11:00 AM)  
                          |                       | September 19, 2016 (3:30-5:30 PM)  
                          |                       | October 18, 2016 (3:30-5:30 PM) | 1-844-572-5683 Extension 3271297 |
| Funding Streams           | Dr. Steve Canavero   | September 29, 2016 (1:30-3:30 PM)  
                          |                       | September 30, 2016 (1:30-3:30 PM)  
                          |                       | November 7, 2016 (9:00-11:00 AM) | 1-844-572-5683 Extension 3434998 |
| School Improvement        | Maria Sauter         | June 28, 2016 (10:30-12:30 PM)  
                          |                       | August 1, 2016 (2:00-4:00 PM)  
                          |                       | October 21, 2016 (3:00-5:00 PM) | 1-844-572-5683 Extension 3271241 |
| Teaching and Leading      | Dena Durish          | June 30, 2016 (3:30-5:30 PM)  
                          |                       | September 22, 2016 (3:30-5:30 PM)  
                          |                       | October 11, 2016 (3:30-5:30 PM)  
                          |                       | November 16, 2016 (3:30-5:30 PM) | 1-844-572-5683 Extension 3271297 |

Call in number below for those unable to attend in person.
## APPENDIX B

### ESSA Workgroup Recommendations and ESSA Advisory Group Decisions

#### Accountability Workgroup

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accountability measures of workforce/college and career (CCR) readiness should only apply to high schools.</td>
<td>Approved</td>
</tr>
<tr>
<td>2</td>
<td>Use the ACT and ACT Work Keys Assessment as a measure of CCR.</td>
<td>Approved</td>
</tr>
<tr>
<td>3</td>
<td>Indicate the percentage of students taking the ACT and/or ACT Work Keys and the average score earned on the ACT and ACT Work Keys in the NSPF school rating.</td>
<td>Approved</td>
</tr>
<tr>
<td>4</td>
<td>Clarify/communicate the NSPF measures and meaning.</td>
<td>Approved</td>
</tr>
<tr>
<td>5</td>
<td>Revise the NSPF to include trends in accountability measures including reporting on subgroup measurements (EL, FRPC, etc.).</td>
<td>Approved</td>
</tr>
<tr>
<td>6</td>
<td>Ensure the rating system addresses the progress that all student groups make in order to provide an equitable picture and demonstrate school achievement.</td>
<td>Approved</td>
</tr>
<tr>
<td>7</td>
<td>Measure school offerings of courses with supports and accommodations to all students.</td>
<td>Review feasibility</td>
</tr>
<tr>
<td>8</td>
<td>Track the growth of students as individual learners.</td>
<td>Included in NSPF</td>
</tr>
<tr>
<td>9</td>
<td>Promote and track student access and participation in before and after school clubs, sports, enrichment, and/or activities.</td>
<td>Review feasibility</td>
</tr>
<tr>
<td>10</td>
<td>Compare percentage of clubs and capacity to the percentage of students enrolled. Schools allocate adequate funding and personnel for before and after school activities.</td>
<td>Review feasibility</td>
</tr>
<tr>
<td>11</td>
<td>Track staff attendance.</td>
<td>Recommend for District framework</td>
</tr>
<tr>
<td>12</td>
<td>Track staff continuity and transiency.</td>
<td>Recommend for reporting but not Accountability framework</td>
</tr>
<tr>
<td>13</td>
<td>Use an N-size of 10 for all accountability determinations.</td>
<td>Convene technical advisory group to review</td>
</tr>
<tr>
<td>14</td>
<td>Calculation of 4-year Adjusted Cohort Graduation Rate (ACGR) should also include ESSA’s Section 1111(c)(4)(F) “Partial Attendance” requirement.</td>
<td>Study impact</td>
</tr>
<tr>
<td>15</td>
<td>Identify “Comprehensive Intervention” high schools based on more than just the 4-year ACGR graduation rates.</td>
<td>Approved</td>
</tr>
<tr>
<td>16</td>
<td>At the District level, measure access to a Well-Rounded Education.</td>
<td>Approved</td>
</tr>
<tr>
<td>17</td>
<td>Measure a District’s collaborative communication plan.</td>
<td>Reporting and transparency only through link to school or district communications plan, if feasible</td>
</tr>
</tbody>
</table>
### Assessment Workgroup

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>End of Course Exams (EOCs) should be offered more often than once per year, and extend the testing window to include the last week of the school year for all Nevada school districts.</td>
<td>Approved</td>
</tr>
<tr>
<td>2</td>
<td>Implement multiple assessments for the Nevada Alternative Assessments (NAA).</td>
<td>Approved</td>
</tr>
<tr>
<td>3</td>
<td>Provide educational institutions with a more accurate measure of EL students’ progress over time (i.e. after they have exited EL services).</td>
<td>Approved</td>
</tr>
<tr>
<td>4</td>
<td>Create assessment advisory group for communication from Nevada Department of Education (NDE) to Nevada districts.</td>
<td>Approved</td>
</tr>
<tr>
<td>5</td>
<td>Assess social and emotional skills (soft skills) development.</td>
<td>Consider for dashboard, if feasible</td>
</tr>
<tr>
<td>6</td>
<td>Utilize non-profits, community partners, institutions of higher learning, and others, to build a network of providers to support the Nevada State Assessment System and assessment related services.</td>
<td>Not Approved</td>
</tr>
<tr>
<td>7</td>
<td>Leverage Smarter Balanced Digital Library, interim assessments and summative assessments to provide actionable feedback to educators that can be used to adjust ongoing instruction to meet the need of individual students.</td>
<td>Approved</td>
</tr>
</tbody>
</table>

### English Language Learner Workgroup

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accountability: Use Adequate Growth Percentile (AGP) as English learner accountability measure.</td>
<td>Approved</td>
</tr>
<tr>
<td>2</td>
<td>Accountability: Include English Learner performance in reporting annually.</td>
<td>Approved</td>
</tr>
<tr>
<td>3</td>
<td>Accountability: Include English Learners performance across all grade levels in accountability system.</td>
<td>Approved</td>
</tr>
<tr>
<td>4</td>
<td>Accountability: Ensure that the weighting of English language development in new accountability determinations is meaningful.</td>
<td>Approved</td>
</tr>
<tr>
<td>5</td>
<td>Accountability: Include former English Learner performance in accountability for four years</td>
<td>Approved</td>
</tr>
<tr>
<td>6</td>
<td>Accountability: Include recently arrived English Learners in assessment in first year; include them in accountability results beginning year three</td>
<td>Approved</td>
</tr>
<tr>
<td>7</td>
<td>Statewide Identification and Reclassification: Nevada should adopt the updated Nevada English Learner Program Flowchart as the standardized, statewide procedure to identify and reclassify English learners.</td>
<td>Approved</td>
</tr>
<tr>
<td>8</td>
<td>Statewide Identification and Reclassification: Convene multispecialty expert work groups to establish formal protocols to ensure consistent implementation that ensures appropriate decisions are made and that the rights of English learners are safeguarded.</td>
<td>Approved</td>
</tr>
<tr>
<td>#</td>
<td>Recommendation</td>
<td>ESSA Advisory Group Decision</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Statewide Identification and Reclassification: Seek state funding to support districts in the monitoring and support of students reclassified English proficient during the 4-year period following reclassification.</td>
<td>Approved</td>
</tr>
<tr>
<td>10</td>
<td>Statewide Identification and Reclassification: Periodically review the proficiency scores on the WIDA ACCESS assessment used to determine English language proficiency for the state of Nevada to ensure that the criteria are appropriately aligned with the academic language needs of students to ensure access to state academic content standards.</td>
<td>Approved</td>
</tr>
<tr>
<td>11</td>
<td>Long-term English Learners: Define Long-term English learner as an English learner who has not achieved English language proficiency within 6 years of initial classification.</td>
<td>Approved</td>
</tr>
<tr>
<td>12</td>
<td>Long-term English Learners: Schools/districts should be required to provide language instruction educational program models, which are specifically designed, for long-term English learners.</td>
<td>Approved</td>
</tr>
<tr>
<td>13</td>
<td>Long-term English Learners: Ensure that teachers and administrators receive the professional learning necessary to build capacity to provide language instruction educational program models that are designed to meet the unique needs of long-term English learners.</td>
<td>Approved</td>
</tr>
</tbody>
</table>

**School Improvement Workgroup**

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NDE’s role in school improvement should move form compliance to collaboration. This means:</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>• providing structure/framework for the consolidated application (needs assessment, school performance plan, grant applications, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• facilitate the sharing of resources and best practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• data collection/monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• collaborate and support when completing required documentation throughout the year, i.e., needs assessment to monitoring reports. Emphasis on working collaboratively to set goals when creating the SPP and choosing evidence-based programs for improvement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• technical assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifying funding aligned to needs assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• articulate course of action for those not meeting goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifying schools (designations) ensuring timeliness and quality of data</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Recommendation</td>
<td>ESSA Advisory Group Decision</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 2 | **NDE should provide districts and schools with the following:**  
  • assistance with capacity building  
  • a gradual release of support to schools as they improve  
  • hierarchy of supports at state, district, school levels  
  • regular school support meetings  
  • action plan and aligned timelines  
  • clear and consistent messaging of federal and state requirements  
  • clearly defined expectations  
  • competence  | **Approved** |
| 3 | **NDE should help districts and schools create strong improvement plans by:**  
  • providing examples  
  • building a hierarchy of support with action plan and timeline (MTSS model)  
  • creating flexibility to address unique needs  
  • providing resource lists  
  • providing PD on data-based decision making and evidence-based strategies  
  • Technical assistance  
  • Have clear, consistent, well-defined expectations/requirements for school improvement aligned to Framework for 3-stars and above  
  • Guide/facilitate the SPP process for priority districts/schools based on needs/capacity. | **Approved** |
| 4 | **Expectations for Level 1 and 2 Schools:**  
  **Level 1 (Accelerated Support includes Comprehensive Schools)**  
  • SEA and LEA approves School Performance Plan  
  • Complete interim needs assessment every year and full assessment every 3 years;  
  • SEA monitors progress in collaboration with the LEA and school team  
  • Must show rapid improvements (within 3 years) in Conditions for School Effectiveness;  
  • Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;  
  • Schools can be designated Turnaround.  
  **Level 2 (Priority Support includes Targeted Schools)**  
  • LEA approves School Performance Plan  
  • Complete interim needs assessment every year and full assessment every 3 years;  
  • Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;  
  • LEA monitors benchmark progress throughout the year;  
  • Schools can be designated Turnaround. | **Approved** |
### Expectations for Level 3 and 4 Schools:

**Level 3 (Coordinated Support)**
- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- NDE and/or LEA supports schools in area of need.

**Level 4 (Self Support)**
- Considerable autonomy and flexibility;
- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- LEA led support as needed;
- Has access to NDE tools and resources as needed.

---

### Funding Streams Workgroup

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a process by which the Department solicits, reviews, and establishes a list of evidence-based programs. In this work, the Department will include learnings from the field (teachers, existing NV providers, etc.)</td>
<td>Approved</td>
</tr>
<tr>
<td>2</td>
<td>In an effort to create efficiency, the Department will work with districts to create a consolidated application that better facilitates strategic planning. This work would result in the alignment of the needs assessment, strategy selection, and available funding resources. It would also free up time spent on applications so that school site, district, and NDE staff can spend more time in service to students.</td>
<td>Approved</td>
</tr>
<tr>
<td>3</td>
<td>The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.</td>
<td>Approved</td>
</tr>
<tr>
<td>4</td>
<td>The Department identifies and communicates the SEA strategies that will drive the stat's strategic use of federal funds. Leadership: Investment in evidence-based programs to provide sustained support of school leaders (and district teams in certain cases). Professional Development: NEPF</td>
<td>Approved</td>
</tr>
<tr>
<td>5</td>
<td>Districts perform an audit of existing use of federal funds and identify short, mid, and long-term goals to align funding and high-impact programming.</td>
<td>Approved</td>
</tr>
</tbody>
</table>
### Teaching and Leading Workgroup

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
</table>
| 1 | **Definition of Inexperienced/Experienced Teachers**  
- “Inexperienced” teachers should be defined as those with less than 3 full years of contracted teaching experience in a K-12 public school.  
- In addition to “inexperienced” teachers being reported, experience levels of teachers at 5-year intervals (i.e. 5-10, 11-15, 16-20, 21-25, 26-30, 31+ years) should be reported for each school. | Approved (with intervals based on capacity for dashboard reporting) |
| 2 | **Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure**  
- Nevada should report the number/percentage of teachers at each school who are “teaching out-of-field or are not fully state certified” in the following areas:  
  - Core Content Areas – Math, Language Arts, Science, Social Studies  
  - Elementary  
  - Early Childhood  
  - Special Education  
- Possible consideration of other areas to report:  
  - Business and Industry  
  - Art/Music/PE  
  - Foreign Languages  
  - Other Licensed Personnel | Approved Areas Under First Bullet (future consideration for second bullet) |
| 3 | **Not Fully Licensed/Out of Field Teachers: Types of Licensure**  
- Nevada should report the number/percentage of teachers at each school who are teaching with the following:  
  - Provisional Licenses  
  - Conditional/Alternative Route to Licensure  
  - ARC/Option Special Education Program | Approved |
| 4 | **Requirements Permitted for Provisional Licensure**  
- The following requirements should continue to be permitted for provisional licensure:  
  - Basic Skills Proficiency  
  - Subject Area Proficiency  
  - Pedagogy Proficiency  
  - Up to 6 Credits of Coursework  
- Provisional licensure should not be permitted if student teaching requirement has not been met. | Approved (including student teaching) |
| 5 | **Other Areas of Data Collection/Reporting**  
- The number/percentage of teachers with the following licensure endorsements should be reported by school:  
  - TESL/ELAD  
  - Reading Specialist  
  - National Board Certification  
  - Teacher Leadership*  
- Numbers/percentages of the following staffing data should be reported by school:  
  - Teacher Vacancies  
  - Teacher Absences  
  - Long Term Substitutes  
  - Teacher Turnover/Retention Rates | Approved |
<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>ESSA Advisory Group Decision</th>
</tr>
</thead>
</table>
| 6  | Educator Effectiveness: Statewide Educator Evaluation System for Licensed Personnel  
   Nevada should maintain a statewide system for evaluation for licensed personnel.  
   Current measures and percentages of state and district-determined measures should be maintained. | Approved                      |
| 7  | Educator Effectiveness: Definition of “Ineffective” Teachers and Reporting (Ratings, Standards, Indicators)  
   Nevada should use NEPF ratings to define ineffective/effectiveness.  
   Ineffective and Minimally Effective NEPF ratings should be combined for purposes of federal reporting of “Ineffective” teachers.  
   For state reporting, all ratings (including Effective and Highly Effective) should be reported separately.  
   Standard and Indicator-level scores should be reported to identify areas of strength/professional growth. | Approved                      |
| 8  | Data Collection/Reporting for School Administrators/Leaders  
   • None of the following should be considered for school-based administrator/leader reporting:  
     Inexperienced/Years of Experience  
     Effectiveness Ratings  
     Areas of Licensure/Endorsements | Not Required for ESSA/For Further Consideration (possible dashboard) |
| 9  | Title II-A Fund Use: State Activities and Districts/Charters  
   Use of Title II-A funds at state and district/charter levels should be targeted and focused, and aligned with identified state and local human capital needs. | Approved                      |
| 10 | 3% of Title II-A for Statewide “Principal and Other School Leader” Development  
   3% of Nevada's Title II-A allocation should be used for statewide activities related to principal/other school leader development.  
   The funds should be spent on a variety of areas related to leader development, but a portion should focus on NEPF implementation and school turnaround/transformation. | Approved                      |
2016 Smarter Balanced Consortium States’ Proficiency Rates
ELA

12 States*
Nevada

*The Smarter Balanced Assessment Consortium consists of 15 member states. Of these states, 12 of them have published results included here. Students who are proficient on the Smarter Balanced assessments have earned an achievement level of 3 or 4 out of 4 possible levels.
2016 Smarter Balanced Consortium States’ Proficiency Rates
Mathematics

12 States*

Nevada

*The Smarter Balanced Assessment Consortium consists of 15 member states. Of these states, 12 of them have published results included here. Students who are proficient on the Smarter Balanced assessments have earned an achievement level of 3 or 4 out of 4 possible levels.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Year</th>
<th>Nevada</th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
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<td>2015</td>
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<td>State Level Data</td>
<td>Total Cohort Members</td>
<td>Graduates</td>
<td>Adjusted Cohort Grad Rate</td>
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<td>-----------------------------------</td>
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<tr>
<td>Total Cohort Members</td>
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<td>25307</td>
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<td>American Indian/Alaska Native</td>
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<td>Pacific Islander</td>
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<td>White</td>
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<td>Career and Technical Education</td>
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<td>Economically Disadvantaged</td>
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<tr>
<td>Students with Disabilities</td>
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<td>English Language Learners</td>
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<td>55.81</td>
<td></td>
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</tr>
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</table>

*** indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.
# Nevada English Learner (EL) Program Flowchart Legend

<table>
<thead>
<tr>
<th>Item #</th>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home Language Survey (HLS)</td>
<td>Survey given to all new enrolling students into a district to determine if the student needs to be screened for EL status (1a), if more information is needed (1b), or if he/she does not need to be screened (1c).</td>
</tr>
<tr>
<td>1a</td>
<td>Screen for EL Status</td>
<td>The HLS indicates that the student must be screened to determine if he/she qualifies for EL services (2) or if the student is classified English proficient and does not qualify for EL services (3).</td>
</tr>
<tr>
<td>1b</td>
<td>Language Use Inventory (LUI)</td>
<td>The HLS indicates that more information regarding the student’s use of language is necessary to determine if the student should be screened for EL status (1a) or should not be screened for EL status (1c).</td>
</tr>
<tr>
<td>1c</td>
<td>Do not Screen</td>
<td>Student does not qualify to be screened for EL status.</td>
</tr>
<tr>
<td>1c.1</td>
<td>Re-evaluation for possible EL Services</td>
<td>Within 45 days of beginning school, based on student use of English in the classroom, student is referred for re-evaluation protocol to be verified non-EL (3) or identified for participation in EL Program (4).</td>
</tr>
<tr>
<td>1c.2</td>
<td>No Further Action Required</td>
<td>Within 45 days of beginning school, observation of student use of English in the classroom validates the student as not a candidate for EL (1c).</td>
</tr>
<tr>
<td>2</td>
<td>EL Services</td>
<td>Results of the Screener (1a) identify the student for EL services.</td>
</tr>
<tr>
<td>2a</td>
<td>Continue EL Services</td>
<td>Within 45 days of beginning school, observation of student use of English in the classroom validates the student identification as an EL (4).</td>
</tr>
<tr>
<td>2b</td>
<td>Re-evaluation to possibly Reclassify Student as English Proficient</td>
<td>Within 45 days of beginning school, based on student use of English in the classroom, student is referred for re-evaluation protocol to be verified non-EL (3) or to continue participation in EL Program (4). The protocol must include procedures to distinguish if English language is or is not a qualifying factor for students who have or may have one or more learning disabilities.</td>
</tr>
<tr>
<td>3</td>
<td>English Proficient</td>
<td>Results of the Screener (1a) do not qualify the student for EL services.</td>
</tr>
<tr>
<td>4</td>
<td>Determine Program Services</td>
<td>Determine the District designed instructional model(s) for or continuation in EL services and what those services will include.</td>
</tr>
<tr>
<td>4a</td>
<td>EL and Special Education Collaboration</td>
<td>EL personnel and Individual Education Program (IEP) Team personnel collaborate regarding services for dual certified students.</td>
</tr>
<tr>
<td>4b</td>
<td>EL and Special Education Collaboration</td>
<td>EL personnel and Individual Education Program (IEP) Team personnel collaborate to determine if students from either program should be identified for participation in both programs (dual certification).</td>
</tr>
<tr>
<td>5</td>
<td>Communicate with and Engage Parents</td>
<td>All parents must receive notification of the identification of their child for or continuation in EL services and what those services will include. Parents can refuse services, but they cannot refuse EL identification or the annual assessment. Parents should be invited to participate in meaningful engagement opportunities with the education of their children.</td>
</tr>
<tr>
<td>6</td>
<td>Determine Program of Service</td>
<td>Determine the District designed instructional model(s) for the student.</td>
</tr>
</tbody>
</table>
## Nevada English Learner (EL) Program Flowchart Legend (Continued)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>English Language Proficiency Assessment (ELPA)</strong></td>
<td>Administer the annual ELPA – WIDA ACCESS 2.0 – Reading, Writing, Listening and Speaking domain assessments (January to March).</td>
</tr>
<tr>
<td>7a</td>
<td><strong>Reclassify as English Proficient</strong></td>
<td>Student meets the reclassification criteria of 5.0 Composite and 5.0 Literacy on the ELPA.</td>
</tr>
<tr>
<td>7b</td>
<td><strong>Student Continues EL Status</strong></td>
<td>Students do not meet the reclassification criteria of 5.0 Composite and 5.0 Literacy on the ELPA.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Determine if Student Qualifies for Additional Reclassification Criteria</strong></td>
<td>Evaluate each student to determine if they qualify for additional reclassification criteria relative to identified learning disabilities (8b) or scoring proficient on content assessments (8c).</td>
</tr>
<tr>
<td>8a</td>
<td><strong>Evaluate Continuation of Services and Long Term EL Status</strong></td>
<td>Student does not qualify for additional reclassification criteria. As part of student placement and continuing services, determine if student is on track to reclassify English proficient, is demonstrating characteristics of becoming a Long Term EL, or is a Long Term EL.</td>
</tr>
<tr>
<td>8b</td>
<td><strong>Apply ELSWD Protocol</strong></td>
<td>Apply Protocol for ELs with disabilities (ELSWD) to determine if individual students meet reclassification criteria relative to one or more specific learning disabilities (9) or if the student should continue EL services (4).</td>
</tr>
<tr>
<td>8c</td>
<td><strong>Apply Content Proficient Protocol</strong></td>
<td>Apply Protocol for ELs who score proficient on one or more state content assessments to determine if individual students meet reclassification criteria (9) or if the student should continue EL services (4).</td>
</tr>
<tr>
<td>9</td>
<td><strong>Reclassify as English Proficient</strong></td>
<td>Student has met criteria to be reclassified “English Proficient”.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Monitor Student Progress</strong></td>
<td>Student is monitored for 4 years, receiving services as needed by the EL Program personnel. During this time, student performance continues to be captured into statewide EL accountability measures.</td>
</tr>
<tr>
<td>10a</td>
<td><strong>Evaluate for Re-entry into EL Program</strong></td>
<td>Apply Protocol to determine if a student who struggles with content performance and/or appropriate progression in English language development should be reclassified EL (4). This can happen any time during the 4 year monitor period.</td>
</tr>
<tr>
<td>10b</td>
<td><strong>Exit from EL Program</strong></td>
<td>At the conclusion of the 4 year monitor period, the student exits from the EL program.</td>
</tr>
<tr>
<td>10b.1</td>
<td><strong>Transition to Mainstream</strong></td>
<td>The student has demonstrated successful performance and requires no additional specialized supports.</td>
</tr>
<tr>
<td>10b.2</td>
<td><strong>Transition to Other Services</strong></td>
<td>English development as a second language is not a factor for student performance, but the student has demonstrated a need to continue additional support systems that have been engaged during the 4 year monitoring period.</td>
</tr>
</tbody>
</table>
Executive Order 2013-06

ESTABLISHING THE COMMON CORE STATE STANDARDS STEERING COMMITTEE

WHEREAS, in 2010, the National Governors' Association Center for Best Practices and the Council of Chief State School Officers released the Common Core State Standards (CCSS) for K-12 English language arts/literacy and mathematics;

WHEREAS, the Common Core State Standards, developed collaboratively by 48 states, hundreds of experts, and thousands of educators, are anchored in the goal of ensuring all students graduate ready for college and career success, and reflect the knowledge and skills most valued by employers and higher education;

WHEREAS, forty-five states, including Nevada, have adopted the CCSS as their state standards in the subjects of English language arts/literacy and mathematics, to be fully implemented by the 2015-16 school year;

WHEREAS, the Nevada Department of Education (NDE) has created an implementation team and work groups to provide resources, leadership, and professional development to support the implementation of the CCSS in Nevada;

WHEREAS, Nevada school districts, charter schools, and the Regional Professional Development Programs (RPDPs) have been rolling out the CCSS through professional development and instruction endeavors;

WHEREAS, the Nevada System of Higher Education (NSHE) has been preparing students to teach in K-12 classrooms using the more rigorous CCSS, and faculty involved in entry courses are considering the needs of students entering the colleges and universities in future years who have been educated under the CCSS;

WHEREAS, the 2013 Legislature passed Assembly Bill 288, which requires the State Board of Education to select a college and career readiness assessment for administration commencing with the 2014-2015 school year to pupils who are enrolled in grade 11 in public high schools;

WHEREAS, it is imperative that NDE, NSHE, and representatives from Nevada school districts, state charter schools, RPDPs, and other important education stakeholders collaborate to support successful implementation of the CCSS in Nevada;

NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, I hereby direct and order as follows:

1. The Common Core State Standards Steering Committee ("Committee") is hereby established.

2. The Committee shall be co-chaired by the Superintendent of Public Instruction and the Chancellor of the Nevada System of Higher Education, who will jointly appoint the members to serve on the Council.
3. The Committee shall be comprised of at least seven persons representing school districts, the Nevada Public Charter School Authority, the RPDPs, private business, parents, and educators throughout the state.

4. The Committee shall meet as soon as practicable and shall provide guidance to the CCSS Implementation Team and others regarding rollout and scale up of the CCSS.

5. The Committee shall work collaboratively with state and local policymakers, the NDE, local school districts, and NSHE to ensure that appropriate plans and resources are in place to address the academic strengths and needs identified for students under the college and career readiness assessment selected by the State Board of Education so students will have the opportunity to meaningfully prepare for college and career success including considerations for eliminating the need for remediation coursework in college.

6. The Committee shall guide the creation of a communications plan to ensure that students, parents, educators, and policymakers are aware of the implementation of the standards, as well as the administration of the college and career readiness assessment and the plans for students to graduate ready for college and career success, based on the results of that assessment.

7. The Committee may establish subcommittees and ask appropriate persons with subject matter expertise to serve on the subcommittees to facilitate the work of the Committee.

8. The Committee shall deliver a report to the Governor on or before December 31, 2013, detailing the actions taken to date and those planned for future action.

9. All records documenting the Committee's activities shall be retained and transferred to the State Archives for permanent retention in accordance with the State record retention policy.

10. The Superintendent and Chancellor shall, to the best of their abilities and using existing resources, coordinate the delivery of staff support to the Committee's activity.

11. Unless otherwise ordered, the Council shall cease to exist on July 1, 2016.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 24th day of June, in the year two thousand thirteen.

[Signature]
Governor of the State of Nevada

By the Governor:

[Signature]
Secretary of State

[Signature]
Deputy Secretary of State
APPENDIX F

Nevada Policy of Parental Involvement [and Family Engagement]
Pursuant to NRS 385.620

The Nevada State Board of Education recognizes that parent involvement and family engagement will lead to successful educational results. The term 'parent' is meant to include any and all care-givers who nurture children on a regular and ongoing basis including, but not limited to, parents, grandparents, foster parents, step-parents, etc.

The Nevada State Board of Education also recognizes the absolute need for the collaboration between students, parents, schools and communities to ensure academic success. Meaningful family engagement is based on the premise that parents, educators, and community members share the responsibility for academic, physical, social, emotional and behavioral development of youth. Parents provide the primary educational environment for their children; therefore, it is the partnership between parents and schools that is the fundamental cornerstone for ensuring a child’s success. Effective family engagement systems, policies and practices are mindful of diverse school communities that are rich in language, culture, and school experiences. Schools will respect and honor all cultural backgrounds, primary languages and traditions by collaborating with parents and students to create and develop positive relationships.

In order to enhance parental involvement and promote family engagement six essential standards will be fostered:

**Standard 1**: Welcoming all families into the school community—Parents and families are active participants in the life of the school, feel welcome, valued, and connected to each other.
- A positive educational environment is established by treating families in respectful and culturally sensitive ways.
- Examples include culturally diverse welcome signs, volunteer opportunities, home visits, student work throughout the school, etc.

**Standard 2**: Communicating effectively—Parents, families and school staff engage in regular, authentic, two-way, meaningful communication about student learning.
- Families know how to provide input and respond to school communication.
- Written and spoken interaction between families and teachers are respectful. Families receive positive and consistent information as well as recognition for their engagement.

**Standard 3**: Supporting student well-being and academic success—Parents, families and school staff continuously collaborate to support student learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Teachers use data to show parents and families how their student is doing both individually and compared to grade level standards.
- Families receive information, resources and training from teachers and school staff on how they can support their student’s learning at home.

*Adopted by Nevada State Board of Education*
9/3/2015
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Standard 4: Speaking up for every child—Parents and families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Teachers work with families to take advantage of resources and programs that support student success. (ELL, tutoring, counseling)
- The teachers and school staff empower families and encourage advocacy for students to resolve problems/conflicts.

Standard 5: Sharing power—Parents, families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- The teacher collaborates with families to establish an equal voice and mutual understanding in decisions regarding their student’s education.
- Encourage families to become active participants in the school culture at the local and district level. The schools will encourage purposeful engagement in parent advisory groups, school board meetings, school functions, and activities.

Standard 6: Collaborating with community—Parents, families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- The teacher and school staff communicates with families about services/resources make referrals to programs and plan activities that expand learning opportunities.
- Schools will develop resources to purposefully include and collaborate with community organizations to participate in classrooms, school events and activities.
Nevada's Approach to Differentiated School Support & Improvement

**District (LEA) Actions**
- **Accountability**: Establish Targets.
- **Support**: Review implementation of district & school plans; review and disseminate promising practice examples. District facilitates data sharing with families.

**Self Support:**
- Recognition & Replication Schools (Reward, Shining Star, Blue Ribbon, etc.)

**Coordinated Support:**
- On-Track Schools (Sustainably 3 & 4 Star Schools)

**Priority Support:**
- Non-Rising Star, Non-Sustained 3 Star Schools, may also include Targeted Support

**Accelerated Support:**
- Rising Star (1 Star, 2 Star Flat or Downward Trending, Federally Designated Comprehensive Support) and schools that have entered an alternative governance model (SB 92, ASD, Non-Profit Partnership, Local Government Partnership, Empowerment School, Performance Compact School)

**NDE (SEA) Actions**
- **Accountability**: Celebrate and recognize the work of schools. Identify places to expand impact of school-level practices, including matching mentor schools to similar schools both within the district and across the state.
- **Support**: Provide voluntary access to district analysis & review tools for every district & school.

**School Community Actions**
- Participate in active dialogues on school data and plans.
- Participate in available governance structures.

**Guiding Principles**
- Expanding opportunities for parents to participate, increases outcomes for kids
- Role Clarity and Collaboration are driving factors in the success of our kids
- Recognition is a centerpiece of growing what works
- Data dialogues at every level promote positive growth

SEA establishes targets via Performance Compact. School collaborates w/ LEA & SEA on SPP and migrates to intervention. Collective oversight of plan design, delivery, implementation, target setting, monitoring, and identification of funding streams.

Facilitated conversation by SEA and LEA on School Performance. Participate in crafting school vision & participate available governance structures.
APPENDIX H

Teacher NEPF

Educational Practice 80%

Instructional Practice 60%

- Standards
  1. New learning is connected to prior learning and experience
  2. Learning tasks have high cognitive demand for diverse learners
  3. Students engage in meaning-making through discourse and other strategies
  4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
  5. Assessment is integrated into instruction

Professional Responsibilities 20%

- Standards
  1. Commitment to the school community
  2. Reflection on professional growth and practice
  3. Professional obligations
  4. Family engagement
  5. Student perception

Student Performance 20%

- Statewide Performance Measure 10%
  - Proficiency data from 2015-2016 Statewide assessment results (schoolwide aggregate)

- District Level Performance Measures 10%
  - Students' progress toward Student Learning Goal identified at the beginning of the 2016-2017 school year (individual teacher)