

**NEVADA ADDENDUM TO THE
ELEMENTARY AND SECONDARY
EDUCATION ACT CONSOLIDATED STATE
PLAN (ESSA PLAN) FOR THE 2020-21
SCHOOL YEAR**

**Presentation to the State Board of Education
January 28, 2021**

Presenters

- ❖ **Dr. Jonathan Moore**, Deputy Superintendent for Student Achievement
- ❖ **Dr. Patrick Bell**, Education Programs Supervisor, Office of Assessment, Data, and Accountability Management

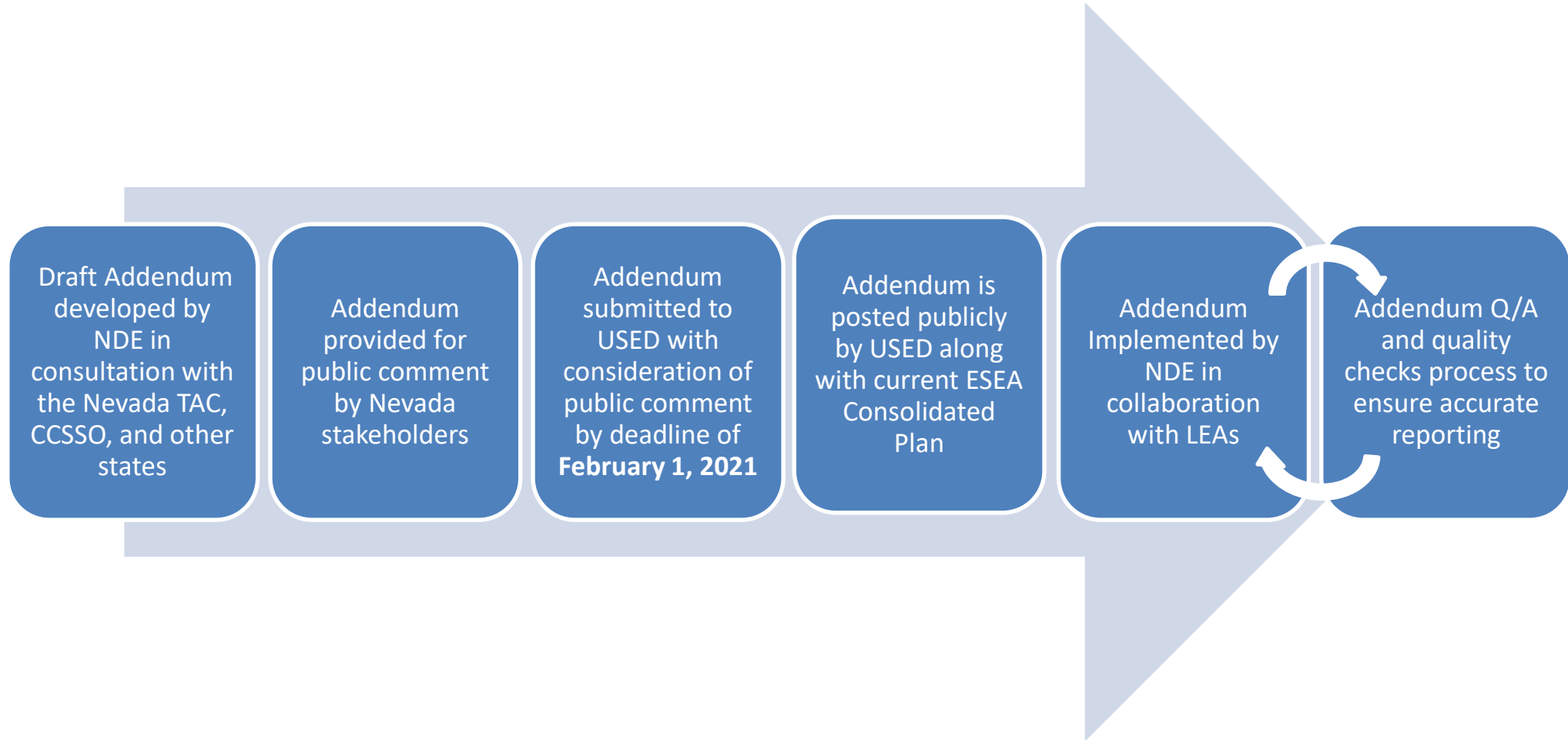
Introduction

- In March 2020, in response to COVID-19, the U.S. Department of Education (USED) [approved](#) the Nevada Department of Education's (NDE) request for a waiver from the following Every Student Succeeds Act (ESSA) requirements for the 2019-2020 school year:
 - **Administering federally required assessments**
 - **Accountability and school identification**
 - **Report card reporting provision related to certain assessments and accountability**

Introduction, cont'd

- In October 2020, USED released a streamlined process – *the COVID-19 State Plan Addendum* – for state education agencies to amend their ESEA consolidated State plans (State Plan) to account for changes **only during the 2020-2021 school year** for accountability, including two specific long-term changes:
 - (1) shifting forward timelines by one year for identifying schools and;
 - (2) shifting forward timelines by one year for meeting measures of interim progress (MIPs) and long-term goals (LTGs) due to COVID-19

Addendum Process for the 2020-21 School Year



Addendum Options for the 2020-21 School Year

- **Amend State Plan to account for changes during the 2020-21 school year**
 - Specific flexibilities granted by USED are outlined within the addendum

- **Shift specific timelines forward**
 - Shift timelines forward by one year for meeting measures of interim progress (MIPs) and long-term goals (LTGs)
 - Shift timelines forward by one year for identifying schools

Addendum Options for the 2020-21 School Year, cont'd

➤ Amendments

- Changes to State Plan that are not included as part of the addendum
- These included permanent shifts in timelines or if a state requests to permanently change, modify, or add to its current performance indicators
- Require a redlined version of the State Plan to be submitted to USED for a comprehensive review

➤ Waivers

- A waiver must be requested if a state cannot report on any of its indicators for the 2020-21 school year

Nevada School Performance Framework (NSPF)

- ❖ NDE proposes to suspend the NSPF for the 2020-21 school year
- ❖ NDE proposes to rollover all school and district accountability data from the 2018-19 school year, including star ratings, school designations, etc., for the purposes of supporting schools and districts
- ❖ All available data for the 2020-21 school year will be shared with local education agencies and posted to the NDE website in the format of a data file
- ❖ **This data will be available for informational purposes and an Index Score will be provided as a point of reference, but will not be used for calculating star ratings for the 2020-21 school year**

Stakeholder Engagement

- ❑ **December 14, 2020:** A webinar was held for Nevada school district superintendents, district staff, and the State Public Charter School Authority
- ❑ **December 15, 2020:** A webinar was held for members of the Nevada ESSA Workgroup, including the Accountability Committee
- ❑ **December 16, 2020:** A survey for educators, administrators, parents, and all community members was released
 - ❑ The survey closed on January 8, 2021
 - ❑ There were 48 respondents across seven counties
 - ❑ Feedback was in support of the proposed addendum (*Please see the appendix for more detailed results*)

Part One

- ✓ Academic Achievement: Measures of Interim Progress (MIPs) and Long-Term Goals (LTGs)
- ✓ Academic Growth
- ✓ Graduation Rates
- ✓ English Learner Proficiency
- ✓ Chronic Absenteeism and other School Quality/Student Success Indicators

ACADEMIC ACHIEVEMENT

High School Academic Achievement

(Shifting Timelines Forward)

Indicator	Current NSPF	Proposed Change	Rationale
Academic Achievement (High School)	Annual Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs) established through 2022.	Addendum to Shift LTGs/MIPs forward 1 year.	<ul style="list-style-type: none"> • With the disruption in learning and assessments, shifting the MIPs forward acknowledges that students should meet the 2019-20 MIPs before being required to meet 2020-21 MIPs. • The 2019-2020 MIP/LTGs simply move forward a year. This shift would move 2020 goals forward to 2021 to maintain consistency in application of annual MIPs.

Summary of Changes: LTG/MIPs are currently developed through 2022. The addendum would shift the goals forward one year (i.e. goals for 2020 become goals for 2021). If the shift were to continue beyond one year, an amendment would be required to make a permanent shift in goals until 2023.

High School Academic Achievement Timelines

(Shifting Timelines Forward)

How addendum would shift High School LTG/MIPs: In the chart below LTG/MIPs from 2020 are shifted forward to 2021 (highlighted yellow). If an amendment were applied as well, the goals would shift each additional year to 2023.

LTG/MIPs HS ELA	2017 Baseline	2018 Goal	2019 Goal	2020 Goal	2021 Goal	2022 Goal	2023 Goal
All Students	42.98%	45.83%	48.54%		51.11%	53.55%	55.88%
American Indian/Alaska Native	29.92%	33.43%	36.76%		39.92%	42.92%	45.78%
Asian	61.34%	63.27%	65.11%		66.85%	68.51%	70.08%
Black/African American	23.98%	27.78%	31.39%		34.82%	38.08%	41.18%
Current EL	2.00%	6.90%	11.55%		15.98%	20.18%	24.17%
Economically Disadvantages (FRL)	30.92%	34.37%	37.66%		40.77%	43.73%	46.55%
English Learners (EL) (Current + Former)	8.61%	13.18%	17.52%		21.64%	25.56%	29.28%
Hispanic/Latino	29.64%	33.15%	36.50%		39.67%	42.69%	45.55%
Native Hawaiian/Pacific Islander	43.21%	46.05%	48.75%		51.31%	53.74%	56.06%
Students with Disabilities (IEP)	6.60%	11.27%	15.71%		19.92%	23.93%	27.73%
Two or More Races	53.54%	55.86%	58.07%		60.16%	62.16%	64.05%
White	58.17%	60.26%	62.25%		64.14%	65.93%	67.63%
LTG/MIPs HS Mathematics	2017 Baseline	2018 Goal	2019 Goal	2020 Goal	2021 Goal	2022 Goal	2023 Goal
All Students	25.57%	29.29%	32.83%		36.19%	39.38%	42.41%
American Indian/Alaska Native	14.81%	19.07%	23.12%		26.96%	30.62%	34.09%
Asian	44.90%	47.65%	50.27%		52.76%	55.12%	57.36%
Black/African American	9.60%	14.12%	18.42%		22.50%	26.37%	30.05%
Current EL	2.07%	6.96%	11.62%		16.04%	20.23%	24.22%
Economically Disadvantages (FRL)	15.79%	20.01%	24.00%		27.80%	31.41%	34.84%
English Learners (EL) (Current + Former)	5.29%	10.02%	14.52%		18.80%	22.86%	26.71%
Hispanic/Latino	14.60%	18.87%	22.93%		26.78%	30.44%	33.92%
Native Hawaiian/Pacific Islander	21.62%	25.54%	29.26%		32.80%	36.16%	39.35%
Students with Disabilities (IEP)	2.92%	7.77%	12.38%		16.76%	20.93%	24.88%
Two or More Races	30.15%	33.64%	36.96%		40.11%	43.10%	45.95%
White	38.23%	41.31%	44.25%		47.04%	49.68%	52.20%

Elementary/Middle School Academic Achievement (Shifting Timelines Forward)

Indicator	Current NSPF	Proposed Change	Rationale
Academic Achievement (Elementary / Middle School)	Annual Long-Term Goals (LTGs) and Measures of Interim Progress (MIPs) established through 2022.	Shift Measures of Interim Progress forward 1 year.	<ul style="list-style-type: none"> • With the disruption in learning and assessments, shifting the MIPs forward acknowledges that students should meet the 2019-20 MIPs before being required to meet 2020-21 MIPs. • Last year's MIP/LTGs simply move forward a year. This shift would move 2020 goals forward to 2021 to maintain consistency in application of annual MIPs.

Summary of Changes: LTG/MIPs are currently set up to 2022. The addendum would shift the goals forward one year (i.e. goals for 2020 become goals for 2021). If the shift were to continue beyond one year, an amendment would be required to make a permanent shift in goals until 2023.

Elementary Academic Achievement Timelines (Shifting Timelines Forward)

How addendum would shift Elementary LTG/MIPs: In the chart below LTG/MIPs from 2020 are shifted forward to 2021 (highlighted yellow). If an amendment were applied as well, the goals would shift each additional year to 2023.

LTG/MIPs ES ELA	2016	2017	2018	2019	2020	2021	2022	2023
All	49.9%	52.4%	54.7%	57.0%		59.2%	61.2%	63.1%
American Indian/Alaska Native	32.9%	36.3%	39.5%	42.5%		45.4%	48.1%	50.7%
Asian	71.4%	72.8%	74.1%	75.4%		76.7%	77.8%	78.9%
Black/African American	33.0%	36.4%	39.6%	42.6%		45.4%	48.2%	50.8%
Economically Disadvantages (FRL)	37.9%	41.0%	44.0%	46.8%		49.4%	51.9%	54.4%
English Learners (EL) (Current + Former)	31.7%	35.1%	38.4%	41.4%		44.4%	47.2%	49.8%
Hispanic/Latino	39.6%	42.6%	45.5%	48.2%		50.8%	53.2%	55.6%
Native Hawaiian/Pacific Islander	50.9%	53.3%	55.7%	57.9%		60.0%	62.0%	63.9%
Students with Disabilities (IEP)	18.3%	22.4%	26.3%	30.0%		33.5%	36.8%	39.9%
Two or More Races	58.5%	60.6%	62.6%	64.4%		66.2%	67.9%	69.5%
White	62.0%	63.9%	65.7%	67.4%		69.0%	70.6%	72.1%
LTG/MIPs ES Mathematics	2016	2017	2018	2019	2020	2021	2022	2023
All	39.9%	42.9%	45.8%	48.5%		51.1%	53.5%	55.8%
American Indian/Alaska Native	23.4%	27.2%	30.9%	34.3%		37.6%	40.7%	43.7%
Asian	63.6%	65.4%	67.2%	68.8%		70.4%	71.9%	73.3%
Black/African American	21.1%	25.0%	28.8%	32.3%		35.7%	38.9%	42.0%
Economically Disadvantages (FRL)	28.8%	32.4%	35.7%	39.0%		42.0%	44.9%	47.7%
English Learners (EL) (Current + Former)	25.1%	28.8%	32.4%	35.8%		39.0%	42.0%	44.9%
Hispanic/Latino	29.6%	33.1%	36.5%	39.6%		42.7%	45.5%	48.2%
Native Hawaiian/Pacific Islander	39.7%	42.7%	45.6%	48.3%		50.9%	53.4%	55.7%
Students with Disabilities (IEP)	16.7%	20.9%	24.8%	28.6%		32.1%	35.5%	38.8%
Two or More Races	47.8%	50.4%	52.9%	55.3%		57.5%	59.6%	61.6%
White	52.5%	54.9%	57.2%	59.3%		61.3%	63.3%	65.1%

Middle School Academic Achievement Timelines (Shifting Timelines Forward)

How addendum would shift Middle School LTG/MIPs: In the chart below LTG/MIPs from 2020 are shifted forward to 2021 (highlighted yellow). If an amendment were applied as well, the goals would shift each additional year to 2023.

LTG/MIPs MS ELA	2016	2017	2018	2019	2020	2021	2022	2023
All	46.4%	49.1%	51.7%	54.1%		56.4%	58.6%	60.6%
American Indian/Alaska Native	34.0%	37.3%	40.5%	43.4%		46.3%	49.0%	51.5%
Asian	71.9%	73.3%	74.6%	75.9%		77.1%	78.2%	79.3%
Black/African American	27.5%	31.1%	34.5%	37.8%		40.9%	43.9%	46.7%
Economically Disadvantages (FRL)	35.1%	38.3%	41.4%	44.4%		47.1%	49.8%	52.3%
English Learners (EL) (Current + Former)	11.7%	16.1%	20.3%	24.3%		28.1%	31.7%	35.1%
Hispanic/Latino	36.0%	39.2%	42.2%	45.1%		47.9%	50.5%	53.0%
Native Hawaiian/Pacific Islander	45.4%	48.1%	50.7%	53.2%		55.5%	57.8%	59.9%
Students with Disabilities (IEP)	9.0%	13.5%	17.8%	21.9%		25.8%	29.6%	33.1%
Two or More Races	54.8%	57.1%	59.2%	61.3%		63.2%	65.0%	66.8%
White	60.7%	62.7%	64.6%	66.3%		68.0%	69.6%	71.1%
LTG/MIPs MS Mathematics	2016	2017	2018	2019	2020	2021	2022	2023
All	26.0%	29.7%	33.2%	36.5%		39.7%	42.7%	45.6%
American Indian/Alaska Native	16.4%	20.6%	24.6%	28.4%		31.9%	35.3%	38.6%
Asian	51.7%	54.1%	56.4%	58.6%		60.6%	62.6%	64.5%
Black/African American	10.8%	15.2%	19.5%	23.5%		27.3%	31.0%	34.4%
Economically Disadvantages (FRL)	17.4%	21.5%	25.5%	29.2%		32.7%	36.1%	39.3%
English Learners (EL) (Current + Former)	6.9%	11.6%	16.0%	20.2%		24.2%	28.0%	31.6%
Hispanic/Latino	17.5%	21.6%	25.5%	29.3%		32.8%	36.2%	39.4%
Native Hawaiian/Pacific Islander	26.4%	30.1%	33.6%	36.9%		40.1%	43.1%	45.9%
Students with Disabilities (IEP)	5.1%	9.8%	14.3%	18.6%		22.7%	26.5%	30.2%
Two or More Races	30.8%	34.2%	37.5%	40.6%		43.6%	46.4%	49.1%
White	38.3%	41.4%	44.4%	47.1%		49.8%	52.3%	54.7%

ACADEMIC GROWTH AND CLOSING OPPORTUNITY GAPS

Adjusting Academic Growth & Closing Opportunity Gaps

Other Academic Indicator	Current NSPF	Proposed Change	Rationale
<p>Elementary / Middle School</p> <ul style="list-style-type: none"> •Growth •Closing Opportunity Gaps 	<ul style="list-style-type: none"> • Growth is calculated with subsequent years of assessment; Growth is then used for calculating Closing Opportunity Gaps. Growth makes up the majority of points on the NSPF for ES and MS. • Closing Opportunity Gaps (ES/MS) cannot be calculated without Growth—Closing Opportunity Gaps are a subset of the students in the Growth Indicator. 	<ul style="list-style-type: none"> • Use the valid modified method of calculation (a GAP Year analysis) – compare 2020-2021 school year individual student performance to 2018-2019 school year individual student performance to calculate Growth. • Closing Opportunity Gaps (ES/MS) will use 2018-2019 proficiency data and compare those data to 2020-2021 school year data. 	<ul style="list-style-type: none"> • Gap analysis between non-sequential years is a well-researched / accepted methodology for calculating Growth. Using a gap analysis will result in some elementary schools having no Growth calculations because of their school configurations. • Closing Opportunity Gaps (ES/MS) will be calculated where Growth is available.

GRADUATION RATES

Graduation Rate Indicator

Graduation Rate Indicator	Current NSPF	Proposed Change	Rationale
4-Year ACGR	The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an Adjusted Cohort Graduation Rate (ACGR) for both the Four-Year Graduation Rate and the Five-Year Graduation Rate. Indicator lag one year behind the other accountability Indicators in the NSPF.	No change permitted under the addendum.	<ul style="list-style-type: none"> • USED did not waive the requirement that an SEA calculate and report adjusted cohort graduation rates for the 2019-20 school year. • For fall 2021 accountability determinations, each state is required to calculate its Graduation Rate indicator as described in its State Plan regardless of whether the state education agency (SEA) lags graduation rates.
5-Year ACGR	The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an Adjusted Cohort Graduation Rate (ACGR) for both the Four-Year Graduation Rate and the Five-Year Graduation Rate. Indicator lag one year behind the other accountability Indicators in the NSPF.	No change permitted under the addendum.	<ul style="list-style-type: none"> • USED did not waive the requirement that an SEA calculate and report adjusted cohort graduation rates for the 2019-20 school year. • For fall 2021 accountability determinations, each state is required to calculate its Graduation Rate indicator as described in its State Plan regardless of whether the SEA lags graduation rates.



ENGLISH LEARNER PROFICIENCY

English Learner Proficiency Indicator

Graduation Rate Indicator	Current NSPF	Proposed Change	Rationale
WIDA Adequate Growth Percentile (AGP)	English Language Arts AGP is calculated with subsequent years of assessment	Data is available from the 2019-20 school year; no change in calculation.	<ul style="list-style-type: none"> WIDA assessment results were documented and shared with LEAs. Therefore, growth for students who are English Learners can be calculated by comparing 2019-20 performance to that of 2020-21.

SCHOOL QUALITY & STUDENT SUCCESS

School Quality/Student Success Indicators: Chronic Absenteeism

Chronic Absenteeism Indicator	Current NSPF	Proposed Change	Rationale
Chronic Absenteeism (ES/MS/HS)	<ul style="list-style-type: none"> • Daily physical attendance, student must be in attendance at least 50% of school day to be counted as present. • Student must meet Year-in-School (YIS) (enrolled at least half the school year or at least 91 days to be counted for the Chronic Absenteeism Indicator). • Students who meet YIS and are absent for 10% of days enrolled are considered chronically absent. A school's performance is based on the percent of students deemed chronically absent. 	<ul style="list-style-type: none"> • No chronic absenteeism rate will be calculated for the 2020-21 school year; No calculation of incentive points for improved performance from previous year will be conducted. • Calculate and report school attendance rates based on new attendance rules established in NDE Guidance Memo 20-07. Data will be included in the publicly posted data file. • No NSPF index points will be associated with attendance performance for the 2020-21 school year; index points will be adjusted 	<ul style="list-style-type: none"> • Due to circumstances associated with the current pandemic, new business rules for recording attendance (attendance and contact) were established for the 2020-21 school year. • It is not possible to equitably calculate Chronic Absenteeism rates across schools due to various methods of recording student attendance for the 2020-21 school year. • Changes in methods of documenting student attendance does not support comparison of data from previous years to determine improvement in performance or trend analysis for the purpose of accountability.

School Quality/Student Success Indicators: Academic Learning Plans and 8th Grade Sufficiency

School Quality/Student Success Measures (Middle School (MS))	Current NSPF	Proposed Change	Rationale
Academic Learning Plans (MS)	LEA reports data annually; NRS 388.165 and 388.205 require districts to develop an academic learning plan for each student.	Data is available from the 2019-20 school year; no change in calculation.	Data collection and reporting not impacted by COVID-19.
8 th Grade Sufficiency (MS)	LEA reports data annually; The NAC 389.445 identifies the percentage of all grade eight students enrolled in a given school at the end of the school year that have sufficient credits for promotion to high school.	Data is available from the 2019-20 school year; no change in calculation.	Data collection and reporting not impacted by COVID-19.

School Quality/Student Success Indicators: 9th Grade Sufficiency and College and Career Readiness (CCR)

School Quality/Student Success Measures (High School (HS))	Current NSPF	Proposed Change	Rationale
9 th Grade Sufficiency (HS)	LEA reports data annually; The Ninth Grade Credit Sufficiency Measure highlights the number of grade nine students meeting Nevada Administrative Code (NAC) 389.659 requirements for promotion to the tenth grade.	Data is available from the 2019-20 school year; no change in calculation.	Data collection and reporting not impacted by COVID-19.
College and Career Readiness (HS)	LEA reports data annually; The CCR Indicator includes the following Measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and CCR or Advanced Diploma. The Post-Secondary Preparation and Completion Measures include Advanced Placement (AP), Dual Credit/Dual Enrollment (DC/DE), International Baccalaureate (IB), and Career and Technical Education (CTE).	Data is available from the 2019-20 school year; no change in calculation.	Data collection and reporting not impacted by COVID-19.

School Quality/Student Success Indicators: Post-Secondary Preparation and Advanced Diploma

School Quality/Student Success Measures (High School)	Current NSPF	No Change	Rationale
<ul style="list-style-type: none"> Post-Secondary Preparation Participation/Completion 	<p>LEA reports data annually; Post-Secondary Preparation includes Participation and Completion Measures in Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE) programs. A school's Post-Secondary Preparation Participation and Completion rates are based on the percentage of students participating in or completing the specified CCR programs.</p>	<p>Data is available from the 2019-20 school year; no change in calculation.</p>	<p>Data collection and reporting not impacted by COVID-19.</p>
<ul style="list-style-type: none"> Advanced Diploma 	<p>The Advanced Diploma or CCR Diploma Measure represents the school's percentage of students in the graduating class who received an Advanced or CCR Diploma</p>	<p>Data is available from the 2019-20 school year; no change in calculation.</p>	<p>Data collection and reporting not impacted by COVID-19.</p>

of Education



Part One of the Presentation in Summary

- ✓ Measures of Interim Progress (MIPs) and Long-Term Goals (LTGs)
- ✓ Academic Growth
- ✓ Graduation Rates
- ✓ English Learner Proficiency
- ✓ Chronic Absenteeism and other School Quality/Student Success Indicators

PART TWO

SCHOOL IDENTIFICATION AND EXIT

*Comprehensive Support and Improvement (CSI),
Targeted Support and Improvement (TSI), and
Additional Targeted Support and Improvement (ATSI)*

School Identification: CSI and ATSI

Indicator	Current NSPF	Proposed Change	Rationale
<p>Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)</p>	<ul style="list-style-type: none"> Identified Annually; low performing schools and schools with persistently low performing student groups are identified for Comprehensive Support and Improvement (CSI). Designation criteria are distinct by school level and consider overall school performance as well as graduation rates at the high school level. Schools designated as CSI are capped at two stars in their designation year regardless of the total index points earned. CSI schools are designated annually and will remain as part of a cohort for a three-year improvement process. Any school that earns an index score is eligible for CSI designation. 	<ul style="list-style-type: none"> No identification of new schools for the 2020-21 school year. <i>Amendment:</i> For CSI / ATSI shift timelines for school identification and exit following approval of the SEA's COVID-19 State Plan Addendum, the SEA must submit an updated (red line) State Plan that incorporates those changes related to the shifted timelines. 	<p>Uncertainty regarding the impact of COVID-19 on school performance, as well as adjustments to NSPF calculations for identified Indicators, does not support the use of 2020-21 school year data for annual differentiation of schools for CSI/ATSI in September 2021.</p>

School Identification: TSI

Indicator	Current NSPF	Proposed Change	Rationale
<p>Targeted Support and Improvement (TSI)</p>	<ul style="list-style-type: none"> • Identified Annually • Identification of consistently underperforming student groups is based on two <i>consecutive</i> years of data for identifying schools for TSI. 	<ul style="list-style-type: none"> • Option 1: Request waiver not to identify TSI schools for the 2020-2021 school year. • Option 2: Amendment submitted as part of addendum- gap-year calculation for identifying consistently underperforming student groups to use 2018-2019 school year data and 2020-2021 school year data, rather than consecutive years, to identify TSI schools for the 2020-2021 school year. • Only implement change for the 2020-2021 school year. 	<ul style="list-style-type: none"> • ESSA requires states to identify schools with consistently underperforming student groups for TSI annually. The USED Addendum did not remove the requirement to identify schools for TSI annually. • This is consistent with calculation changes for other indicators.

School Identification in Summary

✓ CSI/ATSI Identification

- SEAs can follow previously approved timelines from its ESEA plan or can submit an amendment to shift its identification timeline for CSI/ATSI forward by one year

✓ TSI Identification

- SEAs are required to identify TSI annually, thus it is expected TSI identification will resume in the fall of 2021
 - If an SEA uses more than one year to identify underperforming student groups for TSI (Nevada does use two years of underperformance), then the SEA has the option to submit an addendum if it plans to modify its identification process for one year only. In this case Nevada may connect data for underperforming student groups in the 2018-19 school year to data from the 2020-21 school year
 - Nevada may also submit a request to waive the identification of TSI schools for the 2020-21 school year

Exiting Schools from Identification: CSI & ATSI

Indicator	Current NSPF	Proposed Change	Rationale
<p>Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)</p>	<ul style="list-style-type: none"> Schools exit designation after 3 years of continuous improvement. Per the assessment and accountability waiver for the 2019-2020 school year, schools identified for CSI/ATSI will retain designation in the 2020-2021 school year. 	<ul style="list-style-type: none"> Submit addendum to move timeline for exit forward one year. CSI/ATSI Exit: SEAs may only exit CSI schools that were designated due to low graduation rates that have subsequently improved. Nevada kept these schools designated in the 2020-2021 school year. 	<p>Due to the assessment and accountability waiver for the 2019-2020 school year, data is not available to evaluate school performance to determine “continuous improvement” for the 2019-2020 school year.</p>

Exiting Schools from Identification: TSI

Indicator	Current NSPF	Proposed Change	Rationale
<p>Targeted Support and Intervention (TSI)</p>	<ul style="list-style-type: none"> Schools exit designation after 3 years of continuous improvement. Per the assessment and accountability waiver for the 2019-2020 school year, schools identified for TSI will retain designation in the 2020-2021 school year. 	<p>Submit addendum to move timeline for exit forward one year.</p>	<p>Due to the assessment and accountability waiver for the 2019-2020 school year, data is not available to evaluate school performance to determine “continuous improvement” for the 2019-2020 school year.</p>

Demonstration of Moving Exit Timelines Forward One (1) Year

Demonstration of Moving Exit Timelines Forward One (1) Year.

Cohort	SY 1617	SY1718	SY1819	SY1920	SY 2021	SY2122	SY 2223	SY 2324	SY 2425
1	Identified - December, 2017	Yr 1 - Designation Year/Planning Year	Yr 2 - Implementation Yr 1	COVID-19 GAP YEAR - WILL NOT COUNT AS PLANNING/IMPLEMENTATION YEAR	Yr 3 - Implementation Yr 2	Yr 4 - Implementation Yr 3	Exit Evaluation (September, 2022)		
2		Identified - September, 2018	Yr 1 - Designation Year/Planning Year		Yr 2 - Implementation Yr 1	Yr 3 - Implementation Yr 2	Yr 4 - Implementation Yr 3	Exit Evaluation (September, 2023)	
3			Identified - September, 2019		Yr 1 - Designation Year/Planning Year	Yr 2 - Implementation Yr 1	Yr 3 - Implementation Yr 2	Yr 4 - Implementation Yr 3	Exit Evaluation (September, 2024)

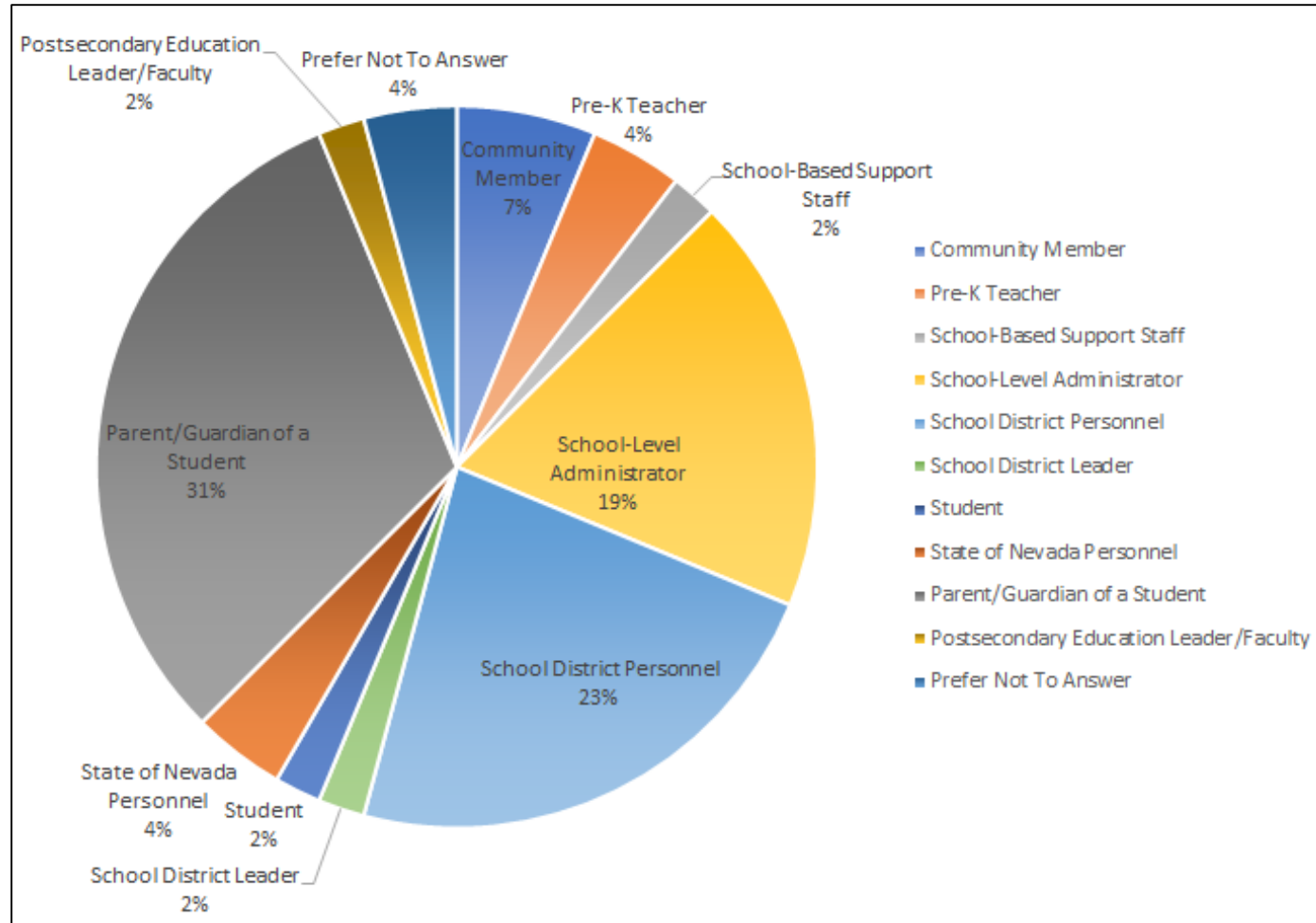
THANK YOU

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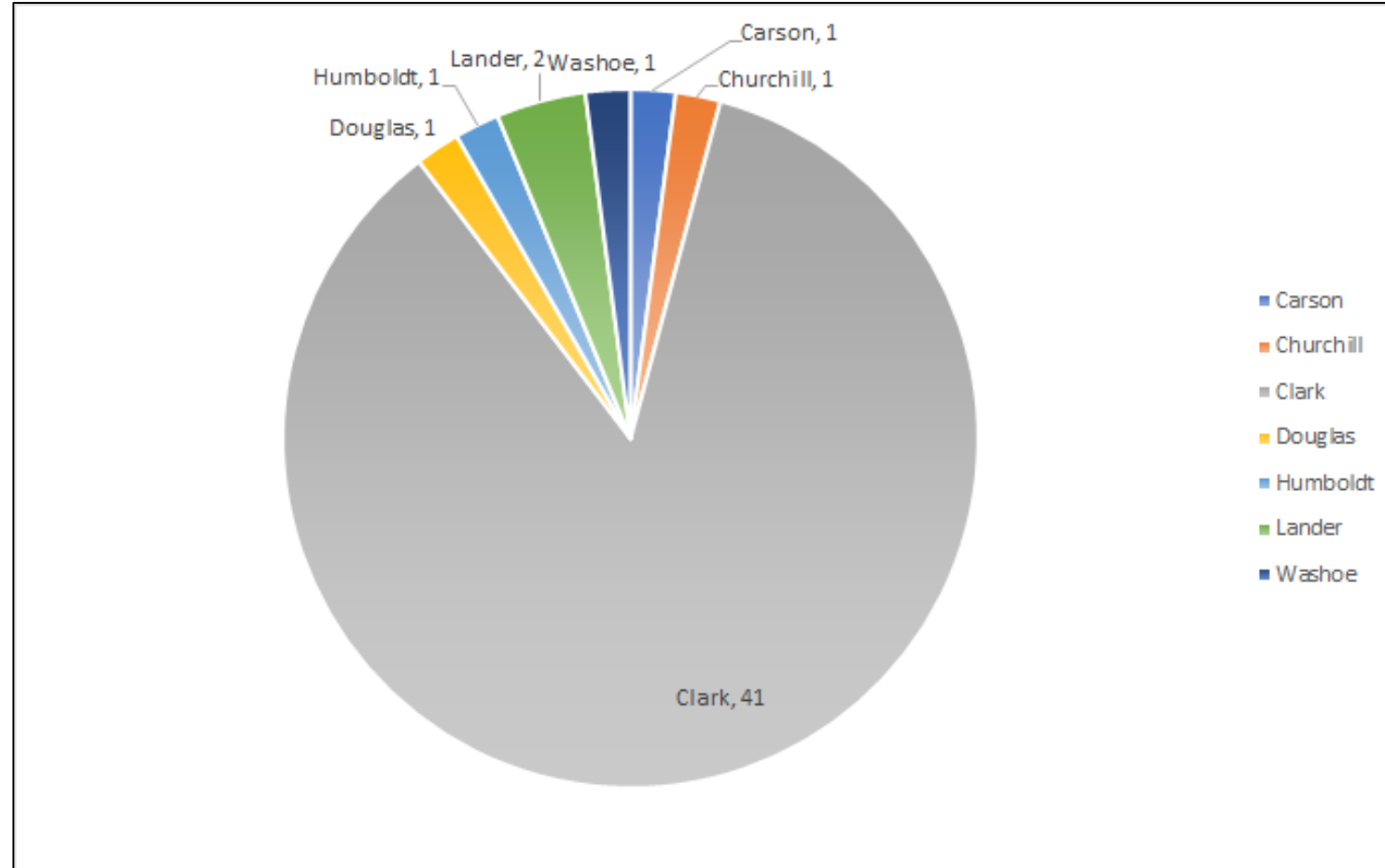
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APPENDIX: SURVEY RESULTS

Survey Results: Position

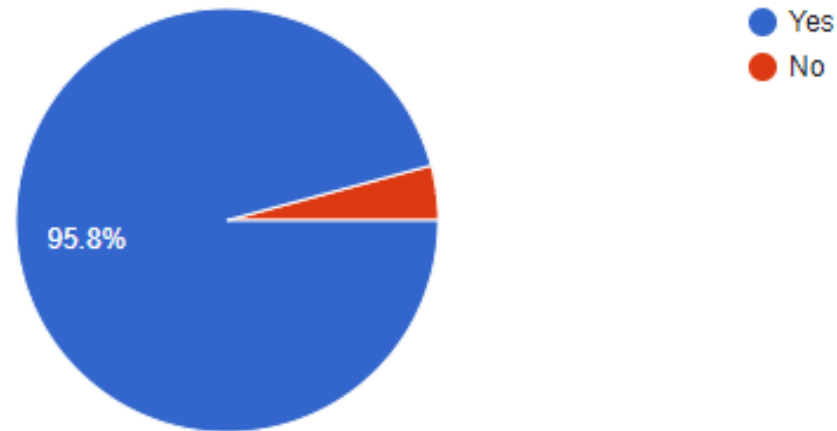


Survey Results: County



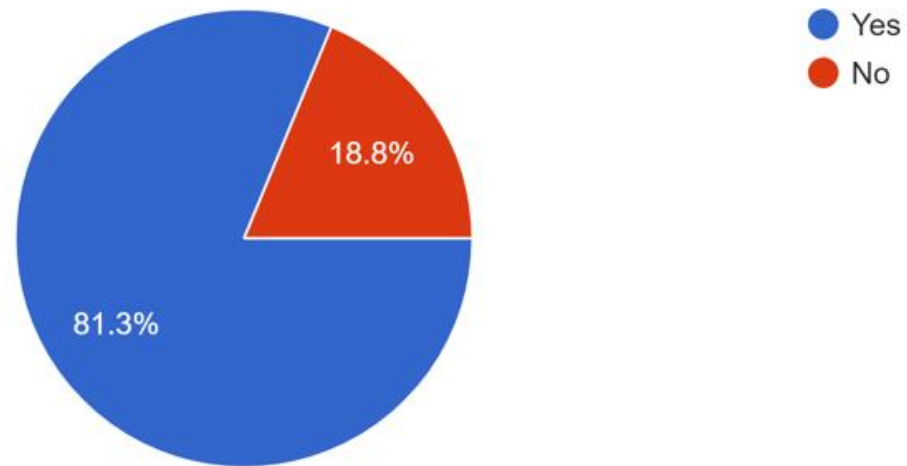
Survey Results: Question 1

Do you believe that the State should revise its long-term goals and measures of interim progress for academic achievement (Mathematics and English Language Arts) by shifting the timeline forward for one school year in response to the assessment and accountability waiver for 2019-2020 school year? Under this revision, Nevada would have until 2023 to reach its long-term goals and measures of interim progress for academic achievement as opposed to 2022 which is the current timeline.



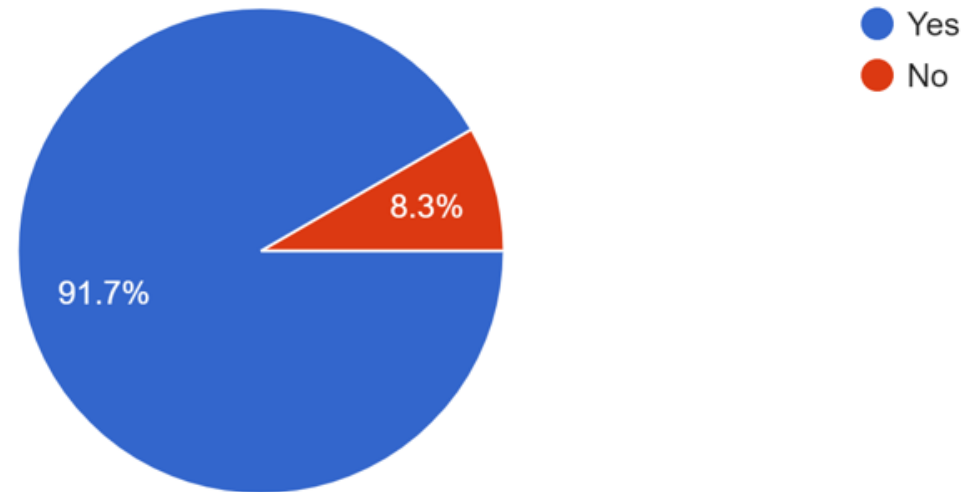
Survey Results: Question 2

Do you believe the State should adjust the methodology for calculating school performance for 2020-2021 school year by using a gap-year analysis methodology for Nevada School Performance Framework (NSPF) Indicators that require comparison of performance to prior year data for any indicators for which no prior year (2019-2020 school year) data is available due to COVID-19 (academic progress indicator, closing achievement gaps indicator, Every Student Succeeds Act (ESSA) school identification)? With the implementation of a gap-year analysis, Nevada would compare data from the 2018-2019 school year to the 2020-2021 school year.



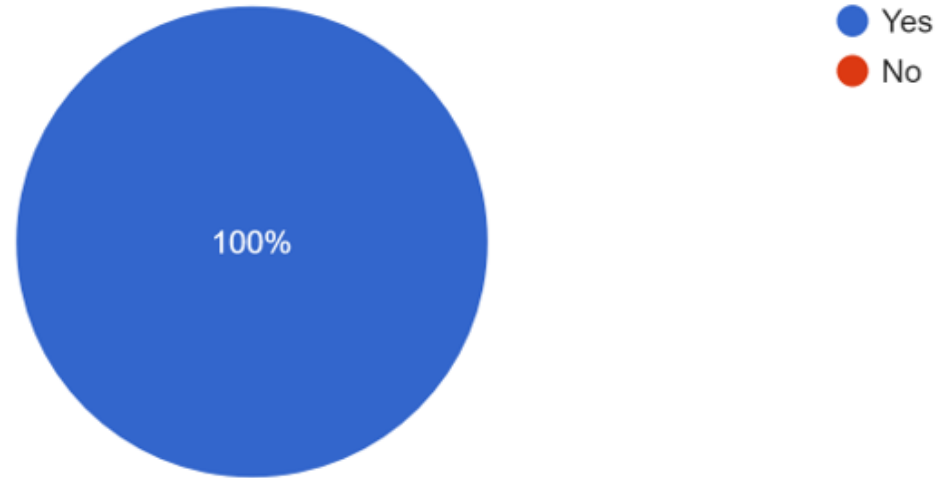
Survey Results: Question 3

Do you believe the State should suspend the reporting of the NSPF Chronic Absenteeism Measure for 2020-2021 school year and report school attendance based upon the attendance categories established by the State in response to COVID-19?



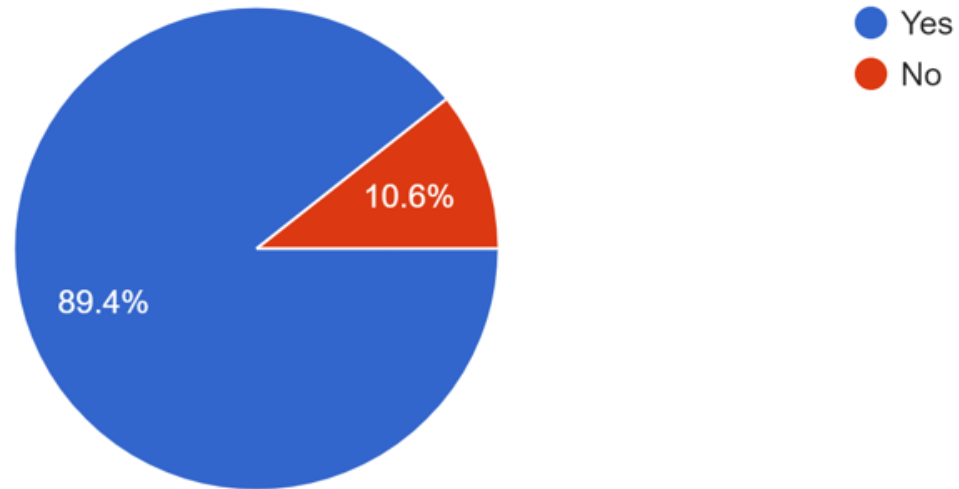
Survey Results: Question 4

Do you believe that the State should adjust its federal accountability system for the 2020-2021 school year so that star ratings are not assigned to schools. In place of star ratings, schools would be assigned an index score for informational purposes.



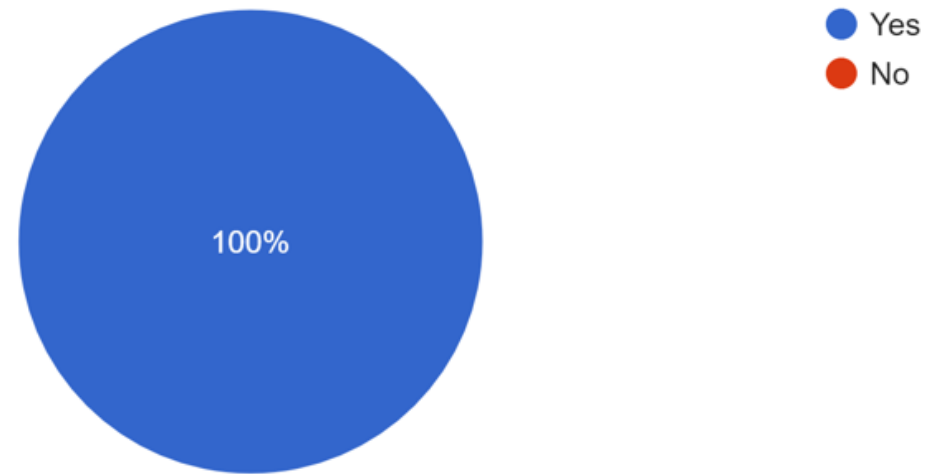
Survey Results: Question 5

Do you believe that the State should revise its timeline for identifying schools for Comprehensive Support and Intervention (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Intervention (ATSI) support by shifting the timelines forward one year so no identifications are made based on data from the 2020-2021 school year?



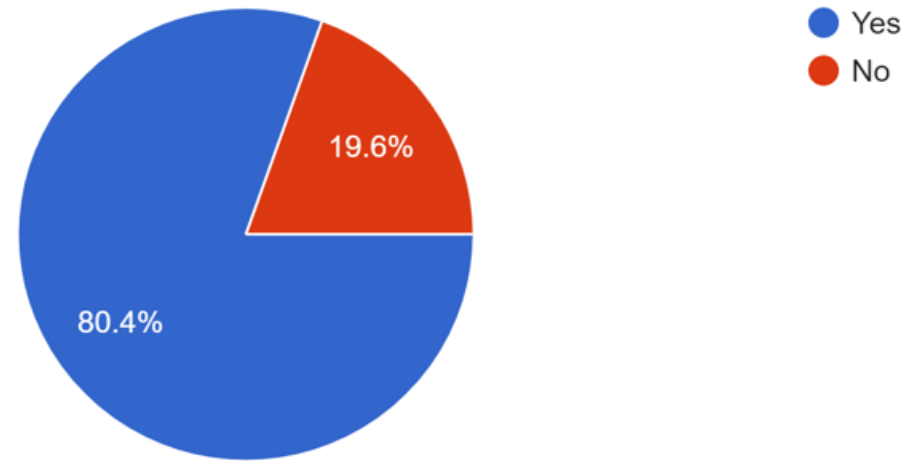
Survey Results: Question 6

Do you believe that the State should amend its timeline for evaluating schools for exit from federal designations (CSI, TSI, and TSI/ATSI) by shifting the timelines forward one year due to the 2019-2020 school year waiver of ESSA assessment and accountability?



Survey Results: Question 7

ESSA requires states to identify schools meeting TSI criteria on an annual basis. Do you believe the State should adjust the methodology for identifying schools for TSI for the 2020-2021 school year by using a gap-year analysis for the purpose of identifying consistently underperforming student groups? A gap-year analysis would compare student group performance from 2018-2019 school year to 2020-2021 school year.



Survey Results: Question 8

ESSA requires states to identify schools meeting TSI criteria on an annual basis as noted in Question 7A. Do you believe the State should request a waiver from the USED to not identify TSI schools for the 2020-2021 school year? If a waiver is not approved, the State would implement the gap-year analysis as noted in Question 7A.

