

ESSA Advisory Group

SUMMARY OF WORK COMPLETED 2016-2019

NEVADA DEPARTMENT OF EDUCATION

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ESSA Advisory Group

The Superintendent of Public Instruction has called upon a group of stakeholders from across Nevada to serve as an Advisory Group in the development of a state education plan. With the passage of the Every Student Succeeds Act (ESSA) at the federal level Nevada now has unprecedented control over its PreK-12 education vision. The Advisory Group -- composed of parents, teachers, principals, superintendents, students, and business groups -- will come together to outline a path forward tailored to meeting the unique needs of Nevada students.

The 2015 Legislature passed the Governor's education reform initiatives for Nevada's PreK-12 education system. The Nevada Department of Education looks forward to working with the Advisory Group to use the new ESSA flexibility to align the Governor's historic 2015 education agenda into a coherent strategy that will ensure all Nevada students are college and career ready.

Member	Expertise
Butch Heiss	Principal
Nancy Brune	Guinn Center
Dave Jensen	Superintendent, Humboldt CSD
Denise DuFrene	Principal
Marty Elquist	Early Childhood
John Haynal	Principal
Jeff Hinton	Teacher of the Year
Brent Husson	Nevada Succeeds
Stavan Corbett	Non-Profit (UWSN)
Melissa Mackedon	Principal
Ashely Macias	Student
Kristin McMillan	Metro Chamber
Jennifer Noland	Teacher
Felicia Ortiz	State Board
Kathleen Schaeffer	Teacher
Caryn Shea	Parent
Dr. Diane Gullett	Deputy Superintendent, Clark CSD
Cathy McAadoo	Regent
Ann Silver	Chamber NNV
John Tierney	Teacher of the Year
Yvette Williams	Clark County Black Caucus
Donna Wood	Teacher
Amy Henderson	Parent
Angie Taylor	Washoe CSD Trustee
Pamela Lucas	Nye CSD Trustee
Sylvia Lazos	University of Nevada Las Vegas
Patrick Naranjo	University of Nevada Las Vegas
Kenneth Evans	Urban Chamber
Maggie Arias Petrel	Latin Chamber
Sonny Vinuya	LVACC

Meetings	Documents
May 18, 2016	Agenda Support Materials
June 28, 2016* *Unclear whether this meeting took place	
July 1, 2016* *Unclear whether this meeting took place	
August 25, 2016	Agenda Federal Funds Overview Work Group Presentation
September 21, 2016	Agenda PowerPoint
November 7, 2016	Agenda Summary of Accountability Work Group Recommendations for Nevada School and District Accountability NSPF Mock Up Accountability Advisory Group Summary Accountability Advisory Group Goals and Designs Principles English Learners Work Group Presentation Assessment Work Group Presentation School Improvement Presentation Accountability
November 22, 2016	Agenda English Learners Work Group Presentation
November 29, 2016	Agenda School Improvement Presentation
December 13, 2016	Agenda School Improvement Work Group Funding Streams English Learners Teaching and Leading
January 3, 2017	Agenda School Improvement Work Group Discussion Accountability Work Group Discussion Teachers and Leading Workgroup
January 4, 2017* *Unclear whether this meeting took place	
February 7, 2017	Agenda Nevada Plan Mid-Cycle Feedback Memo
March 3, 2017	Agenda
March 24, 2017	Agenda Guinn Center Policy Report
April 4, 2017 – Cancelled	Agenda
August 17, 2017	Agenda
February 26, 2019	Agenda ESSA Presentation

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

Items in **bold** are available at the end of this document.

ESSA Advisory Group Resources
Nevada State ESSA Consolidated Plan
2019 Proposed Amendments to Plan

ESSA Financial Transparency Work Group

The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs), including charter schools, to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE). Specifically, ESSA sections 1111(h)(1)(C)(x) and 1111(h)(2)(C) require an SEA and all of its LEAs, including charter schools, to report “the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

The Nevada Department of Education (NDE) recognizes the need to provide support on implementing this new reporting requirement. The NDE will engage LEA and charter school stakeholders in a work group setting over the next several months to seek input on how expenditures are allocated and tracked at the school-level, and the impact of these reporting practices on the ESSA PPE reporting requirement, in order to inform guidance on the structure for, and reporting of, school-level PPE. Additionally, the NDE will continue to engage stakeholders from the Governor’s Finance Office (GFO) and Legislative Council Bureau (LCB). Note that the guidance provided below works within the usage of the Nevada Uniform System of Accounting (Chart of Accounts). The use of the chart of accounts by each LEA and charter school is required in order to provide consistent and accurate data (NRS 387.3035).

The NDE anticipates that additional information and support for implementing the PPE reporting requirement will be provided to LEAs and charter schools, such as additional correspondence, frequently asked questions, and workshop sessions. In particular, NDE will provide information regarding the process and timeline by which the NDE will collect the PPE data from districts and charter schools in order for that data to be incorporated into the SEA report card as required by ESSA.

ESSA Financial Transparency Work Group Membership – Nevada Department of Education
Patrick Bell, Education Programs Supervisor, Office of Assessments, Data, and Accountability Management
Stefani Hogan, Management Analyst IV, Grants Management Unit
Gabby Lamarre, Title I Programs Director, Office of Student and School Supports
Maria Sauter, Education Programs Supervisor, Office of Student and School Supports
Sarah Nick, Management Analyst III, Superintendent’s Office
Dr. Jonathan Moore, Deputy Superintendent of Student Achievement
Heidi Haartz, Deputy Superintendent of Business and Support Services

Meetings	Date
Washoe Charter Kickoff Meeting	April 9, 2019
SPCSA Charter Kickoff Meeting	April 23, 2019
Data Visualization Committee First Meeting	May 9, 2019
CCSD ESSA Kickoff Meeting	May 14, 2019
ESSA FT Trial Balance Crosswalk Workshop Option 1	June 6, 2019
ESSA FT Trial Balance Crosswalk Workshop Option 2	June 11, 2019

ESSA Financial Transparency Work Group Resources
Nevada Report Card
Nevada Chart of Accounts
Georgetown Edunomics Lab
Every Student Succeeds Act
ESSA Per-Pupil Expenditure Reporting Requirement
State Financial Transparency Plan
Timeline Stages

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

Data Visualization Committee

The Financial Transparency Data Visualization Steering Committee has been formed to offer a diversity of perspectives about how best to report the federally required per pupil expenditures. Members of the committee will serve as representatives of their network and/or constituents. They bring their collective voice to the work of displaying per pupil expenditure information in a way that is both informative and useful. Through this work the Nevada Department of Education seeks to better inform citizens about how education dollars are being spent and to comply with school-level financial reporting requirements under the Every Student Succeeds Act.

Name	Organization	Expertise
Assemblywoman Jill Tolles	State Assembly	Policy
Senator Mo Denis	State Senate	Policy
Stacey Cooper	Washoe Charters	District Charters
Jeff Bozzo	Washoe County School District (CSD)	District
Kristin Marshall	Nye CSD	Rural District
Roberta Becker	Clark CSD	Large District
Russell Fecht	Pershing CSD	Superintendent
Dan Tafoya	Clark Charters	District Charter
Debbie Palacios	Family and Community Engagement Services	Parent and Family
Yvette Williams	Clark County Black Caucus	Advocacy
Sylvia Lazos	Nevada Immigrant Coalition	Advocacy
Selcuk Ozdemir	SPCSA	State Charter
Andrew Feuling	Rural District	Director of Finance
Sean Moyle	Rural District	Building Principal
Gregory Cole	Large District	Building Principal
Ronda Havens	Humboldt CSD	Finance Director
Kenny Retzl	Guinn Center	Policy
Patrick Bell	Nevada Department of Education (NDE)	District Support
Gunes Kaplan	NDE	Nevada Report Card
Jonathan Moore	NDE	Deputy Superintendent

Accountability Work Group

Meetings	Documents
July 1, 2016, 8-10 A.M.	Agenda Accountability Chart Nevada Accountability Report Work Group Purpose, Questions, and SWOT Work Group PowerPoint
July 25, 2016 1-3 P.M.	Agenda Work Group Questions and SWOT Accountability ESSA Chart Goals and Designs Principles Work Group PowerPoint
August 24, 2016 2:30-4:30 P.M.	Agenda SWOT Analysis and Feedback Indicators and Profile Narrative Comments School Indicator and Profile Activity
October 24, 2016 10 A.M. – 12 P.M.	Agenda Accountability Recommendations Activity Presentation
n/a	Summary of Accountability Work Group Recommendations for Nevada School and District Accountability Systems

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

Assessment Work Group

Contact for Work Group: Peter Zutz, Administrator: pzutz@doe.nv.gov

Meetings	Documents
August 8, 2016, 9-11 A.M.	Agenda
September 2, 2016, 1-3:30 P.M.	Agenda
October 11, 2016	Agenda
October 18, 2016	

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

English Language Learners Work Group

Contact for Work Group: Karl Wilson, Education Programs Supervisor: karlwilson@doe.nv.gov

Meetings	Documents
June 30, 2016, 1-3 P.M.	English Learners Work Group PowerPoint Nevada English Learner Services PowerPoint
August 12, 2016, 9-11 A.M.	Agenda Document F Document G Document H
September 19, 2016, 3:30-5:30 P.M.	Agenda

October 18, 2016 3:30-5:30 P.M.	Agenda
Materials may be requested via public records request to: ndeinfo@doe.nv.gov	

Funding Streams Work Group

Meetings	Documents
September 29, 2016, 1:30-3:30 P.M.	Agenda Opportunities under ESSA Presentation Federal Funds Overview PowerPoint
September 30, 2016, 1-3 P.M.	Agenda Opportunities under ESSA Presentation Federal Funds Overview PowerPoint
November 7, 2016, 9-11 A.M.	Agenda Federal Funding PowerPoint
December 7, 2016, 2-4 P.M.	Agenda

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

School Improvement Work Group

Meetings	Documents
June 28, 2016, 10:30 A.M. – 12:30 P.M.	School Improvement PowerPoint SWOT Exercises
August 1, 2016, 2-4 P.M.	Agenda PowerPoint Levels of Support
October 21, 2016, 3-5 P.M.	Agenda PowerPoint

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

Teaching and Leading Work Group

Meetings	Documents
June 30, 2016, 3:30-5:30 P.M.	Teaching and Leading PowerPoint
September 22, 2016 3:30-5:30 P.M.	Agenda PowerPoint
October 11, 2016, 3:30-5:30 P.M.	
November 16, 2016, 3:30-5:30 P.M.	Agenda

Materials may be requested via public records request to: ndeinfo@doe.nv.gov

ESSA Advisory Group Agendas



**Nevada Department of Education
ESSA Advisory Group Meeting
Tuesday, Feb 26, 2019 2:00 PM**

Meeting Locations:

All meetings will be video conferenced from both locations.

Office	Address	City	Meeting Room
<i>Department of Education</i>	<i>700 East Fifth Street</i>	<i>Carson City</i>	<i>Board Room</i>
<i>Department of Education</i>	<i>9890 South Maryland Parkway</i>	<i>Las Vegas</i>	<i>Board Room</i>

— AGENDA —

1. Opening and Introduction

Dr. Jonathan Moore, Deputy Superintendent of Student Achievement

2. Presentation on updates being made to the ESSA Plan

The updates to the ESSA plan will include changes to the sections on long term goals and measures of interim progress, academic assessments, accountability, support for schools, and support for excellent educators. NDE staff will provide an overview of those changes and the rationale behind them.

(Presentation) Peter Zutz, Patti Oya, Dave Brancamp, Will Jensen, Kristine Nelson, Jason Dietrich, Seng-Dao Yang Keo, and Rebecca Feiden.

3. Questions/Comments from the Advisory Group

(Discussion)

4. Adjournment

NEVADA DEPARTMENT OF EDUCATION

ESSA Advisory Group Meeting
August 17, 2017 –3:00 PM

Meeting Locations: All meetings will be video conferenced from both locations.

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

AGENDA

1. Opening
2. ESSA Final Approval
 - a. Second state to have their plan approved
3. Nevada School Performance Framework (NSPF)
 - a. Presentation and Discussion of Nevada School Performance Framework
 - b. Deliberation on Next Steps
4. Open comment period

How to connect remotely via Lifesize: [Connect over video](#)

Connecting from a Lifesize conference room system? Just dial 3859948 with the keypad.

Call in by phone: US: +1-844-572-5683 extension 3859948



**NEVADA DEPARTMENT OF EDUCATION
ESSA ADVISORY GROUP MEETING #11
MARCH 24, 2017 — 3:30 PM TO 5:30 PM**

Meeting Locations: All meetings will be video conferenced from both locations.

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

AGENDA

1. Opening
2. Submission Timeline Review
 - a. Plan to be submitted on or shortly after April 3, 2017
3. Share out of Public Comment
 - a. Presentation
 - b. Feedback from Advisory Group on Public Comment
4. Open comment period

How to connect remotely via Lifesize

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US: +1-844-572-5683 extension 3859948



**NEVADA DEPARTMENT OF EDUCATION
ESSA ADVISORY GROUP MEETING #10
MARCH 03, 2017 — 3:00 PM TO 5:00 PM**

Meeting Locations: All meetings will be video conferenced from both locations.

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

AGENDA

1. Welcome
2. Timeline Review
 - a. Public Plan Public Comment ended March 1, 2017
 - b. Technical Plan Public Comment up through March 10, 2017
 - c. Plan to be submitted April 3, 2017
3. Share out of Public Comment
 - a. Feedback from Advisory Group on Public Comment
4. Updates on Advisory Group Recommendations
 - a. Accountability – Progress toward standard setting on the accountability system. i.e. Draft Achievement Level Descriptors from Accountability Workgroup.
 - b. English Learners – Continuing to work on long term goals. Met on 2/28 and will meet again on 3/10. Three potential avenues but not finalized.
 - i. Proposal A: 95% of English learners will exit EL status within five years of initial EL identification by 2022.
 - ii. Proposal B: 90% of English learners will reach English proficiency within six years of initial identification by 2022.
 - iii. Proposal C: Local education agencies will successfully reclassify as English proficient 90% of English learners by 2022, as measured by the most recent five-year period.
 - c. School Improvement – Piloting Big Bets around school leaders, data, informed decision making, and low performing schools support and collaboration
5. Open comment period

How to connect remotely via Lifesize
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**NEVADA DEPARTMENT OF EDUCATION
ESSA ADVISORY GROUP MEETING #9
FEBRUARY 07, 2017 — 3:30 PM TO 5:30 PM**

Meeting Locations: All meetings will be video conferenced from both locations.

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

AGENDA

1. Welcome
2. Review of ESSA Draft Plan Feedback
3. Discussion of the ESSA Technical Plan
4. Opportunities for Stakeholder Engagement
5. Review of Timeline
6. Open comment period

How to connect remotely via Lifesize.

[Connect over video](#)

Connecting from a Lifesize conference room system? Just dial 3859948 with the keypad.

Call in by phone

US: +1-844-572-5683 extension 3859948

Workgroup Discussions Documents

School Improvement Work Group for Discussion Only

	School Improvement Work Group Recommendations	Superintendent’s Recommendations for Discussion
<p>1</p>	<p>NDE’s role in school improvement should move from compliance to collaboration. This means:</p> <ul style="list-style-type: none"> • providing structure/framework for the consolidated application (needs assessment, school performance plan, grant applications, etc.) • facilitate the sharing of resources and best practices • data collection/monitoring • 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. • technical assistance • identifying funding aligned to needs assessment • articulate course of action for those not meeting goals • identifying schools (designations) • ensuring timeliness and quality of data 	<p>Recommendation: 1) Move recommendation forward.</p> <p>Required component to ESSA Plan: Yes</p> <p>Fiscal Impact: Funding aligned to the framework; SIG program eliminated (increased set aside)</p> <p>Other Considerations to Explore: Links to other recommendations and/or the NDE Strategic Plan</p> <ul style="list-style-type: none"> • Funding Streams – consolidated application; aligned funding; evidence-based programs • Strategic Plan: Nevada Ready Network
<p>2</p>	<p>NDE should provide districts and schools with the following:</p> <ul style="list-style-type: none"> • 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 	<p>Recommendation: 1) Move recommendation forward. Align capacity building recommendation with NDE areas of focus of principal development and data informed decision making.</p> <p>Required component to ESSA Plan: Yes/No</p> <p>Fiscal Impact: NDE commitment to use Title I funds for capacity building.</p> <p>Other Considerations to Explore: Link with the Federal Funds recommendations to create Title guidance memos, principal development investments, and data informed decision making.</p>
<p>3</p>	<p>NDE should help districts and schools create strong improvement plans by:</p> <ul style="list-style-type: none"> • 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 	<p>Recommendation: 1) Move recommendation forward.</p> <p>Required component to ESSA Plan: Yes</p> <p>Fiscal Impact: Alignment of available federal and state dollars</p>

	School Improvement Work Group Recommendations	Superintendent's Recommendations for Discussion
	<ul style="list-style-type: none"> • 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. 	<p>Other Considerations to Explore: Align with Federal Funds recommendations around consolidated application aligning needs assessment, school site plan, and funding streams; Title fund guidance memos, principal development, and data based decision making.</p>
<p>4</p>	<p>Recommended Expectations for Level 1 and 2 Schools:</p> <p>Level 1 (Accelerated Support includes Comprehensive Schools)</p> <ul style="list-style-type: none"> • 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. <p>Level 2 (Priority Support includes Targeted Schools)</p> <ul style="list-style-type: none"> • 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. 	<p>Recommendation:</p> <p>1) Move recommendation forward. With Advisory Group recommendation to review performance for low performing schools (e.g., Level 1 and 2) annually rather than every three years.</p> <p>Required component to ESSA Plan: Yes</p> <p>Fiscal Impact:</p> <p>Other Considerations to Explore: Common entry and exit criteria are critical to align expectations of performance – especially as we view the portfolio of intervention/support for schools – loose/tight framework.</p>
<p>7</p>	<p>Recommended Expectations for Level 3 and 4 Schools:</p> <p>Level 3 (Coordinated Support)</p> <ul style="list-style-type: none"> • 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. <p>Level 4 (Self Support)</p> <ul style="list-style-type: none"> • 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. 	<p>Recommendation:</p> <p>1) Move recommendation forward with request that Level 4 schools serve as models and mentors for Level 1 and 2 schools.</p> <p>Required component to ESSA Plan: Yes</p> <p>Fiscal Impact:</p> <p>Other Considerations to Explore:</p>

Memos or Letters

STEVE SISOLAK
Governor
JONATHAN P. MOORE, ED.D.
*Acting Superintendent
of Public Instruction*

STATE OF NEVADA



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(702) 486-6458
Fax: (702) 486-6450

TO: Superintendents and District CFOs

FROM: Jonathan P. Moore, Ed.D.
Acting Superintendent of Public Instruction

DATE: April 1, 2019

SUBJECT: The Every Student Succeeds Act Per-Pupil Expenditure Reporting Requirement

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs), including charter schools, to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE). Specifically, ESSA sections 1111(h)(1)(C)(x) and 1111(h)(2)(C) require an SEA and all of its LEAs, including charter schools, to report “the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.” Although Nevada LEAs and charter schools already collect and report on most of the required report card data elements, including LEA-level expenditures, they are not currently collecting or reporting school-level expenditures to the state.

The purpose of this letter is to provide information and guidance that will assist Nevada LEAs and charter schools with meeting the ESSA PPE reporting requirement. The Nevada Department of Education (NDE) recognizes the need to provide support on implementing this new reporting requirement.

The NDE will engage LEA and charter school stakeholders in a work group setting over the next several months to seek input on how expenditures are allocated and tracked at the school-level, and the impact of these reporting practices on the ESSA PPE reporting requirement, in order to inform guidance on the structure for, and reporting of, school-level PPE. Additionally, the NDE will continue to engage stakeholders from the Governor’s Finance Office (GFO) and Legislative Council Bureau (LCB).

Note that the guidance provided below works within the usage of the **Nevada Uniform System of Accounting (Chart of Accounts)**. The use of the chart of accounts by each LEA and charter school is required in order to provide consistent and accurate data (NRS 387.3035).

Effective Date

According to the “Dear Colleague” letter issued by the US Department of Education (ED) on June 28, 2017, available on the ED website at [Dear Colleague letter issued by the US Department of Education](#), a SEA and its LEAs, including charter schools, were allowed to delay reporting PPE on annual report cards until the 2018–19 school year. Nevada, along with the majority of other states, elected to take this option in order to allow a thoughtful transition to collecting, calculating, and reporting the required data as many states’ financial systems and reporting processes, including Nevada’s, do not currently support school-level expenditure reporting. **The NDE will publish financial transparency data under the ESSA requirements in Spring 2020 with enhanced reporting available in Fall 2020.**

Calculating Per-Pupil Expenditures

LEA-level and school-level PPE will be calculated using the financial data available in their local accounting systems according to the **Nevada Uniform System of Accounting**. It is important to note that the law requires actual expenditures, not budgeted or estimated expenditures, be used in the PPE calculation.

Included Expenditures

Generally, all expenditures that represent the ongoing, day-to-day operations of schools, LEAs, and charter schools for public elementary and secondary education, i.e. current expenditures, must be included in the calculation. These include, but are not limited to, instruction, instructional support, student support services, pupil transportation services, plant maintenance and operations, and general administration.

School-Level versus Local Education Agency-Level Expenditures

For school-level PPE reporting, the per-pupil expenditure calculation will include expenditures charged directly to a school plus the school’s share of expenditures that are charged centrally but that benefit the schools, i.e., central expenditures. To the extent possible, school-level expenditures must reflect actual costs that were incurred at the school site. This is especially true for teachers and other personnel that are assigned to a specific school site and not simply use an averaging methodology to distribute all expenditures among all schools. NDE will provide guidance regarding how to allocate remaining costs that are not directly identifiable to a school site.

Student Counts

The other component of the PPE calculation is the student count. The NDE requires that enrollment be used for calculation of PPE. This is consistent with the student count that is used in the federal current expenditures per pupil calculation and that most districts and charters use to develop site budgets.

Reporting and Presenting Per-Pupil Expenditure Data

The NDE will ultimately collect the PPE data for inclusion in the SEA report card. The NDE is working on determining the required level of per-pupil expenditure information that must be

reported in SEA, LEA, and charter school report cards pursuant to ESSA and how it will be presented within the report cards. At a minimum, there will be reporting criteria for actual school-level expenditures and LEA-level expenditures allocated to school sites, broken out by federal funds and by state and local funds. This reporting will include expenditures for personnel and non-personnel items. Additional information about the reporting criteria, collection, and presentation will be forthcoming.

Considerations for Financial Reporting

As districts and charter schools continue recording financial transactions, consideration should be given to this new reporting requirement and how the local financial system will capture the information needed for school-level reporting. Some level of expenditures tracking is being reported at the school level, but opportunities for further refinement may exist. For example, identifying additional expenditures that may be tracked at the school level in the financial system that can be easily identified to a specific school or schools could be refined. Also, LEAs and charter schools must ensure accounting practices are aligned to the **Nevada Uniform System of Accounting**. **LEAs and charter schools may also want consider the adequacy of their accounting systems to accommodate the full Nevada Uniform System of Accounting code structures.**

Every Student Succeeds Act Per-Pupil Expenditure Resources

The resources listed below provide additional information and tools related to the ESSA per-pupil expenditure reporting requirement:

- School Superintendents Association article “Coming Soon: Transparent School-by-School Reporting”
[School Superintendents Association article “Coming Soon: Transparent School-by-School Reporting”](#)
- Building State Capacity and Productivity Center – Financial Transparency and Reporting
[Building State Capacity and Productivity Center – Financial Transparency and Reporting](#)
- Edunomics Lab Financial Transparency Research
[Edunomics Lab Financial Transparency Research](#)
- United States Department of Education Draft Non-Regulatory Information Document
[United States Department of Education Draft Non-Regulatory Information Document](#)

Further Guidance and Support

The NDE anticipates that additional information and support for implementing the PPE reporting requirement will be provided to LEAs and charter schools, such as additional correspondence, frequently asked questions, and workshop sessions. In particular, NDE will provide information regarding the process and timeline by which the NDE will collect the PPE data from districts and charter schools in order for that data to be incorporated into the SEA report card as required by ESSA.

If you have any questions regarding the ESSA PPE reporting requirement, please contact the NDE Office of Business and Support Services, Nate Hanson- nhanson@doe.nv.gov, or Office of Accountability, Data, and Assessment Management, Gunes Kaplan- gkaplan@doe.nv.gov.

Educationally Yours,

A handwritten signature in blue ink that reads "Jonathan P. Moore". The signature is written in a cursive style with a large initial 'J' and a circled 'P'.

Jonathan Moore, Ed.D.
Acting Superintendent of Public Instruction

NEVADA DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701

New Nevada Plan Mid-Cycle Feedback Memo

DATE: February 7, 2017
TO: ESSA Advisory Group
FROM: Alberto Quintero
RE: New Nevada Plan Feedback

I. QUALITATIVE PUBLIC COMMENT FEEDBACK SUMMARY:

The following qualitative public comment feedback summary is from the Nevada ESSA Plan Stakeholder Survey on the Nevada Department of Education website. As of February 7, 2017, 40 stakeholders have responded to the survey. Below is a summary list of content concerns of note:

- Concerns regarding the state's ability to effectively implement the New Nevada Plan.
- Several stakeholders noted the omission of Nevada's Native American demographic in the plan and specific strategies concerning Native Americans.
- Lack of specificity in action steps.
- Ensuring increased *access* of high quality early childhood programs should be a priority in addition to the long-term goal and annual benchmark of increasing the number of high-quality early childhood programs (Equity issue).
- More needs to be done for students with disabilities, especially identifying and supporting English learners with disabilities.
- A more detailed definition of what makes a school leader an effective or ineffective leader is needed.

*Qualitative public comment feedback is limited to the New Nevada Plan.

II. QUANTITATIVE PUBLIC COMMENT FEEDBACK SUMMARY:

The following quantitative public comment feedback results are from the Nevada ESSA Plan Stakeholder Survey on the Nevada Department of Education website. As of February 7, 2017, 40 stakeholders have responded to the survey. Below are the average results to each statement in the survey (1=Strongly Disagree, 5=Strongly Agree).

1. Nevada's ESSA plan puts us on the path to be the fastest improving state in the nation. **(3.18)**

2. The plan embodies the principle that Nevada believes that strong school principals and leaders are the key to ensuring every student has access to a high quality classroom in a great school. **(3.28)**
3. The proposed assessment system provides parents the information necessary to know whether or not their student is on the path to be college and career ready at the end of high school. **(2.80)**
4. The accountability framework shows school administrators and staff how they can improve their school and provides policymakers (state and local) with areas to focus on that will improve education in Nevada. **(2.35)**
- 4a. The accountability framework provides meaningful information for families to hold their school accountable for continued improvement and to make choices about the best educational option for their children. **(2.28)**
5. It should be possible in the accountability framework for a school that has one or more persistently under-performing subgroups to receive a 3, 4, or 5 star rating. **(2.53)**
6. The school support and intervention strategies as outlined in the plan puts Nevada on the path to ensure that every student will be in a school that is 3-star or above, in three years. **(2.43)**
7. The plan embodies the principle that Nevada is committed to providing accurate and precise data and believes there is a need to better translate the data in a meaningful way to school districts, school leaders, and teachers in order to identify needs and problem areas. **(3.05)**
8. The plan articulates a path for every student, including those in 1- or 2-star schools and those in schools identified as Zoom schools and Victory schools, to be served by a highly effective teacher. **(3.4)**
9. The plan embodies the principle that Nevada believes that educational attainment will ultimately impact a student's future ability to fully participate in a globally competitive job environment. The ESSA Plan must include a focus to ensure that all students, especially those historically underserved, are on track to graduate with the skills and dispositions necessary to enter a career or college. **(2.93)**
10. The plan addresses the needs of our diverse students and the needs of urban and rural schools and districts. **(2.65)**

*Quantitative public comment feedback is limited to the New Nevada Plan.

III. ADDITIONAL OBSERVATIONS:

With the publication of the recently publicized Nevada Consolidated State Plan, stakeholders will have available the document that will be submitted to the U.S. Department of Education and a more specific and comprehensive view of the state's implementation steps and processes. More public comment feedback is welcomed on the New Nevada Plan and the Nevada Consolidated State Plan to have a more inclusive and comprehensive understanding of stakeholder feedback.

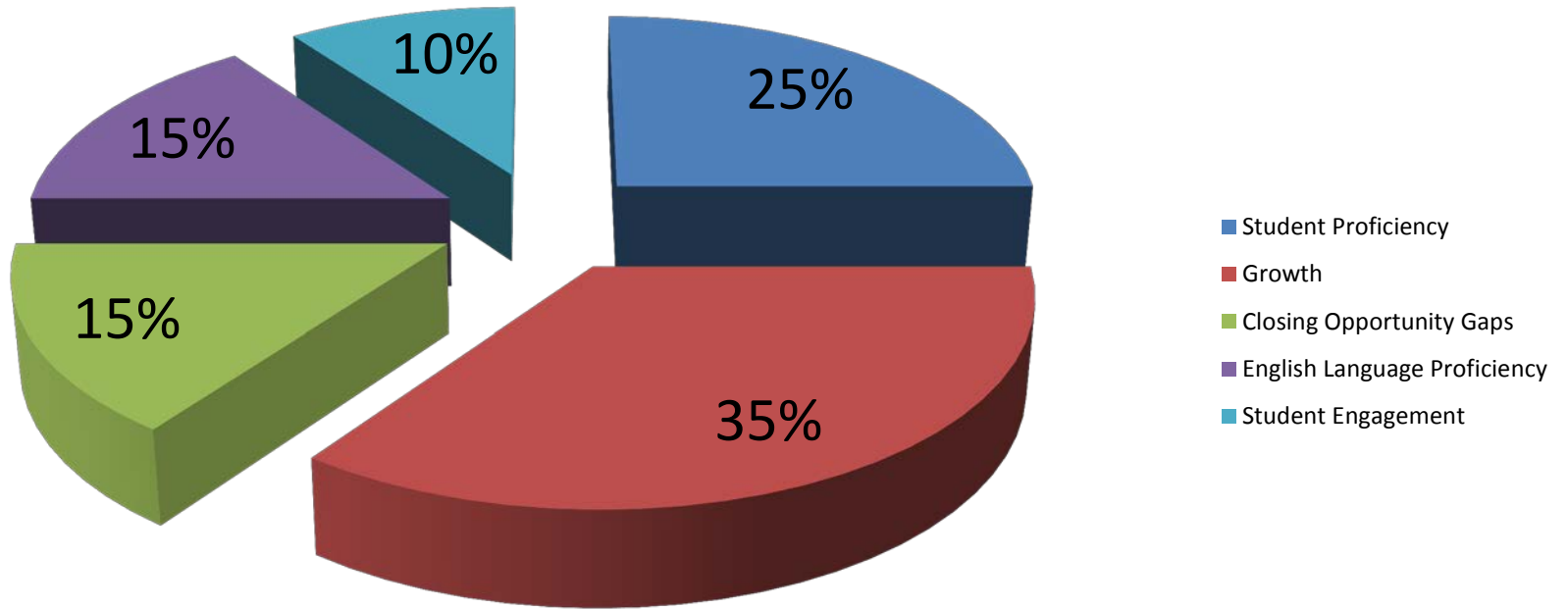
Presentations

Nevada School Accountability

Nevada Accountability with Broad Consideration

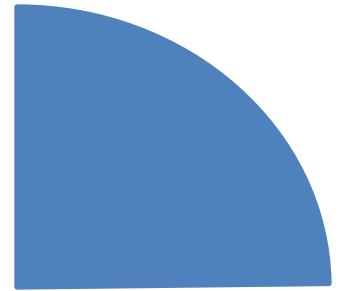
- Accountability Workgroup
- Advisory Group
- Accountability Advisory Committee
- Technical Advisory Committee
- Every Student Succeeds Act
- Nevada Department of Education
- State Board of Education

Elementary and Middle Schools



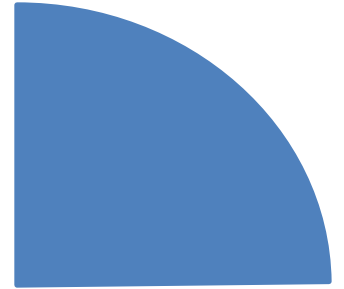
ES Proficiency – 25%

- Elementary School - Content
 - English Language Arts
 - Mathematics
 - Science
- Pooled Average
 - Total Passed ÷ Total Administered
- NWEA MAP
 - Early Literacy



MS Proficiency – 25%

- Middle School - Content
 - English Language Arts
 - Mathematics
 - Science
 - Mathematics End of Course
- Pooled Average
 - Total Passed ÷ Total Administered

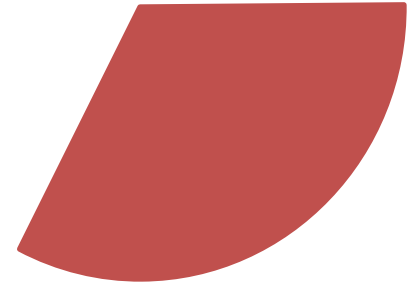


ES & MS Proficiency Reporting

- Non-point Earning
- ELA and Math Content
- Report on Ten Subgroups
 - Seven Race/Ethnicities
 - Three Special Populations
- Performance Measured Against Targets
- Will be used to identify schools in need of Targeted Supports and Interventions

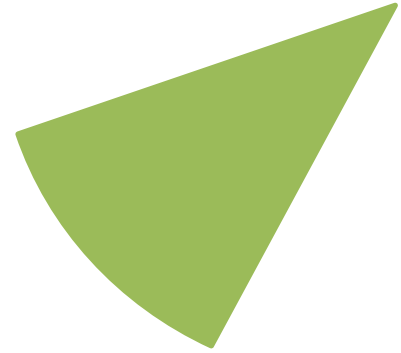
Growth – 35%

- Content
 - English Language Arts
 - Mathematics
- Measures
 - Student Growth Percentile
 - Growth compared to similar students
 - Adequate Growth Percentile
 - Growth to target



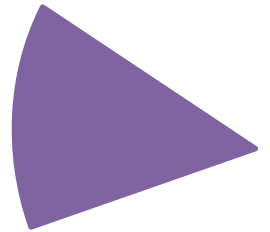
Closing Opportunity Gap – 15%

- AGP of prior non-proficient students
 - Students At Risk
- Students of color and special populations disproportionately constitute this “subgroup”
- Reporting on Ten Subgroups



ES & MS English Language Proficiency – 15%

- AGP for English Learners on the WIDA
- Five-year Growth to Target Measure
 - K – 12th Grade

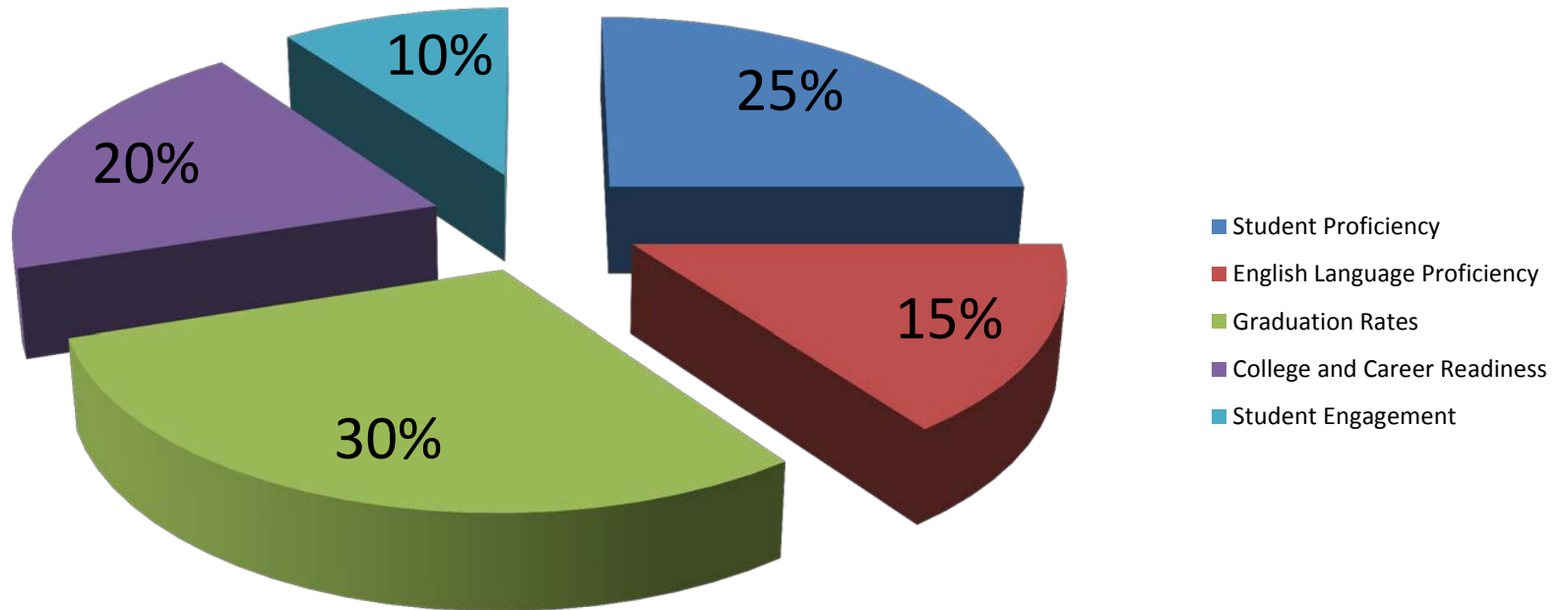


ES & MS Student Engagement – 10%



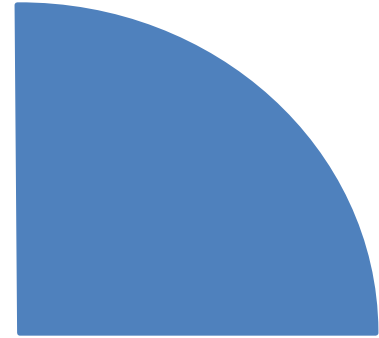
- Elementary & Middle Schools
 - Students Missing Less Than 18 Days During the School Year
 - AKA – Chronic Absenteeism
- Middle Schools Only
 - Academic Learning Plans (NRS 388.165)
 - Student Meeting Promotion Requirements (NAC 389.445)

High Schools



HS Student Proficiency – 25%

- Content – End of Course
 - English Language Arts
 - Mathematics
 - Science
- Pooled Average
 - Total Passed ÷ Total Administered

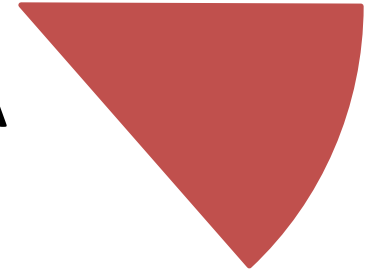


HS Proficiency Reporting

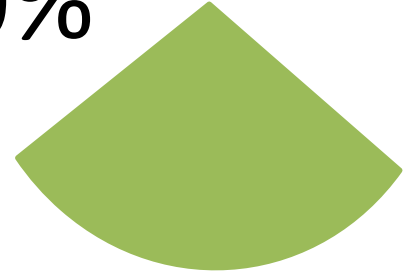
- Non-point Earning
- ELA and Math Content
- Report on Ten Subgroups
 - Seven Race/Ethnicities
 - Three Special Populations
- Performance Measured Against Targets
- Will be used to identify schools in need of Targeted Supports and Interventions

HS English Language Proficiency – 15%

- AGP for English Learners on the WIDA
- Five-year Growth to Target Measure
 - K – 12th Grade



Graduation Rates – 30%



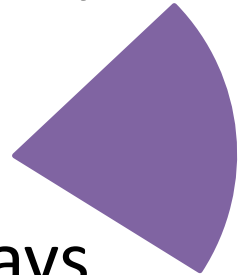
- 4-Year Adjusted Cohort Graduation Rate
- 5-Year Adjusted Cohort Graduation Rate
 - 5-year targets must be higher than 4-year

Closing Opportunity Gaps - Graduation Rate Reporting

- Report on Ten Subgroups' 4-year ACGR
- Indicate Met or Did Not Meet Target

College and Career Readiness – 20%

- Average ACT Composite Score
- Post-Secondary Options/Graduation Pathways
 - Standard Pathway, +1
 - College Pathway, +1.2
 - Career Pathway, +1.2
 - College and Career, +1.5
- 9th and 10th Grade Credit Sufficiency
- Academic Learning Plans
- Met College and Career Readiness Achievement Level on the End of Course



HS Student Engagement – 10%



Students Missing Less Than 18 Days During the School Year

- AKA – Chronic Absenteeism

Dashboard

- State and District Level
 - Portal to the information from the Nevada Report Card and the Nevada School Performance Framework
- 12 Icons or Widget per Level
 - Number of Schools/Students
 - School Ratings
 - Graduation Rates
 - Student Achievement (ELA, Math, ...)
 - ACT
 - Average Daily Attendance
 - Number of Teachers
- Drafts to be presented to focus group to hone display