

**Nevada Department of Education Consolidated State Plan  
Under the Every Student Succeeds Act**



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Expiration Date: November 30, 2019

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# Cover Page: ESSA Amendment

Contact Information and Signatures

**SEA Contact (Name and Position):** Jhone Ebert, Superintendent of Public Instruction

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**Email Address:** Jebert@doe.nv.gov

**Mailing Address:** 700 E. 5<sup>th</sup> Street, Carson City, NV 89701

**By signing this document, I assure that:**

To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 850I regarding the participation of private school children and teachers.

**Authorized SEA Representative (Printed Name):** Jhone Ebert


**Telephone:** 775.687.9200

**Signature of Authorized SEA Representative:**


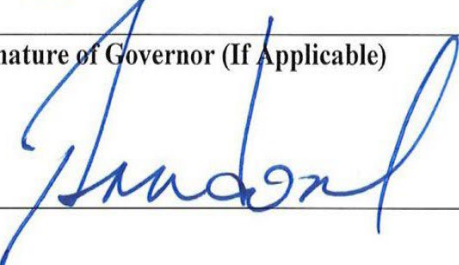


**=Date:** 9/1/23

**Cover Page**

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	<b>Telephone:</b> 775.687.9200
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b>  <hr/> <b>Governor (Printed Name)</b>	<b>Date:</b> 4.12.17  Date SEA provided plan to the Governor under ESEA section 8540:  February 10, 2017
<b>Signature of Governor</b>	<b>Date:</b>

\*See Next Page for the Governor's Signature

Contact Information and Signatures	
<b>SEA Contact (Name and Position)</b> Dr. Steve Canavero, State Superintendent	<b>Telephone</b> 775.687.9200
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<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> April 3, 2017
<b>Signature of Governor (If Applicable)</b> 	<b>Date:</b> April 3, 2017

**Citations to ESEA, as amended by the ESSA, and Part 200 regulations**

**Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Eighth Grade Math Exception</b>	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A	p. 34
<b>Native Language Assessments</b>	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B	p. 34

**Statewide Accountability System and School Support and Improvement Activities (111(c) and (d))**

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Subgroups</b>	1111(c)(2)	A.4.i.a-d	4.1.B	p. 50
<b>Minimum N-Size</b>	1111(c)(3)	A.4.ii.a-e	4.1.C	p. 51
<b>Establishment of Long-Term Goals</b>	1111(c)(4)(A)	A.4.iii.a-c	1.A-C	p. 10
<b>Indicators</b>	1111(c)(4)(B)	A.4.iv.a-e	4.1.A	p. 36
<b>Annual Meaningful Differentiation</b>	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G	p. 53
<b>Identification of Schools</b>	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B	p. 62
<b>Annual Measurement of Achievement</b>	1111(c)(4)(E)(iii)	A.4.vii	4.1.E	p. 59
<b>Continued Support for School and LEA Improvement</b>	1111(d)(3)	A.4.viii.a-f	4.2.A.ii; 4.2.B.iii; 4.3.B-D	p. 62; p.64; p. 67
<b>Disproportionate Rates of Access to Educators</b>	1111(g)(1) (B)	A.5	5.3.B-C	p. 75
<b>School Conditions</b>	1111(g)(1)(C)	A.6	6.1.C	p. 84





## Title I, Part C: Education of Migratory Children

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Supporting Needs of Migratory Children</b>	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi	p. 86; p. 88
<b>Promote Coordination of Services</b>	1304(b)(3)	B.2	6.2.B.iv	p. 87
<b>Use of Funds</b>	1304(b)(4)	B.3	6.2.B.viii	p. 92

## Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Transitions Between Correctional Facilities and Local Programs</b>	1414(a)(1)(B)	C.1	6.2.C.i	p. 94
<b>Program Objectives and Outcomes</b>	1414(a)(2)(A)	C.2	6.2.C.ii	p. 95

## Title II, Part A: Supporting Effective Instruction

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Use of Funds</b>	2101(d)(2)(A) and (D)	D.1	5.2.A	p. 74
<b>Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</b>	2101(d)(2)(E)	D.2	5.2.A; 5.3.E	p. 74; p. 76
<b>System of Certification and Licensing</b>	2101(d)(2)(B)	D.3	5.1.A	p. 71
<b>Improving Skills of Educators</b>	2101(d)(2)(J)	D.4	5.2.B	p. 74
<b>Data and Consultation</b>	2101(d)(2)(K)	D.5	2.C-D	p. 31

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Teacher Preparation</b>	2101(d)(2)(M)	D.6	5.1.B	p. 72

**Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Entrance and Exit Procedures</b>	3113(b)(2)	E.1	6.2.D.i	p. 96
<b>SEA Support for English Learner Progress</b>	3113(b)(6)	E.2.i-ii	--	p. 17
<b>Monitoring and Technical Assistance</b>	3113(b)(8)	E.3.i-ii	2.2.B and D	p. 29; p. 31

**Title IV, Part A: Student Support and Academic Enrichment Grants**

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Use of Funds</b>	4103(c)(2)(A)	F.1	6.1.A-E	p. 79
<b>Awarding Subgrants</b>	4103(c)(2)(B)	F.2	--	p. 81

**Title V, Part B, Subpart 2: Rural and Low-Income School Program**

<i>State Plan Requirements by Program</i>	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b><i>Outcomes and Objectives</i></b>	5223(b)(1)	H.1	6.2.F.i	p. 101
<b><i>Technical Assistance</i></b>	5223(b)(3)	H.2	2.2.D	p. 31

**Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B**

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Student Identification</b>	722(g)(1)(B)	I.1	6.2.G.i	p. 101
<b>Dispute Resolution</b>	722(g)(1)(C)	I.2	6.2.G.iii	p. 102
<b>Support for School Personnel</b>	722(g)(1)(D)	I.3	6.2.G.ii	p. 101
<b>Access to Services</b>	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv	p. 103
<b>Strategies to Address Other Problems</b>	722(g)(1)(H)	I.5.i-v	6.2.G.vi	p. 105
<b>Policies to Remove Barriers</b>	722(g)(1)(I)	I.6	6.2.G.vi	p. 105
<b>Assistance from Counselors</b>	722(g)(1)(K)	I.7	--	p. 105

**Programs Included in the Consolidated State Plan**

*Instructions:* Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included *all* of the following programs in its consolidated State plan.  
or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)
  
- Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.
- Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.
- Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education’s Revised State Template for the Consolidated Plan, issued March 2017.
- Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.
- Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act.

## Letter from the State Superintendent

Dear Nevadans,

Last May we began a statewide conversation about developing Nevada's 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. From the start, the Nevada Department of Education (NDE) committed to writing a plan that puts ESSA and the new federal law in service to Nevada's priorities. After dozens of meetings with teachers, parents, principals, school district leaders, civil rights organizations, the business community, and other engaged Nevadans we believe we have created a plan that 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 11<sup>th</sup> 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 recognized as one of the top states for improvement on eighth grade reading and in science proficiency as measured by the National Assessment of Educational Progress. Nevada has also seen the fastest improvement on score of three or higher on Advanced Placement assessments both last year and the previous three years combined.

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 students have access to a great education. 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.

Nevada's plan strives to leverage 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 on a few key strategies that it has the expertise to implement effectively and will drive the change we need to see.

1. **Developing 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 Nevada's ESSA plan. It will require all of us, working together, to achieve the goals outlined within this plan.

Sincerely,



Steve Canavero, Ph.D.  
Superintendent of Public Instruction

## Section 1: Long-term Goals

**Instructions:** Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

### 1.1. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

~~Many indices rank Nevada at or near the bottom of all states in student achievement. Nevada is committed to be the fastest growing state in the nation in student achievement. Nevada is well-positioned to achieve that goal thanks to the passage of dozens of new laws and policies. There is also emerging evidence that Nevada is trending in the right direction. Our graduation rate, English learner performance in early grades, and eighth grade reading and science scores are some of the fastest improving in the country.~~

~~Nevada's leadership team and data department looked at other states' progress on nationally comparative measures of student success and set targets to match the highest rates of growth. NDE staff took current performance, projected annual growth to match the fastest growth demonstrated elsewhere, and created targets with that trajectory in mind. Most goals are set with a six year time horizon to allow the existing investments and proposed changes to take hold, so measures are set with outcomes from 2024 in mind. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.~~

~~The development of Nevada's Academic Achievement goals was a thoughtful and inclusive process that incorporates Nevada's vision for being the fastest improving state in the nation. The NDE began the goal setting process with a review of historical student performance, baseline data and literature review of goal setting practices around the country. This information was shared with several stakeholder groups including the NDE's ESSA Advisory Group, the Accountability Work Group, and a Technical Advisory Group. Additionally, subject matter experts from NDE consulted with other states and considered the impact of the Academic Achievement goals on their program areas.~~

~~The following guidelines drove the goal setting process for Nevada's academic achievement goals:~~

1. ~~Set academic achievement goals separately for~~
  - ~~–Elementary school ELA and Math~~
  - ~~–Middle school ELA and Math~~
  - ~~–High School ELA and Math~~

2. ~~Long term for Nevada will be six years. After six years, Nevada will re-establish the baseline and set a common long term goal for all subgroups by the year 2030.~~

- ~~3. Nevada's long-term goals will be based on a 5% annual reduction in non-proficiency for all subgroups. Based on research, this trajectory puts Nevada on track to being the fastest improving state in the nation.~~
- ~~4. Nevada believes that all students can achieve and that beyond 2024, the next long-term goal will be that all students achieve at the same high rates.~~
- ~~5. Nevada will set annual measures of interim progress.~~
- ~~6. Nevada will begin with baseline data disaggregated by subgroup because in order for student achievement to occur, Nevada must first acknowledge where Nevada students are.~~
- ~~7. Lower achieving subgroups must improve at greater rates than higher achieving subgroups~~
- ~~8. All subgroups will achieve the same, high proficiency rate by 2030.~~
- ~~9. By 2024 long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal setting exercise will establish one common achievement goal for all of Nevada students.~~
- ~~10. Due to the impact of COVID-19, the original long-term goals and measures of interim progress for the Academic Achievement Indicator for the 2020-2021 school year were moved forward by one year thus extending the long-term goals to the 2022-2023 school year.~~

Nevada is well-positioned to improving its academic achievement thanks to the passage of dozens of new laws and policies and an historic increase in state education funding. Post pandemic data shows that Nevada is trending in the right direction. Nevada's high school academic achievement held steady while other states experienced various degrees of decreases. Moreover, grades three through eight mathematics academic achievement has seen a consistent improvement over the past few years.

The State as a whole has not consistently attained its previously established MIPs and LTGs and so setting a three-year Long-Term Goal will provide realistic and attainable MIP goals. Nevada educators understand that if the three-year approach were projected out in the future, the trend lines for student groups and all student group would begin to converge. Focusing on specific student groups is appropriate in order to attain proficiency for all students and setting stringent but realistic goals for underperforming student groups is more aggressive than the NDE has done in the past.

Nevada's leadership team and data department is responding to the effects of COVID 19 with a focus on specific student group performance over a shorter time period to allow for any under-performing groups to receive appropriate and timely remediation to catch up. Nevada's three-year Long-Term goals will be targeted by focusing on each student group's annual Measure of Interim Progress goals. The amount of required annual improvement for each student group will be unique. Not all student groups will be required to improve at the same annual rate. Instead, each student group, starting at their unique baseline year data, will be required to make a unique amount of yearly improvement. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada's Academic Achievement goals was a thoughtful and inclusive process. The NDE began the goal setting process with a review of historical student performance, baseline data and literature review of goal setting practices around the country. This information was shared with several stakeholder groups including the NDE's Accountability Work Group and a Nevada Accountability Technical Advisory Group. Additionally, subject matter experts from NDE consulted with other states and considered the impact of the Academic Achievement goals on their program

areas.

The following guidelines drove the goal-setting process for Nevada’s academic achievement goals:

1. Set academic achievement goals separately for each student group for
  - Elementary school ELA and Math
  - Middle school ELA and Math
  - High School ELA and Math
2. Long-term goals for Nevada will be three years. After three years, Nevada will re-establish the baseline and based on the data at that time, reset its long-term goals for individual student groups.
3. Nevada’s long-term goals will be based on an annual reduction in non-proficiency for each individual student group based on their individual student group performance in relation to the all student group performance.
4. Nevada is focused on improving achievement for all students by setting measures of interim progress that align each individual student groups’ performance to its long term goals.
5. Nevada will begin with baseline data disaggregated by each individual student group; in order for student achievement to occur, Nevada must first acknowledge where Nevada students are.
6. Lower achieving student groups will each have their own rates set in relation to the all student group performance in the baseline year.
7. Individual student groups long-term goals will result in goals that are realistic and attainable for each student group.

ii. Provide the baseline and long-term goals in the table below.

**Academic Achievement—Grades 3-5**

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All students</b>	49.9%(2016)	63.1%(2024)	39.9%(2016)	55.8%(2024)
<b>Economically disadvantaged students</b>	37.9%(2016)	54.4%(2022)	28.8%(2016)	47.7%(2024)
<b>Children with disabilities</b>	18.3%(2016)	39.9%(2024)	16.7%(2016)	38.8%(2024)
<b>English learners</b>	31.7%(2016)	49.8%(2024)	25.1%(2016)	44.9%(2024)
<b>Hispanic</b>	39.6%(2016)	55.6%(2024)	29.6%(2016)	48.2%(2024)
<b>Asian</b>	71.4%(2016)	78.9%(2024)	63.6%(2016)	73.3%(2024)
<b>African- American</b>	33.0%(2016)	50.8%(2024)	21.1%(2016)	42.0%(2024)
<b>Native- American</b>	32.9%(2016)	50.7%(2024)	23.4%(2016)	43.7%(2024)
<b>Pacific Islander</b>	50.9%(2016)	63.9%(2024)	39.7%(2016)	55.7%(2024)
<b>Caucasian</b>	62.0%(2016)	72.1%(2024)	52.5%(2016)	65.1%(2024)
<b>Multi-Race</b>	58.5%(2016)	69.5%(2024)	47.8%(2016)	61.6%(2024)



**Academic Achievement – Elementary Schools**

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All Students</b>	42.8% (2024)	46.1% (2027)	38% (2024)	41.6% (2027)
<b>Economically Disadvantaged Students</b>	40.2% (2024)	43.7% (2027)	35% (2024)	38.8% (2027)
<b>Children with Disabilities</b>	16.5% (2024)	28.4% (2027)	16.4% (2024)	28.3% (2027)
<b>Current English Learners</b>	16.3% (2024)	28.2% (2027)	17.4% (2024)	29.1% (2027)
<b>Hispanic</b>	34.9% (2024)	40.5% (2027)	29.2% (2024)	35.3% (2027)
<b>Asian</b>	66.7% (2024)	68.6% (2027)	66.9% (2024)	68.8% (2027)
<b>African American</b>	28.1% (2024)	34.3% (2027)	21.3% (2024)	29.6% (2027)
<b>Native American</b>	24.2% (2024)	33.6% (2027)	19% (2024)	29% (2027)
<b>Pacific Islander</b>	38.5% (2024)	42.1% (2027)	34% (2024)	37.8% (2027)
<b>Caucasian</b>	55.1% (2024)	57.7% (2027)	51.5% (2024)	54.3% (2027)
<b>Multi-Race</b>	51.6 % (2024)	54.4% (2027)	45.8% (2024)	48.9% (2027)

### Academic Achievement – Middle School

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All students</b>	46.4% (2016)	60.6% (2024)	26.0% (2016)	45.6% (2024)
<b>Economically-disadvantaged-students</b>	35.1% (2016)	52.3% (2024)	17.4% (2016)	39.3% (2024)
<b>Children with disabilities</b>	9.0% (2016)	33.1% (2024)	5.1% (2016)	30.2% (2024)
<b>English learners</b>	11.7% (2016)	35.1% (2024)	6.9% (2016)	31.6% (2024)
<b>Hispanic</b>	36.0% (2016)	53.0% (2024)	17.5% (2016)	39.4% (2024)
<b>Asian</b>	71.9% (2016)	79.3% (2024)	51.7% (2016)	64.5% (2024)
<b>African-American</b>	27.5% (2016)	46.7% (2024)	10.8% (2016)	34.4% (2024)
<b>Native-American</b>	34.0% (2016)	51.5% (2024)	16.4% (2016)	38.6% (2024)
<b>Pacific Islander</b>	45.4% (2016)	59.9% (2024)	26.4% (2016)	45.9% (2024)
<b>Caucasian</b>	60.7% (2016)	71.1% (2024)	38.3% (2016)	54.7% (2024)
<b>Multi-race</b>	54.8% (2016)	66.8% (2024)	30.8% (2016)	49.1% (2024)

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All Students</b>	39.1% (2024)	42.6% (2027)	26.8% (2024)	31.1% (2027)
<b>Economically Disadvantaged Students</b>	35.8% (2024)	39.5% (2027)	23.4% (2024)	27.9% (2027)
<b>Children with Disabilities</b>	9.6% (2024)	22.4% (2027)	6.4% (2024)	18% (2027)
<b>Current English Learners</b>	5.1% (2024)	18.6% (2027)	3.4% (2024)	17.1% (2027)
<b>Hispanic</b>	30.8% (2024)	36.8% (2027)	17.9% (2024)	25% (2027)
<b>Asian</b>	66.2% (2024)	68.1% (2027)	55.8% (2024)	58.3% (2027)
<b>African American</b>	25.2% (2024)	31.7% (2027)	12.3% (2024)	19.9% (2027)
<b>Native American</b>	23.7% (2024)	31.7% (2027)	14.1% (2024)	21.6% (2027)
<b>Pacific Islander</b>	34% (2024)	38.5% (2027)	23% (2024)	27.5% (2027)
<b>Caucasian</b>	51.9% (2024)	54.7% (2027)	40.5% (2024)	43.9% (2027)
<b>Multi-race</b>	48.3% (2024)	51.3% (2027)	34.4% (2024)	38.2% (2027)

### Academic Achievement – High Schools

Subgroups	English Language Arts: Baseline Data and Year	English Language Arts: Long- term Goals	Mathematics: Baseline Data and Year	Mathematics: Long-term Goals
<b>All students</b>	42.98% (2017)	55.88% (2024)	25.57% (2017)	42.41% (2024)
<b>Economically- disadvantaged- students</b>	30.92% (2017)	46.55% (2024)	15.79% (2017)	34.84% (2024)
<b>Children with disabilities</b>	6.60% (2017)	27.73% (2024)	2.92% (2017)	24.88% (2024)
<b>English- learners:- Current and Former</b>	8.61% (2017)	29.28% (2024)	5.29% (2017)	26.71% (2024)
<b>English- learners: Current</b>	2.00% (2017)	24.17% (2024)	2.07% (2017)	24.22% (2024)
<b>Hispanic</b>	29.64% (2017)	45.55% (2024)	14.60% (2017)	33.92% (2024)
<b>Asian</b>	61.34% (2017)	70.08% (2024)	44.90% (2017)	57.36% (2024)

<b>African-American</b>	23.98% (2017)	41.18% (2024)	9.60% (2017)	30.05% (2024)
<b>Native-American</b>	29.92% (2017)	45.78% (2024)	14.81% (2017)	34.09% (2024)
<b>Pacific Islander</b>	43.21% (2017)	56.06% (2024)	21.62% (2017)	39.35% (2024)
<b>Caucasian</b>	58.17% (2017)	67.63% (2024)	38.23% (2017)	52.20% (2024)
<b>Multi-race</b>	53.54% (2017)	64.05% (2024)	30.15% (2017)	45.95% (2024)

Subgroups	English Language Arts: Baseline Data and Year	English Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All Students</b>	45.2% (2024)	48.4% (2027)	19.4% (2024)	24.1% (2027)
<b>Economically Disadvantaged Students</b>	42.6% (2024)	45.9% (2027)	17.3% (2024)	22.1% (2027)
<b>Children with Disabilities</b>	9.4% (2024)	22.3% (2027)	3.9% (2024)	14.1% (2027)
<b>Current and Former English Learners</b>	10.2% (2024)	23% (2027)	3.6% (2024)	13.8% (2027)
<b>Current English Learners</b>	6.8% (2024)	20% (2027)	1.9% (2024)	12.3% (2027)
<b>Hispanic</b>	34.7% (2024)	40.4% (2027)	10.8% (2024)	18.5% (2027)
<b>Asian</b>	71.1% (2024)	72.7% (2027)	43.4% (2024)	46.7% (2027)
<b>African American</b>	29.6% (2024)	37% (2027)	7.5% (2024)	15.5% (2027)
<b>Native American</b>	28.6% (2024)	36.1% (2027)	6.6% (2024)	14.7% (2027)
<b>Pacific Islander</b>	43.9% (2024)	47.1% (2027)	15.6% (2024)	20.5% (2027)
<b>Caucasian</b>	59.5% (2024)	61.8% (2027)	31.3% (2024)	35.3% (2027)
<b>Multi-race</b>	56% (2024)	58.5% (2027)	25.9% (2024)	30.2% (2027)

Nevada also set annual measures of interim progress for academic achievement toward our long-term goals.

**Long Term Goals and Measures of Interim Progress for Elementary School ELA**

Subgroup	2016	2017	2018	2019	2022	2023	2024
<b>All</b>	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%	63.1%
<b>Hispanic</b>	39.6%	42.6%	45.5%	48.2%	50.8%	53.2%	55.6%
<b>Asian</b>	71.4%	72.8%	74.1%	75.4%	76.7%	77.8%	78.9%
<b>African– American</b>	33.0%	36.4%	39.6%	42.6%	45.4%	48.2%	50.8%
<b>Native American</b>	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%	50.7%
<b>Pacific Islander</b>	50.9%	53.3%	55.7%	57.9%	60.0%	62.0%	63.9%
<b>Caucasian</b>	62.0%	63.9%	65.7%	67.4%	69.0%	70.6%	72.1%
<b>Multi-race</b>	58.5%	60.6%	62.6%	64.4%	66.2%	67.9%	69.5%
<b>Children with Disabilities</b>	18.3%	22.4%	26.3%	30.0%	33.5%	36.8%	39.9%
<b>Economically- Disadvantaged</b>	37.9%	41.0%	44.0%	46.8%	49.4%	51.9%	54.4%
<b>EL (Current+ Former)</b>	31.7%	35.1%	38.4%	41.4%	44.4%	47.2%	49.8%

Subgroup	2024	2025	2026	2027
<b>All Students</b>	42.8%	43.9%	45.0%	46.1%
<b>Economically Disadvantaged Students</b>	40.2%	41.3%	42.5%	43.7%
<b>Children with Disabilities</b>	16.5%	20.6%	24.6%	28.4%
<b>Current English Learners</b>	16.3%	20.4%	24.4%	28.2%
<b>Hispanic</b>	34.9%	36.8%	38.7%	40.5%
<b>Asian</b>	66.7%	67.3%	68.0%	68.6%
<b>African American</b>	28.1%	30.2%	32.3%	34.3%
<b>Native American</b>	24.2%	27.9%	31.5%	33.6%
<b>Pacific Islander</b>	38.5%	39.7%	40.9%	42.1%
<b>Caucasian</b>	55.1%	55.9%	56.8%	57.7%
<b>Multi-race</b>	51.6%	52.5%	53.5%	54.4%

**Long Term Goals and Measures of Interim Progress for Elementary School Math**

<b>Subgroup</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>All</b>	39.9%	42.9%	45.8%	48.5%	51.1%	53.5%	55.8%
<b>Hispanic</b>	29.6%	33.1%	36.5%	39.6%	42.7%	45.5%	48.2%
<b>Asian</b>	63.6%	65.4%	67.2%	68.8%	70.4%	71.9%	73.3%
<b>African– American</b>	21.1%	25.0%	28.8%	32.3%	35.7%	38.9%	42.0%
<b>Native American</b>	23.4%	27.2%	30.9%	34.3%	37.6%	40.7%	43.7%
<b>Pacific Islander</b>	39.7%	42.7%	45.6%	48.3%	50.9%	53.4%	55.7%
<b>Caucasian</b>	52.5%	54.9%	57.2%	59.3%	61.3%	63.3%	65.1%
<b>Multi-race</b>	47.8%	50.4%	52.9%	55.3%	57.5%	59.6%	61.6%
<b>Children with Disabilities</b>	16.7%	20.9%	24.8%	28.6%	32.1%	35.5%	38.8%
<b>Economically- Disadvantaged</b>	28.8%	32.4%	35.7%	39.0%	42.0%	44.9%	47.7%
<b>EL (Current + Former)</b>	25.1%	28.8%	32.4%	35.8%	39.0%	42.0%	44.9%

<b>Subgroup</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>All Students</b>	38%	39.20%	40.4%	41.6%
<b>Economically Disadvantaged Students</b>	35%	36.30%	37.5%	38.8%
<b>Children with Disabilities</b>	16.4%	20.50%	24.5%	28.3%
<b>Current English Learners</b>	17.4%	21.50%	25.4%	29.1%
<b>Hispanic</b>	29.2%	31.30%	33.3%	35.3%
<b>Asian</b>	66.9%	67.50%	68.2%	68.8%
<b>African American</b>	21.3%	25.20%	27.4%	29.6%
<b>Native American</b>	19%	23.00%	26.8%	29%
<b>Pacific Islander</b>	34%	35.30%	36.6%	37.8%
<b>Caucasian</b>	51.5%	52.40%	53.4%	54.3%
<b>Multi-race</b>	45.8%	46.80%	47.9%	48.9%

**Long Term Goals and Measures of Interim Progress for Middle School ELA**

Subgroup	2016	2017	2018	2019	2022	223	2024
<b>All</b>	46.4%	49.1%	51.7%	54.1%	56.4%	58.6%	60.6%
<b>Hispanic</b>	36.0%	39.2%	42.2%	45.1%	47.9%	50.5%	53.0%
<b>Asian</b>	71.9%	73.3%	74.6%	75.9%	77.1%	78.2%	79.3%
<b>African– American</b>	27.5%	31.1%	34.5%	37.8%	40.9%	43.9%	46.7%
<b>Native- American</b>	34.0%	37.3%	40.5%	43.4%	46.3%	49.0%	51.5%
<b>Pacific Islander</b>	45.4%	48.1%	50.7%	53.2%	55.5%	57.8%	59.9%
<b>Caucasian</b>	60.7%	62.7%	64.6%	66.3%	68.0%	69.6%	71.1%
<b>Multi-race</b>	54.8%	57.1%	59.2%	61.3%	63.2%	65.0%	66.8%
<b>Children with Disabilities</b>	9.0%	13.5%	17.8%	21.9%	25.8%	29.6%	33.1%
<b>Economically- Disadvantaged</b>	35.1%	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%
<b>EL (Current + Former)</b>	11.7%	16.1%	20.3%	24.3%	28.1%	31.7%	35.1%

Subgroup	2024	2025	2026	2027
<b>All Students</b>	39.1%	40.3%	41.5%	42.6%
<b>Economically Disadvantaged Students</b>	35.8%	37%	38.3%	39.5%
<b>Children with Disabilities</b>	9.6%	14.1%	18.4%	22.4%
<b>Current English Learners</b>	5.1%	9.8%	14.3%	18.6%
<b>Hispanic</b>	30.8%	32.8%	34.8%	36.8%
<b>Asian</b>	66.2%	66.8%	67.5%	68.1%
<b>African American</b>	25.2%	27.4%	29.6%	31.7%
<b>Native American</b>	23.7%	27.5%	29.6%	31.7%
<b>Pacific Islander</b>	34%	35.9%	37.2%	38.5%
<b>Caucasian</b>	51.9%	52.8%	53.8%	54.7%
<b>Multi-race</b>	48.3%	49.3%	50.3%	51.3%

**Long Term Goals and Measures of Interim Progress for Middle School Math**

Subgroup	2016	2017	2018	2019	2022	2023	2024
<b>All</b>	26.0%	29.7%	33.2%	36.5%	39.7%	42.7%	45.6%
<b>Hispanic</b>	17.5%	21.6%	25.5%	29.3%	32.8%	36.2%	39.4%
<b>Asian</b>	51.7%	54.1%	56.4%	58.6%	60.6%	62.6%	64.5%
<b>African-American</b>	10.8%	15.2%	19.5%	23.5%	27.3%	31.0%	34.4%
<b>Native American</b>	16.4%	20.6%	24.6%	28.4%	31.9%	35.3%	38.6%
<b>Pacific Islander</b>	26.4%	30.1%	33.6%	36.9%	40.1%	43.1%	45.9%
<b>Caucasian</b>	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%	54.7%
<b>Multi-race</b>	30.8%	34.2%	37.5%	40.6%	43.6%	46.4%	49.1%
<b>Children with Disabilities</b>	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%	30.2%
<b>Economically Disadvantaged</b>	17.4%	21.5%	25.5%	29.2%	32.7%	36.1%	39.3%
<b>EL (Current + Former)</b>	6.9%	11.6%	16.0%	20.2%	24.2%	28.0%	31.6%

Subgroup	2024	2025	2026	2027
<b>All Students</b>	26.8%	28.2%	29.6%	31.1%
<b>Economically Disadvantaged Students</b>	23.4%	24.9%	26.4%	27.9%
<b>Children with Disabilities</b>	6.4%	11%	15.5%	18%
<b>Current English Learners</b>	3.4%	8.2%	12.8%	17.1%
<b>Hispanic</b>	17.9%	20.3%	22.7%	25%
<b>Asian</b>	55.8%	56.6%	57.5%	58.3%
<b>African American</b>	12.3%	14.9%	17.4%	19.9%
<b>Native American</b>	14.1%	16.6%	19.1%	21.6%
<b>Pacific Islander</b>	23%	24.5%	26%	27.5%
<b>Caucasian</b>	40.5%	41.6%	42.8%	43.9%
<b>Multi-race</b>	34.4%	35.7%	36.9%	38.2%



**Long Term Goals and Measures of Interim Progress for High School Math**

Subgroup	2017 Baseline	2018 Goal	2019 Goal	2022 Goal	2023 Goal	2024 Goal
Asian	44.90%	47.65%	50.27%	52.76%	55.12%	57.36%
African-American	9.60%	14.12%	18.42%	22.50%	26.37%	30.05%
Caucasian	38.23%	41.31%	44.25%	47.04%	49.68%	52.20%
Hispanic	14.60%	18.87%	22.93%	26.78%	30.44%	33.92%
Native-American	14.81%	19.07%	23.12%	26.96%	30.62%	34.09%
Multi-race	30.15%	33.64%	36.96%	40.11%	43.10%	45.95%
Pacific-Islander	21.62%	25.54%	29.26%	32.80%	36.16%	39.35%
IEP	2.92%	7.77%	12.38%	16.76%	20.93%	24.88%
Current + Frm EL	5.29%	10.02%	14.52%	18.80%	22.86%	26.71%
Current EL	2.07%	6.96%	11.62%	16.04%	20.23%	24.22%
FRL	15.79%	20.01%	24.00%	27.80%	31.41%	34.84%
All Students	25.57%	29.29%	32.83%	36.19%	39.38%	42.41%

Subgroup	2024 Baseline	2025 Goal	2026 Goal	2027 Goal
<b>All Students</b>	19.4%	21%	22.5%	24.1%
<b>Economically Disadvantaged Students</b>	17.3%	18.9%	20.5%	22.1%
<b>Children with Disabilities</b>	3.9%	8.7%	11.4%	14.1%
<b>Current English Learners</b>	1.9%	6.8%	9.6%	12.3%
<b>Current + Former English Learners</b>	3.6%	8.4%	11.1%	13.8%
<b>Hispanic</b>	10.8%	13.4%	16%	18.5%
<b>Asian</b>	43.4%	44.5%	45.6%	46.7%
<b>African American</b>	7.5%	10.2%	12.9%	15.5%
<b>Native American</b>	6.6%	9.4%	12.1%	14.7%
<b>Pacific Islander</b>	15.6%	17.2%	18.9%	20.5%
<b>Caucasian</b>	31.3%	32.6%	34%	35.3%
<b>Multi-race</b>	25.9%	27.3%	28.8%	30.2%

### Long Term Goals and Measures of Interim Progress for High School ELA

Subgroup	2017 Baseline	2018 Goal	2019 Goal	2022 Goal	2023 Goal	2024 Goal
Asian	61.34%	63.27%	65.11%	66.85%	68.51%	70.08%
African-American	23.98%	27.78%	31.39%	34.82%	38.08%	41.18%
Caucasian	58.17%	60.26%	62.25%	64.14%	65.93%	67.63%
Hispanic	29.64%	33.15%	36.50%	39.67%	42.69%	45.55%
Native-American	29.92%	33.43%	36.76%	39.92%	42.92%	45.78%
Multi-race	53.54%	55.86%	58.07%	60.16%	62.16%	64.05%
Pacific-Islander	43.21%	46.05%	48.75%	51.31%	53.74%	56.06%
IEP	6.60%	11.27%	15.71%	19.92%	23.93%	27.73%
Current + Frm EL	8.61%	13.18%	17.52%	21.64%	25.56%	29.28%
Current EL	2.00%	6.90%	11.55%	15.98%	20.18%	24.17%
FRL	30.92%	34.37%	37.66%	40.77%	43.73%	46.55%
All Students	42.98%	45.83%	48.54%	51.11%	53.55%	55.88%

Subgroup	2024 Baseline	2025 Goal	2026 Goal	2027 Goal
All Students	45.2%	46.2%	47.3%	48.4%
Economically Disadvantaged Students	42.6%	43.7%	44.8%	45.9%
Children with Disabilities	9.4%	13.9%	18.2%	22.3%
Current English Learners	6.8%	11.4%	15.8%	20%
Current + Former English Learners	10.2%	14.6%	18.9%	23%
Hispanic	34.7%	36.6%	38.5%	40.4%
Asian	71.1%	71.6%	72.2%	72.7%
African American	29.6%	33.1%	35.1%	37%
Native American	28.6%	32.1%	34.2%	36.1%
Pacific Islander	43.9%	45%	46.1%	47.1%
Caucasian	59.5%	60.3%	61.1%	61.8%
Multi-race	56%	56.8%	57.7%	58.5%

## 1.2. Graduation Rate.

- iii. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Nevada's leadership team looked at other states' progress on graduation rate improvement and set targets to match the best rates of growth. The graduation rate has grown significantly over the last five years, from 62% in 2010-11 to 73.55% in 2016, 80.85% in 2017, and 83.17% in 2018..

The proposed six-year time horizon, with 2024 as the target year, allows time for investments and changes to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada's graduation rate goals followed the same process described in the Academic Achievement section above. Through this considered process, the NDE's graduation goals are driven by the following guidelines:

1. Long term for Nevada will be 5 years
  - a. After 5 years, Nevada will re-establish the baseline and set a common long-term goal for all subgroups by the year 2030
2. Nevada will set annual measures of interim progress.
3. Nevada will begin with baseline data disaggregated by subgroup because in order for Nevada to improve its graduation rate, Nevada must first acknowledge where its students are.
4. Lower achieving subgroups must improve at greater rates than higher achieving subgroups.
5. All subgroups will achieve the same, high graduation rate by 2030.
6. By 2022, long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal-setting exercise will establish one common graduation rate goal for all of Nevada students.

The Nevada Department of Education's leadership team examined other states' longitudinal data on their graduation rates and used this information to set targets for Nevada. The graduation rate has increased over the last several years, from 62% in 2010-11 to 73.55% in 2016, 80.85% in 2017, and 83.17% in 2018. In the most recent years, the graduation rate was 82.6% for the class of 2020, 81.3% for the class of 2021, 81.7% for the class of 2022, 81.4% for the class of 2023, and 81.6% for the class of 2024.

The new three-year long-term goals allow time for investments and changes to demonstrate results. These goals were recommended by the Nevada Accountability Technical Advisory Committee and approved by the State superintendent.

Nevada's graduation rate long-term goals and measures of interim progress followed the same approach described in the Academic Achievement section above. The NDE's graduation goals are driven by the following guidelines:

1. The long-term for Nevada will be 3 years.
  2. Nevada will set annual measures of interim progress.
  3. Nevada will begin with baseline data disaggregated by individual student group performance in relation to the all student group performance.
  4. Each lower achieving student group in relation to the all student group performance, will improve at individual rates.
  5. Approaching both long-term goals and measures of interim progress based on individual student group performance sets goals that are differentiated by each individual student group.
- iv. Provide the baseline and long-term goals for the *four-year adjusted cohort graduation rate* in the table below.

Nevada uses the 4-year graduation rate as well as the 5-year graduation rate in the accountability system.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>All students</b>	80.9% (2017)	89.4% (2024)
<b>Economically disadvantaged students</b>	76.8% (2017)	86.3% (2024)
<b>Children with disabilities</b>	64.7% (2017)	75.7% (2024)
<b>English learners</b>	81.7 (2017)	90.2 (2024)
<b>Hispanic</b>	79.7 (2017)	88.7 (2024)
<b>Asian</b>	93.1 (2017)	94.1 (2024)
<b>African American</b>	67.7 (2017)	78.2 (2024)
<b>Native American</b>	73.9 (2017)	83.9 (2024)
<b>Pacific Islander</b>	82.3 (2017)	90.3 (2024)
<b>Caucasian</b>	84.2 (2017)	90.7 (2024)
<b>Multi-Race</b>	81.3 (2017)	89.8 (2024)

**Baseline and Long Term Goals for the Four Year Adjusted Cohort Graduation**

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>All Students</b>	81.6% (2024)	82.6% (2027)
<b>Economically Disadvantaged Students</b>	81.2% (2024)	82.3% (2027)
<b>Children with Disabilities</b>	68.2% (2024)	70.9% (2027)
<b>Current English Learners</b>	69.7% (2024)	72.3% (2027)
<b>Hispanic</b>	80.3% (2024)	81.4% (2027)
<b>Asian</b>	92.8% (2024)	93.2% (2027)
<b>African American</b>	69.8% (2024)	72.4% (2027)
<b>Native American</b>	74% (2024)	76.2% (2027)
<b>Pacific Islander</b>	82.4% (2024)	83.4% (2027)
<b>Caucasian</b>	86.2% (2024)	87% (2027)
<b>Multi-race</b>	82% (2024)	83% (2027)

4-Year ACGR

Subgroup	Class of 2017	Class of 2018	Class of 2019	Class of 2022	Class of 2023	Class of 2024
<b>Asian</b>	93.1	93.3	93.5	93.7	93.9	94.1
<b>Caucasian</b>	84.2	85.5	86.8	88.1	89.4	90.7
<b>Pacific-Islander</b>	82.3	83.9	85.5	87.1	88.7	90.3
<b>EL (Current + Former)</b>	81.7	83.4	85.1	86.8	88.5	90.2
<b>Multi-race</b>	81.3	83.0	84.7	86.4	88.1	89.8
<b>All</b>	80.9	82.6	84.3	86.0	87.7	89.4
<b>Hispanic</b>	79.7	81.5	83.3	85.1	86.9	88.7
<b>Economically-Disadvantaged</b>	76.8	78.7	80.6	82.5	84.4	86.3
<b>Native-American</b>	73.9	75.9	77.9	79.9	81.9	83.9
<b>African-American</b>	67.7	69.8	71.9	74.0	76.1	78.2
<b>Children with Disabilities</b>	64.7	66.9	69.1	71.3	73.5	75.7

**Four Year Adjusted Cohort Graduation**

Subgroup	Class of 2024	Class of 2025	Class of 2026	Class of 2027
<b>All Students</b>	81.6	81.9	82.3	82.6
<b>Economically Disadvantaged Students</b>	81.2	81.5	81.9	82.3
<b>Children with Disabilities</b>	68.2	69.1	70	70.9
<b>Current and Former English Learners</b>	69.7	70.6	71.4	72.3
<b>Hispanic</b>	80.3	80.6	81	81.4
<b>Asian</b>	92.8	92.9	93	93.2
<b>African American</b>	69.8	70.7	71.5	72.4
<b>Native American</b>	74	74.7	75.5	76.2
<b>Pacific Islander</b>	82.4	82.7	83	83.4
<b>Caucasian</b>	86.2	86.4	86.7	87
<b>Multi-race</b>	82	82.3	82.7	83

- v. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

The five-year graduation rate is reported on the 2014 cohort, for whom the 4-year graduation rate was 70%. In the 4-year graduation rate reported above, the 2016 cohort is referenced.

Nevada's extended-year cohort graduation rate, also known as the five-year graduation rate, and the baseline data is from the class of 2024, which stands at 82.5%.

**4-year Adjusted Cohort Graduation Rate (note, dates reflect original year class of)**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>All students</b>	82.9% (2017)	91.4% (2024)
<b>Economically disadvantaged students</b>	78.8% (2017)	88.3% (2024)
<b>Children with disabilities</b>	66.7% (2017)	77.7% (2024)
<b>English learners</b>	83.7% (2017)	92.2% (2024)
<b>Hispanic</b>	81.7% (2017)	90.7% (2024)
<b>Asian</b>	95.1% (2017)	96.1% (2024)
<b>African American</b>	69.7% (2017)	80.2% (2024)
<b>Native American</b>	75.9% (2017)	85.9% (2024)
<b>Pacific Islander</b>	84.3% (2017)	92.3% (2024)
<b>Caucasian</b>	86.2% (2017)	92.7% (2024)
<b>Multi-race</b>	83.3% (2017)	91.8% (2024)

### Five Year Adjusted Cohort Graduation

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>All Students</b>	82.5% (2024)	83.5% (2027)
<b>Economically Disadvantaged Students</b>	82.4% (2024)	83.4% (2027)
<b>Children with Disabilities</b>	69.2% (2024)	71.8% (2027)
<b>Current and Former English Learners</b>	72.2% (2024)	74.6% (2027)
<b>Hispanic</b>	81.2% (2024)	82.3% (2027)
<b>Asian</b>	93.8% (2024)	94.1% (2027)
<b>African American</b>	72% (2024)	74.4% (2027)
<b>Native American</b>	66.3% (2024)	69.8% (2027)
<b>Pacific Islander</b>	81.3% (2024)	82.3% (2027)
<b>Caucasian</b>	86.3% (2024)	87.1% (2027)
<b>Multi-race</b>	83.3% (2024)	84.2% (2027)

### 5-Year ACGR

Subgroup	Class of 2017	Class of 2018	Class of 2019	Class of 2022	Class of 2023	Class of 2024
<b>Asian</b>	95.1	95.3	95.5	95.7	95.9	96.1
<b>Caucasian</b>	86.2	87.5	88.8	90.1	91.4	92.7
<b>Pacific- Islander</b>	84.3	85.9	87.5	89.1	90.7	92.3
<b>EL (Current + Former)</b>	83.7	85.4	87.1	88.8	90.5	92.2
<b>Multi-race</b>	83.3	85.0	86.7	88.4	90.1	91.8
<b>All</b>	82.9	84.6	86.3	88.0	89.7	91.4
<b>Hispanic</b>	81.7	83.5	85.3	87.1	88.9	90.7
<b>Economically- Disadvantaged</b>	78.8	80.7	82.6	84.5	86.4	88.3
<b>Native- American</b>	75.9	77.9	79.9	81.9	83.9	85.9
<b>African- American</b>	69.7	71.8	73.9	76.0	78.1	80.2
<b>Children with Disabilities</b>	66.7	68.9	71.1	73.3	75.5	77.7

### Five Year Adjusted Cohort Graduation

Subgroup	Class of 2024	Class of 2025	Class of 2026	Class of 2027
<b>All Students</b>	82.5	82.8	83.1	83.5
<b>Economically Disadvantaged Students</b>	82.4	82.7	83	83.4
<b>Children with Disabilities</b>	69.2	70.1	71	71.8
<b>Current and Former English Learners</b>	72.2	73	73.8	74.6
<b>Hispanic</b>	81.2	81.5	81.9	82.3
<b>Asian</b>	93.8	93.9	94	94.1
<b>African American</b>	72	72.8	73.6	74.4
<b>Native American</b>	66.3	67.9	68.9	69.8
<b>Pacific Islander</b>	81.3	81.6	82	82.3
<b>Caucasian</b>	86.3	86.5	86.8	87.1
<b>Multi-race</b>	83.3	83.6	83.9	84.2

### 1.3. English Language Proficiency.

**Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

- 1.3.1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).  
The state of Nevada considers the student’s initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition.
  
- 1.3.2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.



### Nevada Expected Time to English Language Proficiency

Initial ELP Level in Year 1	Years to Achieve EL Proficiency
<b>1—Entering</b>	4-6 years
<b>2—Emerging</b>	3-5 years
<b>3—Developing</b>	2-4 years
<b>4—Expanding</b>	1-3 years
<b>5—Bridging</b>	Considered EL Proficient
<b>6—Reaching</b>	Considered EL Proficient

Initial ELP Level in Year 1	Years to Achieve EL Proficiency	
<b>1 - Entering</b>	4-6 years	
<b>2 - Emerging</b>	3-5 years	
<b>3- Developing</b>	2-4 years	
<b>4 – Expanding</b>	<b>4.0-4.4</b>	1-3 years
	<b>4.5-4.9</b>	Considered English language proficient
<b>5 - Bridging</b>	Considered English language proficient	
<b>6 - Reaching</b>	Considered English language proficient	

### Nevada Expected Time to English Language Proficiency

Initial ELP Level	Expected Target	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1—Entering</b>	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 4	Level 5
<b>1—Entering</b>	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+
<b>2—Emerging</b>	Expected Proficiency Level	Level 2	Level 3	Level 4	Level 4	Level 5	
<b>2—Emerging</b>	Expected Progress	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+	

<b>3-Developing</b>	Expected-Proficiency Level	Level3	Level4	Level4	Level5	
<b>3-Developing</b>	Expected Progress	3.0-3.9	4.0-4.5	4.6-4.9	5.0+	
<b>4-Expanding</b>	Expected-Proficiency Level	Level4	Level4	Level5		
<b>4-Expanding</b>	Expected Progress	4.0-4.5	4.6-4.9	5.0+		
<b>5-Bridging</b>		Considered	English	Language	Proficient	In Nevada
<b>6-Reaching</b>		Considered	English	Language	Proficient	In Nevada

<b>Initial ELP Level</b>	<b>Expected Target</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>1 - Entering</b>	Expected proficiency level/ Expected progress	Level 1/ 1.5-1.9	Level 2/ 2.0-2.9	Level 3/ 3.0-3.9	Level 4/ 4.0-4.4	Level 4/ 4.5-4.9	Level 5/ 5.0+
<b>2 -Emerging</b>	Expected proficiency level/ Expected progress	Level 2/ 2.0-2.9	Level 3/ 3.0-3.9	Level 4/ 4.0-4.4	Level 4/ 4.5-4.9	Level 5/ 5.0+	
<b>3- Developing</b>	Expected proficiency level/ Expected progress	Level 3/ 3.0-3.9	Level 4/ 4.0-4.4	Level 4/ 4.5-4.9	Level 5/ 5.0+		
<b>4 - Expanding</b>	Expected proficiency level/ Expected progress	Level 4/ 4.0- 4.4	Level 4/ 4.5 -4.9	Level 5/ 5.0+			
<b>5 - Bridging</b>	Considered English language proficient						
<b>6 – Reaching</b>	Considered English language proficient						

Rationale: The NDE and the ESSA English Learner Work Group reviewed research regarding English language acquisition in the development of the expected timeline for English language development. The research indicated that the average time for English learners to achieve academic English language proficiency was 4-7 years. The studies included:

Hakuta, K., Butler, Y.G., and Witt, D., 2000, *How Long Does It Take English Learners to Attain Proficiency?* Berkeley: University of California, Linguistic Minority Research Institute.

Haas, Huang, Tran, Yu, 2016, *The achievement progress of English learner students in Nevada*, Washington: U.S. Department of Education, Regional Educational Lab at WestEd.

Kieffer, M., Parker, C., 2016, *Patterns of English Learner Student Reclassification in New York City Public Schools*, Washington: U.S. Department of Education, Regional Educational Laboratory Northeast & Islands

1.3.3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

The NDE assesses every English learner upon enrollment to understand the level of English proficiency. Based on initial English proficiency level, Nevada gives English learners up to six years to become proficient in English.

To set targets for that goal, Nevada's leadership team and data department looked at other states' progress and outlined a path to match the best rates of growth in those states. For English learners, Nevada compared its WIDA ACCESS assessment performance to other states that use the same assessment.

~~The proposed eight year time horizon, with 2024 as the target year, allows time for state investments and systems changes in EL serves to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.~~

**Rationale:**

To set targets for the 2024-2025 ELP baseline, measures of interim progress (MIPs), and long-term goals (LTGs) for ELP proficiency and growth, the NDE and local education agency (LEA) stakeholders with expertise in ELP assessment reviewed proficiency and growth results data from school year 2016-2017 through school year 2022-2023. The NDE also reviewed national research on the impact of COVID-19 pandemic on English learner's proficiency and growth on ELP assessments.

Sahakyan N. (2024) ProQuest LLC. 789 East Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106. Tel: 800-521-0600; Web site: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>

Poole, G., & Sahakyan N. (2023). Examining English Learner Testing, Proficiency, and Growth: Before, During, and "After" the COVID-19 Pandemic. (WIDA Research Report No. RR-2023-1). Wisconsin Center for Education Research.

- 1.4. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on I.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

~~Nevada annually assesses English learners with the WIDA assessments, 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.~~

~~The long-term goal for English language proficiency, currently measured by the WIDA ACCESS assessment, is 90%. This would be a significant change from the current state of 24.9%. The NDE goal is that 90% of English learners will exit EL status within six years of initial EL identification and 90% of Long-term English learners will exit EL status by 2024\*.~~

~~\*This will be measured by aggregating the number of English learners who achieve Nevada's EL exit criteria over a eight year period.~~

As a WIDA Consortium member, Nevada annually assesses English learners with the WIDA assessments, a summative assessment that meets U. S. federal requirements. To set targets for baseline, measures of interim progress, and long-term goals data for English proficiency and WIDA Adequate Growth Percentile (AGP), ACCESS results from 2016-2023 were reviewed. Given proficiency rate decreases due to the revised ACCESS for ELs in 2017, and significant proficiency and growth results decreases as a result of the COVID-19 pandemic, baseline data is set to 2022-2023 actual proficiency and growth results, with the long-term goals to exceed pre COVID actual results in three years.

The long-term goal for English language proficiency has been revised to address the drop in proficiency data since the onset of the COVID-19 pandemic. The long-term goal for English language proficiency, currently measured by the WIDA ACCESS assessment is 12.07% achieving proficiency of earning an overall score of 4.5 or higher. Different from the 2017 ELP proficiency long-term goal which included an aggregation of proficiency results over an eight-year period, the current baseline is the actual proficiency rate from the 2022-2023 school year is 7.4%, with measures of interim progress increasing by 13% each year, for a long-term goal of 12.07% for school year 2026-2027.

In 2023, just 7.4% of Nevada's English learners demonstrated proficiency on the WIDA ACCESS English language proficiency exam as measured by meeting Nevada's exit criteria of earning an overall score of 4.5 or higher. The long-term proficiency goal is 12.07%, which exceeds average of proficiency scores from 2016-2019 the four years prior to the COVID-19 pandemic. Exceeding the average of pre-pandemic ELP proficiency levels will require growth of 13% each year over the previous year for three years.

The long-term goal for English learner's adequate growth, as measured by the WIDA adequate growth percentile (AGP) is to increase from school year 2022-2023 actual WIDA AGP results of 7.4% to 50.82% of English learners demonstrating adequate growth as determined by the NDE's WIDA AGP measure. Exceeding the average of pre-pandemic ELP WIDA AGP results levels will require growth of 18% each year over the previous year for three years.



- ~~NDE will develop a system to track annually the LEAs progress in meeting interim and long-term English language proficiency and academic achievement goals.~~
  - ~~NDE will inform eligible entities in August of each school year of their status in meeting the interim and long-term English language proficiency and academic achievement goals. NDE will schedule on-site or virtual consultation.~~
  - ~~On-site district and school visitations that include classroom observations will be conducted to provide feedback to the district and school on the implementation of evidence-based NDE approved Language Instruction Educational Program (LIEP) models.~~
  - ~~Title III eligible entities will be provided technical support from a NDE cross-functional, collaborative team (subrecipient monitoring) in areas identified through the needs assessment of Title I schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).~~
  - ~~LEAs will have opportunities to participate in professional development (supporting ELD instruction) conducted by NDE staff or contracted with WIDA for workshops and supports based on the identified need.~~
  - ~~The State will conduct a correlation study to ensure that English learners who pass the ELPA also meet the state content assessments.~~
  - ~~NDE will assist eligible entities in helping to ensure that English learners meet challenging State Academic standards by implementing the monitoring process of English learners who are reclassified up to 4 years.~~
  - ~~NDE is in the process of developing a protocol to provide additional supports and/or program services to English learners not meeting state academic standards.~~
- NDE identifies the lowest 30% of schools for English learner proficiency on the annual state-wide assessments in English and math. Those schools must write a School English Learner Academic Achievement Plan (SELAAP).
  - The SELAAP Process was updated in the 2024-25 school year to enhance support for schools and provide LEAs with more focused oversight.
  - During the 2024-25 school year, NDE is revising and improving the desktop monitoring process to gather more relevant data to drive conversations with LEAs about improving programming for English learners.
  - The improvements to SELAAPs and desktop monitoring will ensure better technical assistance and foster cross-office collaboration, creating a more integrated approach to program support.
  - Revising SELAAP process for better support for schools
  - LEAs will have opportunities to participate in professional development (supporting ELD instruction) conducted by NDE staff or contracted with WIDA for workshops and supports based on the identified need.

## Section 2: Consultation and Performance Management

### 2.1 Consultation

Instructions: *Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*

- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

**A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA’s processes and procedures for developing and adopting its consolidated State plan.

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 and recommend strategies to ensure that all students are college, career, and community ready.

Work began in May 2016, and the six work groups that were convened included:

- Accountability
- Assessments







The NDE team made this plan available to the public for 30 days to provide perspective and feedback for a period ending March 10, 2017. Through this process, the NDE team incorporated feedback to make the plan complete, clear and inclusive. Following the end of the public comment period for the New Nevada Plan and the Consolidated Plan, NDE convened the Advisory Group to review the public comment and made adjustments were necessary.

**C. Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan. The State Superintendent kept the Governor apprised of work on the ESSA plans through conversations. When the New Nevada Plan became available for public comment on January 19<sup>th</sup>, the State Superintendent submitted the plan to the Governor. The Consolidated Plan was also shared with the Governor on February 10, the day it was made available for public comment.

Date SEA provided the plan to the Governor: 2/10/2017/2/10/2017/2/10/2017/2/10/2017

Check one:

- The Governor signed this consolidated State plan.
- The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA’s system of performance management must include information on the SEA’s review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

**A. Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA’s consolidated State plan.

NDE is creating a consolidated planning system that will encompass a needs assessment, school and district performance plan (SPP and DPP), monitoring, and funding streams aligned to state goals and prioritized strategies. The needs assessment will specifically guide LEAs in the determination of needs, examine gaps and root causes to set priorities for focused planning. The NDE will conduct strategic consultations between cross-functional teams and district leadership to discuss and examine whether the goals were met or not met in the previous year. This reflection and feedback will guide LEAs in the development of actionable, evidence-based plans. Plans will be due no later than 60 days after State Accountability Framework results are released and will be reviewed to ensure LEA goals are aligned and attainable and resources are available to ensure a high probability of success to meet the needs of all learners.

**B. Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.









































































































Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<b>State and Federal Initiatives that require new teachers to teach in Title I schools.</b>	<ul style="list-style-type: none"> <li>• Implementation of NRS 391A.450 Enhanced Performance Pay and Compensation Plans</li> <li>• National Board Certification partnership and supports</li> <li>• Teacher Recognition and Leadership via CCSSO’s Teacher of the Year Program, Milken Educator Awards, and other statewide leadership initiatives</li> <li>• Revise Teach Nevada Scholarship requirements.</li> <li>• Support districts and schools in mitigating the possible impact of an inexperienced educator by providing high quality professional learning together with coaching and mentoring.</li> </ul>
<b>Insufficient Quantity of Teachers Prepared via In-State Providers</b>	<ul style="list-style-type: none"> <li>• Teach NV Scholarships</li> <li>• Pupil Centered Funding Plan incorporated the New Teacher Incentives and the Great Teaching &amp; Leading Fund</li> </ul>
<b>Inadequate Resources for Mentoring/Coaching/Induction</b>	<ul style="list-style-type: none"> <li>• Pupil Centered Funding Plan incorporated the Great Teaching &amp; Leading Fund;</li> <li>• NEPF Professional Development</li> <li>• Nevada Institute on Training and Educator Preparation</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.

**2022-2023:** In collaboration with the Department’s Assessment, Data, and Accountability Management Office, NDE continues to monitoring the required metrics: *Ineffective, out-of-field, inexperienced* with student demographics: *minority, students with disabilities, English learners, FRL-poverty* NDE is also monitoring: data for teacher vacancies.

**2022-2023:** NDE will collaborate with educators and school leaders to develop and provide supports and guidance to LEAs to address identified areas of disproportionality.

NDE will develop guidance, templates, and tools in an effort to increase consistency of metrics, data collection, data reporting, and monitoring.

Data will continue to be included in the [Nevada Report Card](#)

**G. Consultation.** How will the SEA use ongoing consultation for all required stakeholders consistent with ESEA section 2101 (d)(3) which includes teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.

























Also, one of the important strategies is develop individual academic plans for all migrant students including preschool migratory children and migratory children who have dropped out of school (Recommendation #3, 6.2 B. vi). This plan is an electronic Success plan embedded in the Migrant Literacy NET web site that is available to all district migrant programs. The plan identifies specific educational needs of individual migrant students based on student needs assessment. The local migrant program personnel will share the evaluation of this plan with content teachers and administrators. At the state semi-annual meetings, each local program will share best practices with others.

- iii. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

To promote interstate and intrastate coordination of services for migratory children when they move from one school to another during the regular school year or summer/intersession, the state currently is using both the Migrant Student Information Exchange (MSIX) and Nevada Migrant Assessment Performance System (MAPS) as reliable and consistent resources to obtain migrant students' school and health information records. To support intrastate coordination, moving notification to inform other states is completed through the moving notification feature of the MSIX. If a move occurs between districts in Nevada, the moving process is done through the Nevada MAPS. The Nevada MAPS contains up-to-date information of migrant students, including health information, and they are being uploaded in the MSIX database system weekly. When a move occurs between schools within a district in Nevada, the district can easily transfer those required information records from one school to another because each district migrant coordinator has authority to manage all migrant student information in his/her own district. This coordination process is consistent and remains the same throughout the school year. Moreover, to ensure migratory children receive educational continuity, the receiving school/district can require any missing school and health information from either State Migrant Program Coordinator or State Migrant Data Coordinator. Finally, for each move notification, state Migrant Program Coordinator and/or Migrant Data Coordinator will follow and review the records of each individual migrant student to verify all school/health information transferred correctly.

Furthermore, on August 15, 2017, a statewide Migrant Data Training will be held in Reno, Nevada. In addition to the Identification and Recruitment, the new COE, the use of the Migrant Literacy Net web site and other issues related to migrant data, the training agenda will also include the process of moving notification, as well as interstate and intrastate coordination regrading migratory children mobility.

- iv. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The unique needs of migratory in Nevada identified by the CNA Committee are as follows:

- a. Migrant students have a wide variety of needs in terms of English language proficiency;
- b. The academic needs of migrant students are not being effectively identified in reading and writing; and
- c. The academic needs of migrant students are not being effectively identified in mathematics.

However, with the small number of migrant preschoolers, all of them are in the Pre-K programs provided by other state Pre-K programs.

- v. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

Below are the current performance targets/objectives and measurable program outcomes (MPOs) included in the existing Nevada Service Delivery Plan:

The performance targets were revised to match the statewide performance goals set for students in the EL subgroup, which most closely matches migrant student needs based on the CNA.

***Performance Target #1 English Language Acquisition:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the ELPA to English language fluency to a minimum of 2.50.

***Performance Target #2 Language Arts Achievement:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the Nevada State CRT toward a minimum language arts proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

***Performance Target #3 Math Achievement:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the Nevada State CRT toward minimum math proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

### **Measurable Program Outcomes**

Measurable program outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets." The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment:

***Measurable Outcome #1 English Language Acquisition:*** One hundred percent of all migrant students identified as limited English proficient, preschool migratory children and migratory children who have dropped out of school will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET). All IAPs will be implemented and evaluated at least annually.

***Measurable Outcome #2 ELL Writing Achievement:*** Eighty-four percent of ELL students will demonstrate an a .50 rubric point increase from baseline in proficiency in specific writing skills as identified in Nevada State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

***Measurable Outcome #3 Reading Comprehension:*** Eighty-four percent of priority for service students targeted for reading instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to

facilitate reading achievement and progress towards high school graduation.

**Measurable Outcome #4 Writing:** Eighty-four percent of priority for service students targeted for writing instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific writing skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in writing.

**Measurable Outcome #5 Language Arts Achievement:** One hundred percent of all migrant students identified as priority for service will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET) which targets reading and writing needs. All IAPs will be implemented and evaluated at least annually.

**Measurable Outcome #6 Problem Solving in Math:** Eighty-four percent of priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline in proficiency in problem solving based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

**Measurable Outcome #7 Communicate Mathematically:** Eighty-four percent priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline proficiency in communicating mathematically based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery. These recommendations are considered as parts of the strategies the state will pursue on a statewide basis to achieve these objectives and measurable outcomes:

**Recommendation 1:** Incorporate tutoring and small group instruction in reading and math for migrant students into regular academic year classrooms, summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

**Recommendation 2:** Recommend local program to utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET) as a required supplemental support afterschool and/or in the home.

**Recommendation 3:** Continue to create and enhance individual academic plans for each of all migrant students including all priority for service migrant students, EL migrant students, preschool migratory children, and migratory children who have dropped out of school based on student needs (e.g. assigned online tutorials from the electronic Success Plans on the Migrant Literacy NET).

**Recommendation 4:** Utilize bilingual and bicultural staff whenever possible for instruction and communication with migrant parents to enhance effective communication and instruction.

**Recommendation 5:** Target writing and reading comprehension for migrant students in all local migrant education plans.

**Recommendation 6:** Target problem-solving and mathematical communication in all local migrant education plans.

**Recommendation 7:** Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. State Migrant Parent Advisory Committee, Nevada Family Engagement Summit, Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET etc.).

**Recommendation 8:** Implement ESL and cultural awareness training for all teachers and staff working with migrant students. This topic will be included in the statewide migrant professional development/data training agenda on August 15, 2017.

**Recommendation 9:** Continue working and having a strong relationship with other programs such as PreK, Title III programs, and office of Parent Involvement and Family Engagement.

**Recommendation 10:** Share best practices among local migrant programs and include investigation the strategies that higher proficiency districts are using to facilitate student success as part of the ongoing evaluation process.

- vi. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Nevada Migrant Parent Advisory Committee (NV-PAC) was created formally in 2014. The committees originally were migrant parents from five districts: Churchill, Esmeralda, Humboldt, Lyon, and Nye. For the 2016-17 school year, the committee members are from four districts since Esmeralda does not have any migrant students. The statewide PAC meets annually to discuss needs and concerns. In addition, the two districts (Humboldt and Nye) where there are high incidences of migrant students conduct migrant parents' meetings and home visits to meet with families in order to address concerns and their needs. The frequency depending on the population of the districts.

- vii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
  1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
  2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

**A.** Nevada adopted the definition of "priority for services" (PFS) defined by the Office of Migrant Education, U.S Department of Education. This term is described in Section 1304(d) of the statute as "migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." The State includes this definition in the state Migrant Directors' Meeting/Training agenda to ensure the district migrant program coordinators and recruiters to understand the definition.

**B.** The migratory students who are eligible as a PFS are indicated on their COEs and then recorded in the state migrant database system. The districts are required to create an educational plan for these PFS students. The plan needs to address their assessment results, areas of concerns both academic and non-academic issues, and goals/plan to assist them in those areas of concerns.



C. When a migratory child qualified as a PFS, he or she will receive priority migrant services based on their unique needs for the first year of their eligibility. The timeline can be discussed individually with the district/school team regarding the continuation of priority services supported by other supplemental funding sources. The PFS students should have their individual education plan so the districts are aware of the timeline and determination.

**D. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

With NDE’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs, the focus related to transition for neglected, delinquent, or at-risk youth encompasses four areas: independent living, employment, education, and community participation. All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. To assist in the transition of youth between locally operated programs to correctional facilities and correctional facilities back to locally operated programs, a Student Transition Planning Tool (STPT) will be utilized. The STPT will need to be completed within the first 30 days of a student’s placement in a facility in collaboration with the student, his/her family, program personnel, and representatives from other involved entities, as appropriate. It is created to support students, their families, and other involved entities by outlining specific action steps to assist in academic and program decisions concerning the student’s transition process and timelines. Once the STPT is completed, program personnel will be responsible for implementing the plan, monitoring the student’s progress, and revising it accordingly to align with any change in circumstances. NDE will conduct annual monitoring of the STPTs. Once a student is ready to be transitioned out of a facility to a locally operate program, a new STPT will be created, 30 to 60 days prior to the completion of the long term stay, that will outline clear transition action steps, goals and strategies relating to independent living, employment, education, and community participation for the student. In addition, a list of programs and supports that the student can access for more assistance will also be included in the STPT. This process will help to ensure a smooth and successful transition to Title I, Part D programs and from Title I, Part D programs back to locally operated educational programs.

In addition, Subpart 2 programs (local agencies programs) will also be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in both the transition to a Title I-Part D program and returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent.

- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

Title I, Part D programs are critical in maintaining student’ academic progress in both short and long term neglected and delinquent situations. The importance of these programs to engage and work collaboratively with families and student’s “school of origin” (when appropriate and applicable) cannot be overlooked. The following program objectives and outcomes have been established to assess the effectiveness in improving the academic, career, and technical skills of youth who are served through Title I, Part D state agencies/local education agencies:

**Objective 1:** Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student’s academic strengths and weaknesses in reading and math.

*Outcome:* Each Title I, Part D program will provide tailored educational services and supports for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards. The state will ensure that these services and supports are effective through periodic program review and ongoing collaboration with each Title I, Part D entity. Additionally, through annual data collection each program will be required to report on the following:

- Long-term students with negative grade level change from the pre- to post-test exams
- Long-term students with no change in grade level from the pre-to post-test exams
- Long-term students with improvement up to one full grade level from the pre- to posttest exams for reading and math

**Objective 2:** Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation.

*Outcome:* Each Title I, Part D program will post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program. Success will be determined by calculating the percentage of students that improved from the pre- to post-test exams after the annual collection of data has occurred for Neglected and Delinquent programs.

**Objective 3:** Title I, Part D programs will use a Student Transition Planning Tool (STPT) to ensure that all long term neglected and delinquent students are prepared to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. The STPT (completed 30 to 60 days prior to the completion of the long term stay) will summarize the student’s academic progress as well as short and long term goals related to graduation requirements, post-secondary education and/or career technical education, or employment goals.

*Outcome:* Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility. To this end the following will be collected during the annual data collection for Neglected and Delinquent students:

- Students that enrolled in their Local District School
- Students that earned high school course credits
- Students that enrolled in a GED program
- Students that earned a GED
- Students that obtained a High School Diploma
- Students that accepted and or enrolled into Post-Secondary Education
- Students that enrolled in job training course/programs
- Students that obtained employment

**Objective 4:** Title I, Part D programs will ensure (particularly for long term students) that neglected and delinquent students have the resources and completed Student Transition Planning Document related to their participation in post-secondary education and/or job training programs.

*Outcome:* Title I, Part D programs will annually report on the number of neglected and delinquent students who participated in postsecondary education and job training programs. Data analysis of student participation and achievement outcomes will be used to determine the effectiveness of the program in improving career and technical skills of children in the program.

**C. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State’s annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.

In Nevada, the entrance and exit criteria and procedures are standardized and are implemented consistently, and were established with timely and meaningful consultation with LEAs representing the geographic diversity of the State. NDE provided meaningful consultation with the LEAs to establish and implement entrance and exit criteria through: annual LEA Title III Directors meetings, on-site or virtual consultation, and webinars to share guidance on the implementation of the entrance and exit criteria.

**Nevada EL Entrance Procedure**

Each school administers the home language survey (HLS) to all students enrolling for the first time in preschool, kindergarten, or any of grades 1 through 12. Three (3) HLS questions in the HLS are used across all LEAs to screen students who have a language background other than English.

For those students who have a positive response to questions on the HLS and are potential English learners, schools administer the WIDA Screener within 30 days of enrollment to assess English language proficiency. For students whose English language proficiency level is below 4.5 on the WIDA Screener, the student shall be considered an English Learner and eligible for an appropriate language assistance program.

**Nevada EL Exit Criteria**

The WIDA ACCESS and Alternate ACCESS are administered annually for all English learners to determine English proficiency levels. Based on an analysis of English language proficiency and content assessment data, the Nevada State Board of Education approved revised English learner Exit Criteria on October 12, 2017. The proposed EL Exit Criteria were supported by LEA Title III Directors, the English Mastery Council, the ESSA English Learner Work Group, and the Nevada Association of School Superintendents.

The Nevada State Board of Education approved two ways students may meet EL exit criteria in Nevada.

Criterion 1: The Nevada EL exit criterion is a minimum Composite Score of 4.5 on the state-approved English language proficiency assessment (Currently WIDA ACCESS 2.0).

Criterion 2: English learners who score a minimum Composite Score of 4.0 on the state-approved English language proficiency assessment and who have demonstrated proficiency on both the English language arts and mathematics academic assessments meet Nevada EL exit criteria.

In 2019, NDE established two additional exit criteria for English learners who have qualifying disabilities that impact their participation in annual English language proficiency assessments (WIDA).

Criterion 3: For English learners with disabilities that are unable to participate in all four domains of the WIDA assessment (Reading, Writing, Listening, and Speaking), the SEA will calculate an overall language proficiency score by averaging the observed domain scores for which the student was assessed. If the student meets either criterion #1 or #2 with the calculated WIDA English language proficiency score, the student qualifies to exit EL status.

Criterion 4: For English learners with the most significant cognitive disabilities and who participate in the Nevada Alternate Assessment and the WIDA Alternate ACCESS, an EL student meets the EL exit criteria if a minimum English language proficiency score of P2 is achieved on the WIDA Alternate ACCESS.

The revised EL exit criteria for students with disabilities were developed by a state-level work group that included LEA Title III representatives, educators, SEA EL and Special Education staff, and representatives from higher education. The recommendations were presented to LEA Title III Directors across the state and approved in December 2021.

For ESSA accountability reporting purposes, the English learner student group for Title I reporting and the ELP indicator is the same English learners student group under Title III funded program. Therefore, the EL exit criteria will be the same criteria used for exiting students from the English learner student group for Title I reporting and accountability on the Progress in Achieving ELP indicator.

### **Stakeholder Input & Supports**

Three work groups (LEA Title III Directors, English Mastery Council, and ESSA EL Work Group) met in 2016 and 2017 to consider recommendations and provide input. The statewide EL entrance and exit criteria, along with other specified program indicators and expectations were addressed.

In addressing the State and LEA legal obligations under Title III, Title IV of the Civil Rights Act of 1964, and EEOA, the Nevada State Legislature established the English Mastery Council (NRS 388.409), to provide recommendations to the Superintendent of Public Instruction, State Board of Education, Commission on Professional Standards, Board of Regents, and school districts. The recommendations were to help ensure that English learners in Nevada's public schools (Pre-Kindergarten through grade 12) have access to quality education programs (NRS 388.405).

The ESSA EL Work Group (2016) was established to address the Title III requirements and Title I accountability and reporting requirements within the ESSA Consolidated Plan for Nevada. The ESSA EL Work Group met six (6) times: June 30, 2016, August 12, 2016, September 19, 2016, October 18, 2016, February 28, 2017, and October 4, 2017.

NDE meets with Title III LEA Directors on an annual basis, and more frequently with small focus groups of members from districts with expertise in a specific topic addressed. The recommendations were presented to LEA Title III Directors across the state and approved in December 2021.

As required by statute, NDE provided a 30-day period for Public Comment to the proposed revisions to Nevada's Statewide English Learner Entrance and Exit Criteria (July 1, 2022 to July 31, 2022) on

the NDE Website. NDE provided an additional 30-day period for Public Comment (October 1, 2022 to October 30, 2022). No comments were submitted in opposition to the proposed changes.

NDE will assist eligible entities in meeting the State-designated long-term goal for progress in achieving English language proficiency and ensuring that English learners meet challenging academic standards in a variety of ways. In addressing the State and LEAs' legal obligations under Title III, Title IV of the Civil Rights Act of 1964, and EEOA, the Nevada Revised Statute (NRS 388.409) established one of the work groups, the English Mastery Council, to provide recommendations to the Superintendent of Public Instruction, State Board of Education, Commission on Professional Standards, Board of Regents, and school districts. The recommendations were to help ensure that English learners in Nevada's public schools (Pre-Kindergarten through grade 12) have access to quality education programs (NRS 388.405). NDE works with the sixteen-member English Mastery Council from differing backgrounds and responsibilities to fulfill this charge. Individuals are nominated by statutorily defined representative organizations and are appointed by the Governor, the Chancellor of the Nevada System of Higher Education, or the Superintendent of Public Instruction.

Through a facilitation process with the support of NDE, the English Mastery Council established a recommendation for EL District Policy and Plans that include the entrance and exit indicators.

NDE meets with Title III district (LEA) directors in the annual fall and spring meetings, and additionally with small focus work groups of members from districts with expertise in a specific topic addressed. The entrance and exit criteria was reviewed, and the opportunity to consider a recommendation for an adjustment to the entrance and exit criteria. The entrance and exit criteria review was discussed in the annual meeting and small work groups of district and school experts in the development of the EL District Policy and Plan criteria and the State ESSA Plan.

The ESSA EL Work Group (2016) was established to address the Title III requirements and Title I accountability and reporting requirements within the ESSA Consolidated Plan for Nevada. The ESSA EL Work Group met four (4) times: June 30, 2016; August 12, 2016; September 19, 2016; and October 18, 2016.

At various times the three work groups (Title III district directors, English Mastery Council, and ESSA EL Work Group) met during a period beginning in 2014 through 2017. The entrance and exit criteria, along with other specified program indicators and expectations were addressed.

The statewide District EL Policy recommendation - that included the entrance and exit indicators - was approved in regulatory workshop by the State Board of Education on 9/15/15. The Legislative Counsel Bureau drafted the proposed regulation (R106-15) on December 21, 2015.

In providing meaningful consultation with the LEAs to establish and implement entrance and exit criteria, the established approach included the following:

- Title III district directors meetings (fall and spring annually);
  - Onsite or virtual consultation with the NDE EL Team;
  - NDE webinars to provide guidance on the implementation of the entrance and exit criteria; and
- NDE is currently developing an EL program guidance document to be available on the website (released in fall 2017).

- ii. Awarding Subgrants: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

NDE will award funding to local education agencies for Title IV, Part A, through a competitive grant application and review process to eligible entities in accordance to the Consolidated Appropriations Act 2017. The subgrants will be at least \$10,000 and for a term of one year. In the competitive grant application and review process, the Department will prioritize those local education agencies that demonstrate the greatest commitment to school improvement and use evidence-based support providers and interventions. To facilitate this process, the Department will create approved lists of evidence-based support providers. In addition, the Department will prioritize “local educational agencies that have the greatest need based on the number or percentage of children counted under section 1124(c)” to ensure that subgrant recipients represent geographic diversity across the state (i.e., rural, urban, and suburban areas). This may include the creation of priority points and consortia opportunities for those local education agencies with the greatest need in the competitive grant application process, as well as prioritizing targeted support and technical assistance to these local education agencies throughout the application process and implementation efforts.

Furthermore, Title IV, part A, will prioritize its awards according to those applications that align with Nevada’s State Goals.

**D. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The NDE will administer and supervise funds and programs under Title IV, Part B and ensure that evidence-based community learning centers will help participating students meet challenging state and local academic standards. NDE will use these funds to award subgrants, through a competitive grant process, to eligible evidence-based entities that propose to serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under 1111(d) and schools that are in need of intervention and additional support. All eligible entities and interventions must be evidence-based. Title IV, part B, will provide subgrants to eligible entities to establish evidence-based centers that provide academic enrichment activities for students during non-school hours in an effort to increase academic performance and educational outcomes. In addition, the 21st Century Community Learning Centers program activities connect with Nevada’s Academic Content Standards in order to complement the regular academic program and help students succeed in Math and ELA, as well as, in alignment to the Nevada State Goals and 21<sup>st</sup> CCLC Performance Indicators. Based on lessons learned, and in alignment with state-level strategies, the SEA will provide support and technical assistance to districts and schools in order to facilitate strategic blending and braiding of these funds to leverage their resources with other Federal and State funds and programs (e.g., ZOOM, Victory, and Read by Grade 3, to name a few).

- ii. Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

NDE will award funding for Title IV, Part B, through a competitive grant application and will implement a rigorous review process for eligible entities in accordance to Section 4204. The priorities used to award sub-grants are based on those outlined in in Sec. 4203(a)(3), which states that “State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.” In addition, the Department will prioritize those local education agencies that demonstrate the greatest

commitment to school improvement. Only evidence-based interventions will be funded. Non-profit support providers and districts can apply independently, or in partnership, but these eligible entities must demonstrate they are evidence-based and meet the evidence requirements. The Department will create a list of evidence-based non-profits to help facilitate the matching of evidence-based interventions with the local needs of districts and schools, in alignment with Title IV, Part B. NDE will also prioritize funds to applications that align with Nevada's state goals, as well as those with the greatest needs (e.g., as shown through school performance plans (Sec. 1111(d)); or having students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

The competitive grant applications will be reviewed and scored by an external Peer Review Committee comprised of specialists from public and private schools, local organizations, and agencies as selected from the state grant team reviewers list. The reviewers must submit a reviewer application and resume to the state's grant office to determine the appropriate skill level and qualifications necessary for eligible reviewers. The Department will provide required training for reviewers to ensure they understand evidence-based requirements for interventions and non-profit support providers, review grant applications consistently, and only grant funding for those applications that meet all requirements (e.g., evidence requirements). The committee will have up to 5 days to preview the applications and 2 days to meet as a group to discuss and determine scores. The Peer Review Committee will determine quality and score of proposals according to the rubric. In order for the application to be recommended for funding, it must receive at least 126 points out of the 180 possible points and all required elements must be addressed. An application receiving a score of 0 on any required/section of the rubric will not be funded. Applications must use funds for evidence-based non-profit support providers and interventions; if applications do not, they will not be funded. Applicants may receive up to an additional 15 points under competitive priorities. These points (if applicable) will be added to the overall application total. Only those grants receiving a base score of 126 points or higher will be considered for funding. Funding will be allocated based upon the final scores with equitable geographical distribution of programs and continue until funding is exhausted or all eligible programs receive funding. After the selection process, applicants will receive the readers' comments and feedback from the review process, as well as information on the state appeal process.

The Nevada Department of Education (NDE) requires applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations and other youth development agencies can work in meaningful collaboration with schools in order to become 21st Century Community Learning Centers. The application process includes providing details and additional information to support this process. As well as, requires the applicant to provide details on the alignment of the center's activities to the student academic needs. This includes identifying and use of research-based curriculum aligning with the school's Performance Plans and/or Nevada Common Core Standards to guide the programming and activities delivered through the center. All approved grantees are monitored monthly (desktop) and evaluated annually to determine if the center has met the stated annual performance goals.

The state performance goals for Nevada's 21<sup>st</sup> CCLC program are listed below. They are a part of the state Performance Indicator report and have corresponding clearly defined benchmarks, which are utilized for monitoring the progress of programs. All activities provided at the site level must align with one of the performance indicators categories.

- Regular attendees who need to improve will demonstrate improvement in math grades.
- Regular attendees who need to improve will demonstrate improvement in math on state assessments.

- Regular attendees who need to improve will demonstrate improvement in reading grades.
- Regular attendees who need to improve will demonstrate improvement in reading on state assessments.
- Regular attendees who need to improve will demonstrate improvement in behavior.
- Regular attendees who need to improve will demonstrate improvement in completion of homework.
- Regular attendees who need to improve will demonstrate improvement in class participation.
- Programs will offer enrichment and support activities.
- Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM)
- Programs will offer enrichment activities in Civics Education.
- Programs will offer enrichment activities in Physical Fitness.
- Programs will offer enrichment activities in drug and Alcohol Prevention, Violence Prevention, and/or Character Education.
- Programs will provide support for literacy and related educational service to families of program youth.

**E. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Currently Nevada has one county that is eligible for these funds. Nevada uses a narrative application, with needs assessment information on specific measureable goals. The desired outcomes are: increased student academic achievement and decreased student dropout rates. The county uses benchmark tests, writing assessments, classroom observations and parent/community surveys to determine growth towards goals. Nevada does not have a school district that meets 3 year qualification for continued participation.

**F. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Nevada Revised Statutes mandate that each school district appoint a liaison for the homeless to coordinate with local social service agencies, homeless service providers, and other programs to assist homeless children and their families, and ensure that each school within the school district has identified an on-site advocate for the homeless to assist any homeless children and their families and to serve as a contact for the liaison.

Nevada’s school district liaisons visit locations where homeless children and runaway youth are most likely to be living (shelters, motels, campgrounds) in order to identify homeless children and youth. Additionally, they build relationships with people who administer these locations to alert the district liaison when students who have run away or are experiencing homelessness move into the location.

In these locations, as well as in schools, posters/flyers have been posted that inform families experiencing homelessness of their rights. Additionally, contact information is listed for professionals who are available to assist families experiencing homelessness (state coordinator and district liaison).

Nevada schools provide brochures produced by the National Center for Homeless Education that describe the rights of children and youth experiencing homelessness and provide contact information for professionals available to assist families experiencing homelessness.



Nevada's State Coordinator of Education for Homeless Children and Youth (EHCY) provides training to school district liaisons focused on recognizing students experiencing homelessness or who have run away, how liaisons can meet the needs of these students and their families, and requirements of the McKinney-Vento Act, as well as school registration practices that can be useful in identifying families experiencing homelessness and runaway and/or unaccompanied youth, and common student behavior that might indicate homelessness or runaway situations. Additionally, district liaisons are encouraged to attend the NAEHCY national conference for professional development opportunities.

School district liaisons and site advocates assist families in acquiring immunization records, birth certificates, health records, residency requirements, uniform and dress code requirements, and guardianship issues, and other school records as needed and refer them to appropriate resources in the community. In all cases, students are immediately enrolled in school as liaisons and advocates assist families in gathering required documentation and supplies. The LEAs processes for identifying homeless, runaway, and unaccompanied children and youth will be reviewed during regular monitoring of the LEAs.

- ii. Describe the SEA’s programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

Each year, the Nevada Department of Education hosts Title I Director meetings in which all eighteen of the Title I LEA Directors or their designees attend. The Nevada State Coordinator of Education for Homeless Children and Youth presents new materials, reviews old materials, and distributes information from NCHE and NAEHCY. The Title I Coordinators then distribute these materials to the district liaisons and advocates. This information is regularly used for district level trainings.

The State Coordinator of EHCY sponsors an annual conference with school district liaisons. During this conference, national experts on homeless education, LEA practitioners, and others present information designed to provide professional development, guidance on the McKinney-Vento Act, and best practices for identifying students experiencing homelessness or living as runaway or unaccompanied youth.

Funds from the state-level activity account are provided to new and existing homeless liaisons to attend the NAEHCY National conference and state trainings.

District Liaisons are required to provide training to school personnel about the requirements of the McKinney-Vento Act and best practices in identifying and meeting the needs of students experiencing homelessness or living as runaway or unaccompanied youths, as well as maintaining records of attendance. School registrars are trained to identify potentially homeless or runaway youths when they register or change addresses by noting certain zip codes that indicate areas of high density motels that house homeless families/students. Homeless children school advocates have established relationships with people in the community who will notify them of homeless youth.

The State Coordinator of EHCY provides trainings and technical assistance meetings to districts and schools. These trainings can be requested by the LEA or initiated by the state coordinator when a need is evident in monitoring. Additionally, the state coordinator collaborates with community organizations working with homelessness to bring visibility to the issues facing families experiencing homelessness and strengthen available services.

- iii. Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The school must immediately admit the child or youth to the school selected by the parent/guardian or youth pending resolution of the dispute. The District Liaison must ensure that the student is immediately enrolled, and that the decision was made promptly and based on the best interest of the child or youth. The school must provide the parent/guardian or youth a written explanation of the decision, including a statement of the parent/guardian or youth’s rights.

Where disagreements or disputes continue, the site administrator, the family or its representative should contact the Title I Director of the LEA to settle the matter. If the disagreement or dispute is not settled to the satisfaction of all concerned, the family or its representative should contact the State Coordinator of EHCY to appeal the decision. This appeal must include an explanation of the dispute and a record of the steps taken thus far. The State Coordinator of EHCY will contact the LEA for its explanation of the dispute and record of the steps taken thus far. A meeting with both the LEA representative and the family or its representative will be scheduled to offer help in facilitating a resolution. The State Coordinator of EHCY will make a ruling on the dispute based on the best interests of the child or youth.

Records will be kept at the Nevada Department of Education regarding all paperwork and the resolution of the dispute.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Training is provided to school staff members and community organizations working with families experiencing homelessness on identifying children and youth who are not enrolled in school. Once identified, these students are immediately enrolled in school, provided with free lunch and school supplies, and the family or youth is assisted in acquiring needed documents for school enrollment.

Further, the State Coordinator of EHCY is working with school districts in Nevada to revise current board policies, and where appropriate, assist in establishing new policies and procedures to provide appropriate credit for partial coursework satisfactorily completed while attending a school, in accordance with state, local, and school policies. Additionally, during a state-wide training on April 26, 2017 school districts were instructed that federal law now requires schools to award homeless, runaway, or unaccompanied youth partial credit for successfully completed course work. The State Coordinator of EHCY will ensure districts are in compliance with this provision of the law during desktop and onsite monitoring of the McKinney-Vento Program. School districts found to be out of compliance will face corrective action from the state, which could impact the district's ability to apply for McKinney-Vento Subgrants or receive Title I funds. Finally, during the 2019 state legislative session a bill draft request will be created by NDE to ensure homeless, runaway, and unaccompanied youth receive partial credit for successfully completed course work.

- v. Describe the SEA's procedures to ensure that homeless children and youths:
  1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Nevada's Administrative Code 392.205 states the following:

"Within 7 working days after receiving the name and location of a child who is homeless and who meets the age requirements of NRS 392.040, a school district shall provide the homeless child with education and services that are provided to the other pupils within the school district."

In listing their priority of needs for possible preschool students, applicants for state early childhood funding will be required to include homeless students as one of their priorities. In listing their locations for recruitment of preschool students, applicants will be required to coordinate with homeless liaisons for those districts and to include homeless shelters, motels where homeless children may be found, and any other places suggested by the homeless liaisons. The State Coordinator of EHCY will collaborate with the Nevada Director of Early Childhood to create training materials for day care providers and preschool settings and review enrollment data to ensure children experiencing homelessness are being enrolled.

NDE has policies in place that prohibit schools from using outstanding fines or school attendance issues as factors in or barriers to the students being immediately enrolled in school and fully

participating in school activities. NDE will monitor district enrollment practices during annual desktop monitoring, as well as on site monitoring to ensure these policies are being followed. NDE will periodically review these policies to removing barriers and revise, as necessary.

After-school tutoring is offered in most school districts, through the use of Title I and McKinney-Vento funds, for those elementary students who are homeless. By virtue of their enrollment in a public school, students in schools which have before- and after-school programs are eligible for those programs. If the funds to establish and run those programs are from Title I, districts are mandated to give priority to homeless students. These tutoring services are offered at schools with a large population of homeless students, with transportation from other schools being offered by bus for the young students. These tutoring services are not labeled as “homeless classes,” and, where capacity is available, other students do participate. School districts are required to waive fees for academic or extracurricular programs for students experiencing homelessness. In situations where fees cannot be waived, the school district will explore using donation accounts, McKinney-Vento or Title I set aside funds. Additionally, homeless, runaway, or unaccompanied youth meeting the relevant eligibility criteria are able to participate fully in magnet schools, summer schools, career and technical education, advanced placement, JUMP Start College Participation, online learning, and charter school programs when and where available. District staff and school staff are required to work with students and their families in accessing application materials, learning about enrollment procedures and opportunities, and removing barriers that interfere with the students attending and participating fully in the selected program/programs. The state coordinator will monitor student access to academic and extracurricular activities annually in desktop or on-site monitoring.

All of Nevada’s students who meet the relevant eligibility criteria for federal, state, or local food programs are served under the Child and Adult Care Food Program, the National School Lunch Program, and the National School Breakfast Program. In addition, those elementary schools offering after-school tutoring programs usually offer after-school snacks for those participating in the tutoring programs. It is the responsibility of the district liaison and school advocate to ensure that the name of the child or youth and their status as homeless is communicated to the nutrition director so that free meals are provided immediately.

The Nevada Department of Education Child and Adult Care Food Program Coordinator ensures that shelters with children residing there are receiving reimbursement for nutritious meals served by the shelter. Finally, those homeless students who are not currently attending school because they are on a track break or summer break may receive meals free of charge through the Summer Food Service Program.

Organizations involved in this program distribute information through the press and neighborhood flyers to notify the community of these free meals. The State Coordinator of EHCY meets with the individuals providing these services to determine if all needs are being met and will provide and coordinate support as necessary. In addition, each District Homeless Liaison will be provided with relevant information, when available, to share with shelters in his or her district.

- vi. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The State Coordinator of EHCY and district liaisons provide trainings on best practices for school staff members and service providers. These practices are designed to meet the unique needs of students and youth experiencing homelessness and ensuring that these students attend school regularly, are immediately enrolled, and are able to fully participate in school. Schools are prohibited from using outstanding fines or school attendance issues as factors in or barriers to the students being

immediately enrolled in school and fully participating in school activities. NDE will monitor district enrollment practices during annual desk top monitoring, as well as on site monitoring.

The district liaison, site advocate, and classroom teacher will coordinate efforts to identify needs of the student or youth and plan enrichment or remediation strategies as needed.

- vii. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

All McKinney-Vento youth will receive individualized counseling from school counselors to prepare and improve their readiness for college, including college selection, application processes and supports available during application processes, financial aid, and other on-campus supports available. School districts will be required to maintain records ensuring that McKinney-Vento youth have received this counseling. Additionally, the district must also verify that all unaccompanied youth were informed of their status as independent students and have obtained verification of that status. The NDE will review records verifying counseling focused on college readiness for homeless youth and information provided to unaccompanied youth informing them of their status as an independent student. Districts unable to produce such records or who do not demonstrate that all of these youths are receiving appropriate counseling services will receive technical assistance from NDE. This assistance will be targeted toward putting the necessary student supports in place and revising and updating school policies to better meet the needs of students.. Districts unwilling to put better supports in place or revise or update these policies may face corrective action from NDE.

Additionally, homeless children and youth are provided access to educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. Nevada works with the National Association for the Education of Homeless Children and Youth (NAEHCY) to provide access to the NAEHCY Higher Education Helpline. This service offers assistance to:

1. Unaccompanied Homeless Youth who want to attend college but aren't sure what options are available to them to assist in paying for it.
2. Financial Aid Administrators seeking to assist students experiencing homelessness with accessing financial aid.
3. Higher Education Professionals seeking to link homeless students with the supports they need to succeed in college.
4. High School Counselors seeking to assist homeless students with applying to and finding resources to pay for college.
5. State Coordinators for Homeless Education and Local Homeless Education Liaisons seeking to understand what educational rights students experiencing homelessness have in regards to college access and what support options may be available to them.
6. Parents of students experiencing homelessness who wish to understand what supports may be available to their students to help them attend college.

## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

The Nevada Department of Education will create and distribute an informational flyer regarding access to educational programs and opportunities. The flyer will be developed in collaboration with Nevada's PTI and Special Education Advisory Committee. These organizations will also be leveraged to allow for widespread distribution.

## APPENDICES

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
<b>A</b>	113	Measurements of Interim Progress
<b>B</b>	115	Educator Equity Differences in Rates Tables
<b>C</b>	117	Educator Equity Extension Plan and Differences in Rates Tables
<b>D</b>	118	ESSA Work Group Recommendations
<b>E</b>	126	Nevada's Approach to Differentiated School Support & Improvement
<b>F</b>	127	Overview of ESSA Programs and Budgets
<b>G</b>	129	Nevada Educator Performance Framework for Teachers
<b>H</b>	130	Staffing / Vacancy Data Comparisons (2015-16 to 2016-17)

## Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

### A. Academic Achievement

#### Smarter Balanced

Nevada Goal Description	Current Percent Proficient	Annual ELA Targets	Annual Math Targets	Interim Proficient Goal: 2020	Long Term Proficient Goal: 2022
<b>The fastest improving state on Smarter Balanced</b>	2015-16	2016-17	2016-17	ELA	ELA
	ELA	51%	36%	59%	61%
	48%	2017-18	2017-18	Math 39%	Math 41%
	Math 34%	2018-19	2018-19		
		54%	37%		
		57%	38%		

#### ACT

Nevada Goal Description	Baseline Composite Score	Annual Targets	Interim Score Goal: 2020	Long Term Score Goal: 2022
<b>The fastest improving state on the ACT composite score.</b>	2015-16	2016-17	18.5	20
	17.7	17.9		
		2017-18	18.1	
		2018-19	18.3	

### B. Graduation Rates

#### Four-year adjusted cohort graduation rate

Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long Term Graduation Rate Goal: 2022
<b>The fastest improving state on graduation rate</b>	70.77%	2016-17	80%	84%
		73%		
		2017-18	75%	
		2018-19	77%	









## Appendix C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

### **DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA**

Prior to the collection of the educator equity data included in this the most recent analysis and reporting of Nevada educator equity data is outlined in the Nevada Plan for Equitable Access to Excellent Educators that was submitted to US ED in June 2015 and approved on September 10, 2015. This information is reflected in the table below and reflects 2013-14 educator data. Regarding this data, it is important to note the following:

- Two of the three measures (out-of-field and inexperienced) were included.
- “Inexperienced was defined as teachers who are in their first year of practice (Due to limitations with data collection / reporting processes, this data reflects those who are in their first year of practice in the state of Nevada only). Future plans will reflect overall total years of experience.
- “Out of field” was defined as one who has licensure in an areas other than the subject of a teacher’s current assignment.
- The ineffective measure is not included, as the NEPF was not yet implemented statewide. (Educator evaluation data was collected by NDE for the first time in 2017, using 2015-16 school year ratings.)
- Rates for “Non-Highly Qualified” teachers (pursuant to the NCLB definition) are included, since these data were collected and used to develop the 2015 Plan. “Full-state certification” will be used in future plans.

[The Plan](#) in its entirety is available on the NDE website.





























**Appendix H: Staffing/Vacancy Data Comparisons (2015-2016 to 2016-2017)**

**Statewide**

November 2016 Total Staffing	Nov 2016 Total Vacancies	November 2016 % Vacant Positions	December 2015 Total Staffing	December 2015 Total Vacancies	December 2015 % Vacant Positions	# Diff from 15-16 to 16-17	% Diff from 15-16 to 16-17
<b>22,781</b>	578	2.5%	21,972	817	3.7%	-239	-1.18%

<b>District</b>	November 2016 Total Staffing	Nov 2016 Total Vacancies	November 2016 % Vacant Positions	December 2015 Total Staffing	December 2015 Total Vacancies	December 2015 % Vacant Positions	# Diff from 15-16 to 16-17	% Diff from 15-16 to 16-17
<b>Clark</b>	15,808	437	2.8%	15,695	698	4.4%	-261	-1.68%
<b>Washoe</b>	4,004	34	0.8%	3,127	27	0.9%	7	-0.01%
<b>Others/Rurals</b>	2,969	108	3.6%	3,151	92	2.9%	16	0.72%



































