

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



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Cover Page: ESSA Amendment

Contact Information and Signatures

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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.

Authorized SEA Representative (Printed Name): Jhone Ebert

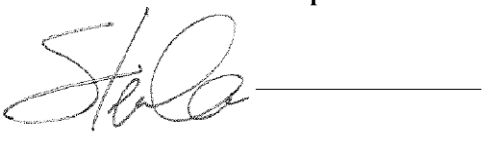
Telephone: 775.687.9200

Signature of Authorized SEA Representative:


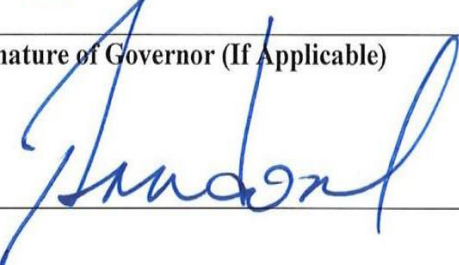


Date: 9/1/23

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Dr. Steve Canavero, State Superintendent	Telephone: 775.687.9200
Mailing Address: 700 E. 5 th Street Carson City, NV 89701	Email Address: scanavero@doe.nv.gov
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.	
Authorized SEA Representative (Printed Name) Dr. Steve Canavero	Telephone: 775.687.9200
Signature of Authorized SEA Representative  <hr/> Governor (Printed Name)	Date: 4.12.17 Date SEA provided plan to the Governor under ESEA section 8540: February 10, 2017
Signature of Governor	Date:

*See Next Page for the Governor's Signature

Contact Information and Signatures	
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Mailing Address: 700 E. 5 th Street Carson City, NV 89701	Email Address: scanavero@doe.nv.gov
Authorized SEA Representative (Printed Name) Dr. Steve Canavero	Telephone: 775.687.9200
Signature of Authorized SEA Representative 	Date: April 3, 2017
Signature of Governor (If Applicable) 	Date: 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
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A	p. 34
Native Language Assessments	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 (1111(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
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B	p. 50
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C	p. 51
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C	p. 10
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A	p. 36
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G	p. 53
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B	p. 62
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E	p. 59
Continued Support for School and LEA Improvement	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
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C	p. 75
School Conditions	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
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi	p. 86; p. 88
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv	p. 87
Use of Funds	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
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i	p. 94
Program Objectives and Outcomes	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
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A	p. 74
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E	p. 74; p. 76
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A	p. 71
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B	p. 74
Data and Consultation	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
Teacher Preparation	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
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i	p. 96
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	--	p. 17
Monitoring and Technical Assistance	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
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E	p. 79
Awarding Subgrants	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
<i>Outcomes and Objectives</i>	5223(b)(1)	H.1	6.2.F.i	p. 101
<i>Technical Assistance</i>	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
Student Identification	722(g)(1)(B)	I.1	6.2.G.i	p. 101
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii	p. 102
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii	p. 101
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv	p. 103
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi	p. 105
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi	p. 105
Assistance from Counselors	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 11th graders to take the ACT. Yet bright spots exist. Nevada's graduation rate is among the fastest improving in the nation, up from 62% in 2011 to 73.55% in 2016. Nevada was 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.

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 – 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
All Students	42.8% (2024)	46.1% (2027)	38% (2024)	41.6% (2027)
American Indian/Native American	24.2% (2024)	33.6% (2027)	19.0% (2024)	29.0% (2027)
Black/African American	28.1% (2024)	34.3% (2027)	21.3% (2024)	29.6% (2027)
Hispanic/Latino	34.9% (2024)	40.5% (2027)	29.2% (2024)	35.3% (2027)
Asian	66.7% (2024)	68.6% (2027)	66.9% (2024)	68.8% (2027)
Pacific Islander	38.5% (2024)	42.1% (2027)	34.0% (2024)	37.8% (2027)
Two or More Races	51.6 % (2024)	54.4% (2027)	45.8% (2024)	48.9% (2027)
White/Caucasian	55.1% (2024)	57.7% (2027)	51.5% (2024)	54.3% (2027)
Students with Disabilities	16.5% (2024)	28.4% (2027)	16.4% (2024)	28.3% (2027)
English Learners	16.3% (2024)	28.2% (2027)	17.4% (2024)	29.1% (2027)
Economically Disadvantaged Students	40.2% (2024)	43.7% (2027)	35.0% (2024)	38.8% (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
All Students	39.1% (2024)	42.6% (2027)	26.8% (2024)	31.1% (2027)
American Indian/Native American	23.7% (2024)	31.7% (2027)	14.1% (2024)	21.6% (2027)
Black/African American	25.2% (2024)	31.7% (2027)	12.3% (2024)	19.9% (2027)
Hispanic/Latino	30.8% (2024)	36.8% (2027)	17.9% (2024)	25.0% (2027)
Asian	66.2% (2024)	68.1% (2027)	55.8% (2024)	58.3% (2027)
Pacific Islander	34.0% (2024)	38.5% (2027)	23.0% (2024)	27.5% (2027)
Two or More Races	48.3% (2024)	51.3% (2027)	34.4% (2024)	38.2% (2027)
White/Caucasian	51.9% (2024)	54.7% (2027)	40.5% (2024)	43.9% (2027)
Students with Disabilities	9.6% (2024)	22.4% (2027)	6.4% (2024)	18.0% (2027)
English Learners	5.1% (2024)	18.6% (2027)	3.4% (2024)	17.1% (2027)
Economically Disadvantaged Students	35.8% (2024)	39.5% (2027)	23.4% (2024)	27.9% (2027)

Academic Achievement – High Schools

Subgroups	English Language Arts: Baseline Data and Year	English Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All Students	45.2% (2024)	48.4% (2027)	19.4% (2024)	24.1% (2027)
American Indian/Native American	28.6% (2024)	36.1% (2027)	6.6% (2024)	14.7% (2027)
Black/African American	29.6% (2024)	37.0% (2027)	7.5% (2024)	15.5% (2027)
Hispanic/Latino	34.7% (2024)	40.4% (2027)	10.8% (2024)	18.5% (2027)
Asian	71.1% (2024)	72.7% (2027)	43.4% (2024)	46.7% (2027)
Pacific Islander	43.9% (2024)	47.1% (2027)	15.6% (2024)	20.5% (2027)
Two or More Races	56.0% (2024)	58.5% (2027)	25.9% (2024)	30.2% (2027)
White/Caucasian	59.5% (2024)	61.8% (2027)	31.3% (2024)	35.3% (2027)
Students with Disabilities	9.4% (2024)	22.3% (2027)	3.9% (2024)	14.1% (2027)
English Learners	6.8% (2024)	20.0% (2027)	1.9% (2024)	12.3% (2027)
Economically Disadvantaged Students	42.6% (2024)	45.9% (2027)	17.3% (2024)	22.1% (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	2024	2025	2026	2027
All Students	42.8%	43.9%	45.0%	46.1%
American Indian/Native American	24.2%	27.9%	31.5%	33.6%
Black/African American	28.1%	30.2%	32.3%	34.3%
Hispanic/Latino	34.9%	36.8%	38.7%	40.5%
Asian	66.7%	67.3%	68.0%	68.6%
Pacific Islander	38.5%	39.7%	40.9%	42.1%
Two or More Races	51.6%	52.5%	53.5%	54.4%
White/Caucasian	55.1%	55.9%	56.8%	57.7%
Students with Disabilities	16.5%	20.6%	24.6%	28.4%
English Learners	16.3%	20.4%	24.4%	28.2%
Economically Disadvantaged Students	40.2%	41.3%	42.5%	43.7%

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

Subgroup	2024	2025	2026	2027
All Students	38.0%	39.2%	40.4%	41.6%
American Indian/Native American	19.0%	23.0%	26.8%	29.0%
Black/African American	21.3%	25.2%	27.4%	29.6%
Hispanic/Latino	29.2%	31.3%	33.3%	35.3%
Asian	66.9%	67.5%	68.2%	68.8%
Pacific Islander	34.0%	35.3%	36.6%	37.8%
Two or More Races	45.8%	46.8%	47.9%	48.9%
White/Caucasian	51.5%	52.4%	53.4%	54.3%
Students with Disabilities	16.4%	20.5%	24.5%	28.3%
English Learners	17.4%	21.5%	25.4%	29.1%
Economically Disadvantaged Students	35.0%	36.3%	37.5%	38.8%

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

Subgroup	2024	2025	2026	2027
All Students	39.1%	40.3%	41.5%	42.6%
American Indian/Native American	23.7%	27.5%	29.6%	31.7%
Black/African American	25.2%	27.4%	29.6%	31.7%
Hispanic/Latino	30.8%	32.8%	34.8%	36.8%
Asian	66.2%	66.8%	67.5%	68.1%
Pacific Islander	34.0%	35.9%	37.2%	38.5%
Two or More Races	48.3%	49.3%	50.3%	51.3%
White/Caucasian	51.9%	52.8%	53.8%	54.7%
Students with Disabilities	9.6%	14.1%	18.4%	22.4%
English Learners	5.1%	9.8%	14.3%	18.6%
Economically Disadvantaged Students	35.8%	37.0%	38.3%	39.5%

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

Subgroup	2024	2025	2026	2027
All Students	26.8%	28.2%	29.6%	31.1%
American Indian/Native American	14.1%	16.6%	19.1%	21.6%
Black/African American	12.3%	14.9%	17.4%	19.9%
Hispanic/Latino	17.9%	20.3%	22.7%	25.0%
Asian	55.8%	56.6%	57.5%	58.3%
Pacific Islander	23.0%	24.5%	26.0%	27.5%
Two or More Races	34.4%	35.7%	36.9%	38.2%
White/Caucasian	40.5%	41.6%	42.8%	43.9%
Students with Disabilities	6.4%	11.0%	15.5%	18.0%
English Learners	3.4%	8.2%	12.8%	17.1%
Economically Disadvantaged Students	23.4%	24.9%	26.4%	27.9%

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

Subgroup	2024	2025	2026	2027
All Students	45.2%	46.2%	47.3%	48.4%
American Indian/Native American	28.6%	32.1%	34.2%	36.1%
Black/African American	29.6%	33.1%	35.1%	37.0%
Hispanic/Latino	34.7%	36.6%	38.5%	40.4%
Asian	71.1%	71.6%	72.2%	72.7%
Pacific Islander	43.9%	45.0%	46.1%	47.1%
Two or More Races	56.0%	56.8%	57.7%	58.5%
White/Caucasian	59.5%	60.3%	61.1%	61.8%
Students with Disabilities	9.4%	13.9%	18.2%	22.3%
English Learners	6.8%	11.4%	15.8%	20.0%
Economically Disadvantaged Students	42.6%	43.7%	44.8%	45.9%

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

Subgroup	2024	2025	2026	2027
All Students	19.4%	21.0%	22.5%	24.1%
American Indian/Native American	6.6%	9.4%	12.1%	14.7%
Black/African American	7.5%	10.2%	12.9%	15.5%
Hispanic/Latino	10.8%	13.4%	16.0%	18.5%
Asian	43.4%	44.5%	45.6%	46.7%
Pacific Islander	15.6%	17.2%	18.9%	20.5%
Two or More Races	25.9%	27.3%	28.8%	30.2%
White/Caucasian	31.3%	32.6%	34.0%	35.3%
Students with Disabilities	3.9%	8.7%	11.4%	14.1%
English Learners	1.9%	6.8%	9.6%	12.3%
Economically Disadvantaged Students	17.3%	18.9%	20.5%	22.1%

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.

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 Group 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 groups 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.

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

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All Students	81.6% (2024)	82.6% (2027)
American Indian/Native American	74.0% (2024)	76.2% (2027)
Black/African American	69.8% (2024)	72.4% (2027)
Hispanic/Latino	80.3% (2024)	81.4% (2027)
Asian	92.8% (2024)	93.2% (2027)
Pacific Islander	82.4% (2024)	83.4% (2027)
Two or More Races	82.0% (2024)	83.0% (2027)
White/Caucasian	86.2% (2024)	87.0% (2027)
Students with Disabilities	68.2% (2024)	70.9% (2027)
English Learners	69.7% (2024)	72.3% (2027)
Economically Disadvantaged Students	81.2% (2024)	82.3% (2027)

Four Year Adjusted Cohort Graduation

Subgroup	Class of 2024	Class of 2025	Class of 2026	Class of 2027
All Students	81.6%	81.9%	82.3%	82.6%
American Indian/Native American	74.0%	74.7%	75.5%	76.2%
Black/African American	69.8%	70.7%	71.5%	72.4%
Hispanic/Latino	80.3%	80.6%	81.0%	81.4%
Asian	92.8%	92.9%	93.0%	93.2%
Pacific Islander	82.4%	82.7%	83.0%	83.4%
Two or More Races	82.0%	82.3%	82.7%	83.0%
White/Caucasian	86.2%	86.4%	86.7%	87.0%
Students with Disabilities	68.2%	69.1%	70.0%	70.9%
English Learners	69.7%	70.6%	71.4%	72.3%
Economically Disadvantaged Students	81.2%	81.5%	81.9%	82.3%

- 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.

Nevada's extended-year cohort graduation rate is also known as the five-year adjusted cohort graduation rate (ACGR). ~~The five-year ACGR baseline data will be from the 2020-21 cohort, corresponding to the class of 2025, which is not finalized yet. It is Nevada's intention to submit a revised amendment to incorporate the finalized five-year ACGR data when they are available.~~ The NDE's five-year ACGR graduation goals are driven by the same guidelines as the four-year ACGR. The five-year ACGR baseline data is from the 2020-21 cohort, corresponding to the class of 2025, which stands at 84.5%.

Five Year Adjusted Cohort Graduation (note, dates reflect original year class of)

Subgroup	Baseline % (2025)	Long-term Goal % (2028)
All Students	84.5%	85.4%
American Indian/Native American	76.7%	78.7%
Black/African American	74.9%	77.0%
Hispanic/Latino	83.2%	84.1%
Asian	94.3%	94.6%
Pacific Islander	85.8%	86.6%
Two or More Races	85.0%	85.8%
White/Caucasian	88.2%	88.8%
Students with Disabilities	72.9%	75.2%
English Learners	73.5%	75.8%
Economically Disadvantaged Students	84.3%	85.2%

Subgroup	Class of 2025	Class of 2026	Class of 2027	Class of 2028
All Students	84.5%	84.8%	85.1%	85.4%
American Indian/Native American	76.7%	77.3%	78.0%	78.7%
Black/African American	74.9%	75.6%	76.3%	77.0%
Hispanic/Latino	83.2%	83.5%	83.8%	84.1%
Asian	94.3%	94.4%	94.5%	94.6%
Pacific Islander	85.8%	86.0%	86.3%	86.6%
Two or More Races	85.0%	85.3%	85.5%	85.8%
White/Caucasian	88.2%	88.4%	88.6%	88.8%
Students with Disabilities	72.9%	73.7%	74.5%	75.2%
English Learners	73.5%	74.2%	75.0%	75.8%
Economically Disadvantaged Students	84.3%	84.6%	84.9%	85.2%

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
1 - Entering		4-6 years
2 - Emerging		3-5 years
3 - Developing		2-4 years
4 - Expanding	4.0-4.4	1-3 years
	4.5-4.9	Considered English language proficient
5 - Bridging		Considered English language proficient
6 - Reaching		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
1 - Entering	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+
2 -Emerging	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+	
3- Developing	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+		
4 - Expanding	Expected proficiency level/ Expected progress	Level 4/ 4.0- 4.4	Level 4/ 4.5 -4.9	Level 5/ 5.0+			
5 - Bridging	Considered English language proficient						
6 – Reaching	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.

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.

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 26.21% 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.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
EL Proficiency: English learners meeting Nevada’s EL exit criteria each year over four years	7.4% (2023)	12.07% (2027)
EL Progress: English learners achieving adequate growth toward English proficiency	26.21% (2023)	50.82% (2027)

EL	Proficiency Progress	2023	2025	2026	2027
All English Learners Proficiency	% English learners achieving Proficiency	Baseline 7.4%	9.45%	10.68%	12.07%
All English Learners Progress	% English learners achieving AGP toward ELP	Baseline 26.21%	36.49%	43.06%	50.82%

- 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
- English Language Learners
- Funding Streams
- School Improvement
- Teaching and Leading

Based on responses to the survey that was posted on the NDE website, various stakeholders, including teachers/other licensed personnel, school leaders, district-level administrators, business members, representatives from higher education, parents/family members, and other community representatives, who were specifically assigned as members of each group. All meeting dates/times were open for members of the public to attend.

Over two hundred Nevada citizens and advocates signed up to participate in the Work Groups and Advisory Group. Each Work Group met a minimum of three times and others met as many as five times. Each meeting were a minimum of two hours long. The Advisory Group met thirteen times between May 2016 and March 2017. Each of their meetings was at least two hours long. These work groups, as well as work groups initiated before ESSA and those continuing after this planning process, are composed of trusted advisors to the state department as the voices of schools and communities.

These work groups are critical and routine in how NDE serves its district and charter partners. With a commitment to grassroots engagement and just 18 LEAs across the state, the state department ensures federal compliance, provides guidance and technical assistance, and cultivates self-advocacy at the LEA level. Nevada's unique geography and population distribution is reflected in the fact that one of the county-wide districts enrolls approximately 70% of Nevada students, and schools are classified as urban, suburban, rural, and frontier. LEAs collaborate on common interests. Professional development is provided within the district or via one of three Regional Professional Development Programs, which are opt-in cooperative organizations. LEA leaders serve on the boards of RPDPs and align service offerings with identified development needs.

- B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:
 - i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

More than thirty participants were a part of the Accountability work group. This group's four meetings were facilitated by the Assistant Director of the Assessment, Data, and Accountability Management Office at NDE. The participants reacted to NDE questions around school and district accountability models and ways to incorporate equity into the systems, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The NDE designed and conducted an Assessments work group. Twelve participants from districts, advocacy organizations, professional associations, and an education non-profit were facilitated by the Administrator for the Assessment, Data, and Accountability Management Office. Through four meetings from August to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

The English Learners work group was led by the Education Programs Supervisor for English Learners in the Office of Student & School Supports. Over four meetings from June to October 2016, participants reacted to NDE questions about accountability, funding, identification and reclassification of ELs. The group members, representing superintendents, district EL directors, and non-profit partners, provided feedback, and finalized a set of recommendations to the ESSA Advisory Group, which was submitted to the State Board of Education in January 2017.

One of the groups convened focused on understanding and advising on Federal Funding Streams in the ESEA recertification. Led by the State Superintendent, this group met four times between September and December 2016 and made recommendations to the ESSA Advisory Council. Key areas of interest were the creation of consolidated application for LEAs, NDE guidance memos to LEAs on federal funding flexibility, and district federal funding audits. The Funding Streams Work Group presented its recommendations to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

Forty-eight participants from districts, higher education, policy centers, advocacy organizations, professional associations, and an education non-profit participated in the School Improvement work group and were facilitated by NDE's Office of Student and School Support leaders. Through four meetings from June to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The Supporting Excellent Educators work group included forty participants from districts, higher education, business, advocacy organizations, professional associations, and an education non-profit. The Deputy Superintendent, Educator Effectiveness and Family Engagement facilitated the group and was assisted by NDE staff members. Through four meetings from June to November 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which presented the recommendations to the State Board of Education in January 2017.

Specific recommendations from the ESSA work groups are available in Appendix D.

The New Nevada Plan was made public in January 2017, and the draft Consolidated Plan was made available in February. Public comment was solicited from the State Board of Education and citizens for the 30-day public comment period. NDE staff adjusted the plans for the submission of this document.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The six work groups analyzed data, researched options, and made recommendations to the Advisory Group, which was convened by the state superintendent and facilitated by NDE staff. Through presentations to the ESSA Advisory Group, NDE leadership monitored the progress of the work groups and created opportunities to collaborate. As the work groups were composed of representative groups, so too is the work of this plan coordinated across groups inside and outside the Department.

Through regular meetings with NDE Cabinet and staff, discussions of this plan with the Nevada Department of Higher Education, Nevada Workforce Development, Nevada Early Childhood Advisory Council, other state agencies, non-profit and corporate partners throughout the state, the State Superintendent and his team are planning for the administration of successful P-12 programs and alignment with other initiatives throughout the state.

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 19th, 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.

The NDE is developing a comprehensive and evidence-based monitoring system that provides a primary focus on indicators that leverage increased student achievement and ensure compliance with federal requirements and the appropriate use of federal funds. Instead of multiple NDE teams independently monitoring their own respective program several times a year within a district and its schools, NDE cross-departmental and –functional teams will operate in a coherent and highly coordinated fashion in a redesigned and evolving monitoring system. These cross-departmental and –functional NDE teams will conduct risk analyses of LEA plans, school plans, and data in order to guide the Department’s monitoring priorities. They will use desktop, fiscal, and on-site monitoring to ensure compliance, support effective implementation of interventions, and identify evidence of impact on student achievement. In addition to setting clear and high expectations, the Department will provide high-quality training and guidance to the cross-departmental and –functional NDE teams so that monitoring processes and tools are evidence-based, aligned across the Department, and deeply integrated across multiple programs to facilitate synergies and coherency for district and school improvement. The Department is currently redesigning monitoring rubrics, tools, and processes to be evidence-based and aligned with redesigned needs assessment tools, school performance plans, and district performance plans. In addition, NDE is building out a list of evidence-based service providers who can conduct high-quality needs assessments and support school improvement initiatives. Through the outcomes of the comprehensive monitoring process, schools and districts will be able to identify gaps in implementation of interventions and evidence of impact on student achievement. These gaps will inform what schools and districts needs to keep doing or do differently in order to reach their goals.

Collectively, these redesigns aim to create a more holistic and less intrusive monitoring system that leverages and coordinates high-impact work across NDE, LEAs, and schools, so as to amplify strong outcomes and prioritize needs across the state, while addressing financial and human resource constraints.

The NDE will monitor effective use of funds and the quality of the implementation of the evidence-based strategies by utilizing one or more of the following differentiated steps:

- Regularly scheduled problem-solving meetings with district personnel and/or external partner
- Calls between NDE and district personnel and/or external partner following the problem-solving meeting
- 90-day status update meetings between district personnel and/or external partner focusing on goals and action steps written in the School Performance Plan or District Performance Plan
- NDE may conduct district visits if deemed necessary

To support LEAs in spending federal funds strategically and effectively, the NDE will:

- Annually collect data on local grant spending
- Design local-to-state application for federal grant funds to drive alignment between local needs, activities, and spending
- Have cross-functional NDE teams review and approve LEA applications
- Assist LEAs in developing an innovative plan to strategically use funds.
- Assist LEAs and schools in identifying and selecting ESSA evidence-based interventions, strategies and activities
- Create pre-approved evidence based lists to streamline district identification, review, and approval

processes.

NDE will expand the performance management tools used to assist the LEAs and schools in the evaluation of programs. The state, LEA and school will reflect on whether a site is effectively implementing the Language Instruction Educational Program models resulting in the desired outcomes. Through NDE's identification process - identifying LEAs that have schools in the lowest quartile and/or fail to meet the Adequate Growth Percentile (AGP) on the ELPA, including other available data and indicators - will receive additional Technical Assistance.

The Nevada's English Learners Program Part I and II Monitoring Instrument along with on-site district and school visitations will serve as the means to address program deficiencies, i.e., leadership support, EL program staffing, root cause data analysis, and LIEP model(s) implementation.

Through ePage, an electronic grant management system, the State will ensure that the use of the Title III, Part A subgrant is allocated to ESSA evidence-based instructional practices, professional development, supplemental curriculum, and materials that support high quality English Language Development instruction for all English learners.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. 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.

Effective continuous improvement processes require transparency, strategic collaboration, skill in employing data-based decision-making, reflection, and expertise in providing successful interventions for struggling schools and students.

- NDE will annually gather comprehensive data related to student, school, educator, and LEA achievement/performance through the student information system and other contracted sources, including external evaluations.
- NDE will annually review data that is collected at the school and district levels to determine whether LEAs and schools are achieving state goals and interim benchmarks.

The NDE will periodically gather stakeholder input regarding program effectiveness and recommendations for continuous improvement. This will be collected through external councils that include but are not limited to:

- English Mastery Council (EL)
- Teachers and Leaders Council
- Special Education Advisory Council
- School Improvement Advisory Committee

Based on data gathered and stakeholder input received, the NDE will evaluate the effectiveness of SEA plan and implementation to determine next steps in the continuous improvement process. The NDE will consider the development/continuation of state advisory groups to review state progress in implementing state goals and strategies and to make recommendations for continuous improvement.

- D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies. NDE has discretion to decide which LEAs have a sufficient plan and sufficient capacity and commitment to improve, and which LEAs will need additional support in order to improve. The SEA will create a prioritized list of LEAs that have the highest percentage of Comprehensive Support & Improvement (CSI) and Targeted

Support & Improvement (TSI) schools and demonstrate the greatest commitment to school improvement (e.g., voluntarily joining a Performance Compact). These LEAs and their schools will be given prioritized technical assistance from the SEA to specifically address the overall performance and the achievement gaps of sub-group populations (e.g. students with disabilities, English learners, economically disadvantaged, and race/ethnicity).

For example, NDE will take further steps to assist eligible entities if the strategies funded under Title III, Part A are not effective:

- Step 1: In year 1, provide on-site Technical Assistance with an NDE cross-functioning collaborative team using information generated from the required needs assessment (CSI and TSI schools) and the English Learners Program, Part I and II a Monitoring Instrument. Monitor LEAs progress quarterly, to monitor the progress of the school. Document progress reports in the State's monitoring system.
- Step 2: In year 2, require a review of EL evidence-based strategies and evaluation of implementation and effectiveness. Document in the State's monitoring system the data-driven decision making of the LEAs findings and next steps to support the schools.
- Step 3: At the end of year 3, the LEA must develop an EL Corrective Action Plan with the school. NDE will determine if the key strategies and LIEP model used in the school should continue or restrict the LEAs use of the key strategies/LIEP model in the school.

At least annually, a determination will be made whether to continue forward with the LEAs plan, make adjustments to the approach, or discontinue supports.

In addition, NDE will provide technical assistance for eligible Rural and Low-income School (RLIS) districts through targeted onsite and in-person support; phone and email communications; and the issuance of documents such as guidance memos to connect RLIS school districts to appropriate resources. As such, NDE will identify and address LEA needs through multi-channeled technical assistance and engage in open, inclusive, two-way discussion. These communications will be results-driven and focused on achieving measurable objectives ensuring alignment of NDE, LEA and Title V, Part B program objectives.

NDE's technical assistance will assist RLIS-eligible LEAs' implementation of RLIS activities by ensuring compliance with statutes, regulations, State Plan and SEA application; grant application management; implementation of program activities; fiscal control and fund accounting procedures; and state and subgrantee reporting requirements, including REAP grant performance metrics. In addition, NDE will provide technical assistance to ensure RLIS eligible LEAs are aware of expanded opportunities allowed under ESSA in Title 1, Part A; Title II, Part A; Title III; and Title IV, Part A ensuring academic achievement for all students. NDE will also ensure that RLIS districts and school know that REAP funds can be used for:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers
- Educational technology, including software and hardware
- Parental involvement activities
- Activities authorized under the Safe and Drug-Free Schools Activities authorized under Title I, Part A
- Activities authorized under Title III

The NDE wants district leaders, school principals, and instructional teams to take responsibility for improving their schools. The NDE will give consideration to other evidence based indicators of commitment provided by the district to improve lowest-performing schools. NDE may also decide to partner with LEAs where they are already providing support to ensure their schools are making sufficient improvement.

Once a district has been notified that it is designated as a priority and is therefore eligible for increased support, there is a range of steps that NDE may take with that district.

No further action by the NDE needs to be taken in the district at this point.

The NDE may conclude that the district has a sufficient plan for improvement in place, which is rigorous and credible, and that the leadership has the capacity to implement this plan; or, the district plan includes bringing in external support to meet a challenge the district has identified – and so the district will be allowed time to complete the plan.

The district needs additional support

The NDE may determine that additional support is necessary to enable the district to make sufficient improvement. The NDE will work with the LEA to identify where this support may come from and may recommend that the district enter into an arrangement to access this support. For example, working with an external vendor, working with internal training opportunities, or developing a partnership with high performing LEAs.

Differentiated School Support

The Department’s multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition to community actions, to facilitate system level alignment and coherence on accountability and supports. Nevada will use this approach to prioritize its work and more effectively target resources, supports, and interventions. This will ensure that NDE, districts, and charter schools are aligned and responsive to specific school needs.

Additional information about differentiated school support is in Section 4 of this plan.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State’s academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.

Of the 15% of Nevada’s K12 students who are English language learners, the predominant native language is Spanish (91.5%). Tagalog speakers are 1.9%, Chinese speakers are 1.0%, Vietnamese speakers are 0.6%, and Korean speakers are 0.5%. For purposes of identifying the “languages present to a significant extent in the participating student population,” Spanish meets that definition.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Nevada administers required assessments in English. Smarter Balanced Assessments in English Language Arts and Mathematics, grades 3-8, have been implemented throughout the state. Smarter Balanced Assessments support the following accessibility features: Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages, side-by-side bilingual test version, directions translated into native language, and bilingual glossary.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not applicable. No languages other than English and Spanish are present to a significant extent in the student population.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

After Nevada has administered consecutive years of successful testing under our new assessment system, Nevada will examine this system and its effects on English Language Learners. Nevada will quantify its populations of students who may require assessments in languages other than English in partnership with LEAs. Nevada will then meet with stakeholders and LEA representatives to define languages other than English that are present to a significant extent in the participating student population and make decisions at that point.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

To be determined, based on outcomes of analysis and stakeholder engagement.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

- **Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
 - i. The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
 - ii. To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - iii. For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase student learning, graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - iv. To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

The Nevada School Performance Framework was designed to ensure that the statewide system of accountability for public schools complies with all requirements for the receipt of federal money under ESEA. The statewide system of accountability applies to all public schools, and includes annual ratings for each school, based on the performance of the school and whether each school meets the annual measurable objectives and performance targets in the system. The system includes consequences, rewards, and support, based on the ratings, and it is designed to direct available state money to public schools receiving one of the two lowest ratings of performance. Each measure in the school rating system is disaggregated by race/ethnicity and special population membership and reported on the school rating report. Reports are issued annually. Each of these measures aligns directly to federal accountability standards.

Indicator	Measure(s)	Description
i. Academic Achievement	Math and ELA SBAC (ES);	The academic achievement indicator will contribute between 20% and 25% to the total index score.
	Math and ELA SBAC (MS)	
	Math and ELA ACT (HS)	Elementary Schools Student Proficiency for elementary schools will be determined for the state administered Smarter Balanced Criterion Referenced Tests (CRT) in mathematics, English Language Arts (ELA). The state CRT in math and ELA are administered to grades three through eight; so, depending on the grade configuration of the

Indicator	Measure(s)	Description
		<p>elementary school, this results in three or four consecutive years of CRT test data.</p> <p>In support of Nevada’s Read-By-Grade-Three legislation, elementary school status will include an additional measure of 3rd grade ELA proficiency.</p> <p>Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in mathematics and ELA and are administered to students in grades three through eight and eleven. The NAA results are incorporated in the respective CRT results for mathematics and ELA.</p> <p>Elementary school proficiency rates are determined by content area (mathematics, and ELA) and include students who take the CRT or the NAA. The number of test participants or 95% of enrolled students in the school, whichever is higher, serves as the denominator of the status rate, while the number of students who meet or exceed the minimum passing score for proficiency serves as the numerator of the rate.</p> <p>This rate is referred to as the percent above the cut (PAC).</p> <p>Proficiency rates for elementary schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school’s overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate.</p> <p>Proficiency rate for Read-by-Grade-Three (the additional emphasis on 3rd grade literacy in elementary schools only) will be determined separately and will not be included in the pooled rates for the other CRT assessments. Since the legislation targets grade three, the measure will be based on the number of grade three students reaching proficiency on the CRT ELA assessment.</p> <p>Middle Schools</p> <p>Student proficiency for middle schools will be determined for the state administered Criterion Referenced Tests (CRT) in mathematics and English language arts (ELA), The state CRTs in</p>

Indicator	Measure(s)	Description
		<p>math and ELA are administered to grades three through eight; so, depending on the grade configuration of the middle school, this results in two or three consecutive years of test data.</p> <p>For most Nevada middle schools, proficiency rates will consist of two or three grade levels of the CRT in mathematics and ELA performance.</p> <p>Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada's special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in mathematics and ELA. The NAA in ELA and math are administered to students in grades three through eight. NAA results will be incorporated in the respective CRT results for mathematics and ELA.</p> <p>Middle school proficiency rates are determined by content area (mathematics and ELA) and include students who take the CRT, or the NAA. The number of test participants or 95% of enrolled students in the school, whichever is higher, serves as the denominator of the status rate, while the number of students who meet or exceed the minimum passing score for proficiency serves as the numerator of the rate. This rate is referred to as the percent above the cut (PAC).</p> <p>Proficiency rates for middle schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school's overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate.</p> <p>High Schools</p> <p>Student Proficiency for high schools will be determined from the state administered ACT exams in mathematics and ELA. Only the ACT exam taken while a student is in 11th Grade will count for the high school proficiency rates. The number of test participants or 95% of enrolled 11th grade students in the school, whichever is higher, serves as the denominator of the status rate, while the number of students who meet or exceed the minimum passing score for proficiency serves as the numerator of the rate.</p>

Indicator	Measure(s)	Description
		<p>Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada’s special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. NAA is administered in mathematics and ELA. The NAA in ELA and math are administered to students in grades three through eight and grade eleven.</p> <p>. The NAA results are incorporated in the respective math and ELA results.</p> <p>Proficiency rates for high schools will be determined separately for Mathematics and ELA and will be assigned points separately.</p> <p>Additional reported information</p> <p>Additional reported information will be included in the school accountability report for Academic Achievement. Proficiency rates will be disaggregated by all ten subgroups. Subgroup rates will be compared to District rates and subgroup’s Measures of Interim Progress targets. There will be no points attached to this subgroup reporting, but the reporting will be used to identify schools in need of support and improvement. School failing to meet their goals may be eligible for TSI identification. Additionally, Nevada will include district averages as a point of comparison. Proficiency points are earned on the pooled rate for the all students group. Given that few Nevada schools have a full set of reportable subgroups, it is not possible to assign points at the subgroup level. Schools not meeting the 95% test participation requirements for two or more consecutive years will see a reduction in their NSPF index score.</p>

Indicator	Measure(s)	Description
ii. Other Academic Indicator	Math and ELA SBAC Median Growth Percentile and Adequate Growth Percentile and Closing Opportunity Gaps in ELA and Math (ES, MS)	<p>Based on stakeholder input, in the elementary and middle school models, the other academic indicator will contribute 55% to the total index score in Elementary School and 50% to the total index score in Middle School, and consists of growth, growth to target and opportunity gap measures. Therefore, by weight, this measure carries the most influence in the overall index score for a school. Based on the historical inclusion of growth in our previous school rating system, Nevada has evidence that growth is one of the most influential factors in a school's rating.</p> <p>For the Elementary School framework, Student growth in ELA contributes 10%. Student growth in math contributes 10%. ELA growth to target contributes 7.5%. Math growth to target contributes 7.5%. ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%.</p> <p>For the Middle School framework, student growth in ELA contributes 10%. Student growth in math contributes 10%. ELA growth to target contributes 5%. Math growth to target contributes 5%. ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%.</p> <p>Student Growth and Growth to Target</p> <p>The Nevada Growth Model was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14.</p> <p>The Growth Model is a result of collaboration between Nevada district and state education leaders who worked with other states such as Colorado and with Dr. Damian Betebenner of the Center for Assessment. Nevada has a long history of using student growth as an effective measure in determining student progress. It has proven to be a highly reliable measure for Nevada and has proven to be a good measure of increased student learning.</p> <p>Student growth is a measure of student achievement over time. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These measures require at least one score on a prior assessment and so are determined for grades four through eight using the SBAC ELA and Mathematics content assessments. Student Growth Percentiles are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. Adequate Growth Percentile is a criterion-referenced measure, which compares the student's SGP against the percentile needed to become proficient or stay</p>

Indicator	Measure(s)	Description
		<p>proficient on the state assessment in the next three years or by the end of the eighth grade.</p> <p>SGPs will not vary by grade span and is calculated for all schools in the same manner. SGPs contribute 20% to a school's total index score. (Student growth in ELA contributes 10%. Student growth in math contributes 10%). AGPs contribute 10% - 15% of a school's total index score (ELA growth to target contributes 5%-7.5%. Math growth to target contributes 5%-7.5%. AGPs will leverage SGPs in the same manner as described above.</p> <p>Student growth on the ELA and Math assessments will be disaggregated for each subgroup of students.</p> <p>Closing Opportunity Gaps</p> <p>Opportunity gaps for elementary and middle schools are determined for students in need of improvement. Students in need of improvement are students who scored in the lowest two achievement levels (i.e. not proficient) on the state assessments from the previous year. The opportunity gap measure is the percentage of the students in need of improvement from the previous year who meet their Adequate Growth Percentile target for the current year.</p> <p>The closing opportunity gap measure contributes 20% to the elementary and middle school models. (ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%). Students evaluated in the opportunity gap measure are those who did not earn a passing score on the prior year's ELA or mathematics assessments. These assessments are standardized across the state and used by all districts; however, the ability of this group of prior non-proficient students to make adequate growth varies across the state. This fact allows this measure to meaningfully differentiate schools. The percentage of these students meeting their adequate growth percentile (AGP) targets will be measured and assigned points according to the point attribution tables.</p> <p>Due to a high number of schools that do not meet the SEA's minimum n-size for each subgroup, the SEA, in consultation with stakeholders, reviewed historical data and determined that our historically underserved subgroups were overrepresented in the set of students who were not successful on the state assessments. By creating a group of non-proficient students, the SEA is able to mitigate the n-size problem, focus efforts on underserved subgroups and place emphasis on instruction. Disaggregated student performance will be reported with this measure so that the performance of each sufficiently large subgroup can be seen consistent with feedback from</p>

Indicator	Measure(s)	Description
		<p>stakeholders during Nevada ESSA plan development. The subgroup reporting will not be a point earing measures.</p> <p>The AGP of this group of students will come from the SEAs student growth percentile (SGP) model. Nevada has a long history of using this valid and reliable student progress measure. Additionally, the SEAs extensive stakeholder input further supports and prioritizes the use of growth measures in Nevada’s elementary and middle school accountability systems. A technical overview of the SGP model can be found at http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf.</p>
iii.	Grad Rate	<p>4-year cohort graduation rate (HS), The graduation rate indicator will contribute 30% to the high school model. It will consist of the 4-year and 5-year adjusted</p>

Indicator	Measure(s)	Description
	5-year cohort Graduation Rate (HS)	<p>cohort graduation rates. The 4-year and 5-year rates will be evaluated separately and will contribute 25% and 5% respectively.</p> <p>The graduation rate indicator is included in the high school model. The measures for this indicator consist of the 4-year cohort graduation rate and the 5-year cohort graduation rate. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.</p> <p>Additionally the 4-year and 5-year cohort graduation rate will be disaggregated by subgroups. This Graduation analysis will be computed using the 4-year cohort graduation rate from the previous school year. Since the 4-year cohort graduation rate reported in the NSPF lags by one year, the graduation analysis must also lag by one year. The graduation analysis will not be a point earning measure but will be used for school designations like Targeted Support and to meet federal reporting requirements.</p> <p>Students with the most significant cognitive disabilities are able to earn the new Alternative Diploma passed into law by Assembly Bill 64, during the 79th Session of the Nevada Legislature (2017). Nevada’s Alternative Diploma aligns with ESSA’s requirements for an alternate diploma. The academic content for the courses required for students to attain the Alternative Diploma must be aligned to grade-level alternate achievement standards that are aligned to the Nevada Alternate Assessment. Students with the most significant cognitive disabilities are eligible to be assessed on the Nevada Alternate Assessment and receive the Alternative Diploma. The Alternative Diploma is distinct from a Standard Diploma. by The Alternative Diploma option is available to students who are 22 and younger. Both the standard and alternative diplomas count in the state’s graduation statistics. These diplomas are state defined and meet all of the statutory requirements under ESSA.</p>

Indicator	Measure(s)	Description
iv. Progress in Achieving English Language Proficiency v.	WIDA ACCESS Adequate Growth Percentile (ES, MS, HS)	<p>The English language proficiency indicator in the elementary, middle, and high school models will contribute 10% to the total index score.</p> <p>Nevada has computed student growth percentiles (SGP) and adequate growth percentiles (AGP) for the past two years under the consultation of Dr. Damian Betebenner from the Center on Assessment. The methodology is analogous to the methodology used for the student growth percentiles described above in the Academic Progress indicator. By design, this measure is longitudinal and based on at least two years of student performance on this assessment. This measure is valid, reliable and comparable statewide. This measure does not include English learners in pre-school.</p> <p>Student performance on the WIDA ACCESS assessment is included for students at all three school levels and will contribute 10% to the total index score. The percentage of students meeting their Adequate Growth Percentile (AGP) is the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the WIDA ACCESS data are set to five years or by the twelfth grade. A student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first.</p> <p>The same methodology for calculating AGP using the WIDA ACCESS will be used for all schools across the state.</p>
vi. School Quality or Student Success	Chronic Absenteeism (ES, MS, HS); Science Proficiency (NV Science for ES MS, and HS); Percentage of students meeting high school readiness (MS); Percentage of students with academic learning plans (MS); Percentage of students who are credit sufficient by the end of 9 th grade (HS).	<p>The measures in this indicator will contribute between 10% and 35% of the total index score depending on the school level and indicate the contribution of the science assessment to the pooled proficiency rate at the ES and MS level, and science proficiency rate at HS level.</p> <p>The student success indicator at elementary school consists of a measure of student chronic absenteeism and contributes 10% to the total index score. In addition, the science assessment will contribute up to 5% of a school's rating.</p> <p>The student success indicator at middle school contributes 15% to the total index score and consists of a measure of student chronic absenteeism (10%), high school matriculation requirements (3%) and academic learning plans (2%). In addition, the science assessment will contribute up to 5% of a school's rating.</p>

Indicator	Measure(s)	Description
	Post-Secondary Program Preparation Participation and Completion (HS) Advanced Diploma (HS)	<p>The student success indicator at the high school contributes 35% to the total index score and consists of a measure of chronic absenteeism (5%), 9th grade credit sufficiency (5%), Advanced Diploma (5%), and Post-Secondary Preparation (20%). Additionally, the science assessment will contribute up to 5% of a school's rating.</p> <p>Chronic Absenteeism</p> <p>Chronic absenteeism is understood to be a leading indicator of student success and will be included in ES, MS and HS performance frameworks. Chronic Absenteeism will measure the percentage of students missing ten percent or more of school days for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. Only students that have been enrolled at the school for 91 days or more (or the equivalent minutes for schools with an alternative schedule) are included in the Chronic Absenteeism school rate, in accordance with ESSA's partial attendance requirements.</p> <p>The methodology for determining school ratings for chronic absenteeism has been aligned with nationally recognized definitions of levels of chronic absenteeism for 2017-2018. Schools earn points based on the greater of:</p> <ul style="list-style-type: none"> • the points earned by the chronic absenteeism rate <u>OR</u> • the points earned by the reduction in the school's chronic absenteeism rate over the previous year. <p>The chronic absenteeism reduction point attribution tables are capped at half the maximum available points for the measure (2.5 reduction max points for high schools and 5 reduction max points for elementary/middle schools). This allows schools to earn points for their efforts of reducing their rate of chronic absenteeism and continues the importance of low chronic absenteeism rates in Nevada as the main goal. See Appendix I for detailed point tables.</p> <p>Schools that earn points based on their Chronic Absenteeism rate AND demonstrate improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 1 point for elementary/middle schools or additional 0.5 point for high schools up to the maximum number of possible points (10 points for Elementary/Middle schools, 5 points for High Schools). However, this existing incentive will sunset on September 15th, 2025.</p> <p>Chronic absenteeism will measure all students and be reported separately for each subgroup of students. Each year, this rate will</p>

be collected directly from LEAs using a common set of data collection rules. This approach to data collection and analysis ensures the measure will be valid and reliable.

High School Readiness

High School Readiness is determined through district submitted data consisting of the number of students at the end of grade 8 of the current school year meeting the requirements in NAC 389.445 (1) a-d. **NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.** ([NRS 385.080](#),

Indicator	Measure(s)	Description
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392.033)

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:
 - (a) One and one-half units of credit in English with a passing grade;
 - (b) One and one-half units of credit in mathematics with a passing grade;
 - (c) One unit of credit in science with a passing grade; and
 - (d) One unit of credit in social studies with a passing grade.

Academic Learning Plans

Academic Learning plans are required for middle school students per NRS 388.165. At the middle/junior high school level, academic learning plans are to be developed for each student on initial enrollment. An academic learning plan rate is determined through district submitted data consisting of the number of all students at the school by the end of the school year and the number of all students with an academic learning plan. This measure is in support of state initiatives in which K-12, higher education and workforce development efforts are being aligned in order to improve outcomes for all Nevadans. The inclusion of this measure will bolster the importance of these plans and lay the groundwork for future improvements to them. The SEA has evidence to suggest that the rates at which these plans are in place are not 100% for all of Nevada schools, and so the collection of this information will provide some degree of differentiation in school ratings. If in the future, academic learning plans are discovered to be in place for all Nevada middle school and high school students, this measure will be considered for removal from the system. Since these data will be collected from all LEAs for all middle and high schools, this measure will be both valid and reliable.

Ninth Grade Credit Sufficiency

This rate will be determined by the number of ninth grade students who earned at least five credits by the end of their first year of high school. This will be a pooled average in which the numerator will consist of the number of ninth grade students with at least five credits and the denominator will be the total number of ninth grade students. This measure will consider ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader's school year).

Indicator	Measure(s)	Description
		<p>Science Proficiency Pursuant to section 1111(b)(2)(B)(v)(II) of ESSA, the science CRT is administered to students in grades 5, 8, and 10. This will be a measure of student proficiency. In making annual determinations of school performance, science will be incorporated with all measures. As part of our calculation process, NDE will pool the ELA, math and science proficiency scores in Elementary and Middle School. High School science proficiency rates will be reported separately in addition to math and ELA proficiency rates.</p> <p>The pooled averaging methodology will result in an overall test proficiency rate by which the numerator is the total number of ELA, Math and Science assessments passed and the denominator is the total number of ELA, Math and Science assessments administered. This approach enables the SEA to rate more schools because the n-size requirement will be met by sufficiency in the denominator. Small schools that are still unable to achieve the minimum n-size after pooling will be rated by combining multiple years of data.</p> <p>Post-Secondary Preparation (HS) 20% of a high school rating will come from both access or “participation” (10%) and outcomes or “completion” (10%) related to post-secondary readiness opportunities. There will be four, equally valued ways in which Nevada high schools can earn points for this measure. Participation and completion in Advanced Placement, International Baccalaureate, Career and Technical Education, or Dual Credit. Both participation and performance measures will contribute equally to the total index score; however, the point attribution will differ between the measures. In particular, participation is a less rigorous standard than performance and so the threshold required in order to earn maximum points for participation will be higher than for performance. Participation and performance are uniquely defined for each of the opportunities, but will carry the same weight in the system. Students may only count once for participation and once for performance in this category regardless of the number of opportunities in which they engage. For example, a student may count in the school’s PPM participation measure if they are enrolled in an IB program, a Dual Credit program, or a CTE program. Students who may be enrolled in all three opportunities will also only count once.</p> <p>Advanced/CCR Diploma The percentage of students earning an advanced diploma, a lagged measure since it is dependent on 4-year ACGR data, will also be measured and contribute 5% of the CCR Indicator points.</p>

B. Subgroups

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

American Indian / Native American

Black / African-American

Hispanic / Latino

Asian

Pacific Islander

Two or More Races

White / Caucasian

Students with Disabilities

English Learners

Economically Disadvantaged as measured by eligibility for Free and Reduced Lunch status.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Nevada does not identify former children with disabilities in our student information system. As such, Nevada does not track the performance of this group of students.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

Nevada will not include former English Learners in the English Learner subgroup for the purposes of calculating accountability system indicators based on assessment results. For informational purposes only, Nevada will continue to monitor data for the combined Current and Former English Learner subgroup, but this data will not be used to calculate accountability system results or determine school designations.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

District and school staff will assess and report math and ELA for recently arrived English learners, but will exclude the results in accountability measures for the first year, until growth data are available. At that time, recently arrived EL results will be included in both growth and status measures. The NDE tracks students who are new in country (NIC). In order to facilitate the reporting of EL students as described, the NDE will also track students who were NIC the previous year.

Specifically, Nevada will assess and report performance of English learners on the ELA and math assessment in each year of the student's enrollment in school, and for the purposes of the state-determined accountability system, for the first year of the student's enrollment in the school will exclude the results. NDE will include a measure of student growth on the assessment in the second year of the student's enrollment in school, and include proficiency on the assessments in the third year of the

student's enrollment in school, and each succeeding year of enrollment.

C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a). In order for the SEA to determine any of the measures in the school accountability system, there must be at least ten student records. For reported elements, if the number is less than ten, results will be suppressed. For point-earning measures with fewer than ten student records, measures will not be determined.
- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).
Not applicable.
- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

The minimum number of student records required for calculation in each measure is ten. This number was chosen during the development of Nevada's ESEA waiver. The decision for this size was made because it enabled the state to include more schools in the accountability analysis than were included under No Child Left Behind (NCLB), provided sufficient protection from identifying individual students and could be used to determine statistically reliable measures in the accountability model.

The N size of ten will apply to all school classification where a school classification refers to the school's star rating; however, with respect to school designation for TSI and ATSI, the N size will be increased to 25, while for CSI, N size will stay at 10. In the SEA's experience and through stakeholder input, the N size should be increased for these type of high stakes designations.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Nevada will not average data as a part of the accountability system. When the state accumulates enough historical data, NDE may revisit this decision.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Nevada will use a minimum N size of 10 for reporting data for all students and all subgroups of students. When reporting data, cell sizes of fewer than ten are suppressed to protect students from being identified.

- i. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Historically, Nevada has defined the full academic year or year in school (YIS) status as being students who satisfy the partial attendance provisions of ESSA will be included in the aggregated

school level measures for the Academic Achievement Indicator. These determinations are made based on the number of enrolled days and are unique to each assessment window for those assessments included in the school rating system. Furthermore, a statistical analysis of school ratings will need to be conducted to determine at which level and under which conditions a yielded rating would be statistically unreliable. Under the SEA's previous accountability system, Nevada was able to determine the maximum number of measures that could be excluded from a school's rating in order to be statistically durable. Given this experience, the SEA believes that Academic Achievement (Pooled Proficiency) and Growth (Math and ELA MGP, Math and ELA AGP) must be measurable in order to rate an elementary and middle school. By extension, a high school must have at least Student Achievement (Math and ELA), and Graduation (4-year ACGR) in order to be rated.

- ii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable.

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Meaningful Differentiation is established by incorporating a multi-faceted indicator system for all three school levels that will result in the continuous improvement of all schools. This system is called the Nevada School Performance Framework (NSPF) and results in a summative school rating of 1- to 5-stars. This rating system will be applied to all public and charter schools that meet the minimum N size requirements.

The ratings of schools will be determined by adding the points earned for each indicator in the school rating system. The indicators are described in section 4.1 (a).

Student performance on the statewide ELA and mathematics assessments, ELPA, and graduation rates will be measured against the state's defined long-term goals and measures of interim progress. Each of these reporting elements will be disaggregated to take into consideration the performance of each subgroup. Additionally, the school quality indicators described in section 4.1 (a) are designed to further call attention to the performance of low achieving students and subgroups. The system is designed to identify schools for both comprehensive and targeted supports.

Describe the following information with respect to the State's system of annual meaningful differentiation:

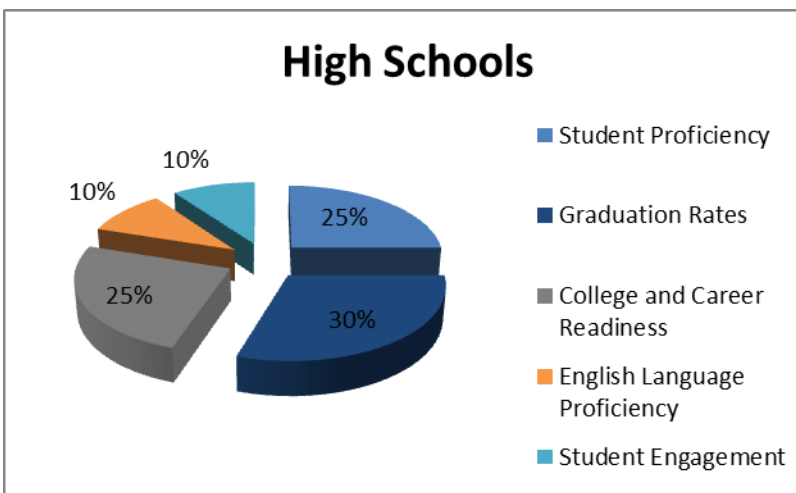
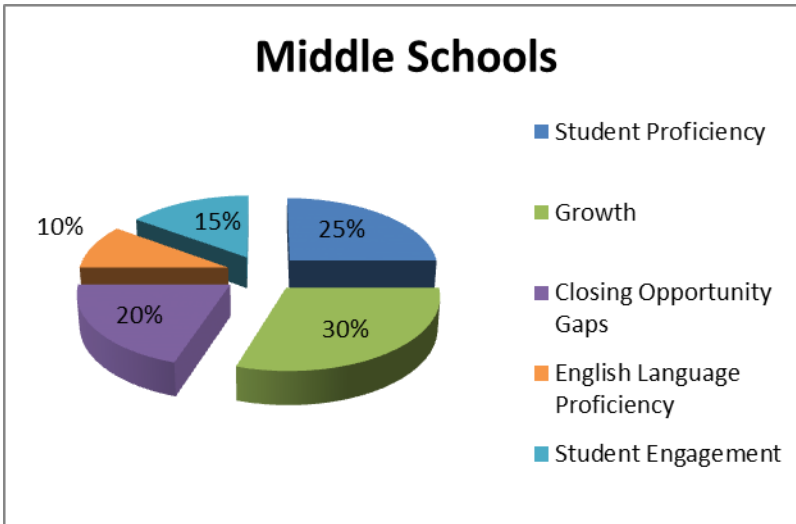
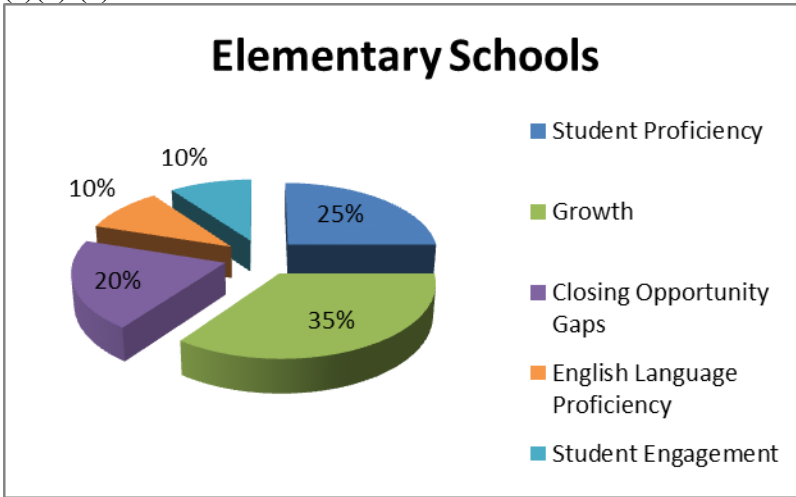
- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Indicator	Elementary Schools	Middle Schools	High Schools
Academic Achievement Indicator	ELA Proficiency (7.5%-10%) *	ELA Proficiency (10%-12.5%)*	ELA Proficiency (10%)*
	Math Proficiency (7.5%-10%)*	Math Proficiency (10%-12.5%)*	Math Proficiency (10%)*
	Read by Grade 3 (5%)	NA	NA
Other Academic Indicator	ELA Growth (10%)	ELA Growth (10%)	NA
	Math Growth (10%)	Math Growth (10%)	NA
	ELA Growth to Target (7.5%)	ELA Growth to Target (5%)	NA
	Math Growth to Target (7.5%)	Math Growth to Target (5%)	NA
	ELA Opportunity Gap (10%)	ELA Opportunity Gap (10%)	NA
	Math Opportunity Gap (10%)	Math Opportunity Gap (10%)	NA
Graduation Indicator	NA	NA	4-year ACGR (25%%)
	NA	NA	5-year ACGR (5%%)
English Language Progress Indicator	WIDA Growth to Target (10%)	WIDA Growth to Target (10%)	WIDA Growth to Target (10%)
Student Success Indicator	Chronic Absenteeism (10%)	Chronic Absenteeism (10%)	Chronic Absenteeism (5%%)
	Science Proficiency (up to 5%)*	Science Proficiency (up to 5%)*	Science Proficiency (up to 5%)*
		High School Readiness (3%)	CCR Post-Secondary Preparation Participation (10%)
	Percent with Academic Learning Plans (2%)	CCR Post-Secondary Preparation Completion (10%)	
		9 th Grade Credit Sufficiency (5%)	
		CCR Advanced Diploma (5%)	

*For reporting purposes, science results will be pooled with ELA and Math results for elementary and middle schools. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a science assessed grade level (k-3 schools) and so 0% of their status points will consist of science results. Most schools will assess science with approximately one-third the number of students who take ELA and Math. This means that science is approximately 1/7th the total number of assessments in the pooled rate. For most schools, this means science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a

higher contribution of science assessments to the pooled average, but none more than 20% of the pooled assessments. This results in a maximum of 5%.

- i. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).



These weights reflect the values expressed during multiple stakeholder engagements and place substantial weight to each of the academic achievement, progress, graduation rate, and ELPA indicators. Schools with an insufficient number of English learners needed to determine the ELPA measure will receive an adjusted rating. An adjusted rating will be determined by dividing the total number of points earned by the total number of points possible. In the instance of a missing ELPA indicator, the school will be rated as a percentage of points earned out of 90 total possible points.

In Nevada's experience, this methodology results in proportionate redistribution of points among the remaining indicators and allows for statistically comparable ratings between schools.

The weights expressed above were established directly from stakeholder input and were chosen to reflect Nevada values. They are determined to be clear and understandable. These weights are applied evenly by grade span in order to provide a fair and consistent evaluation of each school within grade spans.

- ii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

The NSPF index score is a single summative rating for each school that is divided into five score ranges corresponding to a star rating. Ratings or classification of schools will be established through a standard setting process that credibly reflects the state's vision for the accountability system.

An index score is the sum of the number of points earned divided by the number of points possible and multiplying by 100. Each indicator is a sum of multiple measures that is further broken down into score ranges. Each score range corresponds to a star rating which is a descriptor of how a school is performing based on the indicators in the framework.

These are the Five Score Ranges by school level:

Elementary School Star Ranges

Rating	Ranges
★	>0 and < 27
★★	≥ 27 and < 50
★★★	≥ 50 and < 67
★★★★	≥ 67 and < 84
★★★★★	≥ 84 and ≤ 100

Middle School Star Ranges

Rating	Ranges
★	>0 and < 29
★★	≥ 29 and < 50
★★★	≥ 50 and < 70
★★★★	≥ 70 and < 80
★★★★★	≥ 80 and ≤ 102

Performance Level Descriptions for each Star Level

Star Rating	Elementary and Middle Schools Policy Descriptor
★★★★★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.
★★★	Identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard.
★★	Identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon.
★	Identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school is subject to state interventions.

Star Rating	High School Policy Descriptor
★★★★★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.
★★★	Identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard.
★★	Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon.
★	Identifies a school that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school is subject to state interventions.

- iii. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Nevada's public schools receive an index score from 1-100 and an associated 1-5 star rating under the Nevada School Performance Framework. This index score is calculated by adding the points earned in each indicator at the school, dividing by the total points possible and multiplying by 100. Nevada's engagements with various stakeholder groups (NDE's Accountability Technical Advisory Group and NDE ESSA Accountability Workgroup) resulted in the components and weights of the indicators in the rating system, general descriptions of schools at each star level, and informed the development of the point attribution tables. Point attribution tables are used to assign points along the continuum of school performance within each indicator and measure of the rating system.

Point Attribution Tables (PATs) are used to link a school's rate in a given Measure with points earned in that Measure. As an example, a Math Proficiency rate of 38% at a high school is associated with 9 out of 10 possible points in the Math Proficiency Measure. The PATs were developed in collaboration with Nevada stakeholders.

Generally, the PATs are created as follows: maximum points in a Measure's PAT are set at the SEA 2024 Long-Term Goals or 85th percentile of statewide student performance, half points are set at the 2017 Measures of Interim Progress (MIPs) or 50th percentile of statewide student performance, and minimum points are set at the 15th percentile of statewide student performance. As such, the use of PATs in every NSPF Measure allow for meaningful differentiation of schools based on their performance in those Measures.

The number of points earned is the sum of the points earned for each school based on where their performance lands on the point attribution tables for each measure. The points assigned in the Point Attribution Tables were established using historical data, stakeholder input and guided by stakeholder developed performance level descriptors; so that each of the five star classifications would be distinct and meaningful.

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements in at least the following indicators: Academic Achievement and Growth.. In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement and 4-year Graduation Rate,. A school that does not meet the minimum requirements will receive a Not Rated classification until such time as a sufficient amount of student data over a number of years can be pooled to rate the school and meet the minimum n-size.

In accordance with NRS385.007, "charter school" means a public school that is formed pursuant to the provisions of chapter 388A of Nevada Revised Statutes. As such, all charter schools receive accountability ratings aligned with the system for public schools.

Seventy percent of Nevada's elementary and middle school accountability system is based on student performance or progress on both the state administered content assessments and English language proficiency. Aggregated student performance in proficiency, English language proficiency and graduation rate will be measured against the state's defined long term goals and measures of interim progress. Given this distribution, these indicators are more substantially weighted than the school quality indicator described in section 4.1a; however, the SEA has designed the school quality measure to further call attention to the performance of low achieving students and subgroups. As such, schools identified for comprehensive supports based on total index score will be influenced heavily by the performance and progress based measures. Similarly, sixty-five percent of Nevada's high school accountability system is based on student performance, graduation rate and English language proficiency.

Targeted Support schools at all levels will be identified based on subgroup performance relative to the SEA's measures of interim progress for proficiency and graduation rate. For those measures not linked to the measures of interim progress, subgroup performance will be measured against the lowest point earning category in the point attribution table for that measure. The lowest point earning categories are typically set at the 15th percentile of statewide student performance. As designed, this will be a reporting attribute of our school accountability system that will also enable the SEA to identify schools for targeted supports and improvements.

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

The SEA is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public school...” (ESSA 1177-35(E)). Specifically, the ESSA requires 95 percent participation on the state mathematics and English language arts assessments. Participation in the Science assessment is not included in this rate. Given the requirement to measure participation for all students and each of the ten subgroups over two content areas, there will be 22 distinct participation measures determined for each school.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enables meaningful measurement of academic performance. ~~In Nevada, for any student group that did not meet the 95% participation requirement, the denominator will be the greater of those who assessed vs 95% of those who should have tested is applied (ESSA penalty). If the all-student group receives the ESSA penalty, overall points on the NSPF may be affected due to a lower proficiency rate. Any student group (other than the all-student group) that receives the ESSA penalty can be affected in TSI or ATSI determinations due to lower proficiency rates for the student group. To ensure that this high standard continues, Nevada has established two levels of participation rate penalties for schools that test fewer than 95% of its eligible student population: Participation Warning, and Participation Penalty. Additionally, the participation rates for each of the ten subgroups for mathematics and English language proficiency will be publicly reported on the school rating report.~~

~~Schools failing to meet the subgroup participation rate of 95 percent and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year will be publicly identified as failing this important metric. The NSPF school report will prominently display the “Participation Warning” with the school index score and Star Rating. No points are deducted for a Participation Warning.~~

~~If a school fails to meet the ESEA subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for two or more consecutive years, points will be deducted from the Academic Achievement indicator and the NSPF school report will prominently display the “Participation Penalty” designation with the school index score and Star Rating.~~

~~For a school to receive a Participation Penalty there does not need to be consistency with the same subgroup missing the same content area. For example, in year one, a school may have the English Learner subgroup miss their Math participation rate, and thus will receive a Participation Warning. In year two, this same school may have a different subgroup miss the 95% participation rate for Math, but the English Learner subgroup met the 95% participation rate. This school would still receive a Participation Penalty for missing any of the participation rates for a second consecutive year. Additionally, once a school remediates participation problems, the school is then cleared of all penalties. If identified again in a subsequent year, the school will first receive a Participation Warning, followed by a Participation Penalty.~~

~~Furthermore, schools failing to meet the 95% participation rate will be required to review, approve, and monitor an improvement plan developed in partnership with stakeholders. For LEAs with a significant number of schools missing the 95% goal, NDE will work with those organizations to determine the process for improvement.~~

Schools failing to meet the 95% participation rate will be required to review, approve, and monitor an improvement plan, within their School Improvement Plans (SIPs), developed in partnership with

stakeholders.

- F. Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if

applicable.

Some schools in Nevada do not have a large enough student population to be reliably rated, but are otherwise traditional public schools. Where possible and when a sufficient number of years of data (up to three years) are accumulated, student achievement data are combined to rate small schools using the Nevada School Performance Framework. Current practice in Nevada allows for data pooling to occur after two years if a sufficient number of records is available at that time. The method of combining data is pooled averaging, which results in a weighted average where the weight is proportional to the number of students in each of the three years of data. This method accounts for the year-to-year fluctuations in N-size for these small schools. If a school rating is derived from this averaging procedure, the process and definition of the procedure is clearly indicated on the rating report.

95% Participation: Schools who do not meet the 95% participation expectation are allowed to meet the participation expectation through a 2- and 3-year average. The same uniformed procedure is used to combine data across school years and grade spans. The current school year data is combined with the school year data immediately preceding for a 2-year average. For a 3-year average the current school year data is combined with the immediately preceding data from the previous two years. When combining data across school years, the total number of students in each subgroup is summed in order to determine if the subgroup meets N-size requirements.

G. Including All Public Schools in a State's Accountability System. If the State uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Nevada intends to rate all public and charter schools. In the past, Nevada has identified small or other schools with an insufficient number of student records for pooled averaging. Nevada will again use this approach to increase the number of rated schools until all schools are rated. Since the fall of 2017 will be first reporting year for the accountability system and since the pooled averaging will take at least three years in order to accumulate a sufficient number of student records, the goal for the SEA is to rate all schools by the 2019 report year. In the meanwhile, the student achievement data will be made available to the local education agencies and where sufficiency of records exists for select indicators in the system, data will be reported publicly. That is, the SEA will report as much as it can as data are available until such time as pooled averaging will enable the school to be rated in a manner that is comparable to other schools in state. In this way and over time, these schools will be subject to CSI and TSI identification.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Nevada has schools with variant grade configurations. The school accountability system is adjusted by scoring only the sections relevant for each school. For example, if there is a K-8 school, the NSPF categories for both elementary and middle school would be included.

- i. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Some schools in Nevada do not have a large enough student population to be reliably rated, but are otherwise traditional public schools. Where possible and when a sufficient number of years of data (up to three years) are accumulated, student achievement data are combined to rate small schools using the Nevada School Performance Framework. Current practice in Nevada allows for data pooling to occur after two years if a sufficient number of records is available at that time. The method of combining data is pooled averaging, which results in a weighted average where the weight is proportional to the number of students in each of the three years of data. This method accounts for the year-to-year fluctuations in n-size for these small schools. If a school rating is derived from the pooled averaging, the process and definition of the procedure is clearly indicated on the rating report. Schools with an insufficient number of students needed to determine a measure within the system may receive an adjusted rating. An adjusted rating will be determined by dividing the total number of points earned by the total number of points possible. In Nevada's experience, this methodology results in proportionate redistribution of points among the remaining indicators and allows for statistically comparable ratings between schools.

- ii. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

Nevada intends to rate all public and charter schools. In the past, Nevada has identified small or other schools with an insufficient number of student records for pooled averaging. Nevada will again use this approach to increase the number of rated schools until all schools are rated. Since the fall of 2017 will be first reporting year for the accountability system and since the pooled averaging will take at least three years in order to accumulate a sufficient number of student records, the goal for the SEA is to rate all schools by the 2019 report year. In the meanwhile, the student achievement data will be made available to the local education agencies and where sufficiency of records exists for select indicators in the system, data will be reported publicly. That is, the SEA will report as much as it can as data are available until such time as pooled averaging will enable the school to be rated in a manner that is comparable to other schools in state. In this way and over time, these schools will be subject to CSI and TSI identification.

- iii. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Schools with a sufficient number of student records within a significant number of system measures and who are not otherwise excluded from the rating (see section iv above) will be rated. Schools must be rated in order for them to be identified for comprehensive support and improvement by index score, or must have a valid graduation rate. Conversely, a school must at least have a sufficient number of student records over the requisite number of years needed to determine subgroup performance on the state ELA and mathematics assessments in order to be considered for targeted support and improvement.

Schools without a sufficient number of student records will not be rated, until such time as a sufficient amount of student data over a number of years can be pooled to rate the school and meet the minimum n-size.

All charter schools not otherwise excluded will receive accountability ratings.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

In accordance with Nevada’s consolidated state plan, low performing schools, high schools with low graduation rates, and non-improving ATSI schools are identified annually for Comprehensive Support and Improvement (CSI), and remain in the CSI designation for at least three years. CSI schools were first designated for SY17-18, based on SY16-17 performance. Schools can receive one designation at most and designations are determined in the following order: CSI, TSI, and then ATSI.

Designation criteria are distinct by school level and consider overall school performance as well as graduation rates at the high school level. CSI schools will be designated annually and will remain as part of a cohort for a three year improvement process. Any identified Title I school that earns a star rating is eligible for CSI designation if criteria are met for bottom 5th percentile or non-exiting ATSI. Any high school, regardless of Title I status or receipt of a star rating, is eligible for CSI if they meet the low graduation rate criterion.

Elementary and Middle School Designation Criteria

Elementary and middle schools will be designated for CSI using the following criteria:

1. All Title I elementary and middle schools performing at or below the respective 5th percentile elementary or middle school index score are identified for CSI.
 - a. The 5th percentile index scores are determined for each level (elementary and middle) by rank ordering Title I elementary/middle schools from lowest to highest index score and finding the index score at the 5th percentile.
2. Furthermore, any Title I elementary or middle school that was designated for ATSI for three years and has not met the respective ATSI designation exit criteria is designated for CSI.

High School Designation Criteria

High schools will be designated using the following criteria:

1. All identified Title I high schools performing at or below the 5th percentile high school index score are identified for CSI.
 - a. The 5th percentile index score is determined by rank ordering identified Title I high schools from lowest to highest index score and finding the index score at the 5th percentile.
2. From the remaining high schools (i.e., those above the 5th percentile), high schools with a 4-year adjusted cohort graduation rate (ACGR) less than 67% are identified for CSI.
3. Furthermore, any identified Title I high school that was designated for ATSI for three years and has not met the respective ATSI designation exit criteria is designated for CSI.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Each year, CSI schools will be reviewed for performance against annual benchmarks toward the exit criteria. After implementing a three year improvement plan, CSI schools will be evaluated for exit from this designation. Exit criteria are distinct by school level. Schools failing to meet exit criteria

after their first three years of designation will be evaluated annually for exit and subject to state-determined, more rigorous interventions (see below).

Elementary and Middle School Exit Criteria

CSI designated elementary and middle schools will exit this designation:

- When the school's current year NSPF adjusted index score is above the current year's bottom 5th percentile of NSPF adjusted index scores for all identified Title I schools for the respective school year
- AND
- If the school's NSPF adjusted index score over 3 years is 10 or more points above the NSPF adjusted index score for the year in which the school was identified as CSI.

If an elementary or middle school is identified for CSI in a given year, and in any subsequent year during their CSI designation period they again meet CSI entrance criteria, the original three-year CSI designation timeline will not reset. The elementary or middle school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within the three years. The elementary or middle school will be evaluated for exit at the end of the three-year period. If an elementary or middle school does not meet CSI exit criteria after three years, the school will be annually evaluated for exit, designated as MRI, and subject to additional State intervention. An elementary or middle school that exists CSI remains eligible for TSI or ATSI if the designation criteria are met.

High School Exit Criteria

CSI designated high schools will exit this designation for lowest 5%:

- When the school's current year NSPF adjusted index score is above the current year's bottom 5th percentile of NSPF adjusted index scores for all identified Title I schools for the respective school year
- AND
- If the school's NSPF adjusted index score over 3 years is 10 or more points above the NSPF adjusted index score for the year in which the school was identified as CSI.

If a high school was designated CSI due to meeting the low graduation rate criterion, they will need to have a 4-year adjusted cohort graduation rate at or above 67% in the current year NSPF data.

When a high school is officially designated CSI by NDE, a three-year timeline will immediately begin. A high school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within the three years. The plan must be approved by NDE. If a high school is identified for CSI in a given year, and in any subsequent year during their CSI designation period they again meet CSI entrance criteria, the original three-year CSI designation timeline will not reset. The high school will be evaluated for exit at the end of the three-year period. If a high school does not meet CSI exit criteria after three years, the school will be subject to designated as MRI and subject to additional State intervention.

A high school that exits CSI remains subject to an immediate TSI or ATSI designation if TSI or ATSI designation criteria are met.

- **Targeted Support and Improvement Schools.** Describe:
 - i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Schools with consistently underperforming subgroups are identified annually by the SEA for Targeted Support and Improvement (TSI), and remain in the TSI designation until they meet the exit criteria established by the LEA. Nevada has defined consistently underperforming as a single subgroup that is underperforming over two years. Schools can receive one designation at most. Schools are eligible for TSI if they are not currently designated for CSI or ATSI. When a school is officially designated TSI by NDE, an official notice is given to the school’s LEA, and NDE ensures that the LEA notifies the school. A school designated as TSI must work with their LEA to develop a plan to address the student group issues identified. Unlike CSI and ATSI, TSI exit criteria is established by the LEA for their schools. A school is no longer TSI if they meet the exit criteria established by their LEA or is no longer designated TSI by NDE for consistently underperforming subgroups. TSI plans are approved and monitored by the LEAs. A school can be redesignated as TSI each year by NDE.

All measures in the NSPF for each school level will be disaggregated by race/ethnicity and special population membership. This is a total of ten subgroups of students. The n-size required for TSI consideration is 25. Designated CSI and ATSI schools will be removed from TSI consideration.

~~Performance targets for TSI (i.e. targets that need to be met by the student group) are the statewide 15th percentiles for the relevant measure, school level, and year. The bottom 15th percentile will be determined by the all student group’s performance for each measure for each school level. If a student group’s performance is at or below the 15th percentile cut, the student group is flagged for that measure.~~

~~Measures are combined into indicators (Academic Achievement, Other Academic Achievement, English Language Proficiency, Graduation Rates, and Student Success) and subgroup performance among all the measures within all indicators over two consecutive years will be considered when making TSI determinations and identifying schools with consistently underperforming subgroups. A consistently underperforming subgroup is a subgroup that fails to meet percentile cuts two years in a row on the same measure. If the same Subgroup fails to meet percentile cuts on the same measure for two years in a row, then the Indicator gets flagged. If a school has consistently underperforming subgroups within the Academic Achievement Indicator (indicator flagged two years in a row) and in at least two other indicators, then the school will be designated a TSI school. To be identified as a TSI school, the same student group must be identified across the Academic Achievement indicator AND at least two other indicators.~~

~~For purposes of TSI designations, measures are categorized under indicators as follows:~~

ES Indicators and Measures	MS Indicators and Measures	HS Indicators and Measures
Academic Achievement Indicator	Academic Achievement Indicator	Academic Achievement Indicator
Math Proficiency	Math Proficiency	Math Proficiency
ELA Proficiency	ELA Proficiency	ELA Proficiency
Read by Grade 3	Growth Indicator	Graduation Rates Indicator
Growth Indicator	Math MGP	4-Year ACGR
Math MGP	ELA MGP	5-Year ACGR
ELA MGP	Math AGP	EL Proficiency Indicator
Math AGP	ELA AGP	WIDA AGP
ELA AGP	Math Closing Opportunity Gaps	Student Engagement Indicator
ES Indicators and Measures	MS Indicators and Measures	HS Indicators and Measures
Math Closing Opportunity Gaps	ELA Closing Opportunity Gaps	Science Proficiency
ELA Closing Opportunity Gaps	EL Proficiency Indicator	Post Sec. Prep. Participation
EL Proficiency Indicator	WIDA AGP	Post Sec. Prep. Completion

WIDA-AGP	Student Engagement Indicator	Advanced/CCR-Diploma
Student Engagement Indicator	Science Proficiency	Chronic Absenteeism
Science Proficiency	Chronic Absenteeism	9 th -Grade Credit Requirements
Chronic Absenteeism	8 th -Grade Credit Requirements	
	Academic Learning Plans	

Student groups included in TSI/ATSI calculations are the following:

- The seven-standard race/ethnicity populations: American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or More Races, and White
- Students with Disabilities (students with an Individualized Education Program, or IEP)
- English Learners
- Students who are Economically Disadvantaged (ED), which is measured as students who meet criteria to receive free or reduced-price lunch (FRL)

To be designated TSI, a student group must meet the TSI criteria for two consecutive years. The methodology described below applies to the current NSPF data AND the immediately preceding school year as two consecutive years of data is needed to determine TSI designation.

The methodology involves generating an NSPF adjusted index score for each student group at each school, by tying each student group’s performance in each NSPF measure to the respective measure point attribution tables. If the student group is sufficiently large (n-size ≥ 25) for the Measure, points are awarded based upon their performance and the point attribution table (PAT). If the student group is not sufficiently large, no points are awarded, and the measure is not considered in the final adjusted index score calculation (points possible = 0).

Once each Measure is evaluated, points for each student group at each school are aggregated into a school-level student group NSPF index score. The student group’s NSPF index score is then adjusted based upon the points possible for the student group. For a given student group to receive an overall adjusted NSPF index score, the student group must have earned points (i.e. had an n-size ≥ 25) in each of the Measures required for rating, by level—for elementary and middle schools the student group must earn points in Pooled Proficiency, Mathematics (Math) Median Growth Percentile (MGP), English Language Arts (ELA) MGP, Math Adequate Growth Percentile (AGP), and ELA AGP, while for high schools, the student group must earn points in Math Proficiency, ELA Proficiency, and 4-Year Adjusted Cohort Graduation Rate (ACGR).

The student group’s adjusted NSPF index score is then compared to a bottom 15th percentile cut, determined using the same methodology the CSI bottom 5th percentile adjusted index score for the relevant school level. If the student group adjusted index score is at or below the bottom 15th percentile adjusted index scores for the relevant school level (but not meeting ATSI requirements) for two consecutive years, then the student group is flagged for TSI. After evaluating all student groups, if the school has at least one TSI flag, the school is designated TSI.

- The TSI logic adapts CSI bottom 5th percentile methodology to determine two 15th percentile cuts (current year and immediately preceding year) be applied to student groups for consideration. The following applies to a single student group, with the intent that it is repeated for all student groups.
- This methodology ensures that any school in which the performance of any subgroup of students that is approaching the ATSI criteria can be identified early, and intervention can take place before reaching ATSI status. This also aligns the designation methodologies for all three designation levels.

- i. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Schools with very low-performing subgroups are identified annually for Additional Targeted Support and Improvement (ATSI) and remain in the ATSI designation for at least three years. Low-performing subgroups are subgroups whose performance, on their own, would lead to identification for CSI under ESSA. Schools can receive one designation at most.

An ATSI school may be redesignated as a CSI school at any time during their designation period if CSI criteria are met (i.e., index score falls below bottom 5th percentile as determined in the CSI methodology).

An ATSI school is immediately eligible for any of the three designations upon exit from ATSI, including a new ATSI designation. Title I ATSI schools that do not meet exit criteria after the three year period the school will be designated CSI. Non-Title I schools that do not meet exit criteria after the three year period remain in ATSI status.

Establishing Performance Level Expectations for Subgroups for Additional TSI (ATSI)

The performance level expectations for designating schools for ATSI will be determined as follows:

The methodology involves generating an NSPF adjusted index score for each student group at each school, by tying each student group’s performance in each NSPF measure to the respective measure point attribution tables. If the student group is sufficiently large ($n\text{-size} \geq 25$) for the Measure, points are awarded based upon their performance and the point attribution table (PAT). If the student group is not sufficiently large, no points are awarded, and the measure is not considered in the final adjusted index score calculation (points possible = 0).

Once each Measure is evaluated, points for each student group at each school are aggregated into a school-level student group NSPF index score. The student group’s NSPF index score is then adjusted based upon the points possible for the student group. For a given student group to receive an overall adjusted NSPF index score, the student group must have earned points (i.e. had an $n\text{-size} \geq 25$) in each of the Measures required for rating, by level—for elementary and middle schools the student group must earn points in Pooled Proficiency, Mathematics (Math) Median Growth Percentile (MGP), English Language Arts (ELA) MGP, Math Adequate Growth Percentile (AGP), and ELA AGP, while for high schools, the student group must earn points in Math Proficiency, ELA Proficiency, and 4-Year Adjusted Cohort Graduation Rate (ACGR).

The student group’s adjusted NSPF index score is then compared to the CSI bottom 5th percentile adjusted index score for the relevant school level. If the student group adjusted index score is at or below the CSI highest bottom 5th percentile adjusted index score for the relevant school level then the student group is flagged for ATSI. After evaluating all student groups, if the school has at least one ATSI flag, the school is designated ATSI.

The ATSI logic adapts CSI bottom 5th percentile methodology to be applied to student groups for consideration. The following applies to a single student group, with the intent that it is repeated for all student groups.

This methodology ensures that any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement (CSI) and would be identified for additional targeted support and improvement (ATSI).

- ii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

ATSI schools will be evaluated for exit after a three-year period. Schools are removed from designation if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria for *either* the year they were designated ATSI *or* the current year's ATSI designation criteria, whichever has a higher 5% threshold. The criteria being a school no longer meeting the evaluation year's 5% threshold for the identified student group(s) for which it was designated.

Additional flags (student groups) picked up during the designation period do not reset the designation timeline, nor do they need to be cleared in order to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation, the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. The school is immediately eligible for any of the three designations upon exit from ATSI, including a new ATSI designation. Title I ATSI schools that do not meet exit criteria after the three year period will be designated CSI. Non-Title I schools that do not meet exit criteria after the three year period remain in ATSI status and will be evaluated annually for exit.

Prior to issuing final CSI/TSI/ATSI designations and CSI/ATSI exit evaluations, the NDE shares these preliminary findings with school districts for review, with reasonable notice.

4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The SEA will prioritize LEAs with the highest percentage of CSI and ATSI schools, as well as those CSI schools that have large equity gaps between subgroups (i.e., CSI schools that would have been designated ATSI schools if they had already not been designated as CSI).

The SEA will distribute Title I 1003(a) funds competitively across the state and will only fund evidence-based interventions, strategies, and activities that meet ESSA Evidence Levels 1, 2, or 3. The Department redesigned the competitive grant applications to be a formula based grant application, which includes Title I 1003(a). The intention is to ensure that federal and state dollars have maximum impact on positive student outcomes and that funds are used efficiently and effectively. To accomplish this, the SEA may do the following:

- Prioritize evidence-based interventions that meet the highest ESSA Evidence Levels.
- Fund three priority areas of the SEA: 1) strengthening school leadership development; 2) using data to drive instructional decision-making; and 3) turning around the lowest-performing schools.
- Prioritize and fund rigorous research and evaluation meeting national standards to drive the state's learning agenda and continuous improvement, as well as to build a local evidence base in Nevada.
- Prioritize funding districts and schools that have demonstrated a commitment to rapid school improvement (e.g., signing a performance compact to establish improvement targets, developing networks of schools focused on evidence-based interventions and collaborative learning, or creating conditions for operational flexibility to implement the evidence-based interventions).

The 1003(a) plans will be reviewed and evaluated annually by cross-functional NDE teams to ensure funds are being effectively implemented to meet the needs of all learners. The SEA will also provide technical assistance, support, and guidance to LEAs regarding evidence-based interventions, evaluation, and the continuous improvement cycle. Additionally, the SEA will expand an evidence-based interventions list to support LEAs in identifying and selecting evidence-based interventions that meet their unique needs. Monitoring will be on-going as needed.

The SEA will conduct monitoring of each LEA (including charter school sponsors) receiving 1003(a) funds annually, at a minimum. This monitoring will be a combination of desktop and onsite to ensure LEAs are 1) effectively implementing 1003(a) interventions and strategies as outlined in their plans and 2) are seeing progress in student outcomes. As appropriate, the SEA will work collaboratively with LEAs to ensure it modifies practices and/or policies to remove barriers and provide operational flexibility that enables full and effective implementation of 1003(a) plans. Additionally, the SEA will require that each LEA receiving funds provides a 1003(a) progress monitoring report that identifies goals and progress toward those goals. Lastly, the SEA will prioritize funding for LEAs to conduct rigorous, high-quality evaluations of their 1003(a) programs and will conduct state-wide evaluations of 1003(a) programs in future years to determine the most effective interventions to school transformation.

Charter schools that have been identified as MRI and CSI will also be eligible to access 1003(a) resources in accordance with the prioritized categories above. The SEA is one layer removed from the oversight of the plan's implementation, due to its oversight role with the charter school sponsor. Therefore, the SEA provides direct accountability to charter school sponsors, and charter school sponsors provide direct oversight and accountability to the schools in their portfolio, in accordance with both Nevada law and individual charter contracts, including student performance targets. In the instance that a charter school does not improve, the sponsor may take action to close or restart the school. The SEA reserves the right to intervene if the charter school sponsor does not meet its obligation. Charter schools receiving 1003(a) funds will be monitored using the same processes and protocols as traditional public schools.

The SEA will also redesign state tools to align with the focus on evidence-based interventions, continuous improvement, and rigorous evaluation to ensure that federal and state funds are spent effectively and efficiently in service of improving student outcomes. These tools include a comprehensive needs assessment, school performance plans, district performance plans, grants management, and consolidated monitoring.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

- 1) NDE will define evidence-based practice (including early learning opportunities) and create a list of state-vetted, evidence-based interventions which may include service providers, programs, materials, curriculum, and other resources. This list will include evidence-based interventions focused on the state priorities of school leadership development, data-informed decision making and supporting our underperforming schools, as well as other topics such social emotional learning, STEAM, literacy, parent/family engagement, etc. This list will be available as a resource for LEAs and schools to refer to when selecting evidence-based interventions that meet their unique context. NDE will assist LEAs, as appropriate, in identifying the appropriate evidence-based intervention(s) to meet their school site needs.
- 2) NDE will coordinate professional development activities, such as state-wide convenings, to disseminate information and build local capacity around evidence-based practices, progress monitoring, and evaluation. In addition, the SEA will provide regular technical assistance to LEAs in the form of online webinars and on-site visits, as necessary.
- 3) NDE will work with national partners and our key stakeholders such as district leaders, who will help us further define what rigorous evaluation looks like for our state. We will develop a statewide research agenda focused on the continuous improvement cycle that will guide the LEAs', schools' and SEA's evidence-based work moving forward.
- 4) NDE will provide differentiated support to LEAs, depending on the level of performance and the diagnosis of services needed. The state approach to differentiated school improvement consists of four tiers:
 - Self Support and Replication (highest achieving schools);
 - Coordinated Support;
 - Priority Support; and
 - Accelerated Support (highest need schools)

The Self Support tier comprises of schools that are sustainably 4- and 5-star schools. These schools are recognized and considered for replication for their demonstration of promising practices. They will be models and mentors to the low-performing schools.

The Coordinated Support tier is comprised of schools that have sustained 3- and 4-star ratings, yet are not defined as Self Support schools.

The Priority Support tier comprises schools that are non-sustained 3-star schools and will also include Targeted Support and Intervention Schools.

The Accelerated tier comprises schools that are designated CSI, ATSI or in need or MRI. This multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE and districts for each tier, in addition to school community actions, in order to facilitate system level alignment and coherence on accountability and supports.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

When a school is designated for “more rigorous intervention,” the SEA will provide intensive support to the LEA and school site to conduct their school level Needs Assessment and develop their School Performance Plan. The Department may work with the LEA to select an evidence-based support provider to review the school, conduct the needs assessment, and develop the school site plan. The Department can approve or amend the plan and the school and the LEA may be directed on the use of funds and other necessary policy decisions to implement the plan. School improvement options may include but are not limited to:

1. Partnership with evidence based non-profit provider
2. Required evidence-based professional development and curriculum
3. Transition to only evidence based interventions with implementation support from evidence based providers that meet ESSA Evidence Levels 1, 2, and 3
4. Use Empowerment or Autonomy state designation to create operational flexibility at the school level to implement evidence-based interventions.
5. The conversion to an A+ school where an individual school is still part of the LEA, but it receives and controls 100% of the funding and has the ability to waive district policies that inhibit their ability to execute their transformation plan;
6. Redesign (led by an evidence based support provider)
7. Other more rigorous improvement strategies

NDE and the LEA will work with the school community and evidence-based partners to implement an improvement strategy that is best suited to create the improvement aligned to student needs. Through the development of the plan, the team may request a waiver of local policy or state regulation necessary to implement the school improvement plan. All schools that go through “more rigorous” process will sign a new performance compact aligned to improving the school to a three star level in three years.

For LEAs with significant numbers of schools designated as Chronically Underperforming, the SEA will help support the LEA in selecting an evidence-based support provider to conduct an in-depth needs assessment of the LEA to include, but not limited to, monitoring and support for CSI schools and implementation of the school and district performance plans. In addition, the SEA may require districts to conduct an equity landscape to inform the needs assessment and LEA evidence-based strategies. The Department will share these findings with the LEAs, CSI schools, families, and communities to help determine additional needs and gaps in implementation of interventions and strategies. This will also help to identify whether these schools and local education agencies are implementing evidence-based interventions and strategies with fidelity, the effectiveness and urgency of interventions, and any inequities in resource allocation. The Department may then collaborate with LEAs to outline specific actions and practices for the LEA to execute to reduce the percentage of CSI schools identified. It will also provide increased support, technical assistance, and monitoring to those CSI schools and local education agencies. These interventions may include directed use of resources and funds for evidence-based interventions and high-quality curriculum, required or assigned targeted evidence-based professional learning, increased evidence-based coaching and on-site monitoring, and required participation in collaborative networks and problem-solving sessions, among other interventions. The Department may also establish an alternate governing board comprised of state and local leaders to oversee transformation plans at three or more CSI schools within the same district.

These more rigorous interventions will directly align with and be integrated into the Department’s redesigned school and district performance plans, comprehensive needs assessments, and consolidated monitoring tools and processes.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Equity is an overarching theme throughout all of the SEA and LEA work with underperforming schools. Beginning with the LEA needs assessment, equity of resources will be determined to ensure all students have the resources needed to reach their full potential. The SEA annually collects data around effective and ineffective, new and veteran teachers who are teaching at each of the Comprehensive and Targeted Support and Intervention Schools. The comprehensive consolidated planning tool that is being developed will track schools funding allocations of both federal and state monies. During the annual SEA consultation during the LEA planning sessions, any inequities will be discussed and strategies to remove these inequities will be implemented.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?
- Yes. If yes, provide a description of the systems for certification and licensure below.
- No.

The NDE certifies and licenses educators who meet all requirements for academic preparation, student teaching, and competency testing for the specific area of licensure for which they are applying. Prior to issuance of licensure, passing a criminal background check is required of all applicants. The public body responsible for adopting regulatory requirements for licensure is the Commission on Professional Standards, which is comprised of nine appointed members whose roles are outlined in statute. ([NRS 391.011](#))

Nevada issues the following **educator licenses**:

- Standard licenses for educators who are qualified and who do not have a Master’s degree. It is valid for five years.
- Professional licenses are issued to educators who have master’s or more advanced degrees, have three years’ teaching experience, and have met all other requirements. Professional licenses are valid for 6-10 years, depending on education.
- Non-renewable/provisional licenses are issued to educators who have certain deficiencies in coursework, testing, or student teaching but are otherwise qualified. The deficiencies must be satisfied before the expiration of the license (within 1-3 years) prior to applying for a Professional or Standard license.
- Conditional licenses are issued to those who have met the initial licensure requirements of a state-approved alternative route to licensure (ARL) program, as well as preliminary qualifications. Those who are issued this license must meet all remaining ARL program requirements within 2-3 years prior to applying for a standard or professional license.
- Retiree licenses are available for ten years to educators who have retired with at least 15 years of service in

Nevada public or private schools.

Nevada issues licenses in early childhood, elementary, middle, and high school, and several areas of special education. Additionally, those who meet prior employment and/or certification requirements in an area outside of education may apply for one of several Business and Industry licenses. To receive a school (or program) administrator endorsement the applicant must have at least 5 years of experience as an educator and must complete course requirements per regulation.

Nevada licensure requirements continue to ensure that educators have the necessary knowledge and skills to work with 21st century students and families. This includes, but is not limited to the following:

- Family Engagement best practices
- Multicultural Education

Additionally, secondary content-area endorsements may be added to any existing base license upon passage of the corresponding Praxis II Content Area Exam in lieu of completing the number of credits required for a major (36 credits) or minor (24 credits). Recently added endorsements include, but are not limited to:

- Cultural Competency
- English Language Acquisition and Development
- Social Emotional and Academic Development

- Existing K-8 license will phase out and transition to separate K-6 and 6-8 licenses in accordance with recommendations made by Nevada’s Teaching and Leading ESSA Work Group. This will ensure that Nevada has an ESSA required full-state-certification definition which reflects that those teaching in middle grades are able to demonstrate content knowledge for the areas in which they teach.

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To ensure that the existing requirements for licensure are in alignment with 21st century college and career coursework that is offered in schools and districts, NDE intends to use Title II, Part A funds to update the existing [Correlation Directory](#) that outlines areas of licensure for statewide teaching assignments. Modernization of this 2011 resource, which was previously used to identify Highly-Qualified Teacher status designations, will ensure that “full state certification” in each area is reflective of the content and pedagogical requirements necessary to demonstrate competency. Additionally, Title IIA funds may be used to assist teachers in becoming fully state certified in content areas.

Another area of focus related to licensure is the renewal requirements and processes that need to be updated and modernized to truly reflect meaningful professional growth and/or effectiveness. NDE will be utilizing Title II-A funds to engage in a rigorous stakeholder review of existing requirements and to develop recommendations for possible regulation adoption by the Commission.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

NDE will use the 4% of Title II, Part A funds allowable for statewide activities to improve the preparation, recruitment, evaluation, development, and retention of effective educators. Funds will be prioritized to focus on strategies in the following areas:

- Educator Preparation Program Approval/Accountability Systems;

-

- Recruitment for Hard to Staff/Shortage Areas;

- Teacher Mentoring/Coaching;

- Teacher Leadership; and

- Implementation of the Statewide NEPF System.

Title IIA funds are used to support a system for Educator Preparation Programs (EPPs) to be reviewed, approved, and evaluated based in part on the performance of program completers, alignment with the expectations expressed in the Nevada Educator Performance Framework (NEPF), and Nevada’s Academic content Standards, ensuring all pre-service candidates are prepared to meet the needs of Nevada’s 21st century classrooms. Nevada has both traditional and alternative routes to licensure (ARL) [educator preparation programs](#). The passage of Assembly Bill 77 by the Legislature in 2017 transferred the responsibility for review and approval of all in-state educator preparation programs from the State Board to the Commission. Prior to passage of this bill, with the Commission approving ARL programs and the State Board approving traditional programs, there was often misalignment and conflicting requirements/standards.) Pursuant to Nevada Revised Statutes, the Board will maintain an annual review of the effectiveness of all EPPs. As a result of this statutory change, NDE will continue to use Title II-A funds to support stakeholder workgroups that will make recommendations to the Commission for aligning existing regulations which outline existing EPP program approval process.

Upon adoption of these regulations, Title IIA funds will be used to develop a coherent and rigorous review, approval, evaluation, and accountability system for in-state Educator Preparation Programs. This will ensure alignment with the statewide educator evaluation system and Nevada Academic Content Standards (NVACS), and will also reflect inclusion of the new licensure requirements indicated above to improve the skills of teachers and school leaders in identifying and providing high-quality instruction and supports to students and families with specific learning needs, particularly those with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

placeholder

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

Title II, Part A funds are used for advancement for teachers, principals, and other school leaders. Title II, Part A funds are used for State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA. The goals of the Statewide educator performance systems, known as the Nevada Educator Performance Framework (NEPF) are to foster student learning and growth, improve educators’ instructional practice, inform human capital decisions based on a professional growth system, and engage stakeholders in the continuous improvement and monitoring of a professional growth system. There are currently ten NEPF frameworks that includes frameworks for school administrators, teachers, other licensed educational personnel, and principal supervisors. For school administrators, and teachers the NEPF is comprised of three domains: Instructional Practice for Teachers/Instructional Leadership Practice for School Administrators, Professional Responsibilities, and Student Performance.

The NEPF is comprised of three weighted domains: [Appendix G](#)

- Instructional/Instructional Leadership Practice
- Professional Responsibilities

- Student Performance as measured by “Student Learning Goals” performance measures described in Appendix A of the [NEPF Tools and Protocols](#).

Based on scores received on various indicators within each standard, educators receive one of four ratings: highly effective, effective, developing, or ineffective. In November 2016, the NDE was granted regulatory approval to request educator evaluation data from districts in aggregate by school and is currently working with districts to collect, report, and discuss data annually to inform continuous improvement efforts. Title II, Part A funds may be used to continue to make improvements in the statewide NEPF evaluation system to ensure reliability, validity, fairness, consistency, and objectivity. In addition, Title II, Part A funds may be used in ongoing school leadership improvement efforts to address effective NEPF implementation, including inter-rater reliability and accurate scoring.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
 - i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- B. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).**
- C. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

A. -C.

TIIA funds may be used in support of strategies designed to

A. develop and provide resources to increase the number and quality of effective educators and school leaders, and ultimately to increase student achievement.

- Increasing the number of educators: Educator Preparation
Title II, Part A funds and supports, in part, the work of the Licensure office to collaborate with educator preparation providers in leveraging NDE/LEA/EPP partnerships to improve teacher preparation, ongoing development, and to increase the number of educators.
- Improve effectiveness of educators:
NDE will continue to support educators and school leaders through professional development in the area of Social Emotional and Academic Development (SEAD). SEAD initiatives continue to expand the reach of professional learning opportunities and resources across Nevada. Initiatives such as The SEAD Center, The SEAD Champions Cadre, The SEAD Leadership Summit, and the SEAD Higher Ed Alignment project will serve to increase educator and school leader understanding and effective practices that will ultimately benefit both educators and students and increase achievement.

B. address disproportionality.

- Utilize the Equitable Distribution of Teachers data to identify best practices and strategies to address disproportionality.

C. increase educator skills in addressing specific learning needs.

- Recognize and support effective educators and enhance statewide teacher leadership opportunities
- Improving systems for high-quality professional learning:

Title II-A funds may be used to strengthen and expand differentiated guidance and technical assistance for educators and school leaders, in support of the continuous improvement of implemented strategies aimed to advance activities aligned with Title II-A. State level strategies are designed to improve policies and practices that address the quality and effectiveness of whole child instructional approaches by educators and school leaders.

Title II, Part A funds may be used to support ongoing NEPF professional development, training, and calibration for all educators to ensure effective instruction and instructional leadership. This work will prioritize identifying best practices and developing resources related to a number of content areas, including but not limited to: Inclusive Education/Special Education, English Language Development, Early Childhood Education, Family Engagement, digital instruction/Career and Technical Education.

Title II, Part A funds may be used to revise and rollout the Nevada Standards of Professional Development. This work will strengthen the link between professional learning and improved student achievement, and will ensure that educators have access to high-quality, job-embedded, and ongoing professional development opportunities.

Many State-level strategies are designed to provide support for educators across areas A.-C. described above, and are listed as follows:

- TIIA funds may continue to support initiatives toward ensuring that educators develop effective instructional practices for the benefit of specifically identified beneficiary groups.
- Promoting Teacher Leadership
Pending sufficient Title II, Part A funds will be used to help institutionalize new approaches to the way Nevada embraces and elevates Teacher Leadership.

The State level strategies described above are aligned to NDE State Board goals, which are strategically aimed at positively impacting and improving student achievement [refer to Section 1: Academic Achievement].

5.3 Educator Equity

A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	An ineffective teacher is defined as one who receives either a “developing” or “ineffective” rating on the Nevada Educator Performance Framework during the prior academic year. (Note the change in language due to passage of AB320 by 2017 Legislature.)

Key Term	Statewide Definition (or Statewide Guidelines)
Out-of-field teacher**+	An out of field teacher is defined as one who holds licensure in an area other than the grade level or subject area of the current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.
Inexperienced teacher**+	An inexperienced teacher is defined as one who has less than three full years of licensed, contracted teaching experience.
Low-income student	Low-income is defined as student who is eligible for the free or reduced-price lunch program.
Minority student	A minority student is defined as one who is identified as a member of a minority race or ethnicity, e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.
Vacancy	Nevada does not currently have a policy, regulatory, or statutory definition of teacher “vacancy” definition. However, for reporting purposes, in accordance with ESSA Teaching and Leading Work Group recommendations, districts and schools have been given guidance from the Department to define a position as “vacant” when it is staffed with someone who is not a fully licensed and contracted teacher. Because these individuals meet the definition of Out-of-Field, these positions will be included in the reporting for this category.
Provisional Licensee	One who is issued a license, but is missing one or more requirements identified in NAC regulations and has one year to meet the requirement. (i.e. basic skills, subject area content knowledge, or pedagogy competency exams; up to 6 remaining credit hours)
Conditional License	One who has passed the required content test and is issued either an Alternative Route to Licensure (ARL) and has up to three years to meet additional requirements to apply for non-conditional licensure.
ARC/Option Program Teacher	One who currently holds a license in Early Childhood, Elementary, Secondary, or Special Education, but whose current assignment is in a special education setting for which they do not hold the appropriate license/endorsement.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- i. The rates and differences in rates calculated in 5.3.B;
 - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
 - iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and

- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

The web addresses for the SEA equitable distribution of educators table data can be found on the [Nevada Report Card site](#).

Please note the data set for this particular reporting item runs a full academic year behind the reporting year and the 2020-21 data for inexperienced teachers is the most recent data set available. With regard to the reporting of progress with respect to low-income and minority children who are not served disproportionately by ineffective, out-of-field, and inexperienced teachers, the Department conducts reporting for each school and district around the indicators as defined in ESSA and also Nevada Revised Statutes. In addition, the Department will utilize the data from the Equitable Distribution of Teachers Table to engage stakeholders and provide supports and guidance to districts.

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The Equitable of Distribution of Teachers Table shows that the students in Title I schools do not have proportional access to teachers with more than 3 years of experience as their non Title I school peers. Likely causes are:

-
- District Recruitment/Hiring/Retention Practices,
- State initiatives and Federal programs that require new teachers to teach in Title I schools
- Insufficient Quantity of Teachers Prepared via In-State Providers,
- Inadequate Resources for Mentoring/Coaching/Induction, and
- .

Although gaps between districts and within districts exist (data not analyzed for within-school gaps), the extent to which each of these occurs may vary. TIIA initiatives will continue to utilize the Equitable Distribution of Teachers data to support districts in identifying and addressing areas of disproportionality.

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:

- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
- ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
•	

District Recruitment/Hiring/Retention Practices

- Pupil Centered Funding Plan provides funds that may be used for Teacher Incentives.
 - [Teach NV Scholarships](#)
 - T.E.A.C.H. Early Childhood© Nevada
-

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

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.

NDE continues to work to formalize continuous improvement procedures through collaboration with LEAs, schools, and community partners.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

The Nevada Department of Education, in collaboration with Governor Brian Sandoval and the state legislature, has led a dramatic increase in the focus and investment in public education. An additional \$340M was allocated in the 2015 legislative session. Program expansions and new program launches are planned in the 2017 legislative session. These programs and strategies, led by the state and administered by LEAs, affect students from cradle to career and are focused on driving equitable outcomes for all students in alignment with the goal of preparing students for success in the 21st Century economy. The strategy may be best understood through descriptions of the relevant programs.

EARLY CHILDHOOD TO ELEMENTARY SCHOOL

B-3 Plan

As part of the Preschool Development Grant goal of building state infrastructure, NDE is working to cultivate

practices and policies to develop a comprehensive birth to 3rd grade (B-3) system. This project uses data to support the implementation of developmentally appropriate, research-based, rigorous practices for all teachers and administrators across the B-3 continuum, and aims to connect policy with practice. In partnership with many of Nevada's experts and stakeholders, this team will facilitate deep and lasting cultural shifts in B-3 schools, communities, and programs that are essential to meaningful changes in practice.

Scale: FY17: Implementing pilot sites in three communities to build school-community partnerships which are a core value of the B-3 continuum and aims to bridge the two different systems 0-5 and K-3rd grade.

Early Childhood Leadership Series

The Leadership Series provides professional development designed specifically for the leaders of early childhood centers and schools across Nevada. The purpose of the series is to build the capacity of leaders in developing their teachers' instructional practice and to dramatically increase learning outcomes for our youngest learners. The series is offered in six sessions over a period of six months. Part 1 of the series is focused on language and literacy with plans to develop additional content in math, science, and social-emotional development.

Scale: FY17: Two cohorts of 35 total participants have completed part 1 of the leadership academy. A third cohort of 27 participants is currently taking place with an expected completion date of June 2017.

Full-Day Kindergarten (FDK)

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

Scale: Statewide FDK access at all schools without tuition

Preschool Development Grant

The purpose of the Preschool Development Grant (PDG) is to support states to build, develop, and expand voluntary high-quality preschool programs for children from low- and moderate-income families. In January 2015 Nevada was awarded the four year grant. The \$66.5 million budget includes \$43.7 million in Federal funds and \$22.7 million in State matching funds. Funds are being used to: 1) Expand existing State Pre-K seats from half day to full day seats, 2) Develop new full day seats in school districts as well as community child care programs 3) Build state infrastructure to implement high quality classrooms to ensure kindergarten readiness and support the goal of all children are proficient in reading by the end of 3rd grade

Scale: NDE is working with seven sub-grantees in five high-need communities to expand the number of children participating in high-quality Pre-K programs. Year 1 (2015/16) of the grant 782 four year olds were enrolled in 27 sites. Year 2 (2016/17) of the grant 1,665 four year olds are currently enrolled in 57 sites

QRIS

Studies have shown that high-quality early education can result in children building a solid foundation for achieving desired academic, health, and social outcomes. Children who attend high-quality education programs are more likely to do well in school, find good jobs, and succeed in their careers than those who don't. To improve the quality of its early childhood education programs, Nevada has instituted the [Silver State Stars Quality Rating Improvement System \(QRIS\)](#). The QRIS is a method to assess, improve and communicate the level of quality in early childhood programs. Programs that participate are assessed by trained and experienced assessors. After a program has been assessed, they work with a coach to draft and implement a plan to help them improve their quality. Programs may work with their coach for up to 18 months prior to receiving their star rating. The Silver State Stars QRIS assigns a rating, from 1 to 5 stars to each program which can help families find high quality early education programs that fit their needs and the needs of their child. Nevada has sought to not only expand the availability of early childhood education but ensure its quality as well.

Scale: There are currently 206 programs participating in the QRIS with an additional 93 centers participating in coaching, but not rated and 61 centers on the waiting list.

ELEMENTARY SCHOOL TO MIDDLE SCHOOL

Read by Grade 3 (RBG3)

This program is designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3rd grade. This program requires all school districts and charter schools to develop locally-based literacy plans, aimed at improving the literacy of all K-3 students. Within thirty days of enrollment, all K-3 students are screened using state board-approved assessments. Parents of students identified as struggling readers will receive written notification of the deficiency. Teachers, in collaboration with the learning strategist, are responsible for designing a plan of intervention and progress monitoring tailored to the individual student. The classroom teacher, learning strategist, principal, and parents must approve this plan. It also requires every elementary site to have a Reading Learning Strategist to oversee professional learning.

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

MIDDLE SCHOOL TO HIGH SCHOOL

Climate Survey

NDE is collaborating with AIR to design & administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants.

Scale: The survey is web-based for all students in grades 5-12 statewide.

Nevada Ready 21

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

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

HIGH SCHOOL TO POST-SECONDARY

Career & Technical Education

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

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

College & Career Readiness

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

Scale: FY 2015 17,243 students enrolled in AP courses FY 2016 18,094 students enrolled in AP courses (4% increase)

Jobs for America's Graduates

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

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

SYSTEM-WIDE APPROACH

Great Teaching & Leading Fund

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

Scale: FY 2016 \$4.2 million to 13 entities to support leaders, teachers, and pre-service teacher candidates

New Teacher Incentives

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

Scale: FY16 1,753 teachers received funding, FY17 3,003 expected.

Safe & Respectful Learning Environment Initiative

The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, social emotional learning, and coping skills for students and families—acknowledging that not all students come to school ready to learn.

Scale: 10 counties have published their district-wide bullying prevention policies and programs. 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools. 40 positions through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants.

Social Workers

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

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

Teach Nevada Scholarships

Up to \$2.5 million per year is distributed to state-approved traditional and alternative route teacher preparation providers to award scholarships to preservice candidates wanting to enter the profession.

Candidates may receive 75% of up to \$24,000 for tuition assistance, with the remaining 25% given upon completion of 5 successful years of teaching, three of which must be at identified high-need Nevada public schools.

Scale: FY 2016 - 142 candidates awarded funding; 110 completed program and hired for the current school year. FY 2017 - 112 awarded and are pending completion/ hire; 2nd round of applications in Feb. 2017

T.E.A.C.H. Early Childhood® Nevada Scholarships

T.E.A.C.H. Early Childhood® is a nationally licensed scholarship and compensation program operating in 23 states and the District of Columbia. The mission of T.E.A.C.H. Early Childhood® Nevada is to provide professional development opportunities to early care providers and teachers through scholarships designed to increase education, compensation, retention, and professional recognition. T.E.A.C.H. is designed to provide a variety of scholarship and compensation models to meet the needs of program participants. The purpose of the program is to build the workforce of highly qualified early childhood teachers, to provide advanced educational opportunities, encourage attainment of educational goals, increase individual compensation, and reduce turnover.

Scale: FY17: 60 recipients working towards an Associate's degree 25 teachers on the waiting list 25 recipients working towards a Bachelor's degree 16 teachers on the waiting list.

Schools Providing Victory Services

While Nevada still identifies these schools the funding has been moved into a weighted formula in addition to the per-pupil funds to support all students from low-income families.

The allowable uses of weighted formula funds include: pre-Kindergarten programs free of charge, full-day kindergarten classes, summer academy or other instruction for pupils free of charge at times during the year when school is not in session, additional instruction or other learning opportunities free of charge at times of day when school is not in session, professional development for teachers and other educational personnel, employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services, provision of Reading Skills Centers, provide evidence-based social, psychological or health care services to pupils and their families, including, without limitation, wrap-around services, provide programs and services designed to engage parents and families, provide programs to improve school climate and culture, and provide evidence-based programs and services specifically designed to meet the needs of pupils who attend the school.

Special Education Weighted Funding

Pupils with disabilities are now funded in accordance with a funding multiplier calculated by the Department. The Department calculates the multiplier by dividing the total enrollment of students with disabilities by the money appropriated for such pupils and that enrollment must not exceed 13% of total student enrollment for a school district or charter school.

Scale: 2016-2017 54,114 special education students enrolled in public schools Average per pupil is \$3,034 (ranging from \$2,968 - \$9,090), which can be expressed as multiplier of 0.53 of the basic state guarantee

Well-Rounded Education

Nevada values equitable access to a well-rounded education including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs, culturally-relevant experiences, athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are providing students with a well-rounded education. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident.

Schools Providing Zoom Services

While Nevada still identifies these schools the funding has been moved into a weighted formula in addition to the per-pupil funds to support all English Learners.

Services such as providing pre-Kindergarten programs free of charge, full-day kindergarten, summer academies, professional development, recruitment and retention incentives, extended school day and reading skills centers are all a part of the Zoom Schools Program.

USE OF FUNDS

The Department may use funds from Title IV, Part A and other programs for state-level activities to support, in whole or in part, identified state priorities that align with several programs described above, subject to availability of funding and as permitted by the requirements of ESEA section 4103(c)(2)(A). These priorities include:

- Identifying approved evidence-based strategies, activities, and interventions for programs that directly align to local needs and context;
- Supporting schools and districts to implement these evidence-based strategies, activities, and interventions with fidelity and use data informed decision-making to drive rapid and significant

school improvement;

- Expanding access to advanced coursework and career and technical education (CTE) courses, particularly for local educational agencies with the greatest need and with consideration for underrepresented subgroups. Access will also include building a strong pipeline for college and career readiness starting in elementary and middle school;
- Using technology to improve academic achievement, digital literacy, and access to advanced and CTE courses; and
- Building a comprehensive, integrated, and differentiated plan for improving school conditions, climate, and culture.

The state will use the five percent of Title IV, Part A set-aside funds for administrative costs and developing the resources, tools, professional learning, and outcome evaluations in the following areas (though not limited to):

- Strengthening capacity and coordinating collaboration within districts and across the state with programs funded by Title IV, Part A; and
- Monitoring progress and adjusting strategies and implementation across local education agencies receiving Title IV, Part A funds.

- B.** The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Nevada will strive to provide equitable access to a well-rounded education to all students including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs to include culturally-relevant experiences, athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are meeting this recommendation. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident. Strategically using permissible federal and state funding mechanisms, the NDE will prioritize and incentivize expanding access to advanced coursework (i.e., Advanced Placement, International Baccalaureate, and dual credit) and Career and Technical Education (CTE) courses across the state. In particular, the strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups. Currently, seven districts offer AP courses to less than 20 students district-wide, and four districts have no approved AP courses this year. These strategies will help to widely spread and deeply embed into the state's educational systems the strong instructional practices and high levels of critical thinking associated with advanced courses and innovative CTE courses. Furthermore, it will ensure that all students in Nevada, regardless of where they live, have access to rigorous advanced coursework that prepares them for success in college and career.

Moreover, the Department of Education, in collaboration with the Governor and the state legislature, has dramatically increased the focus on and investment in public education. Recently created programs and strategies, led by the state and administered by LEAs, allow for meaningful and impactful learning opportunities for underrepresented student populations, in addition to providing students with a more well-rounded education. For example, students may have access to rigorous academic courses through the College and Career Readiness grant. English Language Learners may have access to small-group instruction in literacy through the Zoom grant. LEAs and schools may cultivate safe and respectful school climates, provide multiple tiers of support, and offer social emotional learning opportunities and coping skills to students and families through the Safe and Respectful Schools Initiative.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- i. Incidents of bullying and harassment;
 - ii. The overuse of discipline practices that remove students from the classroom; and
 - iii. The use of aversive behavioral interventions that compromise student health and safety?
- Yes. If yes, provide a description below.
 No.

The State will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety through several strategies. Currently, 17 out of 18 districts receive Title I, Part A funds. This allows an eligible LEA to develop an aligned plan using Title IV, Part A funds. The funds will assist districts to braid other State and Federal funding into a comprehensive, integrated and differentiated plan for improving school conditions. Nevada has implemented many local programs that can be incorporated with Title IV, Part A funds to deepen the impact of the interventions.

- Climate Survey - NDE is collaborating with AIR to design and administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants. Scale: The survey is web-based for all students in grades 5-12 statewide.
- Safe & Respectful Learning Environment Initiative - The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, expand social emotional learning, and provide coping skills for students and families—acknowledging that not all students come to school ready to learn. Scale: 10 counties have published their district-wide bullying prevention policies and programs. Currently, 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools. Also, 40 positions have been created through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants.
- Social Workers in Schools Initiative - NDE is supporting school districts and charter schools with funds to contract with social workers or other mental health workers to support social emotional learning, a caring school climate, and intervention and treatment services to students and families who are struggling with food and shelter insecurity, behavioral health concerns, or overcoming trauma. Scale: 194.5 social workers and other mental health professional positions filled serving 149 school sites statewide.

- D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?
- Yes. If yes, provide a description below.
 No.

In addition to other funding mechanisms, the SEA intends to use these funds to support strategies for the purposes of expanding access to rigorous academic courses and curricula for rural and underserved students, with a focus on Advanced Placement courses, International Baccalaureate, dual enrollment, and Career and Technical Education. This strategy requires the SEA to support LEAs so they may effectively use technology

to improve access and student achievement, as well as cultivating strong digital literacy skills among students and educators.

Some of the prioritized activities are:

- Technology expansion for access to advanced coursework and CTE courses
- Evidence-based professional development to support high-quality, rigorous instruction in STEM, CTE and advanced coursework
- School- and district-wide evidence-based approaches to inform instruction, support collaboration and personalize student learning.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

Yes. If yes, provide a description below.

No.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Under section 1114(a)(1)(B) of the ESEA as amended by ESSA, Nevada's Title I poverty threshold flexibility waiver allows for schools with less than 40% of students in poverty to operate Title I schoolwide programs, if all required components are in place.

Charter school LEAs/traditional LEAs considering applying for this waiver must factor into its planning the work that may have already begun with school improvement planning. The following criteria must be met by each school on behalf of which an LEA that applies for a waiver application in order for it to be approved by the NDE:

- Serves less than 40% of enrolled students in poverty or serves an eligible school attendance area in which less than 40% of the students are from low-income families; AND
- Identified as underperforming or downward trending by the Nevada Department of Education or identified by the LEA to be in need of intervention and support; AND
- Agrees to implement evidence-based interventions aligned with school, district, and state achievement targets, goals and priorities (beginning in the 2018-2019 school year)

The process NDE will use to collect and review these waivers is as follows.

The LEA:

- Submits its waiver request directly to NDE in a timely manner;
- Provides agreement assurance to adhere to the schoolwide program requirements as outlined in 1114 and submits and implements the schoolwide requirements below:
 - A comprehensive needs assessment that is based on academic achievement information about all students in the school.

1. The comprehensive needs assessment helps the school faculty and families understand the subjects and skills for which teaching and learning need to be improved and identifies specific academic needs of students and groups of students who are not yet achieving the State's

academic standards;

- The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan and must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results and assess the needs of the school and students it serves; Assures that it has a comprehensive school performance plan that:
 - Describes how the school will improve academic achievement throughout the school but particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State’s academic standards, and;
 - Includes current and anticipated student outcomes and annual evaluation on the implementation of and the results achieved by the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement, determine whether the program has been effective and revise the plan as necessary based on student needs; and
- Includes a detailed budget summary that coordinates and integrates all available federal, state, and local funds.

The SEA will review the waiver request to determine whether a schoolwide program will best serve the needs of the students in the school in improving academic achievement (and other factors) and either approve or disapprove the waiver for that current school year. The SEA will require that, as part of its annual desktop monitoring submission, each LEA approved for a waiver submit an annual progress update explaining the student outcomes and/or other relevant outcomes (e.g. measurable outcomes on professional development support for teachers, etc.) that come about as a result of implementing the schoolwide program.

B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The SEA trains recruiters of the district migrant programs to use the national Certificate of Eligibility (COE) template when recruiting migratory children. The training topics include identification and recruitment of eligibility migratory children (including preschool migratory children and migratory youth who have dropped out of school). The recruiters will receive the notification of potential migratory children based on the school enrollment form regarding the parents’ occupation. Then, the recruiters will conduct a home visit to interview the family to verify the eligibility of the migratory children. The recruiter will complete, verify, and submit the COE to the district migrant coordinator. The district migrant coordinator approves and submits the COE to the state migrant data system. Finally, the state migrant coordinator and/or state migrant data coordinator will verify and approve each COE within the state migrant data system called “MAPS.”

To verify and document the number of eligible migratory children aged 3 through 21, Nevada’s Migrant database is used to verify that only those children who are ages 3-21. For example, for the performance period for SY2015-16, this includes those who were born after September 1, 1995 and before September 1, 2013. The same system verifies that children who have turned three years of age have resided in Nevada for at least one day to be included in the system.

The eligibility of migratory children also includes:

- Only children who were within 36 months of a qualified arrival date (QAD). This means that the State Migrant Program personnel (including recruiters, district program directors/coordinators, state data coordinator, and the state director) ensure that the eligibility of each child is valid and has an active status until September 1, 2015 (for SY2015-16).

- Only children who were resident in the State for at least 1 day during the performance period (September 1 through August 31) were eligible. The recruiters conduct a home visit to interview the family to verify that children who have recently turned three years of age have resided in Nevada at least one day during the performance period between September 1 and August 31. This information is then entered into the Nevada Migrant database. The State Migrant Data Coordinator generates a report from this database for the two year olds to recheck when they turn three and whether or not they have resided at least one day in Nevada. She then informs the district Migrant Program to include these children as eligible migrant students in the system.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of 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.

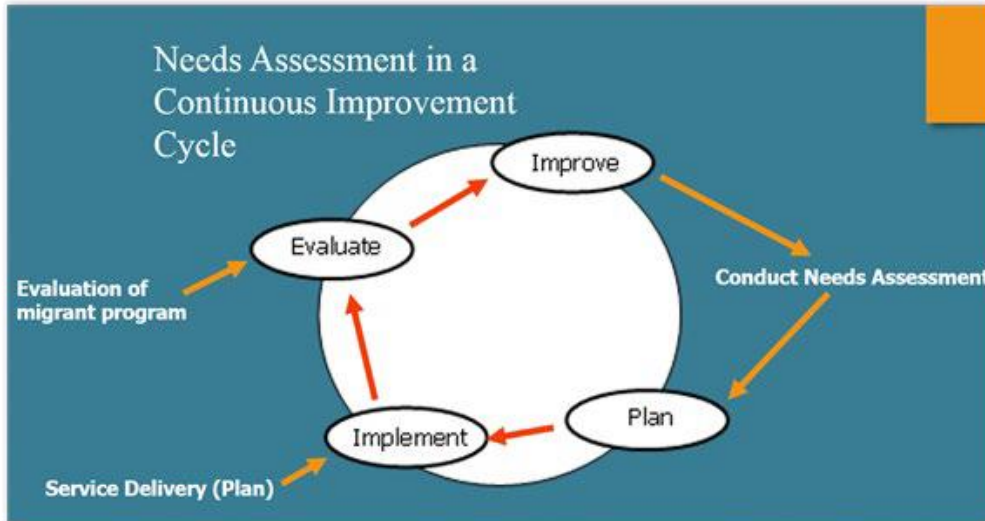
To identify the unique educational needs of migratory children, the Nevada Comprehensive Needs Assessment (CNA) committee consisting of all migrant funded district coordinators has been formed to work together on this important foundation task and other issues related to migrant programs. The CNA committee meets semi-annually to discuss migrant issues. To pinpoint the unique educational needs of migratory children has been one of the crucial topics on the meeting agenda. The meeting migrant program discussion and migrant students' needs assessment process were facilitated by the State Educational Research & Training Corporation (ERTC), an external migrant program contractor. In addition to the input from the CNA committee, five different evaluation surveys are used to assess the needs of migratory children: 1) Language Arts Needs Assessments rated by teachers; 2) Mathematics evaluation rated by teachers; 3) Nevada Migrant Program Needs Assessment responded by administrators and teachers; 4) Nevada Migrant Program Needs Assessments responded Parent Survey (available in both English and Spanish versions) responded by migrant parents, 5) Nevada Migrant Program: Pre-school Needs Assessment responded by administrators. The specific questions to identify the needs of pre-school migratory children are included in the pre-school needs assessment survey. The specific questions to identify the needs of migratory children who have dropped out of school were discussed by the CNA committee. For the future CNA meetings, Nevada will develop a set of survey questions to assess the needs of migratory children who have dropped out of school in a similar fashion to the pre-school migratory children. The input and feedback data collected from four different groups (district/program administrators, teachers who have migrant students, migrant parents, and migrant students) were used to analyze to identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school.

Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of 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, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

To ensure that the unique educational needs of 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, the state completes a CNA in migrant education and uses the results of needs assessment to guide service delivery plan in the state. According to the results of the CNA, the CNA committee identifies and finalizes major concerns of the unique educational needs of migratory children, including preschoolers and dropped-out students. The current identified concerns include the needs being proficient in reading, writing, Math, and English. These concerns are identified and addressed in the State Migrant Service Delivery Plan for program implementation (see 6.2 B.vi below). The state plan for service delivery describes the

strategies the state will pursue on a statewide basis to help migrant children achieve a set of performance targets/objectives and measurable program outcomes based on student needs data. This service delivery plan is considered the basic for the use of all MEP funds for local programs.

This is continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable program outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable program outcomes, and then evaluating the impact of services to measure the impact.



As members of the overall student population, migrant students are affected by a number of local, state, and federal programs (e.g., Title III-EL, Title I, state PreK Zoom program, etc.). Therefore, local program must ensure that migrant students receive full access to all available program services they are eligible for. However, to ensure that these identified needs must be met, the state plan for service delivery will have a joint planning, integrate of services available under Title I, part C with services provided by other programs, and evaluate the full range of services provided by those services to achieve a set of performance targets and measurable program outcomes based on student needs data. Roughly at least 50% of migrant students are EL students; migrant services will work with Title III programs at the state and local levels to ensure the second language instruction is implemented effectively.

On August 15, 2017, the state will hold the first statewide professional development workshop for migrant program personnel addressing how they can support EL students and work with content teachers more effectively. The agenda workshop will also address working with migratory children who have dropped out of school. In Nevada, being a migrant PreK student is a privilege to be admitted to a PreK program. It is considered as one of the criteria of the selection process when there are limited seats of a program.

Every other year, Nevada holds a statewide Family Engagement Summit where the state migrant program coordinator works with the summit committee in order to have Spanish interpreters available for all migrant parents who attend the sessions. At the end of the event, the migrant parents then meet with the state migrant coordinator and the local migrant program coordinators to provide their input regarding the migrant services and student needs. The state migrant coordinator will follow with their requests and prioritize the needs. Currently, migrant parents would like to learn more about higher education admission. The CNA committee will coordinate with a higher education institute and have migrant parent visit a campus in the fall of 2017 or early spring 2018.

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: 21st 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 21st 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 21st 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 measurable 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
A	121	Measurements of Interim Progress
B	127	Educator Equity Differences in Rates Tables
C	129	Educator Equity Extension Plan and Differences in Rates Tables
D	130	ESSA Work Group Recommendations
E	138	Nevada's Approach to Differentiated School Support & Improvement
F	139	Overview of ESSA Programs and Budgets
G	141	Nevada Educator Performance Framework for Teachers
H	142	Staffing / Vacancy Data Comparisons (2015-16 to 2016-17)

Appendix A: Measurements of Interim Progress (MIPs)

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

Elementary School ELA

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	42.8%	43.9%	45.0%	46.1%
American Indian/Native American	24.2%	27.9%	31.5%	33.6%
Black/African American	28.1%	30.2%	32.3%	34.3%
Hispanic/Latino	34.9%	36.8%	38.7%	40.5%
Asian	66.7%	67.3%	68.0%	68.6%
Pacific Islander	38.5%	39.7%	40.9%	42.1%
Two or More	51.6%	52.5%	53.5%	54.4%
White/Caucasian	55.1%	55.9%	56.8%	57.7%
Students with Disabilities	16.5%	20.6%	24.6%	28.4%
English Learners	16.3%	20.4%	24.4%	28.2%
Economically Disadvantaged Students	40.2%	41.3%	42.5%	43.7%

Elementary School Math

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	38%	39.2%	40.4%	41.6%
American Indian/Native American	19%	23.0%	26.8%	29%
Black/African American	21.3%	25.2%	27.4%	29.6%
Hispanic/Latino	29.2%	31.3%	33.3%	35.3%
Asian	66.9%	67.5%	68.2%	68.8%
Pacific Islander	34%	35.3%	36.6%	37.8%
Two or More	45.8%	46.8%	47.9%	48.9%
White/Caucasian	51.5%	52.4%	53.4%	54.3%
Students with Disabilities	16.4%	20.5%	24.5%	28.3%
English Learners	17.4%	21.5%	25.4%	29.1%
Economically Disadvantaged Students	35%	36.3%	37.5%	38.8%

Middle School ELA

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	39.1%	40.3%	41.5%	42.6%
American Indian/Native American	23.7%	27.5%	29.6%	31.7%
Black/African American	25.2%	27.4%	29.6%	31.7%
Hispanic/Latino	30.8%	32.8%	34.8%	36.8%
Asian	66.2%	66.8%	67.5%	68.1%
Pacific Islander	34%	35.9%	37.2%	38.5%
Two or More	48.3%	49.3%	50.3%	51.3%
White/Caucasian	51.9%	52.8%	53.8%	54.7%
Students with Disabilities	9.6%	14.1%	18.4%	22.4%
English Learners	5.1%	9.8%	14.3%	18.6%
Economically Disadvantaged Students	35.8%	37%	38.3%	39.5%

Middle School Math

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	26.8%	28.2%	29.6%	31.1%
American Indian/Native American	14.1%	16.6%	19.1%	21.6%
Black/African American	12.3%	14.9%	17.4%	19.9%
Hispanic/Latino	17.9%	20.3%	22.7%	25%
Asian	55.8%	56.6%	57.5%	58.3%
Pacific Islander	23%	24.5%	26%	27.5%
Two or More	34.4%	35.7%	36.9%	38.2%
White/Caucasian	40.5%	41.6%	42.8%	43.9%
Students with Disabilities	6.4%	11%	15.50%	18%
English Learners	3.4%	8.2%	12.8%	17.1%
Economically Disadvantaged Students	23.4%	24.9%	26.4%	27.9%

High School ELA

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	45.2%	46.2%	47.3%	48.4%
American Indian/Native American	28.6%	32.1%	34.2%	36.1%
Black/African American	29.6%	33.1%	35.1%	37%
Hispanic/Latino	34.7%	36.6%	38.5%	40.4%
Asian	71.1%	71.6%	72.2%	72.7%
Pacific Islander	43.9%	45%	46.1%	47.1%
Two or More	56%	56.8%	57.7%	58.5%
White/Caucasian	59.5%	60.3%	61.1%	61.8%
Students with Disabilities	9.4%	13.9%	18.2%	22.3%
English Learners	6.8%	11.4%	15.8%	20%
Economically Disadvantaged Students	42.6%	43.7%	44.8%	45.9%

High School Math

Subgroup	Baseline (2024)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
All Students	19.4%	21.0%	22.5%	24.1%
American Indian/Native American	6.6%	9.4%	12.1%	14.7%
Black/African American	7.5%	10.2%	12.9%	15.5%
Hispanic/Latino	10.8%	13.4%	16%	18.5%
Asian	43.4%	44.5%	45.6%	46.7%
Pacific Islander	15.6%	17.2%	18.9%	20.5%
Two or More	25.9%	27.3%	28.8%	30.2%
White/Caucasian	31.3%	32.6%	34%	35.3%
Students with Disabilities	3.9%	8.7%	11.4%	14.1%
English Learners	1.9%	6.8%	9.6%	12.3%
Economically Disadvantaged Students	17.3%	18.9%	20.5%	22.1%

B. Graduation Rate:

Four Year Adjusted Cohort Graduation

Subgroup	Baseline (Class of 2024)	Measure of Interim Progress (Class of 2025)	Measure of Interim Progress (Class of 2026)	Long Term Goal (Class of 2027)
All Students	81.6%	81.9%	82.3%	82.6%
American Indian/Native American	74%	74.7%	75.5%	76.2%
Black/African American	69.8%	70.7%	71.5%	72.4%
Hispanic/Latino	80.3%	80.6%	81%	81.4%
Asian	92.8%	92.9%	93%	93.2%
Pacific Islander	82.4%	82.7%	83%	83.4%
Two or More	82%	82.3%	82.7%	83%
White/Caucasian	86.2%	86.4%	86.7%	87%
Students with Disabilities	68.2%	69.1%	70%	70.9%
English Learners	69.7%	70.6%	71.4%	72.3%
Economically Disadvantaged Students	81.2%	81.5%	81.9%	82.3%

Five Year Adjusted Cohort Graduation

Subgroup	Baseline (Class of 2025)	Measure of Interim Progress (Class of 2026)	Measure of Interim Progress (Class of 2027)	Long Term Goal (Class of 2028)
All Students	84.5%	84.8%	85.1%	85.4%
American Indian/Native American	76.7%	77.3%	78.0%	78.7%
Black/African American	74.9%	75.6%	76.3%	77.0%
Hispanic/Latino	83.2%	83.5%	83.8%	84.1%
Asian	94.3%	94.4%	94.5%	94.6%
Pacific Islander	85.8%	86.0%	86.3%	86.6%
Two or More Races	85.0%	85.3%	85.5%	85.8%
White/Caucasian	88.2%	88.4%	88.6%	88.8%
Students with Disabilities	72.9%	73.7%	74.5%	75.2%
English Learners	73.5%	74.2%	75.0%	75.8%
Economically Disadvantaged Students	84.3%	84.6%	84.9%	85.2%

C. English Language Proficiency

Proficiency Progress	Baseline (2023)	Measure of Interim Progress (2025)	Measure of Interim Progress (2026)	Long Term Goal (2027)
% English learners achieving Proficiency	Baseline 7.4%	9.45%	10.68%	12.07%
% English learners achieving AGP toward ELP	Baseline 26.21%	36.49%	43.06%	50.82%

Appendix B: EDUCATOR EQUITY DIFFERENCES IN RATES

In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3. While the definition of ‘minority’ in this section is: Minority student -- A minority student is defined as one who is identified as a member of a minority race or ethnicity, e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.

DIFFERENCES IN RATES CALCULATED USING 2020-2021 DATA*

2020-2021 Rated Only

<i>Appendix B</i>	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	0.6785% (of 11,496)	4.1667% (of 11,496)	12.2564% (of 11,496)	11,496	294
Low FRL Non-Title I Schools	0.3846% (of 4,160)	3.8462% (of 4,160)	8.8942% (of 4,160)	4,160	123
<i>Difference</i>	0.29%	0.32%	3.36%		
High Minority Title I Schools	0.5734% (of 7,126)	3.7328% (of 7,126)	13.2192% (of 7,126)	7,126	156
Low Minority non-Title I Schools	0.5798% (of 2,242)	4.9955% (of 2,242)	7.9839% (of 2,242)	2,242	93
<i>Difference</i>	-0.0045%	-1.2627%	5.2353%		

2020-2021 All Schools

<i>Appendix B</i>	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	0.7054% (of 11,767)	4.1472% (of 11,767)	12.2036% (of 11,767)	11,767	309
Low FRL Non-Title I Schools	0.3479% (of 4,476)	3.8651% (of 4,476)	9.0483% (of 4,476)	4,476	139
<i>Difference</i>	0.35%	0.28%	3.16%		
High Minority Title I Schools	0.5733% (of 7,151)	3.7198% (of 7,151)	13.1730% (of 7,151)	7,151	158
Low Minority non-Title I Schools	0.5302% (of 2,452)	5.0979% (of 2,452)	8.6052% (of 2,452)	2,452	105
<i>Difference</i>	0.0432%	-1.3781%	4.5678%		

* The percentages reported are based on two distinct data sets, each with a different total number of teacher count as indicated by including the numbers in parentheses. Due to the differences, the rates to determine “% of Teachers who are Out-of-field” and “% Teachers who are Inexperienced” have common denominators, and the rates to determine “% of Teachers Rated Ineffective” is based on a data set that has a lower total number of teachers. While the data was matched to determine the total number of schools included, the total number of teachers is data set dependent to allow the most robust data to be reported for each metric. Additional limitations in the data set include unmatched schools for which no teacher data is available or reported via state collection systems. The State is continually striving to improve its' collection of teacher data and each year of reported data demonstrates an improvement in the number of schools for which data is collected and increased accuracy in the calculated analysis.

Data Sources: NDE Bighorn Licensure Database; District-Reported NEPF Ratings Spreadsheets; District-Reported Licensed Personnel Staffing Placement Report; SAIN (System of Accountability Information in Nevada) Student Database, OPAL (Online Portal for Application and Licensure) system.

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 D: ESSA WORK GROUP RECOMMENDATIONS

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

#	Recommendation	ESSA Advisory Group Decision
16	At the District level, measure access to a Well-Rounded Education.	Approved
17	Measure a District's collaborative communication plan.	Reporting and transparency only through link to school or district communications plan, if feasible

Assessment Work Group

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

English Language Learner Work Group

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

#	Recommendation	ESSA Advisory Group Decision
	Ensure that teachers and administrators receive the professional learning necessary to build capacity to provide language instruction educational program models that are designed to meet the unique needs of long-term English learners.	

School Improvement Work Group		
#	Recommendation	ESSA Advisory Group Decision
1	<p>NDE's role in school improvement should move from compliance to collaboration. This means:</p> <ul style="list-style-type: none"> • providing structure/framework for the consolidated application (needs assessment, school performance plan, grant applications, etc.) • facilitate the sharing of resources and best practices • data collection/monitoring • collaborate and support when completing required documentation throughout the year, i.e., needs assessment to monitoring reports. Emphasis on working collaboratively to set goals when creating the SPP and choosing evidence-based programs for improvement. • technical assistance • identifying funding aligned to needs assessment • articulate course of action for those not meeting goals • identifying schools (designations) ensuring timeliness and quality of data 	Approved
2	<p>NDE should provide districts and schools with the following:</p> <ul style="list-style-type: none"> • assistance with capacity building • a gradual release of support to schools as they improve • hierarchy of supports at state, district, school levels • regular school support meetings • action plan and aligned timelines • clear and consistent messaging of federal and state requirements • clearly defined expectations • competence 	Approved
3	<p>NDE should help districts and schools create strong improvement plans by:</p> <ul style="list-style-type: none"> • providing examples • building a hierarchy of support with action plan and timeline (MTSS model) • creating flexibility to address unique needs • providing resource lists • providing PD on data-based decision making and evidence-based strategies • Technical assistance • Have clear, consistent, well-defined expectations/requirements for school improvement aligned to Framework for 3-stars and above • Guide/facilitate the SPP process for priority districts/schools based on needs/capacity. 	Approved
4	Expectations for Level 1 and 2 Schools:	Approved

#	Recommendation	ESSA Advisory Group Decision
	<p>Level 1 (Accelerated Support includes Comprehensive Schools)</p> <ul style="list-style-type: none"> • SEA and LEA approves School Performance Plan • Complete interim needs assessment every year and full assessment every 3 years; • SEA monitors progress in collaboration with the LEA and school team • Must show rapid improvements (within 3 years) in Conditions for School Effectiveness; • Schools receive priority assistance from NDE, both in strategies, technical assistance and funding; • Schools can be designated Turnaround. <p>Level 2 (Priority Support includes Targeted Schools)</p> <ul style="list-style-type: none"> ▪ LEA approves School Performance Plan ▪ Complete interim needs assessment every year and full assessment every 3 years; ▪ Schools receive priority assistance from NDE, both in strategies, technical assistance and funding; ▪ LEA monitors benchmark progress throughout the year; ▪ Schools can be designated Turnaround. 	
5	<p>Expectations for Level 3 and 4 Schools:</p> <p>Level 3 (Coordinated Support)</p> <ul style="list-style-type: none"> ▪ LEA reviews and monitors the School Performance Plan (SPP); ▪ Must complete a needs assessment every 3 years; ▪ NDE and/or LEA supports schools in area of need. <p>Level 4 (Self Support)</p> <ul style="list-style-type: none"> ▪ Considerable autonomy and flexibility; ▪ LEA reviews and monitors the School Performance Plan (SPP); ▪ Must complete a needs assessment every 3 years; ▪ LEA led support as needed; ▪ Has access to NDE tools and resources as needed. 	Approved

Funding Streams Work Group

#	Recommendation	ESSA Advisory Group Decision
1	Create a process by which the Department solicits, reviews, and establishes a list of evidence-based programs. In this work, the Department will include learnings from the field (teachers, existing NV providers, etc.)	Approved
2	In an effort to create efficiency, the Department will work with districts to create a consolidated application that better facilitates strategic planning. This work would result in the alignment of the needs assessment, strategy selection, and available funding resources. It would also free up time spent on applications so that school site, district, and NDE staff can spend more time in service to students.	Approved

#	Recommendation	ESSA Advisory Group Decision
3	The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.	Approved
4	The Department identifies and communicates the SEA strategies that will drive the stat’s strategic use of federal funds. Leadership: Investment in evidence-based programs to provide sustained support of school leaders (and district teams in certain cases). Professional Development: NEPF	Approved
5	Districts perform an audit of existing use of federal funds and identify short, mid, and long-term goals to align funding and high-impact programming.	Approved

Teaching and Leading Work Group

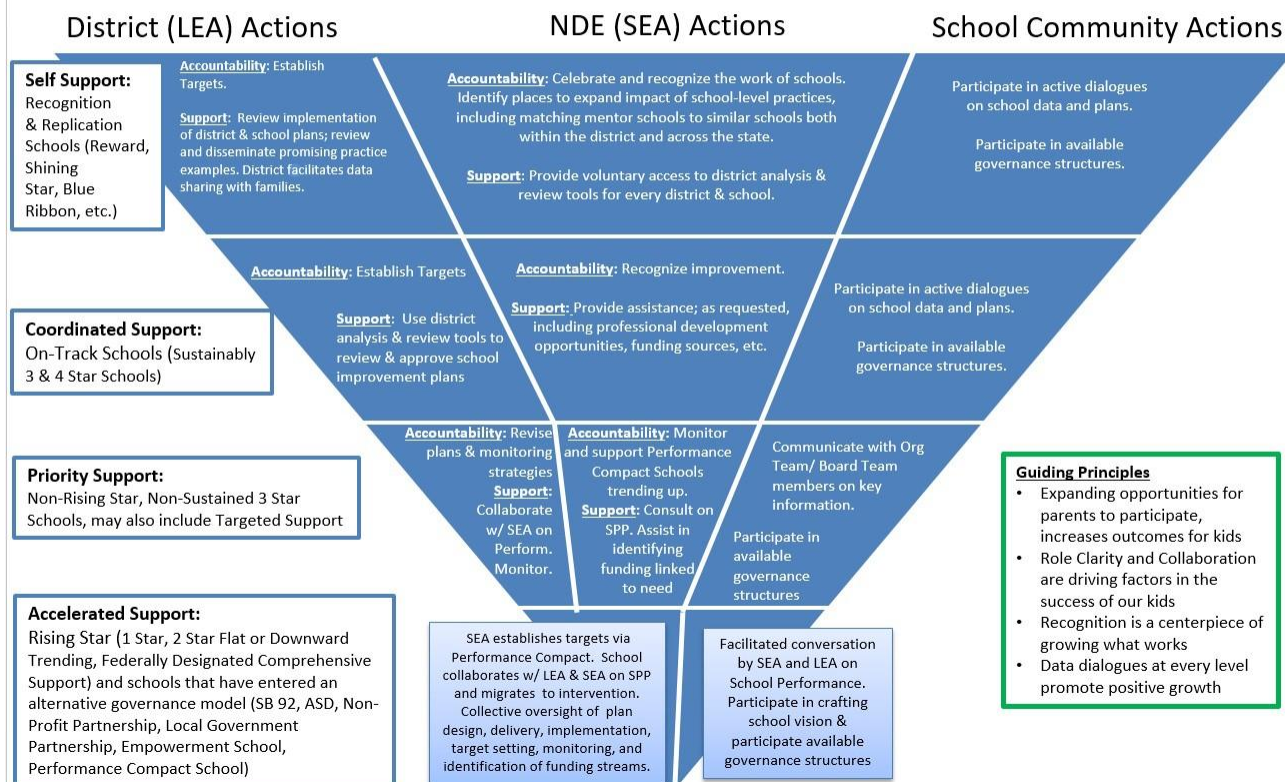
#	Recommendation	ESSA Advisory Group Decision
1	Definition of Inexperienced/Experienced Teachers <ul style="list-style-type: none"> • “Inexperienced” teachers should be defined as those with less than 3 full years of contracted teaching experience in a K-12 public school. • In addition to “inexperienced” teachers being reported, experience levels of teachers at 5-year intervals (i.e. 5-10, 11-15, 16-20, 21-25, 26-30, 31+ years) should be reported for each school. 	Approved (with intervals based on capacity for dashboard reporting)
2	Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure <ul style="list-style-type: none"> • Nevada should report the number/percentage of teachers at each school who are "teaching out-of-field or are not fully state certified" in the following areas: <ul style="list-style-type: none"> ○ Core Content Areas – Math, Language Arts, Science, Social Studies ○ Elementary ○ Early Childhood ○ Special Education • Possible consideration of other areas to report: <ul style="list-style-type: none"> ○ Business and Industry ○ Art/Music/PE ○ Foreign Languages ○ Other Licensed Personnel 	Approved Areas Under First Bullet (future consideration for second bullet)
3	Not Fully Licensed/Out of Field Teachers: Types of Licensure <ul style="list-style-type: none"> • Nevada should report the number/percentage of teachers at each school who are teaching with the following: <ul style="list-style-type: none"> ○ Provisional Licenses ○ Conditional/Alternative Route to Licensure ○ ARC/Option Special Education Program 	Approved

#	Recommendation	ESSA Advisory Group Decision
4	<p>Requirements Permitted for Provisional Licensure</p> <ul style="list-style-type: none"> • The following requirements should continue to be permitted for provisional licensure: <ul style="list-style-type: none"> ○ Basic Skills Proficiency ○ Subject Area Proficiency ○ Pedagogy Proficiency ○ Up to 6 Credits of Coursework <p>Provisional licensure should not be permitted if student teaching requirement has not been met.</p>	Approved (including student teaching)
5	<p>Other Areas of Data Collection/Reporting</p> <ul style="list-style-type: none"> • The number/percentage of teachers with the following licensure endorsements should be reported by school: <ul style="list-style-type: none"> ○ TESL/ELAD ○ Reading Specialist ○ National Board Certification ○ Teacher Leadership* • Numbers/percentages of the following staffing data should be reported by school: <ul style="list-style-type: none"> ○ Teacher Vacancies ○ Teacher Absences ○ Long Term Substitutes ○ Teacher Turnover/Retention Rates 	Approved
6	<p>Educator Effectiveness: Statewide Educator Evaluation System for Licensed Personnel</p> <ul style="list-style-type: none"> • Nevada should maintain a statewide system for evaluation for licensed personnel. • Current measures and percentages of state and district-determined measures should be maintained. 	Approved
7	<p>Educator Effectiveness: Definition of “Ineffective” Teachers and Reporting (Ratings, Standards, Indicators)</p> <ul style="list-style-type: none"> • Nevada should use NEPF ratings to define ineffective/effectiveness. • Ineffective and Developing NEPF ratings should be combined for purposes of federal reporting of “Ineffective” teachers. • For state reporting, all ratings (including Effective and Highly Effective) should be reported separately. • Standard and Indicator-level scores should be reported to identify areas of strength/professional growth. 	Approved
8	<p>Data Collection/Reporting for School Administrators/Leaders</p> <ul style="list-style-type: none"> • None of the following should be considered for school-based administrator/leader reporting: <ul style="list-style-type: none"> ○ Inexperienced/Years of Experience ○ Effectiveness Ratings ○ Areas of Licensure/Endorsements 	Not Required for ESSA/For Further Consideration (possible dashboard)
9	<p>Title II-A Fund Use: State Activities and Districts/Charters</p>	Approved

#	Recommendation	ESSA Advisory Group Decision
	Use of Title II-A funds at state and district/charter levels should be targeted and focused, and aligned with identified state and local human capital needs.	
10	<p>3% of Title II-A for Statewide “Principal and Other School Leader” Development</p> <p>3% of Nevada’s Title II-A allocation should be used for statewide activities related to principal/other school leader development. The funds should be spent on a variety of areas related to leader development, but a portion should focus on NEPF implementation and school turnaround/transformation.</p>	Approved

Appendix E: Nevada's Approach to differentiated school support & improvement

Nevada's Approach to Differentiated School Support & Improvement



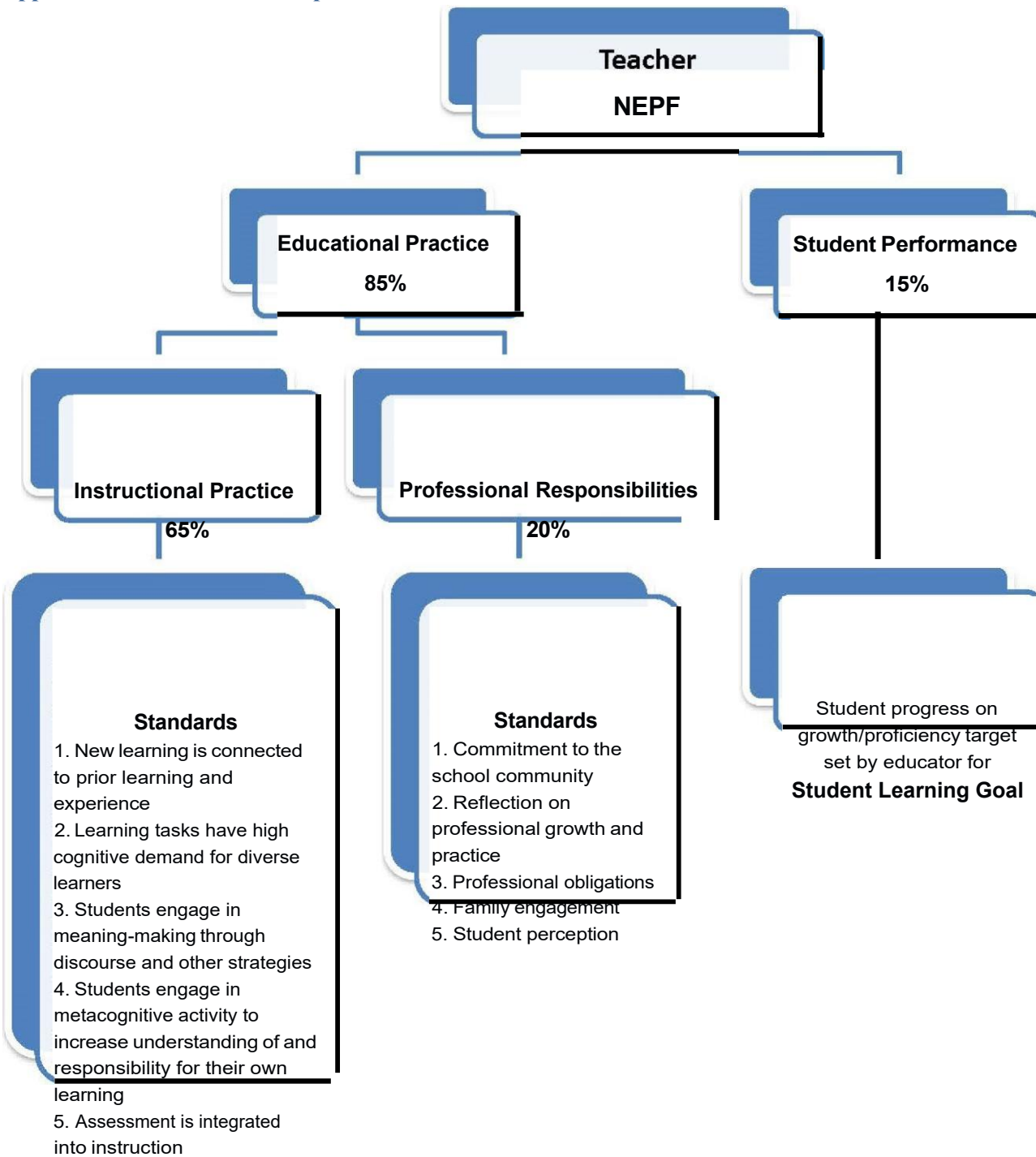
Appendix F: overview of essa programs and budgets

Title	Program	Funds Available to Nevada*
Title I, Part A*	Improving Basic Programs Operated By State and Local Educational Agencies	Estimated 2017–18 funding: \$123.1 million <ul style="list-style-type: none"> • 99% to LEAs= • \$121,869,000 • 1% for state administration= \$1,231,000
Title I, Part B*	State Assessment Grants	Estimated 2017–18 funding: \$4.7 million
Title I, Part C*	Education of Migratory Children	Estimated 2017–18 funding: \$210, 361
Title I, Part D*	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Estimated 2017–18 funding: \$355, 832
Title II, Part A*	Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders	Estimated 2019–20 funding: \$13.1 million <ul style="list-style-type: none"> • 92.15% to LEAs= \$12,087,754 • %5 for administrative and state-level activities= \$655,873 • 3% set aside for school leader development = \$373,848
Title II, Part B	National Activities: Variety of competitive grant opportunities including: <ul style="list-style-type: none"> • Literacy Education for All, Results for the Nation • Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund) • School Leader Recruitment and Support • STEM Master Teacher Corps 	National authorized appropriation for 2017–18: \$468,880,575
Title III*	Language Instruction for English Learners and Immigrant Students	Estimated 2017–18 funding: \$7.6 million
Title IV, Part A*	Student Support and Academic Enrichment Grants	Estimated 2017–18 funding: \$4 million <ul style="list-style-type: none"> • 95% to LEAs= \$3,800,000 • 5% for administrative and state-level activities= \$200,000
Title IV, Part B*	21 st Century Community Learning Centers	Estimated 2017–18 funding: \$7.9 million

Title	Program	Funds Available to Nevada*
Title IV, Part C	Expanding Opportunity Through Quality Charter schools	Information not yet available. The NDE anticipates that Nevada will apply for funds in 2017–18.
Title IV, Part D	Magnet Schools Assistance	SEA not eligible for funding
Title IV, Part E	Family Engagement in Education Programs	SEA not eligible for funding
Title IV, Part F	National Activities <ul style="list-style-type: none"> • Education innovation and research • Community support for school success • Promise neighborhoods and community schools • National activities for school safety Academic enrichment	SEA not eligible for funding
Title V*	Rural Education Initiative	Estimated 2017–18 funding: \$91,429 million
Title VI	Indian, Native Hawaiian, and Alaska Native Education	SEA not eligible for funding
Title VII	Impact Aid	SEA not eligible for funding
Title VIII	General Provisions and Definitions	SEA not eligible for funding
Title IX, Part A* (Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act)	Education for Homeless Children and Youth	Estimated 2017–18 funding: \$685,268
Title IX, Part B, Section 9212	Preschool Development Grants	National authorized appropriation for 2017–18: \$40,993,152

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

Appendix G: Nevada educator performance framework for teachers



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
22,781	578	2.5%	21,972	817	3.7%	-239	-1.18%

District	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
Clark	15,808	437	2.8%	15,695	698	4.4%	-261	-1.68%
Washoe	4,004	34	0.8%	3,127	27	0.9%	7	-0.01%
Others/Rurals	2,969	108	3.6%	3,151	92	2.9%	16	0.72%

Schools	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
Victory	1,168	47	4.0%	1,071	95	8.9%	-48	-4.85%
Zoom	2,638	87	3.3%	1,660	94	5.7%	-7	-2.36%
Focus	1,153	62	5.4%	1,135	74	6.5%	-12	-1.14%
Priority	1,371	59	4.3%	1,328	99	7.5%	-40	-3.15%

Stars	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
1-Star	516	25	4.8%	460	39	8.5%	-14	-3.63%
2-Star	4,811	218	4.5%	4,729	304	6.4%	-86	-1.90%
3-Star	10,071	204	2.0%	9,813	354	3.6%	-150	-1.58%
4-Star	3,672	61	1.7%	3,548	67	1.9%	-6	-0.23%
5-Star	3,076	40	1.3%	3,000	39	1.3%	1	0.00%

APPENDIX I: Point Attribution Tables for the Nevada School Performance Framework

The Point Attribution Table (PAT) identifies points for each Indicator and Measure and were developed in collaboration with Nevada stakeholders. The information in the rate column represents the percent of performance for each Indicator/Measure and the corresponding points assigned. Typically performance in the PAT is set at maximum point earnings at the SEA 2024 Long term Goals or 85th percentile of statewide student performance, half points set at the 2017 measures of interim progress or 50th percentile of statewide student performance, and minimum point earning at the 15th percentile of statewide student performance.

Elementary School Point Attribution Tables

ES Indicator: Academic Achievement (25 points total)

ES Measure: Math, ELA, and Science Pooled Proficiency (20 points possible)

Rate (%)	Points
≥60	20
<60 and ≥58	19
<58 and ≥56	18
<56 and ≥55	17
<55 and ≥54	16
<54 and ≥53	15
<53 and ≥52	14
<52 and ≥50	13
<50 and ≥49	12
<49 and ≥48	11
<48 and ≥46	10
<46 and ≥44	9
<44 and ≥42	8
<42 and ≥40	7
<40 and ≥38	6
<38 and ≥35	5
<35 and ≥33	4
<33 and ≥30	3
<30 and ≥26	2
<26	1

ES Measure: Grade 3 ELA Proficiency (5 points possible)

Rate	Points
≥63	5
< 63 and ≥51	4
<51 and ≥38	3
<38 and ≥25	2
<25	1

ES Indicator: Growth (35 points total)

ES Measure: Math CRT MGP (10 points possible)

Rate	Points
≥ 65	10
< 65 and ≥ 61	9
< 61 and ≥ 58	8
< 58 and ≥ 54	7
< 54 and ≥ 51	6
< 51 and ≥ 48	5
< 48 and ≥ 44	4
< 44 and ≥ 40	3
< 40 and ≥ 35	2
< 35	1

ES Measure: ELA CRT MGP (10 points possible)

Rate	Points
≥ 65	10
< 65 and ≥ 61	9
< 61 and ≥ 58	8
< 58 and ≥ 54	7
< 54 and ≥ 51	6
< 51 and ≥ 48	5
< 48 and ≥ 44	4
< 44 and ≥ 40	3
< 40 and ≥ 35	2
< 35	1

ES Measure: Math CRT AGP (7.5 points possible)

Rate	Points
≥ 52	7.5
< 52 and ≥ 50	7.0
< 50 and ≥ 47	6.5
< 47 and ≥ 44	6
< 44 and ≥ 41	5.5
< 41 and ≥ 39	5
< 39 and ≥ 37	4.5
< 37 and ≥ 35	4
< 35 and ≥ 33	3.5
< 33 and ≥ 31	3
< 31 and ≥ 29	2.5

Rate	Points
<29 and ≥ 27	2
<27 and ≥ 25	1.5
<25 and ≥ 23	1
< 23	0.5

ES Measure: ELA CRT AGP (7.5 points possible)

Rate	Points
≥ 63	7.5
<63 and ≥ 61	7.0
<61 and ≥ 59	6.5
<59 and ≥ 57	6
<57 and ≥ 55	5.5
<55 and ≥ 53	5
<53 and ≥ 51	4.5
<51 and ≥ 49	4
<49 and ≥ 47	3.5
<47 and ≥ 45	3
<45 and ≥ 43	2.5
<43 and ≥ 41	2
<41 and ≥ 38	1.5
<38 and ≥ 35	1
< 35	0.5

ES Indicator: English Language Proficiency (10 points total)

ES Measure: English Learner WIDA AGP

Rate	Points
≥ 57	10
<57 and ≥ 54	9
<54 and ≥ 51	8
<51 and ≥ 48	7
<48 and ≥ 45	6
<45 and ≥ 42	5
<42 and ≥ 39	4
<39 and ≥ 36	3
<36 and ≥ 33	2
<33	1

ES Indicator: Opportunity Gap (20 points total)

ES Measure: Prior non-proficient meeting Math CRT AGP (10 points possible)

Rate	Points
≥ 42	10
< 42 and ≥ 39	9
< 39 and ≥ 36	8
< 36 and ≥ 33	7
< 33 and ≥ 30	6
< 30 and ≥ 27	5
< 27 and ≥ 24	4
< 24 and ≥ 20	3
< 20 and ≥ 16	2
< 16	1

ES Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

Rate	Points
≥ 52	10
< 52 and ≥ 49	9
< 49 and ≥ 46	8
< 46 and ≥ 43	7
< 43 and ≥ 40	6
< 40 and ≥ 37	5
< 37 and ≥ 34	4
< 34 and ≥ 31	3
< 31 and ≥ 27	2
< 27	1

ES Indicator: Student Engagement (10 points total)

Note: A school will earn points based on either the Chronic Absenteeism Rate OR the Chronic Absenteeism Reduction, whichever one yields more points.

ES Measure: Chronic Absenteeism Rate (10 points possible)

Rate	Points
< 5	10
≥ 5 and < 6	9.5
≥ 6 and < 7	9
≥ 7 and < 8	8.5
≥ 8 and < 9	8
≥ 9 and < 10	7.5
≥ 10 and < 11	7
≥ 11 and < 12	6.5
≥ 12 and < 13	6
≥ 13 and < 14	5.5
≥ 14 and < 15	5

≥ 15 and < 16	4.5
≥ 16 and < 17	4
≥ 17 and < 18	3.5

Rate	Points
≥ 18 and < 19	3
≥ 19 and < 20	2.5
≥ 20 and < 21	2
≥ 21 and < 22	1.5
≥ 22 and < 23	1
≥ 23 and < 24	0.5
≥ 24	0

~~Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 1 point (elementary/middle school) up to the maximum number of possible points (10 points for Elementary/Middle school). This will only be implemented for schools earning points for their Chronic Absenteeism rate. This existing incentive will sunset on September 15th, 2025.~~

ES Measure: Chronic Absenteeism Reduction (5 points possible)

Rate Reduction	Points
≥ 30	5
≥ 27 and < 30	4.5
≥ 24 and < 27	4
≥ 21 and < 24	3.5
≥ 18 and < 21	3
≥ 15 and < 18	2.5
≥ 12 and < 15	2
≥ 9 and < 12	1.5
≥ 6 and < 9	1
≥ 3 and < 6	0.5
< 3	0

Middle School Point Attribution Tables

MS Indicator: Academic Achievement (25 points total)

MS Measure: Math, ELA, Science CRT Pooled Proficiency (25 points possible)

Rate	Points
≥ 56	25
< 56 and ≥ 55	24
< 55 and ≥ 54	23
< 54 and ≥ 52	22
< 52 and ≥ 50	21
< 50 and ≥ 48	20
< 48 and ≥ 46	19

<46 and \geq 44	18
<44 and \geq 42	17
<42 and \geq 41	16
<41 and \geq 40	15
<40 and \geq 39	14
<39 and \geq 37	13
<37 and \geq 36	12
<36 and \geq 34	11
<34 and \geq 32	10
<32 and \geq 30	9
<30 and \geq 28	8
<28 and \geq 27	7

Rate	Points
<27 and \geq 26	6
<26 and \geq 25	5
<25 and \geq 24	4
<24 and \geq 23	3
<23 and \geq 22	2
<22	1

MS Indicator: Growth (30 points total)

MS Measure: Math CRT MGP (10 points possible)

Rate	Points
\geq 65	10
<65 and \geq 61	9
<61 and \geq 58	8
<58 and \geq 54	7
<54 and \geq 51	6
<51 and \geq 48	5
<48 and \geq 44	4
<44 and \geq 40	3
<40 and \geq 35	2
<35	1

MS Measure: ELA CRT MGP (10 points possible)

Rate	Points
\geq 65	10
<65 and \geq 61	9
<61 and \geq 58	8
<58 and \geq 54	7
<54 and \geq 51	6
<51 and \geq 48	5

<48 and \geq 44	4
<44 and \geq 40	3
<40 and \geq 35	2
<35	1

MS Measure: Math CRT AGP (5 points possible)

Rate	Points
\geq 42	5
<42 and \geq 39	4.5
<39 and \geq 35	4
<35 and \geq 31	3.5

Rate	Points
<31 and \geq 27	3
<27 and \geq 24	2.5
<24 and \geq 21	2
<21 and \geq 18	1.5
<18 and \geq 15	1
<15	0.5

MS Measure: ELA CRT AGP (5 points possible)

Rate	Points
\geq 61	5
<61 and \geq 58	4.5
<58 and \geq 55	4
<55 and \geq 51	3.5
<51 and \geq 48	3
<48 and \geq 45	2.5
<45 and \geq 41	2
<41 and \geq 37	1.5
<37 and \geq 32	1
<32	0.5

MS Indicator: English Language Proficiency (10 points total)

MS Measure: English Learner WIDA AGP (10 points possible)

Rate	Points
\geq 36	10
<36 and \geq 32	9
<32 and \geq 29	8
<29 and \geq 26	7
<26 and \geq 23	6

<23 and ≥ 20	5
<20 and ≥ 18	4
<18 and ≥ 16	3
<16 and ≥ 13	2
<13	1

MS Indicator: Opportunity Gap (20 points total)

Measure: Prior non-proficient meeting Math CRT AGP (10 points possible)

Rate	Points
≥ 24	10
< 24 and ≥ 21	9
< 21 and ≥ 19	8
< 19 and ≥ 17	7
< 17 and ≥ 15	6
< 15 and ≥ 13	5
< 13 and ≥ 11	4
< 11 and ≥ 10	3
< 10 and ≥ 8	2
< 8	1

MS Measure: Prior non-proficient meeting ELA CRT AGP (10 points possible)

Rate	Points
≥ 34	10
< 34 and ≥ 32	9
< 32 and ≥ 30	8
< 30 and ≥ 28	7
< 28 and ≥ 26	6
< 26 and ≥ 24	5
< 24 and ≥ 22	4
< 22 and ≥ 19	3
< 19 and ≥ 16	2
< 16	1

MS Indicator: Student Engagement (15 points total)

Note: A school will earn points based on either the Chronic Absenteeism Rate OR the Chronic Absenteeism Reduction, whichever one yields more points.

MS Measure: Chronic Absenteeism Rate (10 points possible)

Rate	Points
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<5	10
≥5 and <6	9.5
≥6 and <7	9
≥7 and <8	8.5
≥8 and <9	8
≥9 and <10	7.5
≥10 and <11	7
≥11 and <12	6.5
≥12 and <13	6
≥13 and <14	5.5
≥14 and <15	5
≥15 and <16	4.5
≥16 and <17	4
≥17 and <18	3.5
≥18 and <19	3
≥19 and <20	2.5
≥20 and <21	2
≥21 and <22	1.5
≥22 and <23	1
≥23 and <24	0.5
≥24	0

~~Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 1 point (elementary/middle school) up to the maximum number of possible points (10 points for Elementary/Middle school). This will only be implemented for schools earning points for their Chronic Absenteeism rate. This existing incentive will sunset on September 15th, 2025.~~

MS Measure: Chronic Absenteeism Reduction (5 points possible)

Rate Reduction	Points
≥25	5
≥22.5 and <25	4.5
≥20 and <22.5	4
≥17.5 and <20	3.5
≥15 and <17.5	3
≥12.5 and <15	2.5
≥10 and <12.5	2
≥7.5 and <10	1.5
≥5 and <7.5	1
≥2.5 and <5	0.5
<2.5	0

MS Measure: Students on Track for High School per NAC 389.445 (I) A-D

Rate	Points
≥ 90	3
< 90 and ≥ 75	2
< 75 and ≥ 60	1
< 60	0

MS Measure: Academic Learning Plans (2 points possible)

Rate	Points
≥ 95	2

High School Point Attribution Tables**HS Indicator: Academic Achievement (25 points total)****HS Measure: Math ACT (10 points possible)**

Rate	Points
≥ 42.4	10
< 42.4 and ≥ 41.1	9.5
< 41.1 and ≥ 39.7	9
< 39.7 and ≥ 38.4	8.5
< 38.4 and ≥ 37	8
< 37 and ≥ 35.7	7.5
< 35.7 and ≥ 34.3	7
< 34.3 and ≥ 33	6.5
< 33 and ≥ 31.6	6
< 31.6 and ≥ 30.3	5.5
< 30.3 and ≥ 28.3	5
< 28.3 and ≥ 25.3	4.5
< 25.3 and ≥ 22.4	4
< 22.4 and ≥ 19.4	3.5
< 19.4 and ≥ 16.5	3
< 16.5 and ≥ 13.5	2.5
< 13.5 and ≥ 10.6	2
< 10.6 and ≥ 7.6	1.5
< 7.6 and ≥ 4.7	1
< 4.7	0.5

HS Measure: ELA ACT (10 points possible)

Rate	Points
≥ 55.9	10
< 55.9 and ≥ 54.9	9.5
< 54.9 and ≥ 53.9	9
< 53.9 and ≥ 52.9	8.5
< 52.9 and ≥ 51.9	8
< 51.9 and ≥ 50.9	7.5
< 50.9 and ≥ 49.8	7
< 49.8 and ≥ 48.8	6.5
< 48.8 and ≥ 47.8	6
< 47.8 and ≥ 46.8	5.5
< 46.8 and ≥ 44.8	5
< 44.8 and ≥ 41.1	4.5
< 41.1 and ≥ 37.3	4

Rate	Points
< 37.3 and ≥ 33.5	3.5
< 33.5 and ≥ 29.8	3
< 29.8 and ≥ 26	2.5
< 26 and ≥ 22.2	2
< 22.2 and ≥ 18.4	1.5
< 18.4 and ≥ 14.7	1
< 14.7	0.5

HS Measure: Nevada High School Science Assessment (5 points possible)

Rate	Points
≥ 54.3	5
< 54.3 and ≥ 49	4.5
< 49 and ≥ 43.7	4
< 43.7 and ≥ 38.4	3.5
< 38.4 and ≥ 33.1	3
< 33.1 and ≥ 29.3	2.5
< 29.3 and ≥ 25.5	2
< 25.5 and ≥ 21.7	1.5
< 21.7 and ≥ 17.9	1
< 17.9	0.5

HS Indicator: Graduation Rate (30 points total)**HS Measure: 4-Year ACGR (25 points possible)**

Rate	Points
≥ 89.4	25
< 89.4 and ≥ 88.7	24
< 88.7 and ≥ 87.9	23
< 87.9 and ≥ 87.2	22
< 87.2 and ≥ 86.4	21
< 86.4 and ≥ 85.7	20
< 85.7 and ≥ 84.9	19
< 84.9 and ≥ 84.2	18
< 84.2 and ≥ 83.4	17
< 83.4 and ≥ 82.7	16
< 82.7 and ≥ 81.9	15
< 81.9 and ≥ 81.2	14
< 81.2 and ≥ 80.4	13

Rate	Points
< 80.4 and ≥ 79.3	12
< 79.3 and ≥ 78.2	11
< 78.2 and ≥ 77.1	10
< 77.1 and ≥ 75.9	9
< 75.9 and ≥ 74.8	8
< 74.8 and ≥ 73.7	7
< 73.7 and ≥ 72.6	6
< 72.6 and ≥ 71.5	5
< 71.5 and ≥ 70.4	4
< 70.4 and ≥ 69.3	3
< 69.3 and ≥ 68.1	2
< 68.1 and ≥ 67	1
< 67	0

HS Measure: 5-Year ACGR (5 points possible)

Rate	Points
≥ 91.4	5
< 91.4 and ≥ 85.3	4
< 85.3 and ≥ 79.2	3
< 79.2 and ≥ 73.1	2
< 73.1 and ≥ 67	1
< 67	0

HS Indicator: English Language Proficiency (10 points total)**HS Measure: English Learner WIDA AGP (10 points possible)**

Rate	Points
≥ 20	10
< 20 and ≥ 18	9
< 18 and ≥ 15	8
< 15 and ≥ 12	7
< 12 and ≥ 10	6
< 10 and ≥ 8	5
< 8 and ≥ 7	4

Rate	Points
< 7 and ≥ 6	3
< 6 and ≥ 5	2
< 5	1

HS Indicator: College and Career Readiness (25 points total)**HS Measure: Post-Secondary Preparation Participation (10 points possible)**

Rate	Points
≥ 74.5	10
< 74.5 and ≥ 73	9.5
< 73 and ≥ 71.4	9
< 71.4 and ≥ 69.9	8.5
< 69.9 and ≥ 68.3	8
< 68.3 and ≥ 66.8	7.5
< 66.8 and ≥ 65.2	7
< 65.2 and ≥ 63.7	6.5
< 63.7 and ≥ 62.1	6
< 62.1 and ≥ 60.6	5.5
< 60.6 and ≥ 59	5
< 59 and ≥ 57.5	4.5
< 57.5 and ≥ 55.9	4
< 55.9 and ≥ 54.4	3.5
< 54.4 and ≥ 52.8	3
< 52.8 and ≥ 51.3	2.5
< 51.3 and ≥ 49.7	2
< 49.7 and ≥ 48.2	1.5
< 48.2 and ≥ 46.6	1
< 46.6	0.5

HS Measure: Post-Secondary Preparation Completion (10 points possible)

Rate	Points
≥ 55.8	10
< 55.8 and ≥ 53	9.5
< 53 and ≥ 50.1	9
< 50.1 and ≥ 47.3	8.5
< 47.3 and ≥ 44.4	8
< 44.4 and ≥ 41.6	7.5
< 41.6 and ≥ 38.7	7
< 38.7 and ≥ 35.9	6.5
< 35.9 and ≥ 33	6
< 33 and ≥ 30.2	5.5

Rate	Points
< 30.2 and \geq 27.3	5
< 27.3 and \geq 24.5	4.5
< 24.5 and \geq 21.6	4
< 21.6 and \geq 18.8	3.5
< 18.8 and \geq 15.9	3
< 15.9 and \geq 13.1	2.5
< 13.1 and \geq 10.2	2
< 10.2 and \geq 7.3	1.5
< 7.3 and \geq 4.5	1
< 4.5	0.5

HS Measure: Advanced/CCR Diploma (5 points possible)

Rate	Points
\geq 53.3	5
< 53.3 and \geq 39.4	4
< 39.4 and \geq 25.5	3
< 25.5 and \geq 11.5	2
< 11.5	1

HS Indicator: Student Engagement (10 points total)

Note: A school will earn points based on either the Chronic Absenteeism Rate OR the Chronic Absenteeism Reduction, whichever one yields more points.

HS Measure: Chronic Absenteeism Rate (5 points possible)

Rate	Points
<5	5
\geq 5 and <7	4.5
\geq 7 and <9	4
\geq 9 and <11	3.5
\geq 11 and <13	3
\geq 13 and <15	2.5
\geq 15 and <17	2
\geq 17 and <19	1.5
\geq 19 and <21	1
\geq 21 and <23	0.5
\geq 23	0

~~Note: A school demonstrating improvement of at least 10% over the prior year's performance for Chronic Absenteeism will earn an additional 0.5 point up to the maximum number of possible points (5 points for High school). This will only be implemented for schools earning points for their Chronic Absenteeism rate. This existing incentive will sunset on September 15th, 2025.~~

HS Measure: Chronic Absenteeism Reduction (2.5 points possible)

Rate Reduction	Points
≥ 20	2.5
≥ 15.5 and < 20	2
≥ 11 and < 15.5	1.5
≥ 6.5 and < 11	1
≥ 2 and < 6.5	0.5
< 2	0

HS Measure: 9th Grade Credit Sufficiency (5 points possible)

Rate	Points
≥ 99.7	5
< 99.7 and ≥ 92.4	4
< 92.4 and ≥ 85.1	3
< 85.1 and ≥ 77.8	2
< 77.8	1