

March 24, 2017

Patrick Gavin, Executive Director
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Re: Notice of Intent dated February 10, 2017

Dear Mr. Gavin:

In response to your letter dated February 10, 2017, Discovery Charter School (“Discovery”) submits the following Remediation Plan, along with supporting documentation attached herein, for consideration by the Nevada Charter Public School Authority (“Authority”) at the scheduled April 28, 2017 public hearing.

As requested in your aforementioned correspondence, Discovery is willing to reconstitute its Governing Board as provided by Nevada law. Discovery is committed to expediting the reconstitution of its Board, and proposes that the reconstitution occur by June 30, 2017. Discovery wants to work with the Authority throughout the reconstitution process in a manner that is both expeditious, but fair.

The February 10, 2017 correspondence constitutes the first instance that Discovery received any notice of concern or deficiency from your office or the Authority. No prior notifications, either written or oral, were provided to Discovery. Noting the Authority’s decision to issue the Notice of Intent, based on your recommendation and pursuant to NRS 388A.330, Discovery has taken immediate action.

First, the administration of the school was immediately changed. Effective February 20, 2017, Amanda Kettleon became the new administrator for Discovery. Mrs. Kettleon, being cognizant of the urgency of the situation, has proposed and implemented, with the support of Discovery’s Board, the enclosed School Performance Plan changing the school’s vision on accountability.

Second, Discovery has effectuated preparations to apply for the State of Nevada Department of Education’s (“NDE”) Title I School Improvement Section 1003(a) Grant. Should Discovery be awarded this Grant, Discovery will have the opportunity to work with an approved vendor designated by the NDE. Both Mrs. Kettleon and the Discovery Board President, Tim West, attended the Vendor Showcase on March 15, 2017. Discovery’s efforts are ensuring they are well-positioned to submit the strongest plan possible, so that their application is approved.

Discovery anticipates the passage of a couple of years before the results of the recently-implemented changes begin to manifest, allowing for the school to be removed from the

bottom 5% in pupil achievement. Pursuant to the NDE’s Guidance Memorandum #16-06, dated December 19, 2016, Discovery has prepared a Remediation Plan with clear student achievement objectives, and equally-clear penalties for failure to meet the same. Discovery is confident that the targets will lead to the removal of Discovery from the “Rising Star” designation within a specified period of years.

Please note that Discovery is willing to collaborate on an agreed-upon Remediation Plan. However, given the deadline of March 24, 2017, this is not possible. To that end, Discovery proposes aligning their targets to those contained in NDE’s New Nevada Plan under the Every Student Succeeds Act:

Smarter Balanced Assessments Annual Benchmarks and Long-term Goals

ANNUAL ELA TARGETS	ANNUAL MATH TARGETS	INTERIM PROFICIENT GOAL	LONG-TERM PROFICIENT GOAL
2016-2017 46%	2016-2017 23%	2020-2021 ELA 61% MATH 41%	2021-2022 ELA 62% MATH 42%
2017-2018 51%	2017-2018 31%		
2018-2019 55%	2018-2019 36%		
2019-2020 59%	2019-2020 39%		

Given the changes that have been implemented since the February 10, 2017 Notice of Intent, and the changes that will continue to occur based on continued evidence-based decision making, Discovery respectfully submits that no consequences should be rendered until the results of the 2017-2018 school year can be assessed. Should Discovery not meet the targets set forth for the 2017-2018 school year, Discovery shall submit a School Performance Plan which must address resource inequalities and how the school will address them.

If Discovery does not meet the targets for 2018-2019, Discovery will agree to hire a consultant focused on improving student achievement.

If Discovery fails to reach the targets for 2019-2020, Discovery would agree to a restart, effective at the start of the 2021-2022 school year, as follows:

1) The Authority could solicit requests to amend the written charter or charter contract, as applicable, for expansion from operating charters schools; and applications for a charter contract from committees to form a charter school and charter management organizations;

2) The Authority would allow input from the Discovery Governing Board when making the selection;

3) The charter school, or the committee to form a charter school, or the charter management organization selected by the Authority, would agree to retain all currently-enrolled students; and

4) The charter school, or the committee to form a charter school, or the charter management organization selected by the Authority, would agree to acquire any of Discovery's assets and liabilities, including assuming the existing leases.

As is noted in Discovery's Long Term Goals, Discovery achieves to exceed the requirements as provided by the Nevada Department of Education.

In conclusion, attached herein for your review and consideration is the School Performance Plan that details changes and plans for this year and the upcoming school year. The plans address Discovery's efforts to improve its students' performance. Additionally, for your review and consideration in rendering a decision on April 24, 2017, please find the following: NDE's Guidance Memorandum #16-06 dated December 19, 2016; NDE Memorandum dated March 6, 2016 regarding ESSA Evidence-Based Strategic Planning Pilot: Title I School Improvement Section 1003(a) Grant Application; and NDE: The New Nevada Plan under the Every Student Succeeds Act.

Thank you in advance for your attention to this matter and we look forward to coming to a joint resolution on these important issues.

Sincerely,



Tim West
Discovery Charter School President



Amanda Kettleson
Principal

School Performance Plan

[Resource Link](#)

School Name

Discovery Charter School

Address (City, State, Zip Code, Telephone):

702 547-5682 3883 Mesa Vista Wy. 8941 Hillpointe Rd. 702 240-0359
Las Vegas, NV 89120 Las Vegas, NV 89134

Superintendent/Academic Manager:

Amanda Kettleleson

For Implementation During The Following Years:

2016-2017

The Following Checkbox Selections (if applicable) **Must Be Completed:**

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School (Interventions will be attached)

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Amanda Kettleleson	Site Administrator	Heidi Ongbongan	Board Member
DeAnna McBrayer	Office Manager	Allison Wilkins	Parent
Angie Story	Parent/Student/Staff Liaison	Dawn Bouteiller	Parent
Lauren Ayala	Advisor	Megan Hubble	Board Vice President
Polly Suhr	Advisor	Timothy West	Board President
Chris Henrichsen	Advisor		
Morgan Acker	Advisor		

Last Date Review/Revised By Planning Team: Mar 23, 2017

Nevada Department of Education- May 2013

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

[Resource Link](#)

2016-2017

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Not Applicable	Nevada School Performance Framework (NSPF)
Statewide Assessments		IEP Compliance
Formative Assessment Practice		Special Ed Staffing and Professional Development
Teacher/Administrator Observation Data		Teacher/Administrator Observation Data
Family Engagement Data		
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Analyzed data revealed that Discovery needed to refine the Response to Intervention (RTI) process and better identify and implement effective student supports. Further analysis indicated that trainings and methodologies needed to be implemented to create a consistent K-8 curriculum that is 100% aligned with common core standards.

The following is the data that we have from the past 5 years. During the 2011-2012 validation round for the Authority's academic profile, Discovery earned a total of 10.97 points resulting in an Authority rating of "Unsatisfactory". Discovery earned 29.68 points in our 2012-2013 academic profile, which resulted in the rating of "approaches". For 2013-2014, Discovery earned a total of 36.02 points, resulting in an Authority rating of "Approaches". The aggregate score of 36.02 is below the adopted standard for an "Adequate" score. While there has been an upward trend, it is still evident that Discovery needs to make significant changes to meet proficiency goals defined by the Every Student Succeeds Act (ESSA).

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:
 Increase Proficiency Rates in Reading/ELA from 46% to a 61% proficiency rate by the year 2021 and a minimum of a 4 star school rating.

Root Cause(s)
 Follow up, monitoring, and accountability of students and staff has not been consistent. No consistency in curriculum among grade levels. Teachers did not have data to create and support efficient differentiated instruction for students. Less reading practice results in decreased vocabulary and comprehension skills. There was a lack of teacher accountability in effectively creating lessons aligned with state standards and using data within the classroom to determine students' learning needs and to drive instruction.

Measurable Objective(s):	Monitoring Status
Measurable Objective 1: Increase the percent of 3rd grade students proficient in reading from 53% to 55% by 2017 as measured by state assessments. Measurable Objective 2: Increase the percent of 4th grade students proficient in reading from 36% to 38% by 2017 as measured by state assessments. Measurable Objective 3: Increase the percent of 5th grade students proficient in reading from 48% to 50% by 2017 as measured by state assessments. Measurable Objective 4: Increase the percent of 6th grade students proficient in reading from 35% to 37% by 2017 as measured by state assessments. Measurable Objective 5:	On Task

ACTION PLAN		MONITORING PLAN	
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible
1.1 Professional Development (Required) Teachers will receive Literacy PD using the Units of Study program for Reading and Writing, ESGI software, and Lumos Learning Software. They will have follow up coaching to assist with low level readers. Units of Study will be implemented consistently as the core program for Writing as well as book studies for 6th-8th grade students. New Teachers will receive weekly coaching to implement these strategies into the Project Based Model.	Units of Study Programs for Reading and Writing (\$5923.20) and additional Library supplemental materials including books (\$4800.00). Lumos Learning Software for 3rd-8th (\$6248.65) and ESGI software for K-2nd (\$1472.00). Agendas for all students materials will come from grant opportunities, teacher access to school funds, and the Discovery Charter School Foundation.	<input type="checkbox"/> Continuation From Last Year Data from Lumos Learning, K-2nd data from ESGI, work samples from the Units of Study Program, training print-outs, notes from PLC discussions and staff meetings, coaching sessions, school wide writing samples, student presentations, submission of evidence to Seesaw, and the development of consistent project rubrics.	Administration and classroom teachers monitoring on a monthly basis. Administration will conduct monthly classroom observations. Administration and Project Based Learning Coaches will track goals met monthly. Agendas to be completed in each class on a daily basis.
		NCCAT-S Indicators: 1.1-3.7	
		Monitoring Status	
		On Task	

Comments: Discovery Charter School's 4 day a week schedule will be enhanced with weekly PD opportunities for staff, staff collaboration on best practices, and project evaluations and development.

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p> <p>Conduct Bi-Weekly Parent Meetings along with a family book club, sight word bingo, and a minimum of two other Literacy nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.</p>	<p>School Website, Teacher Volunteers, Library book sets, agendas for each student, and sight word materials funded through school fundraising and grants.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Parent Sign-In Sheets at all events and an increased effort by staff to use emails, agendas, Seesaw, websites, and additional notes home to ensure participation.</p>	<p>NCCAT-S Indicators:</p> <p>Parent meetings will occur bi-weekly throughout the school year. These meetings are organized and facilitated by administration. Administration, Parent/Teacher Liaison, and teachers are responsible for documenting and tracking parent engagement at events.</p>	<p style="text-align: center;">On Task</p>
<p>Comments: With Discovery's 4 day a week schedule, students will document Friday activities and assignments in their agendas. These activities will include, but will not be limited to, home components to accompany Project Based Learning taking place in the classroom, math fact practice, sight word practice, and writing activities. Parent</p>				
<p>1.3 Curriculum/Instruction/Assessment (Required)</p> <p>Consistent instruction in all classrooms at each grade level aligned with the common core curriculum. There will be targeted instruction for Tier 2 students based on data from classroom assessments, Lumos Learning and Semi-Monthly Writing Prompts.</p>	<p>Staff development meetings and trainings, classroom assessments that are standards based, technology in classrooms for students to access the Lumos Learning Program, and Instructional Assistants to assist with Tier 2 students.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Classroom Observations, Seesaw submissions, Grade level PLC notes, Grade Books, Standards Based Progress Reports and Report Cards, and data collected from ESGI, Lumos Learning and Semi-Monthly Writing Prompts.</p>	<p>NCCAT-S Indicators:</p> <p>Curriculum, Instruction, and Assessment will be monitored by administration and evaluated through staff meetings, evaluations and monthly observations. Student progress in Tier 2 instruction will be tracked and documented by Instructional Assistants.</p>	<p style="text-align: center;">On Task</p>
<p>Comments:</p>				
<p>1.4 Other (Optional)</p>	<p>NCCAT-S Indicators:</p>			

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

[Resource Link](#)

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 2:

Increase Proficiency Rates in Math from 23% to a 41% proficiency rate by the year 2021 and a minimum of a 4 star school rating.

Root Cause(s)

Follow up, monitoring, and accountability of students and staff has not been consistent. No consistency in math curriculum among grade levels. Teachers did not have data to create and support efficient differentiated instruction for students. Lack of teacher accountability in effectively creating lessons aligned with state standards and using data within the classroom to determine students' learning needs and to drive instruction.

Measurable Objective(s):

- Measurable Objective 1: Increase the percent of 3rd grade students proficient in math from 33% to 35% by 2017 as measured by state assessments.
- Measurable Objective 2: Increase the percent of 4th grade students proficient in math from 23% to 25% by 2017 as measured by state assessments.
- Measurable Objective 3: Increase the percent of 5th grade students proficient in math from 19% to 23% by 2017 as measured by state assessments.
- Measurable Objective 4: Increase the percent of 6th grade students proficient in math from 19% to 23% by 2017 as measured by state assessments.
- Measurable Objective 5: Increase the percent of 7th grade students proficient in math from 18% to 21% by 2017 as measured by state assessments.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		Monitoring Status
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	
<p>2.1 Professional Development (Required)</p> <p>Teachers will receive Math PD using Eureka Math and interactive notebooks aligned with Common Core State Standards. They will have follow up coaching to assist with low performing students in math. Eureka Math will be implemented consistently as the core program for Math. New Teachers will receive weekly coaching to implement strategies into the Project Based Learning Model.</p>	<p>Eureka Math for K-8th (\$18,000) and additional supplemental Math materials including Interactive Notebooks. Lumos Learning Software for 3rd-8th grades and ESGI for K-2nd grades. Agendas for all students to maintain consistency in communication among teachers, students, and families. Funding for such activities will come from grant opportunities, teacher access to school funds, and DCS Foundation.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>3rd-8th grade data from Lumos Learning, K-2nd grade data from ESGI, work samples from the Eureka Math Program, training print-outs, notes from PLC discussions and staff meetings, coaching sessions, school wide math prompts, student presentations, submission of evidence to Seesaw, and the development of consistent project rubrics.</p>	<p>NCCAT-S Indicators:</p> <p>Administration and classroom teachers monitoring on a monthly basis. Administration will conduct monthly classroom observations. Administration and Project Based Learning Coaches will track goals met monthly. Agendas to be completed in each class on a daily basis.</p>	<p>On Task</p>

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p> <p>Conduct Bi-Weekly Parent Meetings along with a minimum of two Family Math nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.</p>	<p>School Website, Teacher Volunteers, Math manipulatives and resources for Family Nights funded through school fundraising and grants.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Parent Sign-In Sheets at all events and an increased effort by staff to use emails, Seesaw, websites, and additional notes home to ensure participation.</p>	<p>NCCAT-5 Indicators:</p> <p>Parent meetings will occur bi-weekly throughout the school year. These meetings are organized and facilitated by administration. Administration, Parent/Teacher Liaison, and teachers are responsible for documenting and tracking parent engagement at events.</p>	<p>On Task</p>

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Resources/Amount Needed (Required)	Artifacts From Last Year	NCCAT-5 Indicators:	Monitoring Status
<p>Consistent instruction in all classrooms at each grade level aligned with the common core curriculum (Eureka Math). Students will receive differentiated instruction based on data from classroom assessments, Lumos Learning and Semi-Monthly Math Prompts. Provide academic support through an effective RTI team. Departmentalized and restructure of Middle School to create more consistency in instruction.</p>	<p>Staff development meetings and trainings, classroom assessments that are standards based, technology in classrooms for students to access the Lumos Learning Program, and Instructional Assistants to assist with Tier 2 students.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Classroom Observations, Seesaw submissions, Grade level PLC notes, Grade Books, Standards Based Progress Reports and Report Cards, and data collected from ESGJ, Lumos Learning and Semi-Monthly Math Prompts.</p>	<p>Curriculum, Instruction, and Assessment will be monitored by administration and evaluated through staff meetings, evaluations and monthly observations. Student progress in Tier 2 instruction will be tracked and documented by Instructional Assistants.</p>	<p>On Task</p>

Comments:

2.4 Other (Optional)	Resources/Amount Needed	Artifacts From Last Year	NCCAT-5 Indicators:	Monitoring Status
		<p><input type="checkbox"/> Continuation From Last Year</p>		

Comments:

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

General Education FRL ELL IEP Other

Priority Need/ Goal 3:

Increase school based administration and staff trainings and evaluative tools to enhance the effectiveness of classroom instruction and accountability among staff and students.

Root Cause(s)

Lack of training and networking with successful schools and other community groups among administration. There has also been a lack of consistent evaluative tools used when observing and evaluating teachers. No formal evaluative measures have been used for administration.

- Measurable Objective 1: Identify four Project Based Learning coaches to ensure projects are aligned with Common Core Standards to ensure high quality instruction.
- Measurable Objective 2: Establishment of effective evaluative tools for administration and teachers.
- Measurable Objective 3: Development of a data monitoring plan for administrators, teachers, and students to track and monitor data.
- Measurable Objective 4: Staff will be observed once per month and evaluations held twice per year.
- Measurable Objective 5:

Measurable Objective(s):

Monitoring Status
On Task

ACTION PLAN		MONITORING PLAN	
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible
<p>3.1 Professional Development (Required)</p> <p>Professional Development will focus on data analysis and understanding how to interpret data and use the information to meet students' needs. PBL Coaches will conduct PD opportunities to assist teachers with aligning the PBL model to effective standards based implementation. Kagan coaches will conduct PD to assist teachers in enhancing their effectiveness of classroom instruction.</p>	<p>Staff participating in Buck Institute's Project Based Learning (PBL) World Conference (\$5000.00), staff participation in Kagan training (\$3000.00). Trainings in Seesaw, Lumos Learning, Eureka Math, and Units of Study.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Evaluation Rubrics and Observation forms, Student Learning Goals (SLG) and PLC meeting notes from twice a month meetings.</p>	<p>NCCAT-5 Indicators:</p> <p>Administration will conduct monthly walk throughs/classroom observations, teachers will work with students to create Student Learning Goals at 6 week benchmarks. Teachers will meet in their PLCs twice per month.</p>
		<p>Monitoring Status</p> <p>On Task</p>	

Comments:

Proposed schedule for next year adjusts the current 50 minute blocks to a block schedule format consisting of one hour and 40 minute blocks to accommodate best practices observed from model schools including High Tech High (a K-12 Charter located in Southern California).

Action Step (Required)	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>3.2 Family Engagement (Required)</p> <p>Administration will publish a monthly newsletter for families that will reflect the school's growth using data from Lumos Learning and ESGI assessments. Families will also participate in anonymous surveys three times per year to identify areas of need, concern, and growth. Families participating in Semester Project Based Learning Showcase Nights to highlight projects taking place school wide. Increased Family participation in joining Seesaw and providing feedback to their child's artifacts.</p>	<p>Lumos Learning and ESGI software to collect data. Surveys to be distributed.</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Administrative newsletter to keep families informed of student progress and Focus Goals within the school community, highlight high performing student writing and math prompts, highlight projects, and opportunities for parents to be involved.</p>	<p>NCCAT-5 Indicators:</p> <p>Administration publishing a monthly newsletter, Parent/teacher liaison assisting in PBL Showcase nights, and families completing surveys three times per year.</p>	<p>On Task</p>
<p>Comments: Six week Progress Reports will be used to communicate student progress towards Common Core Standards.</p>				
<p>3.3 Curriculum/Instruction/Assessment (Required)</p> <p>PLC and PD on building Common Assessments. Staff voice on curriculum and identifying curriculum needs for Tier 2 students.</p>	<p>PLC minute agenda templates, FOCUS Math Curriculum for Tier 2 Math students (\$3,440.00), and Lindamood Phoneme Sequencing (LIPS) for Tier 2 ELA students (\$1,780.00).</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>PLC meeting minutes, staff meeting minutes, data collection from assessments, data collection from interventions utilized for Tier 2 students.</p>	<p>NCCAT-5 Indicators:</p> <p>Staff conducting PLCs twice per month. Staff meeting twice per month to evaluate and analyze data discussed in PLCs.</p>	<p>On Task</p>
<p>Comments: FOCUS Math and LIPS are programs identified through ESSA as having strong results in increasing proficiency with struggling students in Math and Reading. Periodic benchmark assessments will be used to track student achievement.</p>				
<p>3.4 Other (Optional)</p> <p>Anonymous Surveys for Staff to express areas of need, climate reflection, etc. Staff implementing PBL outline, including a time line of expectations, conferences with students, and an assessment map. school wide implementation of ESSA approved Positive Action Curriculum.</p>	<p>Staff surveys, PBL resources, Positive Action Curriculum for K-8th grade (\$9,660.00).</p>	<p><input type="checkbox"/> Continuation From Last Year</p> <p>Project outlines, assessment maps, project time lines, evidence of student progress in standards, student self-reflections, audience feedback from student presentations.</p>	<p>NCCAT-5 Indicators:</p> <p>Surveys to be conducted three times per year. Projects to be conducted throughout the school year with a minimum of one per class, per quarter.</p>	<p>On Task</p>
<p>Comments:</p>				

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Budget for Educational Development	\$20,000	These funds will be used to provide staff training and support in our transition to 100% alignment with the common core standards in order to ensure a solid foundation in curriculum	Goals 1,2
General Budget for Professional Development	\$10,000	Funds used to provide continuing education opportunities allowing for growth in teacher's careers.	Goals 1,2,3
General Budget for Teacher Funds	\$100,000	Teachers have access to these funds to purchase curriculum, activities, and materials to supplement instruction.	Goals 1,2
Global Charity Fund Grant	\$13,000	Funds used to support tutoring services for 16 students in each content area; Math, ELA, and Science.	Goals 1,2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

[Resource Link](#)

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

[Resource Link](#)

Teachers will receive Literacy PD using the Units of Study program for Reading and Writing, ESGI software, and Lumos Learning Software. They will have follow up coaching to assist with low level readers. Units of Study will be implemented consistently as the core program for Writing as well as book studies for 6th-8th grade students. New Teachers will receive weekly coaching to implement these strategies into the Project Based Model.

1.1

Goal 1
Additional
PD Action
Step
(Optional)

Our focus sessions are to work on developing a consistent school-wide writing expectations. Identifying and updating curriculum needs.

Teachers will receive Math PD using Eureka Math and interactive notebooks aligned with Common Core State Standards. They will have follow up coaching to assist with low performing students in math. Eureka Math will be implemented consistently as the core program for Math. New Teachers will receive weekly coaching to implement strategies into the Project Based Learning Model.

2.1

Goal 2
Additional
PD Action
Step
(Optional)

Professional Development will focus on data analysis and understanding how to interpret data and use the information to meet students' needs. PBL Coaches will conduct PD opportunities to assist teachers with aligning the PBL model to effective standards based implementation. Kagan coaches will conduct PD to assist teachers in enhancing their effectiveness of classroom instruction.

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

1.2 Conduct Bi-Weekly Parent Meetings along with a family book club, sight word bingo, and a minimum of two other Literacy nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.

Goal 1
Additional Family Engagement Action Step (Optional)

2.2 Conduct Bi-Weekly Parent Meetings along with a minimum of two Family Math nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.

Goal 2
Additional Family Engagement Action Step (Optional)

3.2 Administration will publish a monthly newsletter for families that will reflect the school's growth using data from Lumos Learning and ESGI assessments. Families will also participate in anonymous surveys three times per year to identify areas of need, concern, and growth. Families participating in Semester Project Based Learning Showcase Nights to highlight projects taking place school wide. Increased Family participation in joining Seesaw and providing feedback to their child's artifacts.

Goal 3
Additional Family Engagement Action Step (Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:** Increase Proficiency Rates in Reading/ELA from 46% to a 61% proficiency rate by the year 2021 and a minimum of a 4 star school rating.

<p>Measurable Objective 1: Increase the percent of 3rd grade students proficient in reading from 53% to 55% by 2017 as measured by state assessments.</p> <p>Measurable Objective 2: Increase the percent of 4th grade students proficient in reading from 36% to 38% by 2017 as measured by state assessments.</p> <p>Measurable Objective 3: Increase the percent of 5th grade students proficient in reading from 48% to 50% by 2017 as measured by state assessments.</p> <p>Measurable Objective 4: Increase the percent of 6th grade students proficient in reading from 35% to 37% by 2017 as measured by state assessments.</p> <p>Measurable Objective 5: Increase the percent of 7th grade students proficient in reading from 43% to 45% by 2017 as measured by state assessments.</p>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #cccccc;">Status</td> </tr> <tr> <td style="text-align: center;">On Task</td> </tr> </table>	Status	On Task
Status			
On Task			

Comments: Discovery had 46% of students proficient in ELA (1% below NV state average of 47%). In accordance with applying for the ESSA Grant for Title I Schools, Discovery has researched new curriculum to use as part of a school-wide reform in order to build efficiency in Reading/ELA for the upcoming 2017-2018 school year. Some of the curriculum purchases are dependent on pending acquisition of Grant funds.

	Mid-Year	End-of-Year
1.1	Teachers will receive Literacy PD using the Units of Study program for Reading and Writing, ESGI software, and Lumos Learning Software. They will have follow up coaching to assist with low level readers. Units of Study will be implemented consistently as the core program for Writing as well as book studies for 6th-8th grade students. New Teachers will receive weekly coaching to implement these strategies into the Project Based Model.	On Task
Progress	All 3rd-8th grade students have taken initial assessments through Lumos Learning. Kindergarten is utilizing the ESGI software to track student growth.	
Barriers	Units of Study's Writing Program has not been purchased as of the 2016-2017 school year. A school wide Tier 1 Reading program has not yet been identified. Units of Study's Reading Program is still an option, but there is a need for further research prior to selecting this as Discovery's Reading program.	
Next Steps	Identify struggling students through analysis of Lumos data, student work samples, and standards based assessments. Purchase the Units of Study Writing Program for full implementation for the 2017-2018 school year. School will seek grant opportunities to purchase curriculum.	

1.2	<p>Conduct Bi-Weekly Parent Meetings along with a family book club, sight word bingo, and a minimum of two other Literacy nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.</p>	On Task
Progress	Currently conducting parent meetings twice a month. Families and teachers participate in Student Led Conferences twice per year. Transition to Standards Based Grading and progress reports distributed every 6 weeks.	
Barriers	Comments on Report Cards and Progress Reports lack evidence of student progress. Lack of materials for Literacy Nights.	
Next Steps	Additional training and coaching in developing accurate and effective reporting methods. Identify materials needed and plan future Family Literacy Nights.	
1.3	Consistent instruction in all classrooms at each grade level aligned with the common core curriculum. There will be targeted instruction for Tier 2 students based on data from classroom assessments, Lumos Learning and Semi-Monthly Writing Prompts.	On Task
Progress	Identified Tier 2 students in K-3rd grades and utilizing paraprofessionals to provide small group instruction. Utilizing Lumos Learning Software and implementing Semi-Monthly Writing Prompts.	
Barriers	Lack of school wide consistency in ELA instruction. Tier 2 curriculum (Lindamood Phoneme Sequencing) has not yet been purchased. Tier 2 students have yet to be identified in 4th-8th grades.	
Next Steps	Purchasing Units of Study and Lindamood Phoneme Sequencing curriculum. Identify Tier 2 students in 4th-8th grades.	
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:** Increase Proficiency Rates in Math from 23% to a 41% proficiency rate by the year 2021 and a minimum of a 4 star school rating.

<p>Measurable Objective 1: Increase the percent of 3rd grade students proficient in math from 33% to 35% by 2017 as measured by state assessments.</p> <p>Measurable Objective 2: Increase the percent of 4th grade students proficient in math from 23% to 25% by 2017 as measured by state assessments.</p> <p>Measurable Objective 3: Increase the percent of 5th grade students proficient in math from 19% to 23% by 2017 as measured by state assessments.</p> <p>Measurable Objective 4: Increase the percent of 6th grade students proficient in math from 19% to 23% by 2017 as measured by state assessments.</p> <p>Measurable Objective 5:</p>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; text-align: center; padding: 5px;">Status</td> </tr> <tr> <td style="text-align: center; padding: 5px;">On Task</td> </tr> </table>	Status	On Task
Status			
On Task			

Comments: Discovery had 23% of students proficient in Math (10% below Nevada state average of 33%). In accordance with applying for the ESSA Grant for Title I Schools, Discovery has researched new curriculum to use as part of a school-wide reform in order to build efficiency in Math for the upcoming 2017-2018 school year. Some of the curriculum purchases are dependent on acquisition of Grant funds.

	Mid-Year	End-of-Year
2.1	Teachers will receive Math PD using Eureka Math and interactive notebooks aligned with Common Core State Standards. They will have follow up coaching to assist with low performing students in math. Eureka Math will be implemented consistently as the core program for Math. New Teachers will receive weekly coaching to implement strategies into the Project Based Learning Model.	On Task
Progress	Eureka math is being implemented by two teachers with fidelity in the middle school programs. Staff is being coached in implementing Common Core State Standards within the Project Based Model. Five staff members have been trained and certified in Project Based Learning.	
Barriers	Eureka math has not yet been purchased school wide.	
Next Steps	All staff responsible for teaching math, will participate in PD for Eureka math to be ready to implement for the 2017-2018 school year. Additional staff will attend PBL trainings in June 2017.	

2.2	<p>Conduct Bi-Weekly Parent Meetings along with a minimum of two Family Math nights throughout the school year to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Conduct Parent/Student-led conferences and communication through Report Cards and Progress Reports to identify student strengths and weaknesses and how to best support each student.</p>	On Task
Progress	<p>Currently conducting parent meetings twice a month. Families and teachers participate in Student Led Conferences twice per year. There has been a transition to Standards Based Grading and progress reports distributed every six weeks. Two Family Math nights have been conducted.</p>	
Barriers	<p>Comments on Report Cards and Progress Reports lack evidence of student progress.</p>	
Next Steps	<p>Additional training and coaching in developing accurate and effective reporting methods. Plan future Family Math Nights.</p>	
2.3	<p>Consistent instruction in all classrooms at each grade level aligned with the common core curriculum (Eureka Math). Students will receive differentiated instruction based on data from classroom assessments, Lumos Learning and Semi-Monthly Math Prompts. Provide academic support through an effective RTI team. Departmentalized and restructure of Middle School to create more consistency in instruction.</p>	On Task
Progress	<p>Identified Tier 2 students in K-3rd grades and utilizing paraprofessionals to provide small group instruction. Utilizing Lumos Software and implemented Semi-Monthly Math Prompts. Use of grants to provide after school math tutoring for 16 students.</p>	
Barriers	<p>Lack of school wide consistency in Math instruction. Tier 2 curriculum (FOCUS Math) has not yet been purchased. Tier 2 students in 4th-8th grade has yet to be identified.</p>	
Next Steps	<p>Full purchase of Eureka Math and FOCUS Math curriculum. Identify Tier 2 students in 4th-8th grade.</p>	
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/
Goal 3:** Increase school based administration and staff trainings and evaluative tools to enhance the effectiveness of classroom instruction and accountability among staff and students.

<p>Measurable Objective 1: Identify four Project Based Learning coaches to ensure projects are aligned with Common Core Standards to ensure high quality instruction.</p> <p>Measurable Objective 2: Establishment of effective evaluative tools for administration and teachers.</p> <p>Measurable Objective 3: Development of a data monitoring plan for administrators, teachers, and students to track and monitor data.</p> <p>Measurable Objective 4: Staff will be observed once per month and evaluations held twice per year.</p> <p>Measurable Objective 5:</p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="background-color: #cccccc; text-align: center;">Status</td> </tr> <tr> <td style="text-align: center;">On Task</td> </tr> </table>	Status	On Task
Status			
On Task			

Comments: Increase school based administration and staff trainings and evaluative tools to enhance the effectiveness of classroom instruction and accountability among staff and students.

	Mid-Year	End-of-Year
3.1	Professional Development will focus on data analysis and understanding how to interpret data and use the information to meet students' needs. PBL Coaches will conduct PD opportunities to assist teachers with aligning the PBL model to effective standards based implementation. Kagan coaches will conduct PD to assist teachers in enhancing their effectiveness of classroom instruction.	On Task
Progress	Staff has participated in discussion on data analysis and utilizing that information to communicate to parents their student's strengths and weaknesses. PBL certified teachers have conducted staff trainings on incorporating standards into PBL model. Kagan certified teachers have presented to staff to enhance effectiveness of classroom management school wide. Four PBL coaches have been identified	
Barriers	Kagan has not been fully implemented school wide. Progress reports and Report Cards do not yet clearly identify student growth and areas of need.	
Next Steps	Continue to develop strong reporting methods. Continued PD for staff on effective PBL and Kagan Strategies implementation.	

3.2	Administration will publish a monthly newsletter for families that will reflect the school's growth using data from Lumos Learning and ESGI assessments. Families will also participate in anonymous surveys three times per year to identify areas of need, concern, and growth. Families participating in Semester Project Based Learning Showcase Nights to highlight projects taking place school wide. Increased Family participation in joining Seesaw and providing feedback to their child's artifacts.	On Task
Progress	Administration has communicated with families consistently through emails and conducted a school wide survey to gain insight to help with transition in administration. Increasing participation among families joining Seesaw and participating in their child's digital portfolio.	
Barriers	Lack of regular formal communication and Project Based Learning Showcase Nights.	
Next Steps	Identify a formalized monthly newsletter and plan for an end of the year Project Based Learning Showcase Night to highlight student efforts and learning.	
3.3	PLC and PD on building Common Assessments. Staff voice on curriculum and identifying curriculum needs for Tier 2 students.	On Task
Progress	Identified format of PLCs and developing norms.	
Barriers	FOCUS Math Curriculum for Tier 2 Math students and Lindamood Phoneme Sequencing (LIPS) for Tier 2 Math students has not been purchased.	
Next Steps	Purchasing of Tier 2 curriculum for upcoming 2017-2018 school year.	
3.4	Anonymous Surveys for Staff to express areas of need, climate reflection, etc. Staff implementing PBL outline, including a time line of expectations, conferences with students, and an assessment map. school wide implementation of ESSA approved Positive Action Curriculum.	On Task
Progress	Anonymous staff surveys conducted and staff utilizing PBL outline.	
Barriers	There has not been a full implementation among all staff in utilizing effective time lines with projects and conferencing with students. The Positive Action Curriculum has not yet been purchased.	
Next Steps	Purchasing of Positive Action Curriculum for upcoming 2017-2018 school year. Additional training and coaching in utilizing an effective PBL model.	

BRIAN SANDOVAL
Governor

STEVE CANAVERO, Ph.D.
Superintendent
of Public Instruction

STATE OF NEVADA



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March 6, 2017

MEMORANDUM

TO: School District Superintendents
School District Area Superintendents and Assistant Superintendents
School Improvement Coordinators
Title I District Coordinators
State Public Charter School Authority
Principals of 1003(a) Eligible Schools
Boards of Charter Schools Eligible for 1003(a)

FROM: Brett Barley, Deputy Superintendent for Student Achievement

SUBJECT: ESSA Evidence-Based Strategic Planning Pilot: Title I School Improvement,
Section 1003(a) Grant Application

Nevada aspires to become the fastest improving state in the nation. To help achieve this goal, the Nevada Department of Education (NDE) is deeply committed to significantly improving school and student outcomes across the state and collaborating with district and school leaders. Over the next year, Nevada will be implementing the new federal Every Student Succeeds Act (ESSA). ESSA requires states, districts, and schools to take a new evidence-based approach to school improvement. The new federal law also provides states with a great opportunity to review, revise, and consolidate their state and federal application processes and align those processes to school site needs assessments and school site plans. Nevada's ESSA Plan, developed in collaboration with stakeholders from across the state, calls for a transition to an aligned strategic planning, funding stream identification, and continuous improvement cycle. This spring's Title I 1003(a) pilot application cycle is Nevada's first opportunity to work collaboratively under the new ESSA landscape and use 1003(a) as a pilot to prepare ourselves for full implementation next school year (please see the *School Performance Plan* section below for additional information on related tools).

We expect the 1003(a) pilot to be an iterative process, with the Office of Student and School Supports (OSSS), in partnership with other teams across the Department, providing assistance and support to ensure that schools and districts are set up for success. What the Department learns from this year's pilot with the 1003(a) eligible schools will inform a larger process next year. More information will follow in the upcoming weeks detailing a revision process for the School Performance Plan (SPP) and needs assessment tools, including an invitation for districts to continue engaging in the revision process. To promote continuous improvement and strong collaboration with our partners, NDE will solicit feedback from districts and schools throughout this upcoming year regarding the process and tools.

The purpose of this memo is to provide critical information regarding the pilot Title I School Improvement 1003(a) grant application process and create a shared understanding of how changes to this process and related tools, such as the SPP, will help to strengthen system coherence and alignment.

1. Key Information Regarding the Title 1, Section 1003(a) Application

NDE has redesigned the Title I School Improvement, Section 1003(a) grant application to facilitate stronger matches between unique school needs and highly effective, evidence-based interventions and strategies, as required by ESSA. Our intention is also to strengthen alignment in school improvement efforts between NDE, districts, and schools. This year, we streamlined the application and aligned it to Nevada's Strategic Plan and ESSA Plan's big bets around school leadership development, data informed decision-making, and support for low performing schools. (See Appendix A.) The 1003(a) process will mark the first milestone as NDE evolves from compliance to support and transitions to commitments outlined in the State Plans.

Please note the following critical information and changes for the 1003(a) application:

- ESSA requires all school improvement interventions, strategies, and activities funded through 1003(a) to meet specific evidence requirements and demonstrate a statistically significant effect on improving student outcomes. This is summarized in Table 1 below. **In the 1003(a) application**, which will be released on March 15, 2017, **NDE will provide additional resources to help districts and schools better understand the ESSA levels of evidence and strengthen their capacity to identify evidence-based interventions for school improvement** (e.g., links to specific guidance and websites to help facilitate this process).

Table 1. ESSA Levels of Evidence for 1003(a)

1 STRONG EVIDENCE	Based on at least 1 well-designed and well-implemented experimental study	Demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes
2 MODERATE EVIDENCE	Based on at least 1 well-designed and well-implemented quasi-experimental study	
3 PROMISING EVIDENCE	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias	

- Applications clearly aligned with the NDE’s Strategic Plan and ESSA Plan big bets will receive priority funding. **Only those school improvement interventions, strategies, and activities meeting ESSA evidence requirements will be funded.** Table 2 lists the three levels of prioritization, and Table 3 outlines bonus points that will be awarded in the application review process.

Table 2. 1003(a) Application Funding Priority

Priority 1	Receives full consideration	<ol style="list-style-type: none"> 1. Alignment with NDE priorities: <ul style="list-style-type: none"> • School leadership • Data informed decision-making 2. Partner with an external provider from the NDE state-approved School Improvement Partner List (see Appendix B) 3. Meets ESSA evidence requirements (i.e., Strong, Moderate, or Promising)
Priority 2	Receives strong consideration	<ol style="list-style-type: none"> 1. Alignment with NDE priorities: <ul style="list-style-type: none"> • School leadership • Data driven decision making 2. School improvement interventions, strategies, or activities that meet ESSA evidence requirements (i.e., Strong, Moderate, or Promising)
Priority 3	Receives moderate consideration	School improvement interventions, strategies, or activities that meet ESSA evidence requirements (i.e., Strong, Moderate, or Promising)
Not reviewed or considered for funding		School improvement interventions, strategies, or activities that do NOT meet ESSA evidence requirements (i.e., Strong, Moderate, or Promising)

Table 3. Bonus Points

Category	Bonus Points will be added for the following:
Participation in NDE Vendor Showcase on March 14 (Reno) or March 15 (Las Vegas)	<ul style="list-style-type: none"> • School leadership member(s) participation • Senior district leadership participation • District Title I and/or School Improvement member(s) participation • District Grant department participation • Participation of Board Member(s) of the charter school
Rural Consortium	<ul style="list-style-type: none"> • All school applications associated with the consortium will receive bonus points • Please note that a Rural District Consortium must consist of at least two districts
Charter Consortium	<ul style="list-style-type: none"> • All school applications associated with the consortium will receive bonus points • Please note that a Charter Consortium must consist of at least two charter schools
Rising Star – Voluntary Student Performance Compact	<ul style="list-style-type: none"> • School applications in which the affiliated district and school voluntarily agree to a Student Performance Compact will receive bonus points

2. Submission of the Application

Timeline

The Title I School Improvement application timeline for Section 1003(a) 2017-18 is outlined in Table 4 below. Please note that, in response to much appreciated and valuable district feedback NDE received, the **application deadline has been extended by one week to Friday, April 21, 2017**, to accommodate districts and schools. NDE recognizes the many changes being piloted in this 1003(a) process, and we are committed to setting up districts and schools for success.

Table 4: 1003(a) Timeline

March 15, 2017	Applications for 1003(a) released
March 14-15, 2017	Vendor Showcase Event and Technical Assistance <ul style="list-style-type: none"> • March 14 from 1-5 pm in Reno at the Peppermill Resort Hotel and Casino • March 15 from 1-5 pm in Las Vegas at Desert Pines High School
April 21, 2017	Applications for 1003(a) funding due to the NDE on or before this date <ul style="list-style-type: none"> • NDE will do rolling reviews and engage in an iterative conversation with districts/schools to design strong applications and plans. • The SPP must be included in the application. Additional information about the SPP tool is provided below in the <i>School Performance Plan</i> section, as well as in the application.
April 21 - May 12, 2017	Application components reviewed by NDE staff
May 12, 2017	Applicants notified of approval and award status on or before this date
June - July 2017	Solicitation of feedback from districts and schools on 1003(a) pilot to inform process next year
September 14, 2017 - February 28, 2018	Mid-year NDE cross-team on-site visits and on-line report due dates for Fall semester, determined with each district and school
March 2018	2018 1003(a) application released (revised to incorporate feedback from 2017 pilot)
March 1- June 29, 2018	End-of-year NDE cross-team monitoring dates and on-line report due dates for Spring semester, determined with each district and school
June 30, 2018	Last date expenditures or budget encumbrances can be made against the subgrant award
September 30, 2018	Encumbrances expended fully
October 31, 2018	Last opportunity for submitting Request for Funds (RFF) <ul style="list-style-type: none"> • NDE recommends that RFFs be submitted quarterly, at a minimum
December 15, 2018	Final Financial Report (FFR) due to NDE on or before this date

Eligible Schools

Title I Section 1003(a) funding will only be available to schools designated as underperforming by NDE, based on one or more of the following three eligibility categories:

- 2015 underperforming schools list (priority, focused, and 1-star schools);
- 2016 Rising Star Schools (charters included); and
- High schools with a graduation rate of less than 67 percent from 2016-2017 (as determined by the previous 2015-2016 cohort).

The complete 2017 list of 1003(a) eligible schools attempts to be as inclusive as possible, in light of the new underperforming list which will be released in fall 2017. (See Appendix C for the list of current eligible schools.)

Rural District Consortium and Charter Consortium

In response to suggestions made by rural district leaders and charter school leaders, rural districts have the option of forming a partnership and applying as a Rural District Consortium, and charter schools have the option of forming a partnership and applying as a Charter Consortium. NDE will consider any two or more partners as a consortium (i.e., at least two districts for the Rural District Consortium and at least two charter schools for the Charter Consortium).

The consortium application will require a common purpose to support district and school goals for student achievement (e.g., selecting the same vendor for school leadership development). Upon request, NDE will facilitate the formation of the consortiums. This opportunity aims to strengthen the capacity of rural districts and charter schools, in addition to reducing burden. Rural districts typically have fewer resources than larger districts and, thus, may be at a disadvantage when applying for competitive grants. NDE is extending this opportunity to charter schools for similar reasons. It is our hope that rural and charter schools in need of school improvement interventions are well-supported in this process.

School Performance Plan (SPP)

The SPP must be submitted along with the 1003(a) application. **The Department has built in added flexibility to support district and school success in this 1003(a) process by providing a choice of two options for the SPP submission and not requiring completion of a new needs assessment.**

Schools have the option of using the current SPP template or the new SPP template, which will be released on March 15, 2017. If districts decide to use the current SPP template, they must also complete the addendum provided by NDE, which will also be released on March 15. The purpose of the addendum is to set schools up for success during the 1003(a) application review process. During this review, the review team will evaluate applications based on the alignment between the SPP, interventions identified in the application, and NDE's Strategic Plan and ESSA Plan big bets in accordance with the priorities outlined above in Table 2. To inform iterative revisions of the SPP tool, the Department encourages schools to complete the new SPP template for the 1003(a) process and provide feedback to the OSSS. Schools that do not submit the new SPP template will not be at a disadvantage during the application review process.

SPP and needs assessment tools will be redesigned in an iterative and collaborative process with district and school leaders throughout the upcoming months, with the goal of releasing these new tools at the beginning of the 2017-2018 school year (for use on 2018-2019 competitive grant applications). We welcome and value your feedback. Please look for an invitation from OSSS to collaborate in the near future on the redesign of these tools.

Technical Assistance

NDE will provide multiple technical assistance opportunities through webinars and face-to-face meetings after the release of the Title I, Section 1003(a) application. The first technical assistance will occur during the Vendor Showcase (additional information provided in the section below) on March 14 in Reno and March 15 in Las Vegas. The OSSS staff will also be available throughout the month following the release of the application to provide continuous technical assistance and support to districts. (See Appendix D for OSSS contact information.)

Vendor Showcase

Following a formal Request for Qualifications (RFQ) process to assist in providing support to schools and districts regarding school leadership development and data informed decision-making, and a thorough review of RFQ responses received, the Department created a pre-approved state list of external service providers, the School Improvement Partner List. All vendors identified through this process meet the ESSA evidence requirements, ensuring that eligible schools can use 1003(a) funding on the interventions, activities, and strategies provided by these state pre-approved external service providers. **Again, 1003(a) funding cannot be used on any interventions, activities, and strategies that do not meet ESSA evidence requirements.**

The Vendor Showcase will aim to provide strategic and meaningful interactions between school leaders, district leaders, and the service providers on the School Improvement Partner List. This will help to ensure strong matches between schools and pre-approved service providers, specifically matching unique school and system level needs with targeted, evidence-based interventions. In addition, NDE leadership will share the goals and vision for this work, and the OSSS team will provide technical assistance so district and school leaders understand how to submit strong, competitive applications and how to complete their submissions in ePAGE.

Two Vendor Showcase events have been scheduled to provide district and school leaders with opportunities to meet representatives from the School Improvement Partner List. To facilitate this process for district and school leaders across the state, one Vendor Showcase will be held in Reno, and the other will be held in Las Vegas:

- **Reno: March 14, 2017, from 1:00 - 5:00 PM**
Peppermill Resort Hotel and Casino
2707 S Virginia Street, Reno, NV 89502

- **Las Vegas: March 15, 2017, from 1:00 - 5:00 PM**
Desert Pines High School
3800 E Harris Ave, Las Vegas, NV 89110

District leadership (including the Grants department) and school leadership teams are strongly encouraged to attend the Vendor Showcase, and additional participation points will be awarded to applicants (i.e., points for school leadership team participation and district leadership team participation).

Feedback

Starting in June, the OSSS will invite district and school leaders to provide feedback on the 1003(a) application process and related tools. We welcome strategic and authentic engagement with districts and schools for the purposes of strengthening this process and informing our continuous improvement work.

The Department would like to express its sincere gratitude for your collaboration and patience in this pilot process. If you have any questions about the 1003(a) application process, please reach out to Seng Yang Keo, Director of the Office of Student and School Supports (OSSS) at skeo@doe.nv.gov or 775-687-9145.

Thank you for your time and attention. **We look forward to seeing you in Reno on March 14 and in Las Vegas on March 15.**

Warmest regards,



Brett Barley, Deputy Superintendent for Student Achievement

Appendix A



NEVADA: The Fastest Improving State in the Nation



STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT

Focus on Lowest Performing Schools

- ✓ Place all one and two star schools on a path to three stars in three years
- ✓ Provide planning and funding support
- ✓ Involve parents and families as partners in improvement strategies with a focus on student achievement results

Great School Leaders

- ✓ Provide high quality professional development to school leaders
- ✓ Drive significant impact on student success with qualified principals who set school culture and high expectations
- ✓ Build the capacity of the education system through networks, collaboration, and knowledge sharing

Data

- ✓ Focus on results and make data-driven decisions
- ✓ Celebrate and share success
- ✓ Be transparent with families and educators
- ✓ Present easy to understand data
- ✓ Utilize/employ a college and career-focused accountability system that puts students on a path to post-secondary success

Appendix B

NDE School Improvement Partner List

Pre-approved vendors list for the 2017-2018 1003(a) process

Service Provider	School Leadership Professional Development	Data Informed Instructional Delivery
Academy of Urban School Leadership (AUSL)	X	X
Achievement Network (ANet)	X	X
Blueprint Schools Network, Inc.	X	
Community Training and Assistance Center, Inc. (CTAC)	X	X
Criterion Educational LLC / National Institute for School Leadership (NISL)	X	X
NCS Pearson / Pearson	X	X
New Classrooms Innovation Partners, Inc.		X
New Leaders, Inc.	X	
NYC Leadership Academy, Inc. (NYCLA)	X	
Partners in School Innovation	X	X
School Empowerment Network	X	
Social Policy Research Associates (SPR)		X
TNTP, Inc.	X	
University of Virginia Darden School Foundation/University of Virginia Darden/Curry Partnership for Leaders in Education (UVA)	X	X

Please note that this list is in alphabetical order and is current as of March 6, 2017, for the 2017-2018 1003(a) process. Refer to the application released on March 15, 2017, for the most current pre-approved list.

Appendix C

**Eligible Schools for Title I, Section 1003(a) Funding
2017-2018**

District	School Name	Focus	One Star	Priority	Rising Star	HS grad. rate under 67%
Carson	Pioneer High School			X	X	X
Churchill	Numa Elementary School	X				
Clark	Andre Agassi College Preparatory Academy SEC				X	
	Arturo Cambeiro Elementary School		X		X	
	Burk Horizon SW Sunset High School		X		X	X
	C P Squires Elementary School	X				
	Canyon Springs High School			X		X
	Chaparral High School			X		X
	Clyde C Cox Elementary School				X	
	Dean Petersen Elementary School			X	X	
	Dell H Robison Middle School	X				
	Delta Academy High School			X		X
	Delta Academy Middle School		X			
	Desert Pines High School			X	X	X
	Desert Rose High School		X		X	X
	Doris M Reed Elementary School	X				
	Ed Von Tobel Middle School				X	
	Fay Galloway Elementary School	X				
	Global Community High School at Morris Hall		X		X	
	H P Fitzgerald Elementary School			X	X	
	Harriet Treem Elementary School	X				
	Harry Reid Elementary School		X			
Imagine 100 Academy of Excellence Elementary School				X	X	
Imagine 100 Academy of Excellence Middle School					X	
Innovations International Charter Elementary School				X	X	

	Innovations International Charter High School				X	X
	Innovations International Charter Middle School	X				
	J D Smith Middle School	X				
	J Harold Brinely Middle School				X	
	Jerome Mack Middle School	X			X	
	Jim Thorpe Elementary School	X				
	Kay Carl Elementary School	X				
	Laura Dearing Elementary School	X				
	Lois Craig Elementary School	X			X	
	Manuel J Cortez Elementary School	X				
	Mario C & Joanne Monaco Middle School			X	X	
	Matt Kelly Elementary School			X	X	
	Mojave High School			X		X
	Odyssey Charter High School			X	X	X
	Paradise Elementary School	X				
	Richard C. Priest Elementary School	X			X	
	Ruben P Diaz Elementary School	X				
	Robert Lunt Elementary School	X				
	Robert O Gibson Middle School	X				
	Theron L Swainston Middle School	X				
	Tom Williams Elementary School	X			X	
	Wendell P. Williams Elementary School				X	
	West Prep Secondary (Middle School)			X	X	
	Western High School			X		X
	William E Orr Middle School				X	
	William K. Moore Elementary School	X				
	Zel & Mary Lowman Elementary School			X	X	
Elko	Carlin High School				X	X
	Owyhee Elementary School	X			X	
	Owyhee Middle School	X			X	
	West Wendover Elementary School				X	
	West Wendover High School				X	X
	West Wendover Junior High School				X	
Humboldt	McDermitt Elementary School	X				
Mineral	Hawthorne Junior High School				X	
	Schurz Elementary School				X	
Nye	Amargosa Valley Elementary School			X		
	Floyd Elementary School	X				

	Gabbs Elementary School		X			
	Hafen Elementary School	X				
	Pathways High School		X		X	X
	Round Mountain Elementary School		X		X	
Pershing	Pershing Middle School	X				
SPCSA	Beacon Academy of Nevada				X	X
	Discovery Charter School				X	
	Nevada Connections Academy High School			X	X	X
	Nevada Virtual Academy Elementary School	X				
	Silver State Charter School					X
Washoe	Desert Heights Elementary School			X	X	
	E Otis Vaughn Middle School	X				
	enCompass Academy Charter (formerly known as Rainshadow Community Charter High School)		X		X	X
	I Can Do Anything High School		X		X	X
	Mitchell R. Elementary School	X				
	Natchez Elementary School				X	
	Proctor R Hug High School			X		
	Washoe Innovations Academy High School			X		
White Pine	McGill Elementary School	X				
	Steptoe Valley High School		X			
	White Pine Middle School	X				

Appendix D

Please reach out to any of the following NDE OSSS team members for more information about the 1003(a) application process.

Technical Assistance on 1003(a)

Name	Email Address	Phone Number
TeQuia Barrett	tbarrett@doe.nv.gov	(775) 687-9218
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Michael Walker	mbwalker@doe.nv.gov	(775) 687-9235

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Name	Email Address	Phone Number
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Vendor Showcase on March 14 in Reno and March 15 in Las Vegas

Name	Email Address	Phone Number
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Susan Ulrey	sulrey@doe.nv.gov	(702) 668-4349

Rural Consortium and Charter Consortium

Name	Email Address	Phone Number
Kevin Marie Laxalt	klaxalt@doe.nv.gov	(775) 687-9261

Based on the *Rising Stars* report, below is a list of charter schools sponsored under your authority that have been identified as one of the state's lowest performing schools. It is the Nevada Department of Education's responsibility to ensure that all sponsors of those identified schools are exercising their authority to oversee school improvement as part of their general obligations to monitor performance and determine if accountability actions are appropriate under NRS 388A.223(1)(e)-(h). For all District-run, non-charter schools, the State may implement either one of its State-led intervention protocols, *Turnaround Designation* or *The Nevada Achievement School District* or work in partnership with the local District on other intervention options. As for public charter schools, it is the responsibility of that school's charter sponsor to monitor school performance on an ongoing basis and determine additional actions under NRS 388A.223(1)(f)-(h). Evidence of material or persistent failure to carry out the powers and duties of a sponsor prescribed by NRS 388A.223(3) constitutes grounds for revocation of the entity's authority to sponsor charter schools.

On October 14, 2016 the Nevada Department of Education released a list of the State's lowest performing schools. These schools were identified for one of two reasons: 1) Elementary or Middle School in the bottom 5% in pupil achievement and school performance or 2) High School with a graduation rate of less than 60%. This list, previously known as the Underperforming Schools list, now called the *Rising Star Schools List*, fulfills the State Board's annual responsibility to release a report on the State's current state of student achievement.

GUIDANCE MEMORANDUM #16-06

TO: State Public Charter School Authority Governing Board
FROM: Steve Canavero, Ph.D.
Superintendent of Public Instruction
SUBJECT: Charter School Sponsor Letter

December 19, 2016

DEPARTMENT OF EDUCATION
Northern Nevada Office
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 • Fax:
(775) 687 - 9101
www.doe.nv.gov



STATE OF NEVADA

Superintendent of Public Instruction
STEVE CANAVERO, Ph.D.
Governor

BRIAN SANDOVAL

SOUTHERN NEVADA OFFICE
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Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450
www.doe.nv.gov/Educator_Licensure

As a sponsor of public charter schools, you have the following schools identified as *Rising Star Schools* in 2016:

School Name	2015 Status	2016 Status
Beacon Academy	-	Below 60% Graduation Rate
Discovery Charter School	-	Bottom 5% Elementary/Middle Schools
NV Connections Academy	Priority School	Below 60% Graduation Rate
Silver State Charter School	One-Star	Bottom 5% Elementary/Middle Schools

Please accept this letter as a formal inquiry into your actions on school accountability that are either in place or planned for all public charter schools under your sponsorship authority that are noted above. Response to this inquiry shall be submitted to the Office of the Superintendent of Public Instruction no later than January 15, 2017.

Your responses should include any past or current accountability actions taken with these schools that are available to you through your sponsorship authority and shall align to NRS 388A.300 et seq. Please provide artifacts to support those actions, as available. It is the opinion of this office that there are four pathways available:

1. Revocation or termination of charter contract and students are re-assigned throughout the host district.
2. The school enters receivership with a third-party entity to manage remediation planning and transfer of authority.
3. The charter school chooses to seek a transformation partner and opt in to be considered by the NV Achievement School District.
4. For schools that have been identified for the first time, development of a remediation plan with clear student achievement targets that lead the school to removal from the *Rising Star* designation in a specific period of years and prescribe consequences for failure to meet the specified targets.

Should you or your staff require consultation on how to move forward with either response to this inquiry or activation of a school remediation strategy, you may work directly with Seng-Dao Keo (skeo@doe.nv.gov) under the direction of the Superintendent of Public Instruction.

Thank you in advance for your attention to and cooperation with this matter.



The New Nevada Plan

UNDER THE EVERY STUDENT SUCCEEDS ACT



INITIAL DRAFT FOR PUBLIC COMMENT
March 1, 2017

PUBLIC COMMENT SURVEY

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Letter from the State Superintendent

Dear Nevadans,

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

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

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

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

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

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

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

Sincerely,



Steve Canavero, Ph.D.
Superintendent of Public Instruction

NEVADA DEPARTMENT OF EDUCATION

700 E. Fifth Street, Carson City, Nevada 89701
(785)-687-9200

THE EVERY STUDENT SUCCEEDS ACT

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



¹U.S. Department of Education, "Every Student Succeeds Act (ESSA)," U.S. Department of Education. October 17, 2016.

ABOUT THE NEW NEVADA PLAN

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

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

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



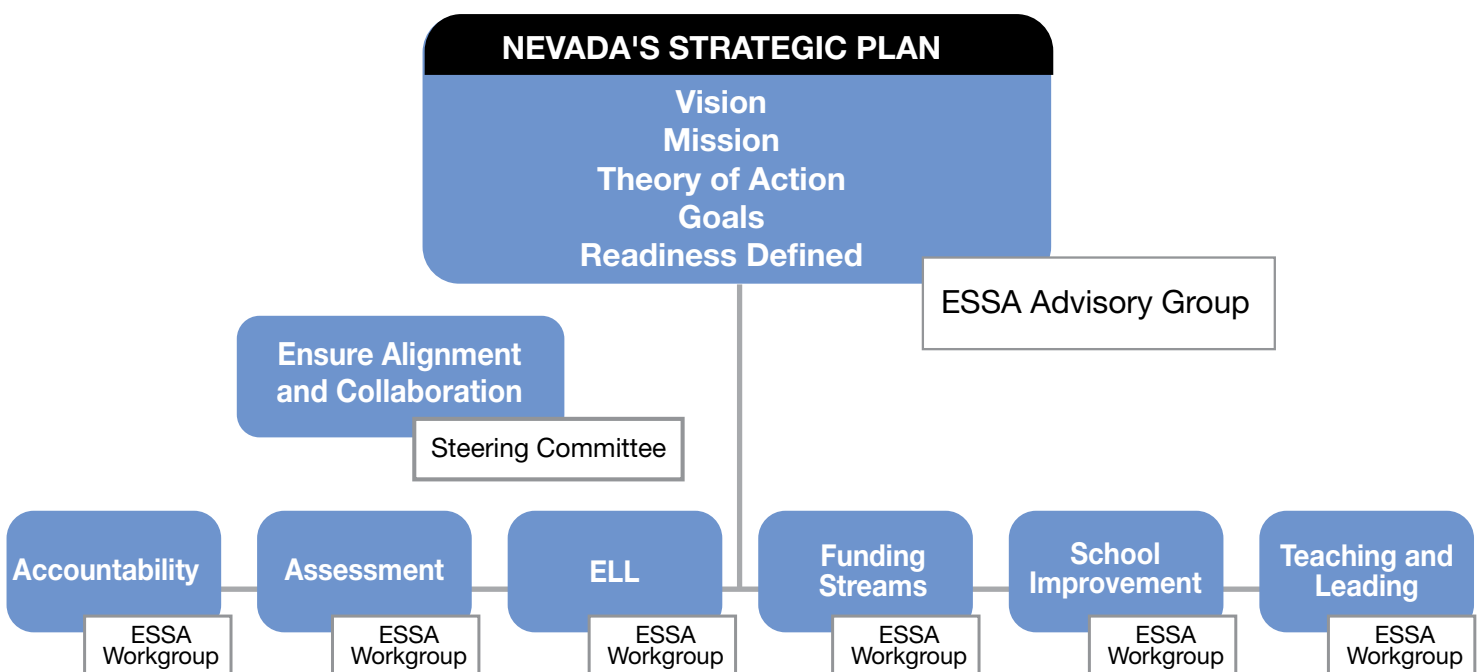
DEVELOPMENT PROCESS, CONSULTATION, AND CONTINUOUS IMPROVEMENT

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

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

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

**See Appendix A and B for workgroup meeting dates and recommendations*



THE STATE OF NEVADA EDUCATION

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

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

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

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

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

Current State of Student Achievement

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

²Education Week, "[Quality Counts 2017: State Report Cards Map](#)," Education Week. January 4, 2017.

Smarter Balanced Assessment

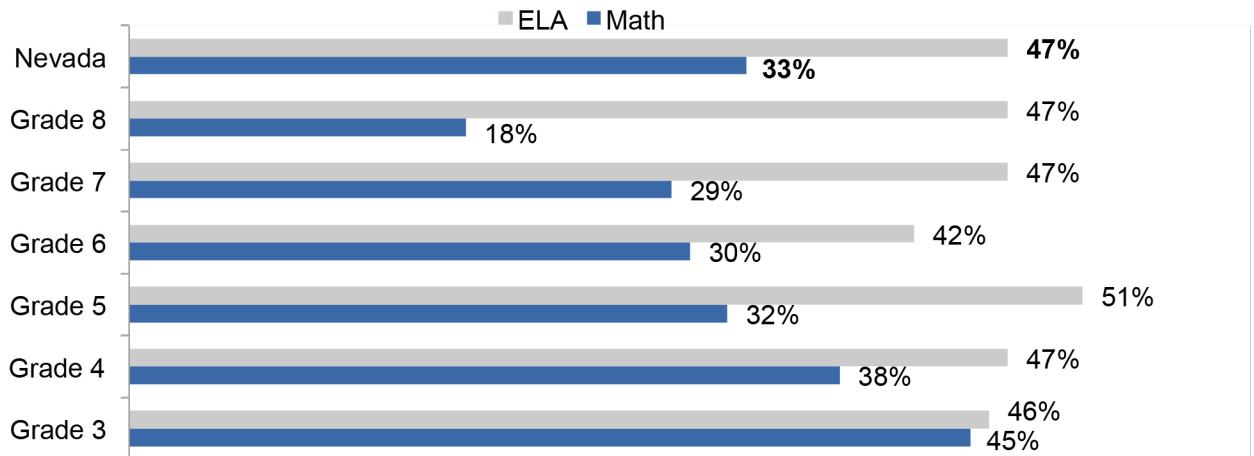
After adopting more rigorous standards, Nevada joined the Smarter Balanced Assessments Consortium (SBAC) to assess English language arts (ELA) and math student achievement in grades 3-8. In its first year of successful implementation, results indicated 47% of Nevada students were proficient in ELA and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



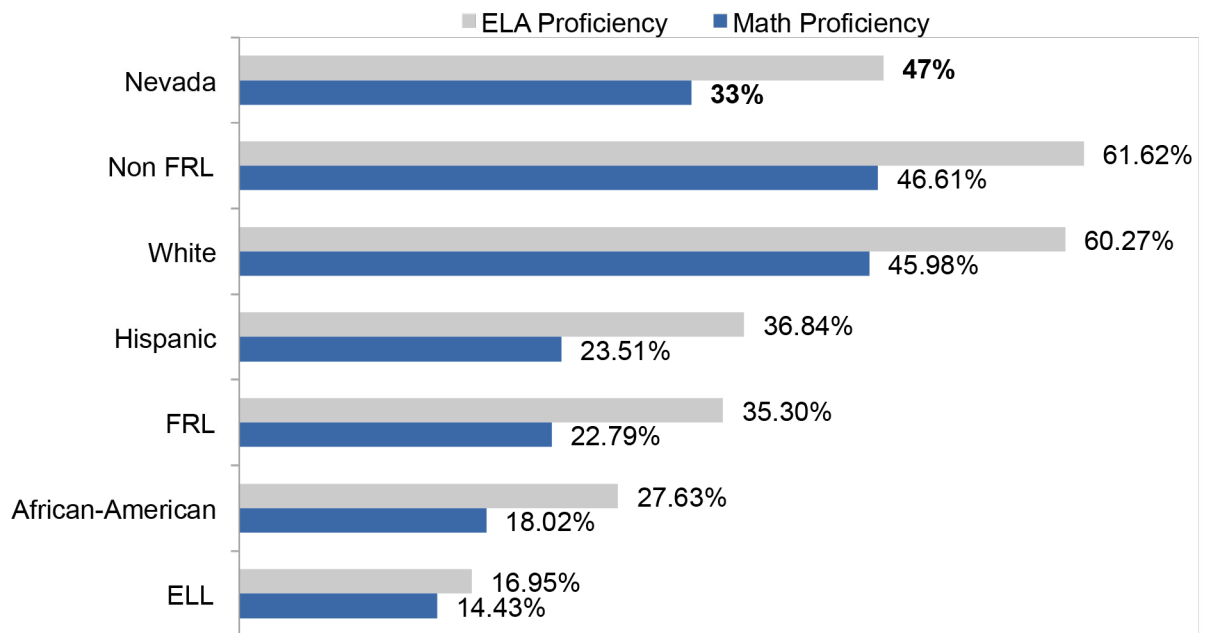
The achievement gap that exists between Nevada's student groups is substantial. Nevada's White and non-free and reduced lunch populations were 62% and 63% proficient in English language arts. While its Hispanic (37%), free and reduced lunch (35%), African American (28%), and English learner (EL) (17%)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

*Students who are proficient on the Smarter Balanced assessments have earned an achievement level of 3 or 4 out of 4 possible levels.

2016 Smarter Balanced Percent Proficient by Grade



2016 Smarter Balanced Percent Proficient Disaggregated (Grades 3-8)



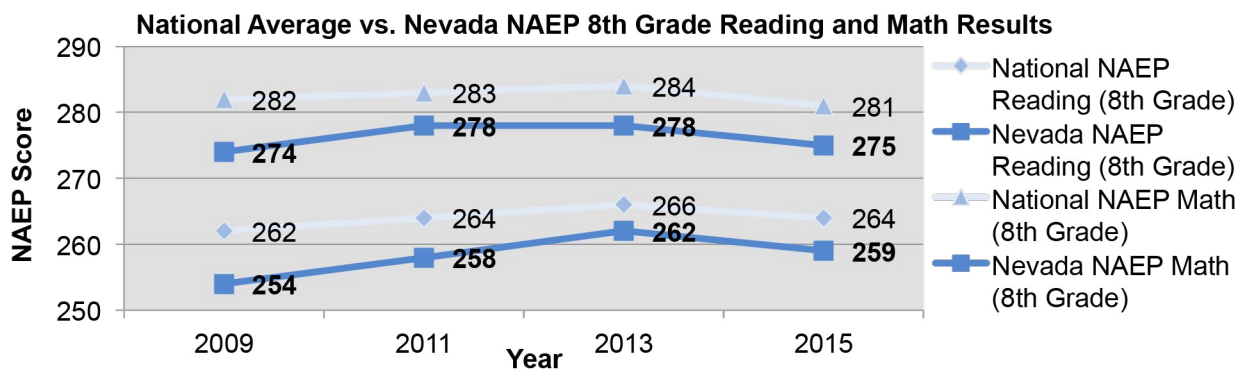
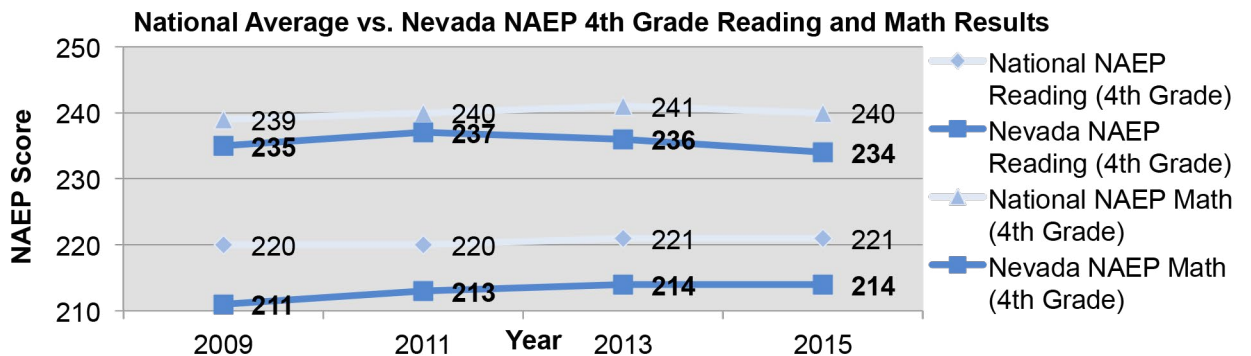
One significant advantage of participating in the SBAC is that it is used in fifteen states and provides clear and immediate comparisons of proficiency and over time, growth. Of the thirteen states publishing results, Nevada ranked 10th in ELA and 13th in math for overall proficiency in grades 3-8.

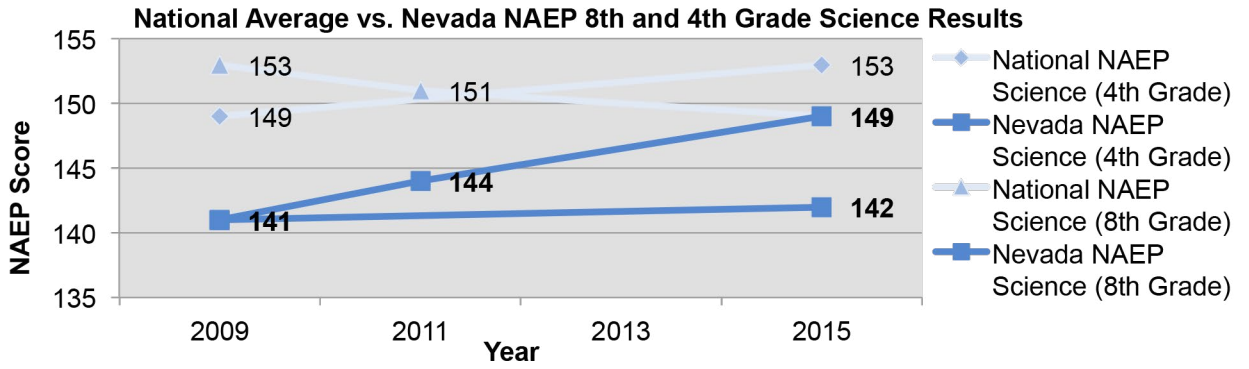
**See Appendix C for more detailed state comparisons.*

National Assessment of Educational Progress (NAEP)

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

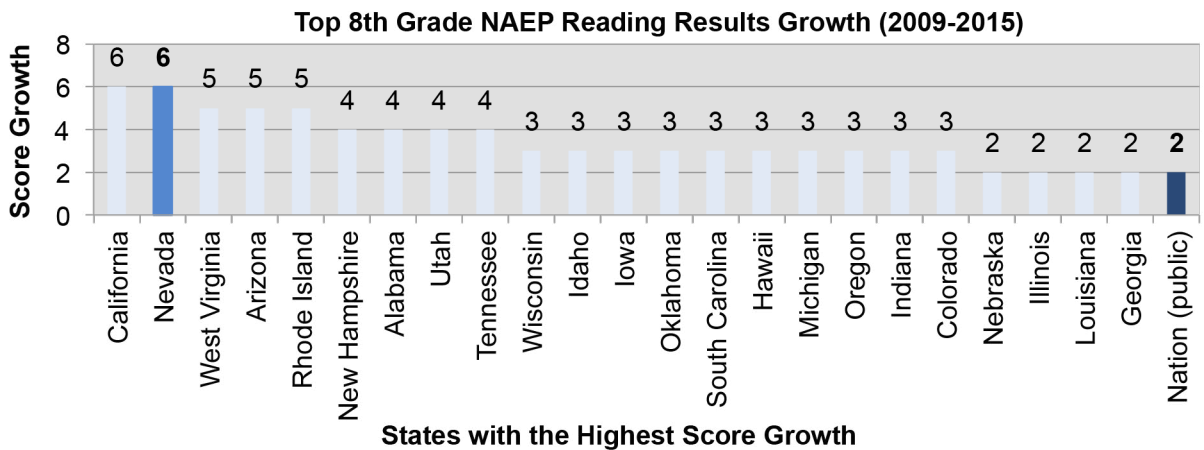
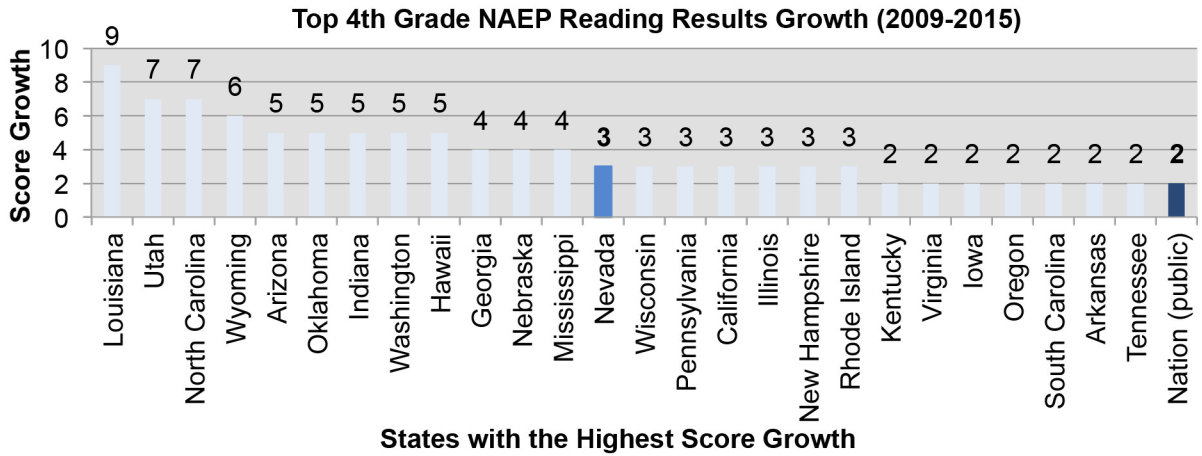
In 2015 Nevada’s NAEP scores ranked in the bottom 10 of states in reading, math, and science for fourth and eighth grade. Out of fifty states, Nevada ranked 45th and 42nd in fourth and eighth grade ELA and 47th and 43rd in fourth and eighth grade math. Nevada’s Hispanic, African American, and EL populations consistently scored below the State’s average.



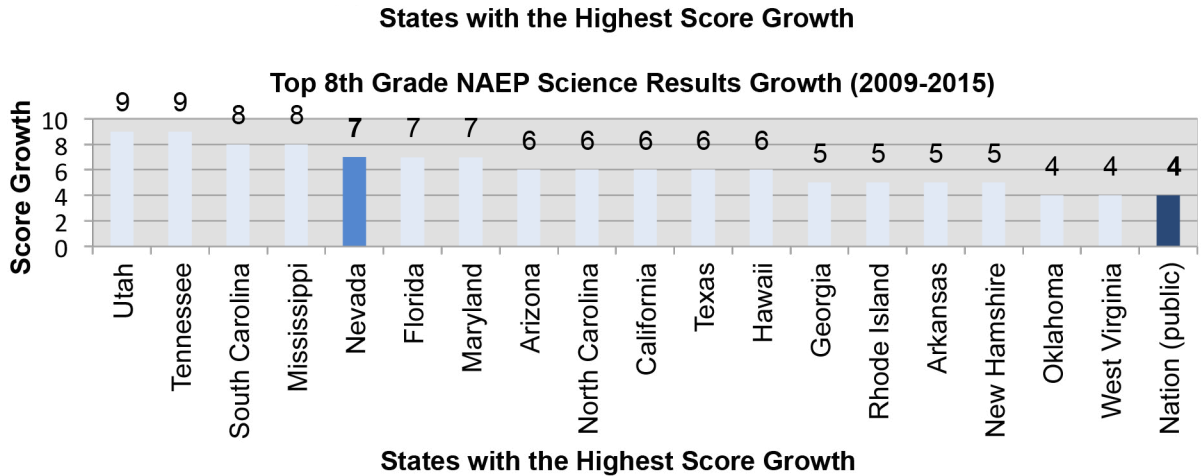


**See Appendix C for disaggregated student performance data*

Since 2009, Nevada has outperformed the national growth average in reading and science. Nevada is among the top 15 states for improvement.³ While student achievement is improving, educational professionals and stakeholders agree that more needs to be done.



³National Center for Education Statistics, "NAEP State Comparisons," National Center for Education Statistics. November 4, 2016.



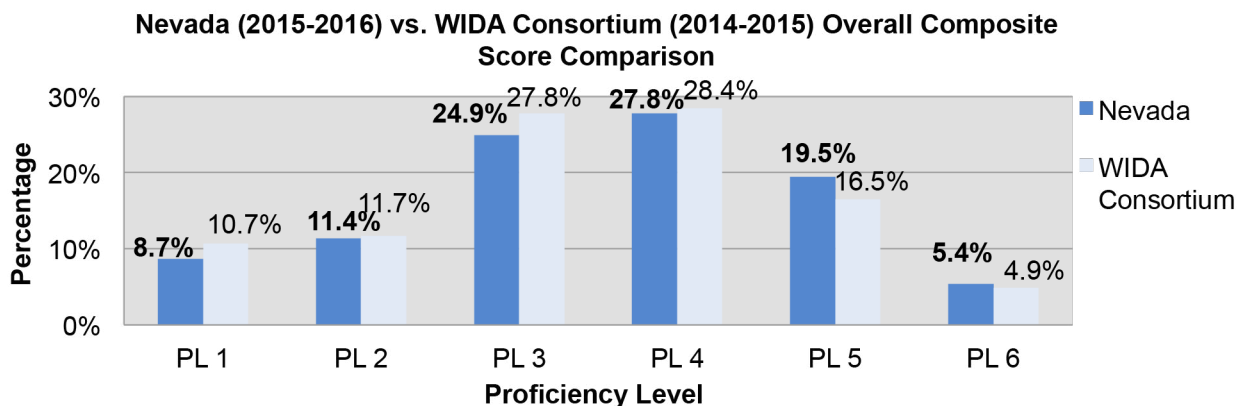
English Language Proficiency Assessment (WIDA)

Students identified as Limited English Proficient (LEP) are assessed annually to measure English language proficiency using the WIDA assessment, a summative assessment that meets U.S. federal requirements. Nevada is one of thirty-nine states in the WIDA Consortium, which develops standards and assessments that promote educational equity for ELs.⁴ As a member of the WIDA Consortium, Nevada can compare its results with other states and set growth goals.

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

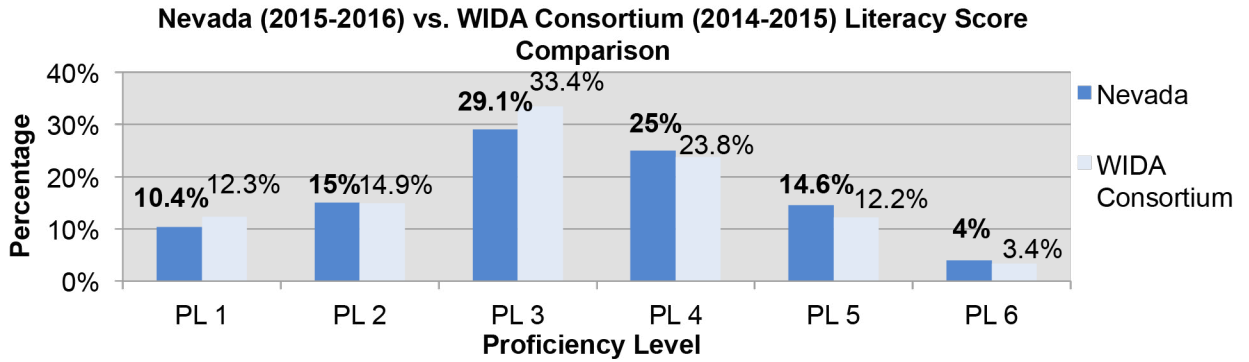
The United States' EL share of the K-12 student population is nearly 10%. Nevada's EL share of the K-12 student population is 15.5%, the fourth highest in the nation.⁵ Nevada will not be able to achieve its goal of being the fastest improving state in the nation if it does not effectively serve its English learners.

**See Appendix D for Nevada's EL Classification Program Flowchart and Legend*



⁴ "About Us," WIDA. December 27, 2016.

⁵ "Number and Share of English Language Learners by State," Migration Policy Institute. December 7, 2016.

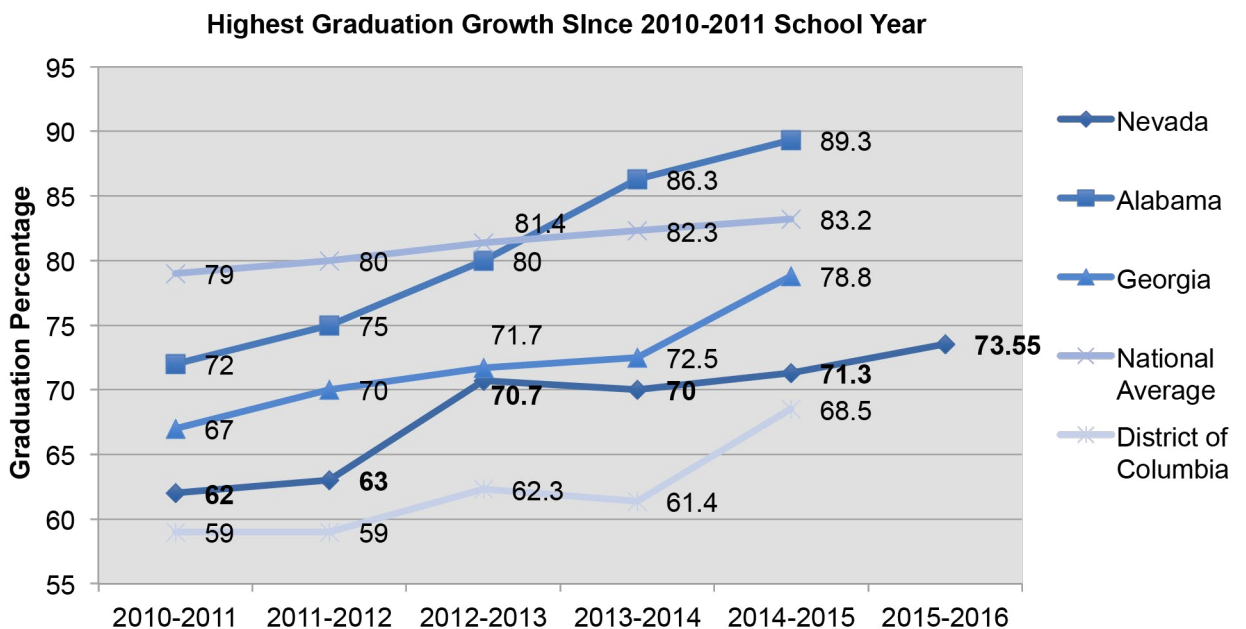


*Data in both tables does not equal 100% due to students not completing all domains and rounding percentages. Additionally, WIDA Consortium data (2015-2016) will be updated upon its release.

High School Graduation Rates

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

Since 2011 Nevada’s graduation rate has increased 9.3%, fourth in the nation for growth, only behind Alabama, Georgia and the District of Columbia.⁶ Newly released 2015-2016 graduation rates show an increase of 2.25%, raising the statewide cohort graduation rate to 73.55%. Continued graduation growth is needed, especially with historically underserved student groups. Hispanic (70%), economically disadvantaged (67%), African American (57%), and EL (43%) populations lag behind the State’s average.

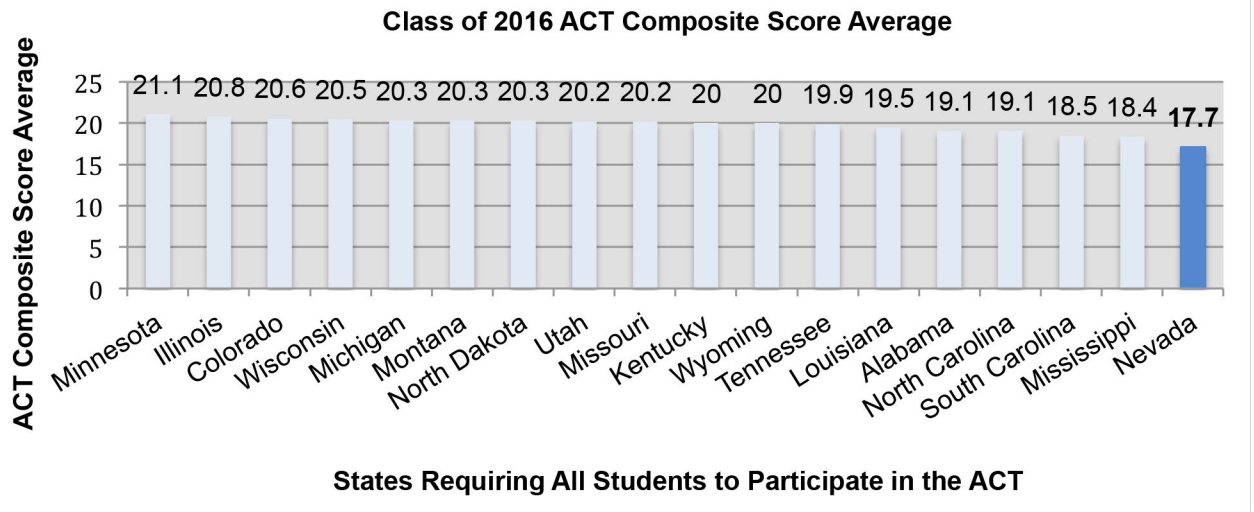


*See Appendix C for Nevada aggregated and disaggregated student graduation rates

⁶The White House, “Public High School 4-year Adjusted Cohort Graduation Rate,” Office of the Press Secretary. October 17, 2016.

The ACT Test

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

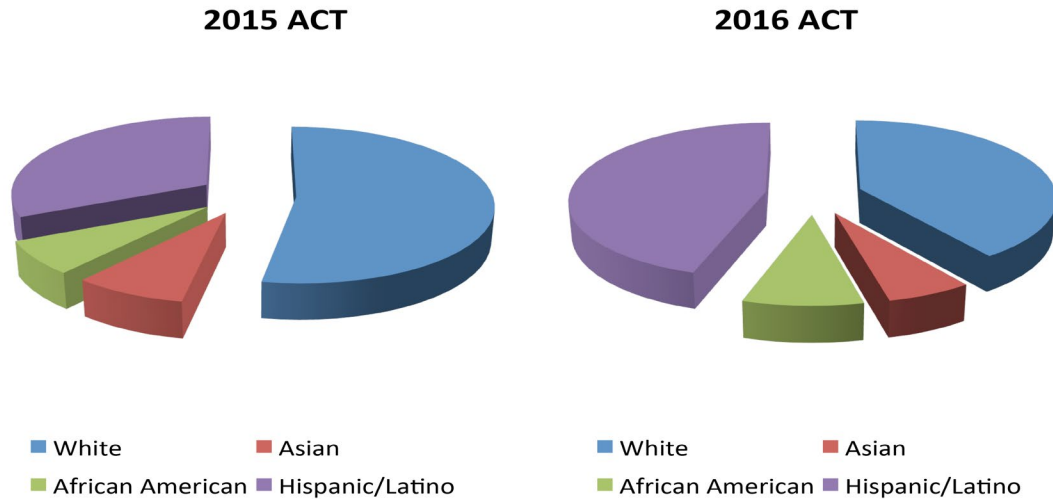


Nevada’s 2016 graduating class was the first class required to participate in the ACT. Only 11% of those students met all four ACT benchmark scores, compared to 26% nationally.

The decision to administer the ACT to all 11th graders is anchored in Nevada’s commitment to equity. By offering the college entrance exam to all students, Nevada has seen a seismic shift in the demographics of participating students. In 2015 only 9,308 Nevada students participated in the ACT. Of the number of students who tested, 45% were White, 7% Asian, 6% African Americans, and 27% Hispanic/Latino. In 2016 the number of Nevada student participants increased to 32,261. Of the number of students who tested, 32% were White, 5% Asian, 7% African Americans, and 36% Hispanic/Latino, accurately reflecting the diversity of Nevada.



ACT Demographic Changes



However, despite achieving more equitable participation across student subgroups achievement gaps persist with Nevada’s African American (15.5) and Hispanic (16.8) student populations’ composite score average falling below the State’s average. While its White (19.8) and Asian (20.5) student populations’ composite score average was above the State average.

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

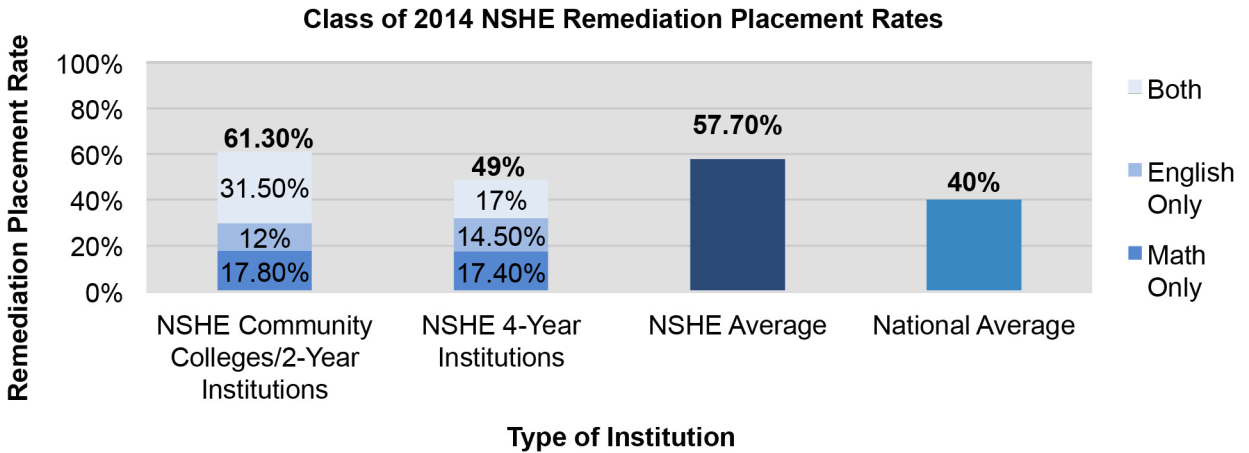
ACT Scores Comparison

2016	AVERAGE ENGLISH SCORE	AVERAGE READING SCORE	AVERAGE MATH SCORE	AVERAGE SCIENCE SCORE	AVERAGE COMPOSITE SCORE
Nevada	16.2	18.1	18	18.1	17.7
National Average	20.1	21.3	20.6	20.8	20.8

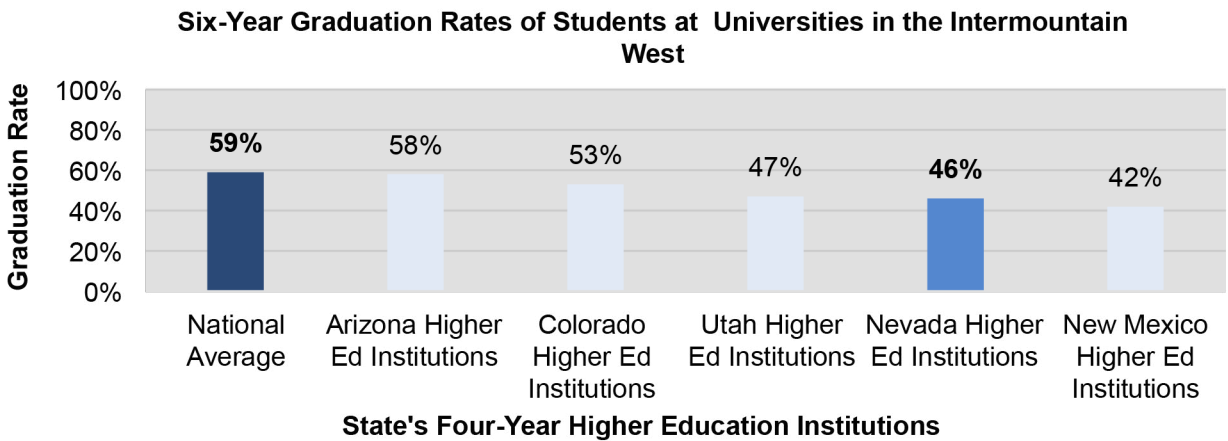
[Nevada 2016 ACT Profile Report](#) – Disaggregated data included

College Remediation and Graduation Rates

Students that are underprepared for college-level work are placed in remediation courses that do not count for college credit. This costs students and families' time and money and increases the likelihood a student does not finish college. Over 57% of Nevada students who attended a Nevada System of Higher Education (NSHE) institution require placement in a remediation course in reading, math, or both.⁷ The national average for placement in a remediation course is 40%.⁸ Nevada trails the nation in successfully preparing its students to succeed in a postsecondary education.



The six-year university graduation rate in Nevada is second to last in the Intermountain West region at 46% and 13% lower than the national average.⁹ The graph below compares the six-year graduation rates of Nevada's three public four-year colleges with data from the other public universities in the Intermountain West. These rates are startling if the New Nevada economy needs college graduates to prosper.



⁷UNLV Office of Academic and Student Affairs, "[2014-15 Remedial Placement & Enrollment Report](#)," UNLV. December 15, 2015.

⁸"[Common College Completion Metrics](#)," National Governors Association. December 15, 2016.

⁹"[Graduation Rates Remain Low at Nevada's Four-Year Colleges](#)," Guinn Center for Policy Priorities. November 16, 2016.

THE NEW NEVADA

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

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

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



NEVADA'S VISION, MISSION, AND STATE EDUCATION GOALS

Nevada's Vision and Mission

VISION: All Nevadans ready for success in a global 21st Century.

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

State Education Goals

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

- 1 All students are proficient in reading by the end of 3rd grade.
- 2 All students enter high school with the skills necessary to succeed.
- 3 All students graduate college, career, and community ready.
- 4 All students learn in an environment that is physically, emotionally, and intellectually safe.
- 5 All students served by effective educators.
- 6 Efficient and effective use of public funds in service to students.



**MOVEMENT TO THE FASTEST IMPROVING STATE IN THE NATION:
LONG-TERM GOALS AND ANNUAL BENCHMARKS**

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

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

**Early Childhood Program Quality
Long-term Goals and Annual Benchmarks**

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

**Special Education Inclusion in Early Childhood Programs
Long-term Goals and Annual Benchmarks**

GOAL	BASELINE PERCENT INCLUSION	ANNUAL TARGETS	INTERIM INCLUSION GOAL	LONG-TERM INCLUSION GOAL
The fastest improving state for including children with disabilities in inclusive early childhood programs	2015-2016 30.2%	2016-2017 33%	2019-2020 60%	2021-2022 75%
		2017-2018 40%		
		2018-2019 50%		

English Language Proficiency Long-term Goals and Annual Benchmarks

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

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

Smarter Balanced Assessments Long-term Goals and Annual Benchmarks

GOAL	PROFICIENT	ANNUAL ELA TARGETS	ANNUAL MATH TARGETS	INTERIM PROFICIENT GOAL	LONG-TERM PROFICIENT GOAL
The fastest improving state for increasing student achievement on Smarter Balanced assessments.	2015-2016 ELA 48%	2016-2017 51%	2016-2017 36%	2019-2020 ELA 59%	2021-2022 ELA 61%
		2017-2018 54%	2017-2018 37%		
	2015-2016 Math 34%	2018-2019 57%	2018-2019 38%	Math 39%	Math 41%

High School Graduation Long-term Goals and Annual Benchmarks

GOAL	CLASS OF 2015	ANNUAL TARGETS	INTERIM GRADUATION RATE GOAL	LONG-TERM GRADUATION RATE GOAL
The fastest improving state for increasing high school graduation rates.	70.77%	2016-2017 73%	2019-2020 80%	2021-2022 84%
		2017-2018 75%		
		2018-2019 77%		

ACT Long-term Goals and Annual Benchmarks

GOAL	BASELINE COMPOSITE SCORE	ANNUAL TARGETS	INTERIM GRADUATION RATE GOAL	LONG-TERM GRADUATION RATE GOAL:
The fastest improving state for increasing ACT benchmark scores.	2015-2016 17.7	2016-2017 17.9	2019-2020 18.5	2021-2022 20
		2017-2018 18.1		
		2018-2019 18.3		

NAEP Proficiency Long-term Goals and Annual Benchmarks

GOAL	BASELINE SCORE 2015	ANNUAL TARGETS 2017	ANNUAL TARGETS 2019	INTERIM NAEP SCORE GOAL: 2021	LONG-TERM NAEP SCORE GOAL: 2023
The fastest improving state for NAEP proficiency.	GRADE 4 Science 142	GRADE 4 Science 143	GRADE 4 Science 145	GRADE 4 Science 147	GRADE 4 Science 149
	Writing 145	Writing 147	Writing 149	Writing 151	Writing 153
	Reading 214	Reading 216	Reading 218	Reading 220	Reading 222
	Math 234	Math 236	Math 238	Math 240	Math 242
	GRADE 8 Science 149	GRADE 8 Science 150	GRADE 8 Science 151	GRADE 8 Science 152	GRADE Science 153
	Writing 143	Writing 145	Writing 147	Writing 149	Writing 151
	Reading 259	Reading 261	Reading 262	Reading 264	Reading 266
	Math 275	Math 277	Math 279	Math 281	Math 283

LEVERAGING ESSA IN SERVICE TO NEVADA PRIORITIES

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

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

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

CHALLENGING ACADEMIC STANDARDS AND ASSESSMENTS

Evidence of the Equity Challenge

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

Current Nevada Efforts

Challenging Academic Standards

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

The NVACS are:

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

¹⁰Common Core State Standards Initiative. “[About the Standards](#),” Common Core State Standards Initiative. October 17, 2016.

Overview: The Nevada State Assessment System

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Brigance	█													
MAP		█	█	█	█									
Smarter					█	█	█	█	█	█				
Science							█			█		█		
EOC										█	█	█	█	█
ACT													█	
NAA					█	█	█	█	█	█	█	█	█	█
ELPA		█	█	█	█	█	█	█	█	█	█	█	█	█

[Nevada’s Usability, Accessibility, and Accommodations Guide](#)

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

Nevada State Assessment Descriptions:

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

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

Smarter Balanced Assessments (SBAC): The [Smarter Balanced assessments](#) are a key part of monitoring student progress in grades 3-8 towards success in college and career. The computer-adaptive format and online administration of the assessments provides meaningful feedback that teachers and parents can use to help students

succeed. The assessments are aligned with the NVACS in English language arts and math and will allow Nevada to measure itself with 15 other states that also administer the Smarter Balanced assessments.

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

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

- Math I, Emphasis on Algebra I (April 24 –May 31, 2017)
- Math II, Emphasis on Geometry (April 24 –May 31, 2017)
- Integrated Math 1(April 24 –May 31, 2017)
- Integrated Math 2 (April 24 –May 31, 2017)
- English Language Arts I, Focus on Reading Comprehension (April 24 –May 31, 2017)
- English Language Arts II, Focus on Writing (April 24 –May 31, 2017)
- Science, Focus on Life Science (begins with the graduating class of 2020)
- English Language Arts Combined, Focus on Reading and Writing (begins with the graduating class of 2020)

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

Nevada Alternate Assessment (NAA): The Nevada Alternate Assessment (NAA) is the state assessment for NVACS Connectors. The assessment is administered to less than 1% of all Nevada students who meet required eligibility criteria. The NAA assesses student academic performance on the NVACS Connectors. *Currently, alternative forms of the NAA are being discussed to more effectively assess Nevada’s students with significant cognitive disabilities.

English Language Proficiency Assessment (WIDA): Students identified as Limited English Proficient (LEP) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing. All English Learners are required to participate in the [English Language Proficiency Assessment](#), commonly referred to as WIDA.

Success Indicators

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

State Role

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

District and School Role

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

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

Family Role

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

Advisory Group Recommendations

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

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

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

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

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

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

Leverage the complete Smarter Balanced product.

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

ACCOUNTABILITY, SCHOOL IMPROVEMENT, AND SUPPORT

Evidence of the Equity Challenge

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

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

Current Nevada Efforts

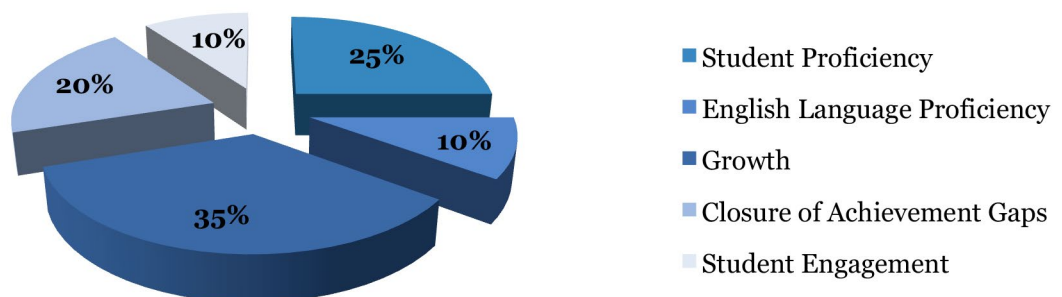
Nevada is committed to developing a culture of improvement that provides each student with an opportunity to successfully participate as a productive citizen in a global economy. The culture of improvement requires districts, school leadership, and staff members to have a strong commitment to school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

Accountability

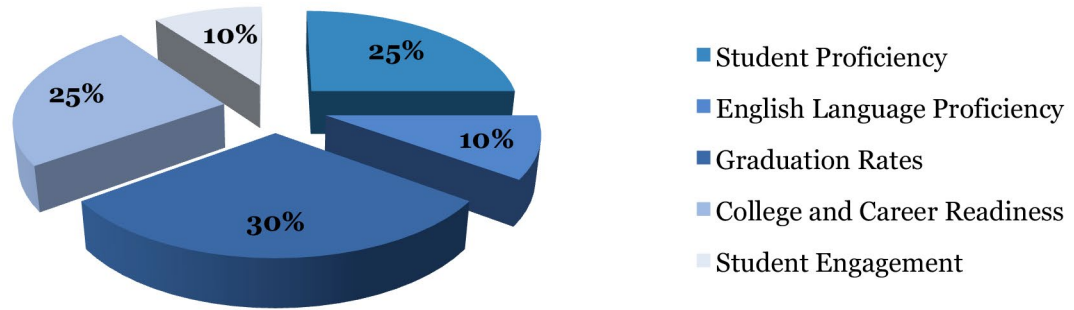
Each year NDE publishes the [Nevada School Performance Framework](#) (NSPF) to measure and communicate school effectiveness of all public schools, both traditional district and charter schools. The NSPF was originally launched in 2012 and redesigned through several stakeholder engagements that began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

The revised NSPF school ratings will be released in September 2017. The Elementary and Middle School NSPF rating incorporates measures of student proficiency, student growth, English language proficiency, closure of achievement gaps, and attendance as a measure of student engagement.

Elementary & Middle Schools



High Schools



The High School NSPF rating is similar to the Elementary and Middle School NSPF rating but includes graduation rate and college and career readiness assessment results in lieu of student growth and closure of achievement gaps.

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

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

School Support and Intervention

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

responsibility to notify parents about why the school is a CSI school and how they can be involved in the improvement process.

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

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

Success Indicators

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

State Role

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

The Department's multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition

to parent actions, to facilitate system level alignment and coherence on accountability and supports.

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

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

District and School Role

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

Family Role

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



Advisory Group Recommendations

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

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

Clarify and communicate NSPF measures and meaning.

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

Ensure the NSPF is designed to help ensure equity.

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

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

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

Use multiple measures to identify schools for federal designations.

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

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

If data allows include access to a well-rounded education, equitable distribution of teachers, attendance, disciplinary rates or other suitable and informative measures on a district level framework. The NDE will work with stakeholders to determine appropriate measures for inclusion.

Focus funding on evidence based programs.

Create a process by which the NDE solicits, reviews, and establishes a list of evidence-based programs. In this work, the NDE will include learnings from the field (teachers, existing NV providers, districts, etc.). A NDE review of what is working and not working is critical to the curation of the list of programs at each evidence tier. Encourage partnerships between LEAs and higher education.

Create a consolidated application for state and federal funding aligned to school and district needs assessments and performance plans.

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

NDE will create and disseminate federal funds guidance memos.

The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.

Districts conduct federal funding audit.

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

Clear communication from NDE on key federal funding strategies.

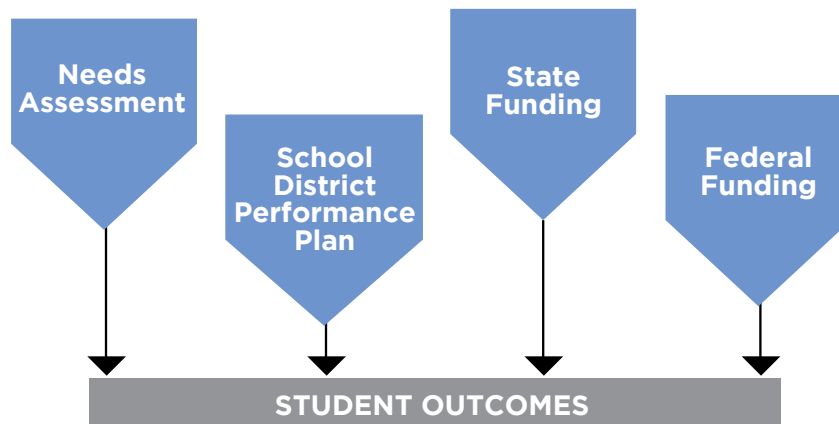
The NDE identifies and communicates the SEA strategies that will drive the state's strategic use of federal funds. **Leadership:** Investment in evidence-based programs to provide sustained support to school leaders (and district teams in certain cases). **Professional Development:** NEPF

NDE's role in school improvement should move from compliance to collaboration.

This recommendation is linked to similar funding related recommendations around principal development and consolidated planning and funding applications. It also aligns with the data and instructional support NDE has been asked to provide to districts. To evolve from compliance to collaboration NDE will: provide a framework for the consolidated application (needs assessment, school/district performance plan, grant applications, etc.); provide technical assistance on completing the consolidated application, needs assessment, and school/district plan; facilitate the sharing of resources and best practices; conduct data collection and monitoring; work collaboratively to set goals when creating school

performance plans and choosing evidence-based programs for improvement; assist in identifying funding aligned to needs assessment; articulate course of action for those not meeting goals; identify schools for state and federal designations; ensure timeliness and quality of data; provide assistance with capacity building particularly around principal development and data informed decision making; ensure a gradual release of support to schools as they improve; create a hierarchy of supports at state, district, school levels; offer regular school support meetings; articulate action plans and aligned timelines; provide clear and consistent messaging of federal and state requirements; ensure there are clearly defined expectations; and demonstrate a level of competence in the support it provides.

In the past... unconnected planning and funding efforts



In the future...continuous improvement cycle



NDE should help districts and schools create strong improvement plans.

This includes providing examples; working collaboratively to set goals and choosing evidence-based programs for improvement; building a hierarchy of support with action plan and timeline (MTSS model); creating flexibility to address unique needs; providing resource

lists; providing PD on data-based decision making and evidence-based strategies; having clear, consistent, well-defined expectations/requirements for school improvement aligned to framework for 3-stars and above; and guide/facilitate the school performance plan process for priority districts/schools based on needs/capacity.

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

Level 1 (Accelerated Support includes Comprehensive Schools)

SEA and LEA approves School Performance Plan

Complete interim needs assessment and full assessment every year;

SEA monitors progress in collaboration with the LEA and school team

Must show rapid improvements (within 3 years) in Conditions for School Effectiveness;

Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;

Schools can be designated Turnaround.

Level 2 (Priority Support includes Targeted Schools)

LEA approves School Performance Plan

Complete interim needs assessment and full assessment every year;

Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;

LEA monitors benchmark progress throughout the year;

Schools can be designated Turnaround.

Level 3 (Coordinated Support)

LEA reviews and monitors the School Performance Plan (SPP);

Must complete a needs assessment every 3 years;

NDE and/or LEA supports schools in area of need.

Level 4 (Self Support)

Considerable autonomy and flexibility;

LEA reviews and monitors the School Performance Plan (SPP);

Must complete a needs assessment every 3 years;

LEA led support as needed;

Has access to NDE tools and resources as needed;

Level 4 schools serve as model and mentors for Level 1 and 2 schools

SUPPORTING EXCELLENT EDUCATORS

Evidence of the Equity Challenge

Despite an overall increase in the performance of Nevada students over the past five years, a student performance gap still exists between student subgroups. An educator equity gap analysis that was conducted as part of the development of [Nevada's 2015 Plan for Equitable Access to Excellent Educators](#) demonstrated that a high number of students from low-income families, students of color, English Learners, and students with specific learning needs are disproportionately taught by inexperienced, not highly-qualified or out-of-field teachers. An ongoing statewide teacher shortage adversely affects thousands of students in the state, with the majority of vacancies being in high-needs areas.

Current Nevada Efforts

Nevada is committed to improving student achievement by expanding access to excellent teaching and leading for all students. To address the root cause, an educator workforce approach is being developed which strategically focuses on attracting preparing, recruiting, hiring, developing, supporting, and retaining effective teachers and leaders. Currently, multiple initiatives have been implemented to ensure equitable distribution of educators to ensure educational equity for all Nevada students.



Nevada Educator Performance Framework (NEPF)

The [NEPF](#), a statewide performance evaluation system for teachers and building level administrators, was first implemented during the 2015-2016 academic school year. An educator's NEPF score results in one of four levels of educator ratings: ineffective, minimally effective, effective, and highly effective. In determining ratings, the NEPF reflects the educator's practice, professional responsibilities, and multiple student performance measures. Nevada is focused on implementing a system of evaluation and support to ensure all students are taught by effective teachers, who are supported by effective leaders.

Nevada Educator Performance Framework Goals:

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

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

Equitable Distribution of Effective Educators

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

Educator Development and Support

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

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

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

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

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

Success Indicators

Nevada’s educator workforce initiative will provide students across the state with effective educators, as determined by the statewide educator evaluation and support system. Nevada’s multifaceted approach will prepare, recruit, develop, support and retain effective educators in service to all Nevada students and meet the needs of 21st century schools and classrooms. The equitable distribution of effective educators will benefit students’ quality of education statewide.

State Role

By implementing a statewide evaluation and support system, Nevada can publicly report the aggregate ratings of educators serving students statewide. The reporting of 2015-2016 data will be available in 2017. The NDE will use NEPF data to monitor implementation and provide technical assistance to school and district leaders who will hold educators accountable for student performance and inform NDE of further necessary actions. Title II funding will provide principal and school leader NEPF training and support to districts.

District and School Role

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

Family Role

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



EDUCATIONAL EQUITY AND SUPPORTING ALL STUDENTS

Evidence of the Equity Challenge

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

Current Nevada Efforts

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

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

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

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

Scale: Statewide

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

Scale: FY 2015

17,243 students enrolled in AP courses

FY 2016

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

Early Childhood Education: Studies have shown that high-quality, early education can result in children building a solid foundation for achieving desired academic, health, and social outcomes. Children who attend high-quality education programs are more likely to do well in school, find good jobs, and succeed in their careers than those who don't.¹¹ To

improve the quality of its early childhood education programs Nevada instituted the Silver State Stars Quality Rating Improvement System (QRIS). QRIS is a statewide quality rating and improvement system that helps families find high quality early education programs that fit their needs and the needs of their child. Nevada has sought to not only expand the availability of early childhood education but ensure its quality as well.

Scale: 2015-16

NDE worked with seven sub-grantees in five high needs communities to expand the number of children participating in high-quality pre-k programs

Year 1 of the grant 782 four year olds enrolled in 27 different sites

Year 2 of the grant 1,780 four year olds will be served in 54 different sites

English Learners: The United States' EL K-12 student population is nearly 10%. Nevada's EL share of the K-12 student population is 15.5%, the fourth highest in the nation.² EL's represent a significant share of Nevada students, making the support and services they receive vital to our education system's success. Nevada's classification and support system of ELs is pertinent in identifying, supporting, and exiting of EL status.

Scale: NDE updated its classification system of ELs

****See Appendix D for EL Program Flowchart and Legend***

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

Scale: Statewide FDK access at all schools without tuition

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

Scale: FY 2016

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

Guinn Millennium Scholarships: Guinn Millennium Scholars have shown to stay in college longer, require less remedial courses, and graduate at a higher rate than non-Millennium Scholars.¹³

Scale: 2010

9,1119 students were eligible for the Guinn Millennium Scholarship

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

¹¹U.S. Department of Education, "Fact Sheet: Expanding Access to High-Quality Early Learning," U.S. Department of Education. November 7, 2016.

¹²"Number and Share of English Language Learners by State," Migration Policy Institute. December 7, 2016.

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

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

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

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

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

*Scale: FY16
1,753 teachers received funding*

*FY17
3,003 expected*

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

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

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

¹³“Governor Guinn Millennium Scholarship Data Sheet,” Nevada System of Higher Education. November 16, 2016.

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

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

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

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

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

Scale: FY 2016

142 candidates awarded funding; 110 completed program and hired for the current school year

FY 2017

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

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

Scale: 35 Victory schools across the highest poverty areas of Nevada

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

Scale: 2016-2017

54,114 special education students enrolled in public schools

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

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

Scale: 2014-2015

16 CCSD Zoom schools

8 WCSD Zoom schools

2015-2016

38 CCSD Zoom schools

23 Zoom schools in WCSD

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

Success Indicators

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

State Role

It is the State's role to monitor the implementation of statewide programs in support of all Nevada students including historically underserved student subgroups. The state also has an obligation to provide support to districts and schools struggling to close opportunity gaps or intervene when opportunity gaps persist without evidence of closure. By utilizing data to inform decisions impacting schools and focusing on improving our lowest-performing schools NDE can help to provide educational equity.

District and School Role

As schools review their data to inform their annual School Performance Plan, a plan designed to support principals and school leadership teams in improving overall school performance, they will look at opportunities to infuse support and resources into their schools, based on The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S). NCCAT-S is designed to assist schools, districts, and the State in identifying the priority needs of a school in need of improvement and for identifying the types of technical assistance a school will need to improve. Several of the newly funded interventions are aligned with support needs and there are communities of practice across the state for practitioners to share best practices and helpful strategies in incorporating assistance or implementing new programs.

Family Role

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



Advisory Group Recommendations

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

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

Extend English learner reporting after exiting services.

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

Ensure the NSPF is designed to help ensure equity.

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

English Learner accountability recommendations.

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

Standardize statewide identification and reclassification procedures.

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

Long-term English learners.

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



Overview of Every Student Succeeds Act Programs

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 2017-18 funding: \$12.2 million <ul style="list-style-type: none"> • 95% to LEAs= \$11,590,000 • %4 for administrative and state-level activities= \$488,000 • 1% for administrative costs = \$122,000
Title II, Part B	National Activities: Variety of competitive grant opportunities including: <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	Program	Funds Available to Nevada*
Title IV, Part B*	21 st Century Community Learning Centers	Estimated 2017-18 funding: \$7.9 million
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, 62Part 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

APPENDIX A

Every Student Succeeds Act (ESSA) Workgroup Meeting Dates

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

ESSA WORKGROUP FOCUS AREA	NDE WORKGROUP LEADER	MEETING DATES & TIMES	ALL MEETINGS HELD VIA VIDEOCONFERENCE FROM NDE BOARDROOMS LAS VEGAS (9890 S. Maryland Parkway) CARSON CITY (700 E. Fifth Street) Call in number below for those unable to attend in person.
Accountability	Russ Keglovits	July 1, 2016 (8:00-10:00 AM) July 25, 2016 (1:00-3:00 PM) August 24, 2016 (2:30-4:30 PM) October 24, 2016 (10:00-12:00 PM)	1-844-572-5683 Extension 3434998
Assessment	Peter Zutz	August 8, 2016 (9:00-11:00 AM) September 2, 2016 (1:00-3:30 PM) October 18, 2016 (1:00-3:30 PM)	1-844-572-5683 Extension 3434998
English Language Learners	Karl Wilson	June 30, 2016 (1:00-3:00 PM) August 12, 2016 (9:00-11:00 AM) September 19, 2016 (3:30-5:30 PM) October 18, 2016 (3:30-5:30 PM)	1-844-572-5683 Extension 3271297
Funding Streams	Dr. Steve Canavero	September 29, 2016 (1:30-3:30 PM) September 30, 2016 (1:30-3:30 PM) November 7, 2016 (9:00-11:00 AM)	1-844-572-5683 Extension 3434998
School Improvement	Maria Sauter	June 28, 2016 (10:30-12:30 PM) August 1, 2016 (2:00-4:00 PM) October 21, 2016 (3:00-5:00 PM)	1-844-572-5683 Extension 3271241
Teaching and Leading	Dena Durish	June 30, 2016 (3:30-5:30 PM) September 22, 2016 (3:30-5:30 PM) October 11, 2016 (3:30-5:30 PM) November 16, 2016 (3:30-5:30 PM)	1-844-572-5683 Extension 3271297

APPENDIX B

ESSA Workgroup Recommendations and ESSA Advisory Group Decisions

Accountability Workgroup

#	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
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 Workgroup

#	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 Workgroup

#	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

#	Recommendation	ESSA Advisory Group Decision
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: 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.	Approved

School Improvement Workgroup

#	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

#	Recommendation	ESSA Advisory Group Decision
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	<p>Expectations for Level 1 and 2 Schools:</p> <p>Level 1 (Accelerated Support includes Comprehensive Schools)</p> <ul style="list-style-type: none"> • SEA and LEA approves School Performance Plan • Complete interim needs assessment every year and full assessment every 3 years; • SEA monitors progress in collaboration with the LEA and school team • Must show rapid improvements (within 3 years) in Conditions for School Effectiveness; • Schools receive priority assistance from NDE, both in strategies, technical assistance and funding; • Schools can be designated Turnaround. <p>Level 2 (Priority Support includes Targeted Schools)</p> <ul style="list-style-type: none"> • LEA approves School Performance Plan • Complete interim needs assessment every year and full assessment every 3 years; • Schools receive priority assistance from NDE, both in strategies, technical assistance and funding; • LEA monitors benchmark progress throughout the year; • Schools can be designated Turnaround. 	Approved

#	Recommendation	ESSA Advisory Group Decision
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 Workgroup

#	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
3	The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.	Approved
4	<p>The Department identifies and communicates the SEA strategies that will drive the stat's strategic use of federal funds.</p> <p>Leadership: Investment in evidence-based programs to provide sustained support of school leaders (and district teams in certain cases).</p> <p>Professional Development: NEPF</p>	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

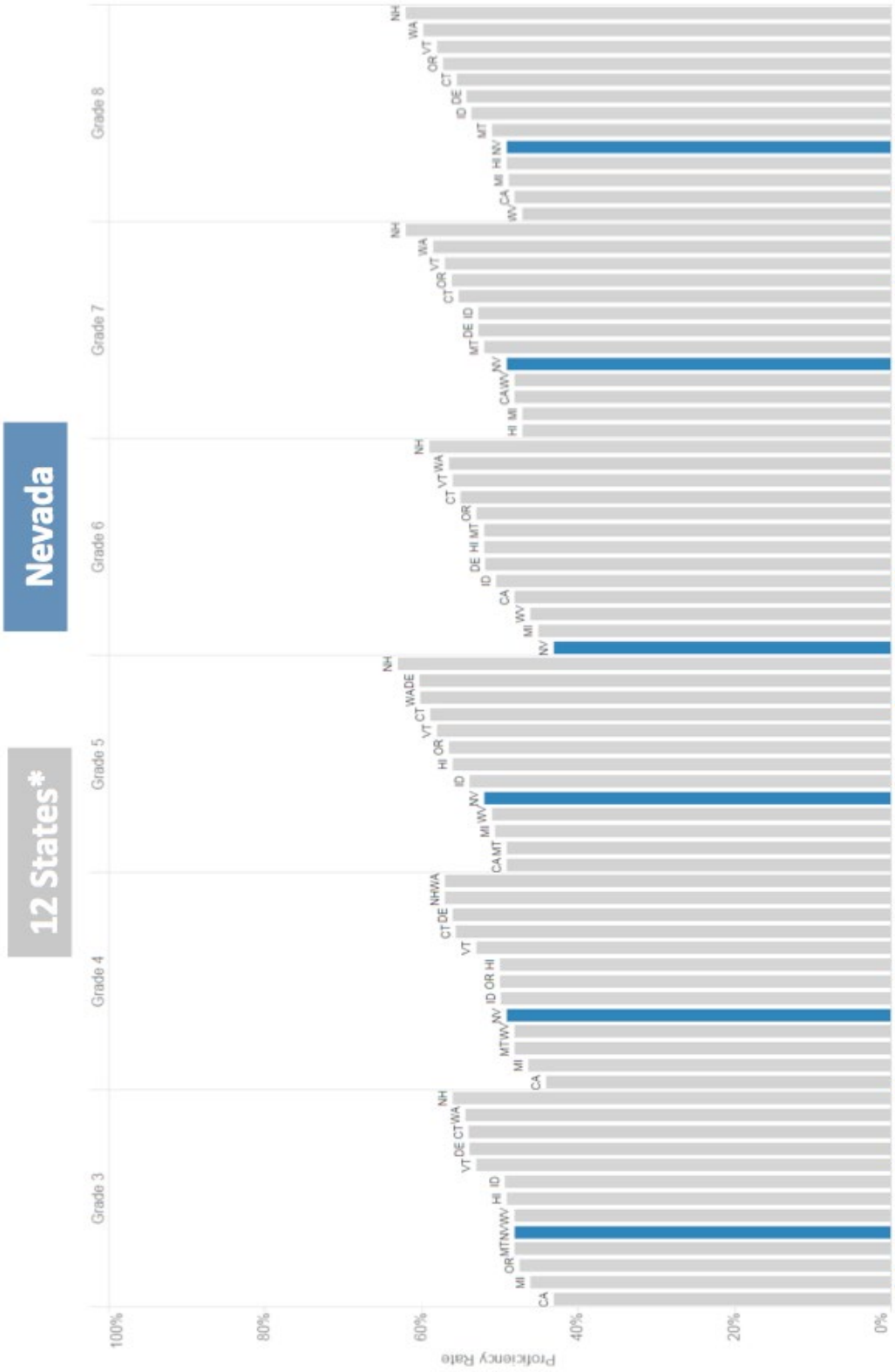
Teaching and Leading Workgroup

#	Recommendation	ESSA Advisory Group Decision
1	<p>Definition of Inexperienced/Experienced Teachers</p> <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	<p>Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure</p> <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	<p>Not Fully Licensed/Out of Field Teachers: Types of Licensure</p> <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
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

#	Recommendation	ESSA Advisory Group Decision
6	<p>Educator Effectiveness: Statewide Educator Evaluation System for Licensed Personnel</p> <p>Nevada should maintain a statewide system for evaluation for licensed personnel.</p> <p>Current measures and percentages of state and district-determined measures should be maintained.</p>	Approved
7	<p>Educator Effectiveness: Definition of “Ineffective” Teachers and Reporting (Ratings, Standards, Indicators)</p> <p>Nevada should use NEPF ratings to define ineffective/effectiveness.</p> <p>Ineffective and Minimally Effective NEPF ratings should be combined for purposes of federal reporting of “Ineffective” teachers.</p> <p>For state reporting, all ratings (including Effective and Highly Effective) should be reported separately.</p> <p>Standard and Indicator-level scores should be reported to identify areas of strength/professional growth.</p>	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> <p>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.</p>	Approved
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

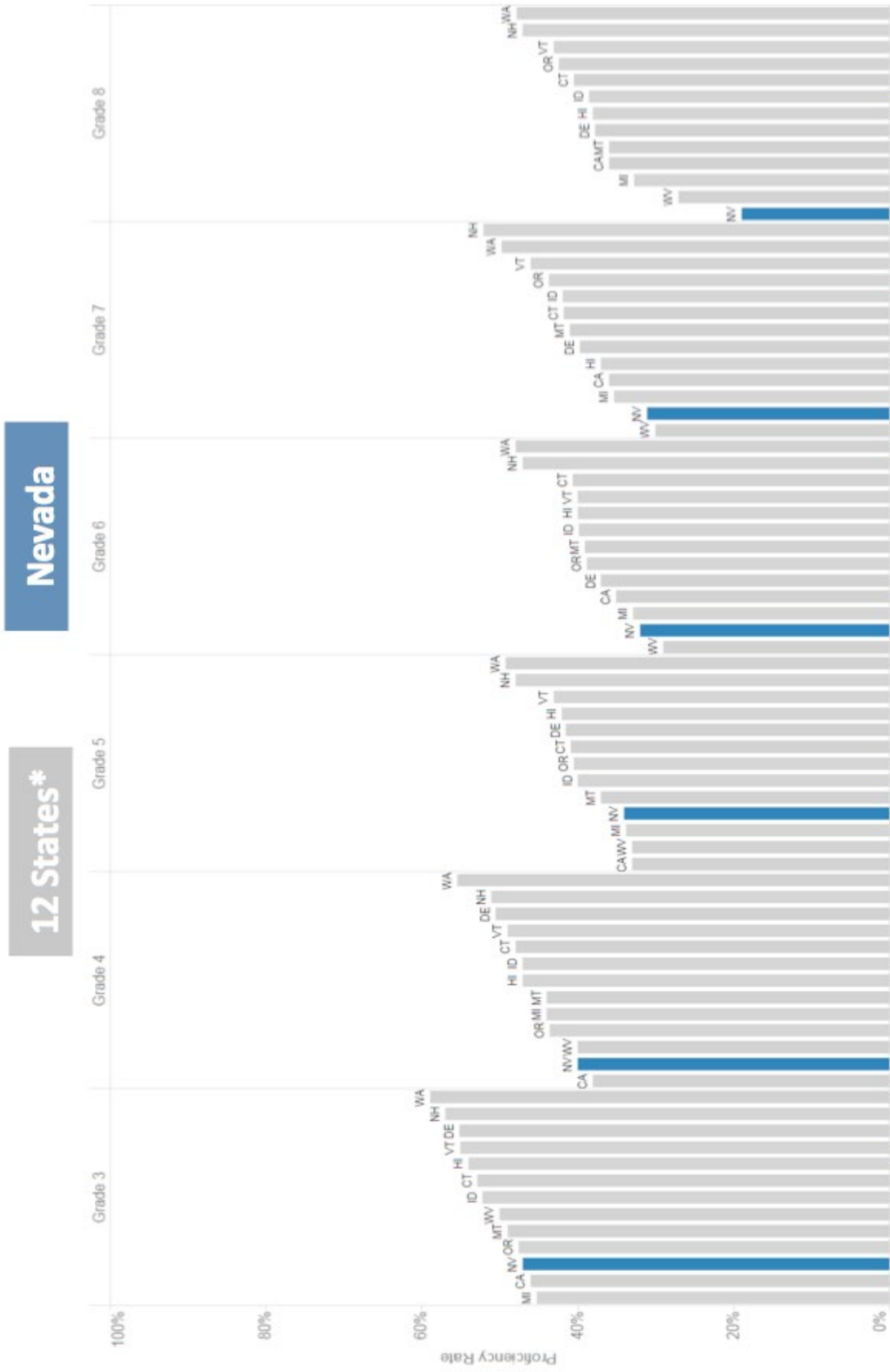
APPENDIX C

2016 Smarter Balanced Consortium States' Proficiency Rates
ELA



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

2016 Smarter Balanced Consortium States' Proficiency Rates Mathematics



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

Reading (4 th Grade)	2009	2011	2013	2015
Nevada	211	213	214	214
White	222	224	226	228
Hispanic	199	203	202	204
African American	201	202	201	200
EL	183	193	185	190

Reading (8 th Grade)	2009	2011	2013	2015
Nevada	254	258	262	259
White	264	269	273	270
Hispanic	242	247	252	250
African American	241	250	248	249
EL	204	215	217	226

Math (4 th Grade)	2009	2011	2013	2015
Nevada	235	237	236	234
White	245	247	245	246
Hispanic	227	229	230	227
African American	218	226	221	218
EL	220	224	222	219

Math (8 th Grade)	2009	2011	2013	2015
Nevada	274	278	278	275
White	287	292	289	288
Hispanic	262	266	268	266
African American	256	259	263	256
EL	234	241	236	246

Science (4 th Grade)	2009	2015
Nevada	141	142
White	156	155
Hispanic	128	133
African American	122	125
EL	116	122



Nevada Department of Education

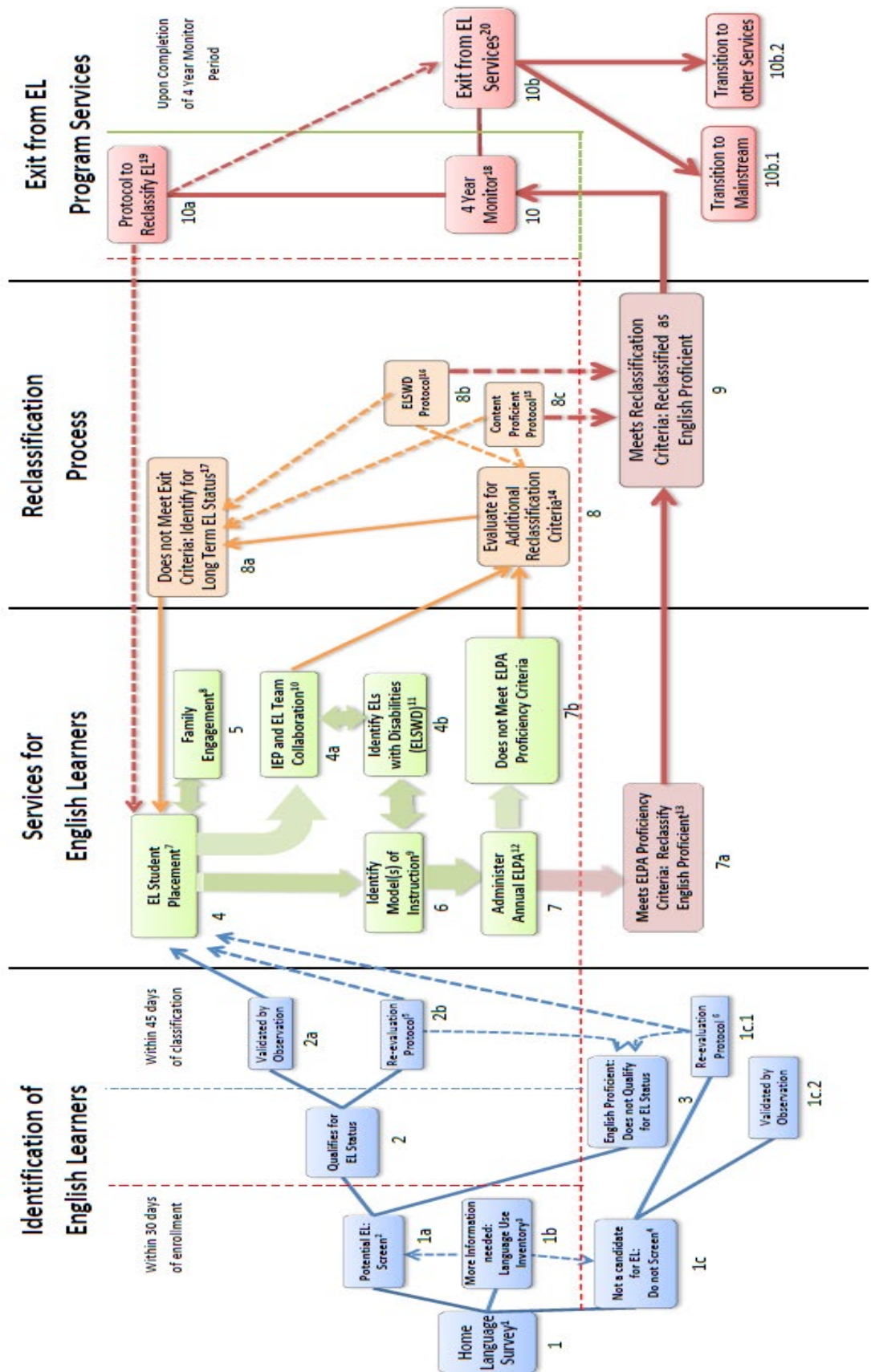
State Level Total Adjusted Cohort Graduation Rate Data For the Class of 2015-2016

State Level Data	Total Cohort Members	Graduates	Adjusted Cohort Grad Rate
Total Cohort Members	42210	25307	73.55
Female	20802	13141	77.57
Male	21408	12166	69.66
American Indian/Alaska Native	484	220	64.71
Asian	2409	1878	87.92
Black	4664	2066	56.53
Hispanic	15827	9405	69.74
Two or More Races	2241	1423	76.84
Pacific Islander	635	372	75.92
White	15933	9940	79.88
Career and Technical Education	12608	9874	85.44
Economically Disadvantaged	26606	14474	66.73
Students with Disabilities	4399	1018	29.29
English Language Learners	3854	1334	42.58
Migrant	62	24	55.81

** indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

APPENDIX D

Nevada English Learner Program Draft Flowchart (9-16-2016)





ESSA EL Workgroup 9-19-16

Nevada English Learner (EL) Program Flowchart Legend

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





ESSA EL Workgroup 9-19-16

Nevada English Learner (EL) Program Flowchart Legend(Continued)

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

APPENDIX E



Executive Order 2013-06

ESTABLISHING THE COMMON CORE STATE STANDARDS STEERING COMMITTEE

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

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

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

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

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

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

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

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

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

1. The Common Core State Standards Steering Committee ("Committee") is hereby established.
2. The Committee shall be co-chaired by the Superintendent of Public Instruction and the Chancellor of the Nevada System of Higher Education, who will jointly appoint the members to serve on the Council.

3. The Committee shall be comprised of at least seven persons representing school districts, the Nevada Public Charter School Authority, the RPDPs, private business, parents, and educators throughout the state.
4. The Committee shall meet as soon as practicable and shall provide guidance to the CCSS Implementation Team and others regarding rollout and scale up of the CCSS.
5. The Committee shall work collaboratively with state and local policymakers, the NDE, local school districts, and NSHE to ensure that appropriate plans and resources are in place to address the academic strengths and needs identified for students under the college and career readiness assessment selected by the State Board of Education so students will have the opportunity to meaningfully prepare for college and career success including considerations for eliminating the need for remediation coursework in college.
6. The Committee shall guide the creation of a communications plan to ensure that students, parents, educators, and policymakers are aware of the implementation of the standards, as well as the administration of the college and career readiness assessment and the plans for students to graduate ready for college and career success, based on the results of that assessment.
7. The Committee may establish subcommittees and ask appropriate persons with subject matter expertise to serve on the subcommittees to facilitate the work of the Committee.
8. The Committee shall deliver a report to the Governor on or before December 31, 2013, detailing the actions taken to date and those planned for future action.
9. All records documenting the Committee's activities shall be retained and transferred to the State Archives for permanent retention in accordance with the State record retention policy.
10. The Superintendent and Chancellor shall, to the best of their abilities and using existing resources, coordinate the delivery of staff support to the Committee's activity.
11. Unless otherwise ordered, the Council shall cease to exist on July 1, 2016.

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



[Signature]
Governor of the State of Nevada

By the Governor:

[Signature]
Secretary of State

[Signature]
Deputy Secretary of State

APPENDIX F

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

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

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

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

Standard 1: Welcoming all families into the school community—Parents and families are active participants in the life of the school, feel welcome, valued, and connected to each other.

- A positive educational environment is established by treating families in respectful and culturally sensitive ways.
- Examples include culturally diverse welcome signs, volunteer opportunities, home visits, student work throughout the school, etc.

Standard 2: Communicating effectively—Parents, families and school staff engage in regular, authentic, two-way, meaningful communication about student learning.

- Families know how to provide input and respond to school communication.
- Written and spoken interaction between families and teachers are respectful. Families receive positive and consistent information as well as recognition for their engagement.

Standard 3: Supporting student well-being and academic success—Parents, families and school staff continuously collaborate to support student learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Teachers use data to show parents and families how their student is doing both individually and compared to grade level standards.
- Families receive information, resources and training from teachers and school staff on how they can support their student's learning at home.

Standard 4: Speaking up for every child—Parents and families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

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

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

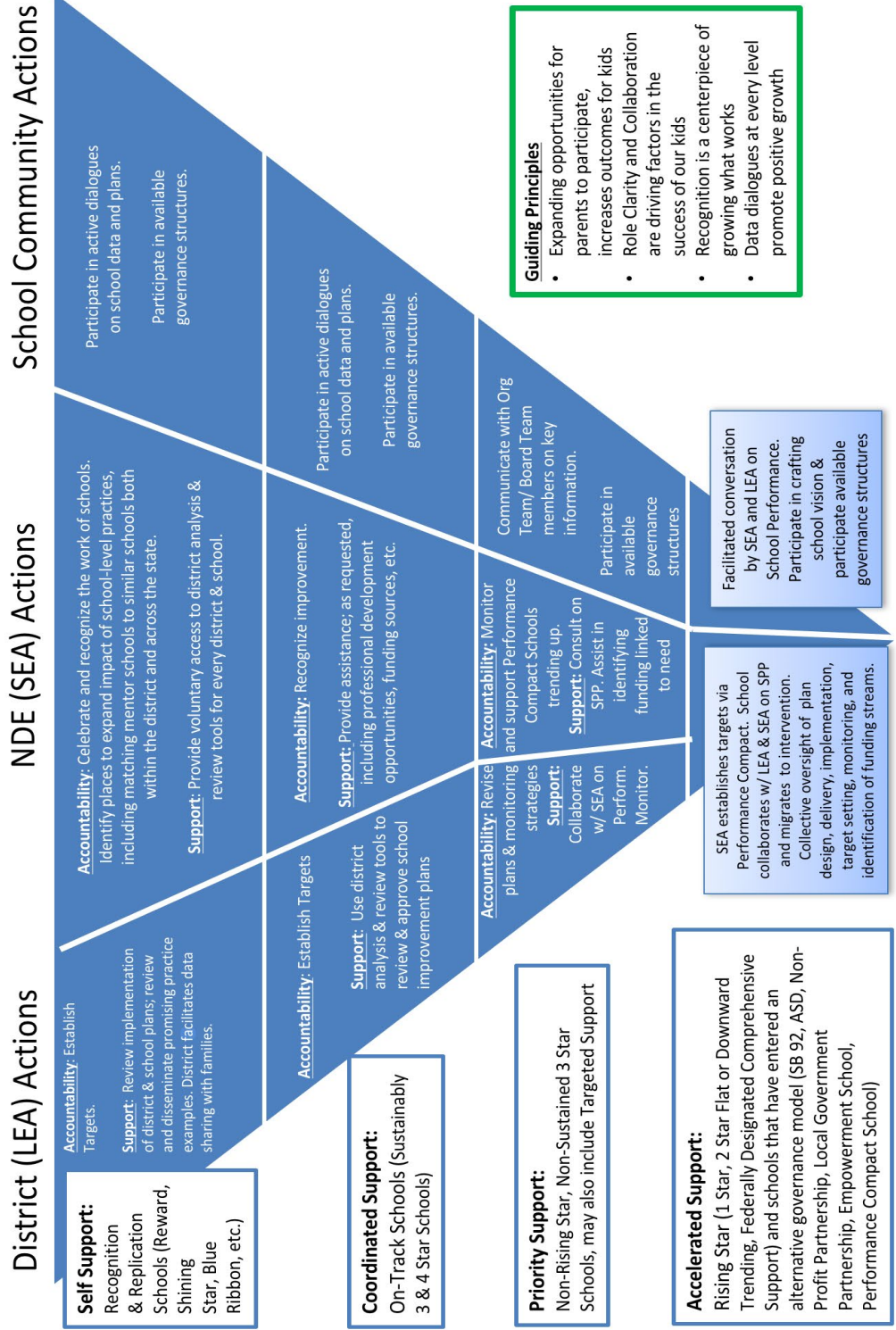
- The teacher collaborates with families to establish an equal voice and mutual understanding in decisions regarding their student's education.
- Encourage families to become active participants in the school culture at the local and district level. The schools will encourage purposeful engagement in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

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

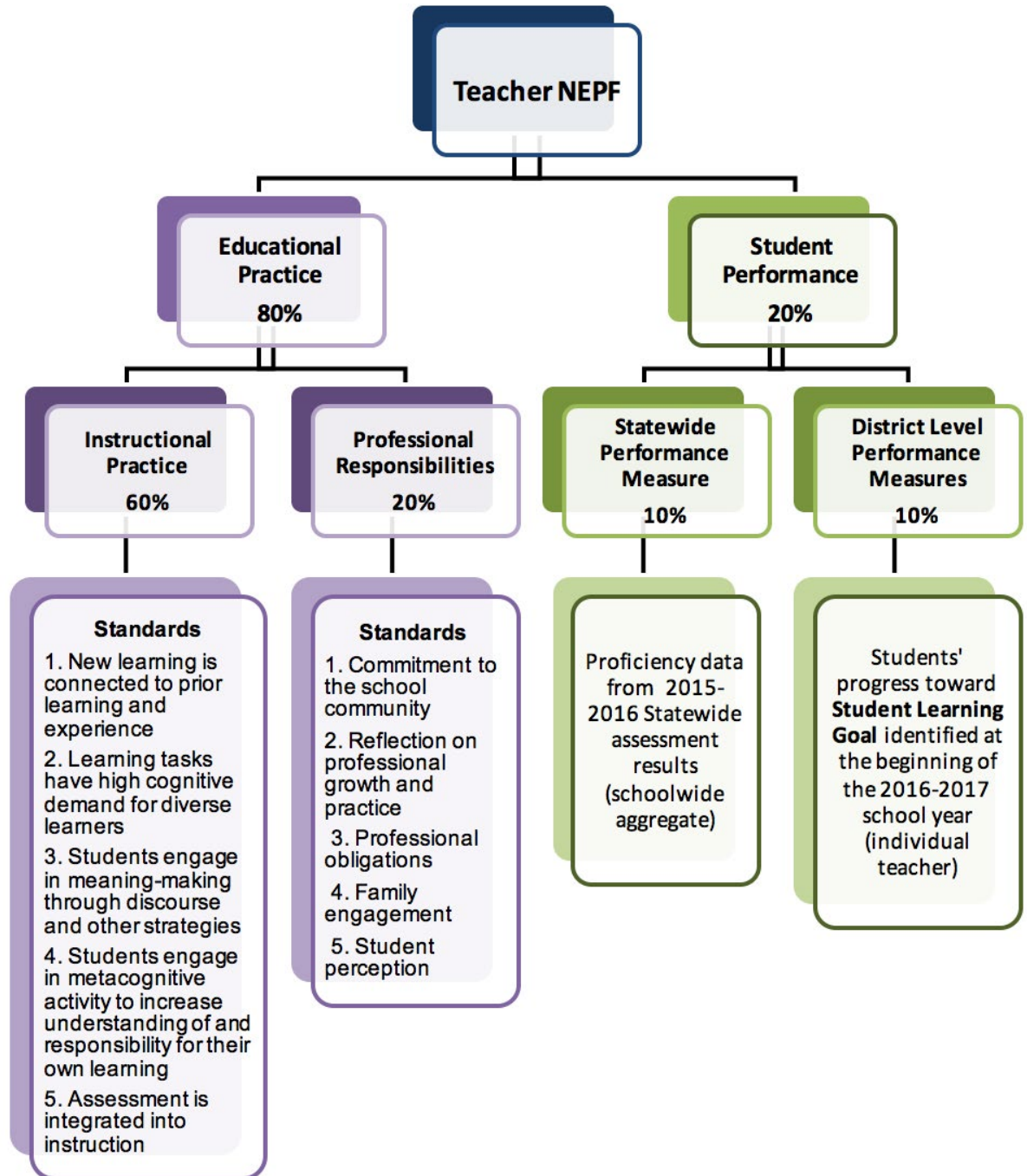
- The teacher and school staff communicates with families about services/resources make referrals to programs and plan activities that expand learning opportunities.
- Schools will develop resources to purposefully include and collaborate with community organizations to participate in classrooms, school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

Nevada's Approach to Differentiated School Support & Improvement

APPENDIX G



APPENDIX H



East Las Vegas Campus:
3883 E Mesa Vista Way
Las Vegas, NV 89120
(702) 547-5682



Summerlin Campus:
8941 Hillpointe Rd.
Las Vegas, NV 89134
(702) 240-0359

GLOSSARY OF TERMS AND PROGRAMS IDENTIFIED IN DISCOVERY'S 2016-2017 SCHOOL PERFORMANCE PLAN

RTI

RTI stands for Response to Intervention, which is a multi-tiered approach implemented to identify and support students with learning and behavior needs. This allows teachers, tutors and Instructional Assistants to provide more targeted instruction to students at risk of failing.

ESSA

The Every Student Succeeds Act (ESSA) replaced the former No Child Left Behind Act in December of 2015. It is put in place to ensure success for all students by requiring instruction of high academic standards. This Act has a strong emphasis on evidence-based interventions and providing information to school communities through annual statewide assessments.

ESGI

Educational Software for Guiding Instruction (ESGI) consists of one-on-one assessments which allows teachers to collect data and use that data to differentiate instruction while targeting struggling students.

PLC

A Professional Learning Community (PLC) is a best practice method used to enhance collaborative learning among teachers. PLCs allow teachers to identify and analyze what is working, instructional challenges, strategies being implemented, common formative assessments, and changes that need to be considered in instructional practices.

SLG

Student Learning Goals (SLG) are goals intended for student achievement of specific concepts and skills. Students are more empowered and willing to take on challenging tasks if they are able to set their own learning goals.

Units of Study

Units of Study is a program developed by Lucy Calkins that is built on best practices in writing. The program is designed as writing workshops that foster high-level thinking and support independence and fluency through a variety of writing opportunities.

Lumos Learning

Lumos Learning was developed and based on the SBAC assessments and provides rigorous standards practice while allowing teachers to target instruction for struggling students.

Seesaw

Seesaw is a schoolwide digital portfolio that captures students' learning. The program allows parents to access their student's work and provide feedback. This results in an increase in parent involvement and family engagement as well as student accountability.

Project Based Learning (PBL)

Project Based Learning is a teaching approach utilized to allow students to be active participants and engage in real-world problems and challenges. It gives authenticity to standards and gives students the opportunity to explore real life application of skills and concepts.

Kagan

Kagan is a focus on authentic student engagement through the use of simple instructional strategies. It builds on cooperative learning and interactive approaches. Kagan helps to promote cooperation while boosting students' confidence while keeping a high level of engagement.

Eureka Math

Eureka Math is a PreK-12th grade Common Core-aligned math curriculum that promotes real world applications of math skills and concepts.

LiPS

The Lindamood Phoneme Sequencing Program is a one-to-one approach for Reading, Spelling, and Speech and is identified in the "strong" category under Evidence for ESSA. The program's main emphasis is on phonological awareness and decoding practices.

focusMATH

focusMATH is a small group tutoring program designed as an intensive intervention for Tier 2 and Tier 3 elementary students incorporating guided and independent practices. It is identified as "strong" under Evidence for ESSA.

Positive Action Curriculum

Positive Action Curriculum is a program that promotes cooperation among students. It focuses on performing positive actions to retrieve an intrinsic reward which is directly reflected in a child's academic achievement and reduction in behavior problems.

Component IV: Required Elements for Title I Schools:

*although DCS is not Title I, we felt it is pertinent to answer the following questions.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
 - consistency in solid curriculum across the grade levels
 - Friday staff PD and PLC Opportunities
 - Data mining staff → ask staff how they came to be at Discovery and what keeps them here
 - Helping staff to become highly qualified
2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB, such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
 - Accountability through student agendas on Friday school days
 - Accountability and communication through student agendas
 - Monthly letter from administration to communicate to parents regarding schoolwide progress
 - Family literacy, math, and PBL nights
3. Describe the school's plans for transition and articulation between school programs (i.e. assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.)
 - Kinder Camp (takes place one week before schools starts to help kindergartners transition)
 - Kindergartners shadowing 1st graders in final month of the school year
 - Middle school students touring new high schools
 - 5th graders shadowing 6th graders
 - Invite high school students to come speak to our 8th graders
4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
 - Using PLCs to build assessments
 - Staff meetings to approve assessments
 - PLCs to check data and add effectiveness
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
 - Teachers applying for and receiving grants to enhance classroom instruction and project activities
 - Donors Choose, Junior League, McDonalds, GCF
 - Metro, Boy Scouts, Lowe's Hero Project