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Exhibit "1"

Exhibit "1"

THE SECRETARY OF EDUCATION

WASHINGTON, DC 20202

August 9, 2017

Honorable Steve Canavero
Superintendent of Public Instruction
Nevada Department of Education
700 East 5th Street
Carson City, NV 89701

Dear Superintendent Canavero:

I am pleased to approve Nevada's consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), to implement the requirements of covered programs under the ESEA and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act). I congratulate you on this significant accomplishment.

My decision regarding Nevada's consolidated State plan is based on input from U.S. Department of Education (Department) staff who reviewed and carefully considered the plan submitted by Nevada. Consistent with ESSA, the Department conducted a peer review of the sections in your consolidated State plan related to Title I, Part A and Title III, Part A of the ESEA and Subtitle B of Title VII of the McKinney-Vento Act. The Department only reviewed information provided in Nevada's consolidated State plan that was responsive to the Revised State Plan Template for the Consolidated State Plan that was issued on March 13, 2017. I have concluded that Nevada's consolidated State plan satisfies those requirements. Accordingly, Nevada's consolidated State plan that was submitted on August 4, 2017, warrants full approval.

In its consolidated State Plan, a State must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the State will use to evaluate and publicly report its progress with respect to reducing any disproportionate rates consistent with ESEA section 1111(g)(1)(B). In its consolidated State plan, Nevada describes a plan to collect the data necessary to meet this requirement by spring 2018. The Department awarded fiscal year 2017 funds based on the assurances[1] Nevada provided to the Department on June 7, 2017. Prior to receiving fiscal year 2018 funds, Nevada must amend its consolidated State plan to provide the requisite description to meet this requirement. Please submit this amendment for the Department's review and approval no later than May 15, 2018.

Nevada's consolidated State plan remains in effect for the duration of the State's participation in the programs covered by the plan. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory

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[1] ESEA Revised Assurances Template, May 2017:
https://www2.ed.gov/admins/lead/account/stateplan17/reviseded18100576.pdf

requirements even if those requirements are not addressed in Nevada's plan. Nevada must periodically review and revise the plan as necessary to reflect changes in the State's strategies and covered programs. If Nevada makes significant changes to its consolidated State plan at any time, such as changes to its accountability system or long-term goals, Nevada must submit information about those changes to the Department for review and approval. The Department will provide information on the process for amending a State plan at a later date.

Please be aware that approval of Nevada's consolidated State plan is not a determination that all the information and data included in the State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Nevada's responsibility to comply with these civil rights requirements.

Please note that this letter, with Nevada's approved consolidated State plan, will be posted on the Department's website.
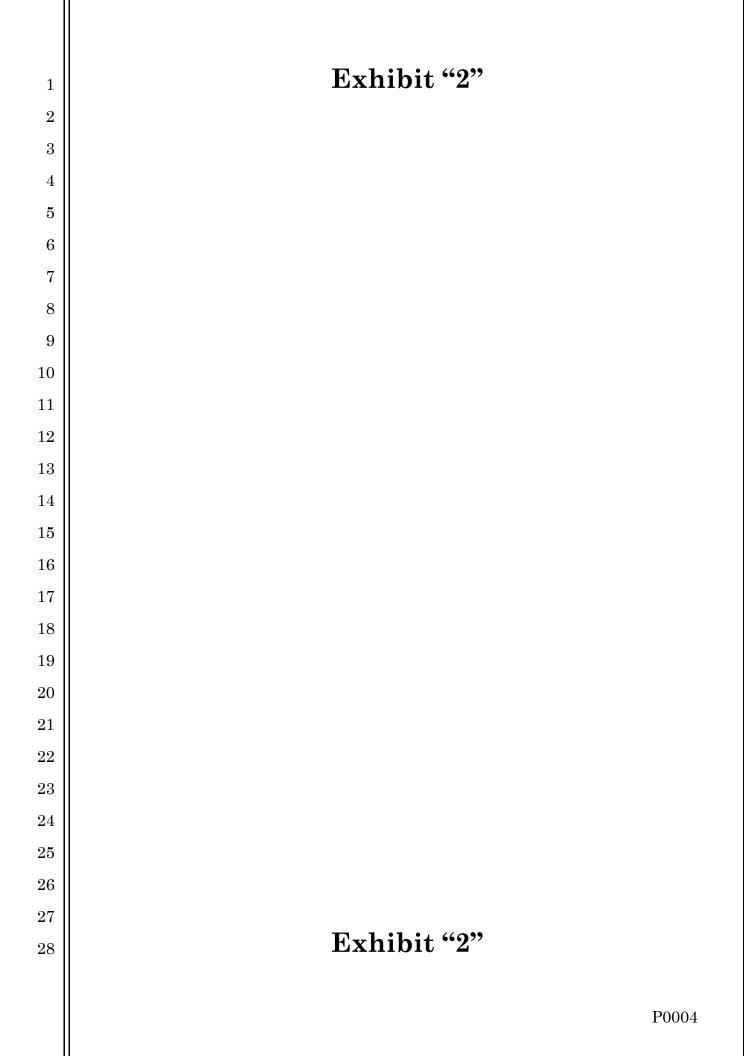
It has been a pleasure working with your staff on this review. Please accept my congratulations for Nevada's approved consolidated State plan. Thank you for the important work that you and your staff are doing to support the transition to the ESSA and most importantly to lead Nevada's students to achieve at high levels. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,

/s/

Betsy DeVos

cc: Honorable Brian Sandoval, Governor of Nevada

Exhibit "2"

Section 4: Accountability, Support, and Improvement for Schools

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

4.1 Accountability System.

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

The Nevada School Performance Framework was designed to ensure that the statewide system of accountability for public schools complies with all requirements for the receipt of federal money under ESEA. The statewide system of accountability applies to all public schools, and includes annual ratings for each school, based on the performance of the school and whether each school meets the annual measurable objectives and performance targets in the system. The system includes consequences, rewards, and support, based on the ratings, and it designed to direct available state money to public schools receiving one of the two lowest ratings of performance. Student subgroup performance and growth is reported, including economically disadvantaged students, students with disabilities, English learners, and the required federal race and ethnicity subgroups. Subgroup performance is measured by the statewide test for elementary and middle schools, and is measured by graduation rate and attendance rate in high schools. Reports are issued annually. Each of these measures aligns directly to federal accountability standards.

Indicator	Measure(s)	Description
i. Academic Achievement	Math and ELA SBAC (ES); Math and ELA SBAC (MS); Math End-of-Course (MS) Math and ELA End-of-Course exams (HS)	The academic achievement indicator will contribute between 20% and 25% to the total index score given the pooled reporting strategy for the student proficiency reporting category. **Elementary Schools** Student Proficiency for elementary schools will be determined for the state administered Smarter Balanced Criterion Referenced Tests (CRT) in mathematics, English Language Arts (ELA). The

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

Indicator	Measure(s)	Description
		Course exams in mathematics for 8th grade students taking high school courses in middle school that correspond with those exams. The state CRTs in math and ELA are administered to grades three through eight; so, depending on the grade configuration of the middle school, this results in two or three consecutive years of test data. The End-Of-Course exam in mathematics will be available for all 8th grade students who were enrolled in a mathematics class aligned to the content for the End-Of-Course exam in Math I or Integrated Math I. For most Nevada middle schools, proficiency rates will consist of two or three grade levels of the CRT in mathematics and ELA performance, and some number of 8th grade Math I or Integrated Math I End-Of-Course exams in mathematics. Additionally, Nevada administers the Nevada Alternate Assessment (NAA) to no more than one percent of Nevada's special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. The NAA assesses students in mathematics and ELA. The NAA in ELA and math are administered to students in grades three through eight. NAA results will be incorporated in the respective CRT results for mathematics and ELA. Middle school status rates are determined by content area (mathematics and ELA) and include students who take the CRT, the End-Of-Course mathematics exam(s), and/or the NAA. The number of test participants serves as the denominator of the proficiency rate while the number of students who meet or exceed the minimum passing score serves as the numerator of the rate. This rate is referred to as the percent above the cut (PAC). **High Schools** Student Proficiency for high schools will be determined from the state administered End-Of-Course exams in mathematics and ELA. Only those End-Of-Course exams taken while a student is in high school will count for the high school status rate. The number of test participants or 95% of enrolled students in the schools, whichever is higher, serves as the denominator of the status rate, while the number of students who meet or exceed the minimum passing score for proficiency serves as the numerator of the rate. Additionally, Nevada administers the Nevada Alternate

Indicator	Measure(s)	Description
		Assessment (NAA) to no more than one percent of Nevada's special education students who meet the strict criteria required in order to be assessed. The determinations about which students are eligible for this assessment are made through the IEP process. NAA is administered in mathematics and ELA. The NAA in ELA and math are administered to students in grades three through eight and grade eleven. For the ratings from the 2016-2017 school year, proficiency rates for all students in high school who take End-Of-Course assessments in Math I/Integrated Math I, Math II/Integrated Math II, ELA I, or ELA II will be included in the proficiency rate for the high school. Students in this rate will include first-time test takers and re-test takers. This rate will be a pooled rate consisting of all End-Of-Course assessments administered during the year in addition to any students who take the NAA. The NAA results will be incorporated in the respective math and ELA results. Proficiency rates for high schools will be determined through pooled averaging. Pooled averaging enables the number of students participating in each assessment to contribute proportionately to the school's overall proficiency rate. Additionally, schools not meeting N-size for individual content area assessments, may meet the N-size threshold with pooled averaging, and thus receive a rate. **Additional reported information** Additional reported information will be included in the school accountability report for Academic Achievement. Proficiency rates will be disaggregated by all ten subgroups. Subgroup rates will be compared to District levels and subgroup's Measures of Interim Progress targets. There will be no points attached to this reporting, but the reporting will be used to identify schools in need of support and improvement. School failing to meet their goals may be eligible for TSI identification. Additionally, Nevada will include district averages as a point of comparison. Proficiency points are earned on the pooled rate for the all students group. Given that few Nevada schools have a full set of reportable subgroups, it is not possible to assign points at the subgroup level. Note that maximum school rating is capped at three out of five stars if the school is identified as a TSI school. Test participation on the ELA and Mathematics assessments is expected to be at least 95% and low test participation will result in a reduction in NSPF star rating.

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Indicator	Measure(s)	Description
ii. Other Academic Indicator	Math and ELA SBAC Median Growth Percentile and Adequate Growth Percentile and closing opportunity gaps in ELA and Math (ES, MS)	Based on stakeholder input, in the elementary and middle school models, the other academic indicator will contribute 55% to the total index score and consists of growth, growth to target and opportunity gap measures. Therefore, by weight, this measure carries the most influence in the overall index score for a school. Based on the historical inclusion of growth in our previous school rating system, Nevada has evidence that growth is one of the most influential factors in a school's rating.

Student growth in ELA contributes 10%. Student growth in math contributes 10%. ELA growth to target contributes 7.5%. Math growth to target contributes 7.5%. ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%.

Student Growth and Growth to Target
The Nevada Growth Model was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14.

The Growth Model is a result of collaboration between Nevada district and state education leaders who worked with other states such as Colorado and with Dr. Damian Betebenner of the Center for Assessment. Nevada has a long history of using student growth as an effective measure in determining student progress. It has proven to be a highly reliable measure for Nevada and has proven to be a good measure of increased student learning.

Student growth is a measure of student achievement over time. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These measures require at least one score on a prior assessment and so are determined for grades four through eight using the SBAC ELA and Mathematics content assessments. Student Growth Percentiles are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. Adequate Growth Percentile is a criterion-referenced measure, which compares the student's SGP against the percentile needed to become proficient or stay proficient on the state assessment in the next three years or by the end of the eighth grade.

SGPs will not vary by grade span and is calculated for all schools in the same manner. SGPs contribute 20% to a school's total index score. (Student growth in ELA contributes 10%. Student growth in math contributes 10%). AGPs contribute 15% of a school's total index score (ELA growth to target contributes 7.5%. Math growth to target contributes 7.5%). AGPs will leverage SGPs in the same manner as described above. |

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Indicator	Measure(s)	Description
		Student growth on the ELA and Math assessments will be disaggregated for each subgroup of students. **Closing Opportunity Gaps** Opportunity gaps for elementary and middle schools are determined for students in need of improvement. Students in need of improvement are students who scored in the lowest two achievement levels (i.e. not proficient) on the state assessments from the previous year. The opportunity gap measure is the percentage of the students in need of improvement from the previous year who meet their Adequate Growth Percentile target for the current year. The closing opportunity gap measure contributes 20% to the elementary and middle school models. (ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%). Students evaluated in the opportunity gap measure are those who did not earn a passing score on the prior year's ELA or mathematics assessments. These assessments are standardized across the state and used by all districts; however, the ability of this group of prior non-proficient students to make adequate growth varies across the state. This fact allows this measure to meaningfully differentiate schools. The percentage of these students meeting their adequate growth percentile (AGP) targets will be measured and assigned points according to the point attribution tables. Due to a high number of schools that do not meet the SEA's minimum n-size for each subgroup, the SEA, in consultation with stakeholders, reviewed historical data and determined that our historically underserved subgroups were overrepresented in the set of students who were not successful on the state assessments. By creating a group of non-proficient students, the SEA is able to mitigate the n-size problem, focus efforts on underserved subgroups and place emphasis on instruction. Disaggregated student performance will be reported with this measure so that the performance of each sufficiently large subgroup can be seen consistent with feedback from stakeholders during Nevada ESSA plan development. The report will not be a point earing measure. The AGP of this group of students will come from the SEAs student growth percentile (SGP) model. Nevada has a long history of using this valid and reliable student progress measure. Additionally, the SEAs extensive stakeholder input further supports and prioritizes the use of growth measures in Nevada's elementary and middle school accountability systems. A technical overview of the SGP model can be found at

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Indicator	Measure(s)	Description
		http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf.
iii. Graduation Rate	4-year cohort graduation rate (HS), 5-year cohort graduation rate (HS)	The graduation rate indicator will contribute 30% to the high school model. It will consist of the 4-year and 5-year adjusted cohort graduation rates. The 4-year and 5-year rates will be evaluated separately and will contribute 20% and 10% respectively.

The graduation rate indicator is included in the high school model. The measures for this indicator consist of the 4-year cohort graduation rate and the 5-year cohort graduation rate. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

Additionally the 4-year and 5-year cohort graduation rate will be disaggregated by subgroups. This Graduation analysis will be computed using the 4-year cohort graduation rate from the previous school year. Since the 4-year cohort graduation rate reported in the NSPF lags by one year, the graduation analysis must also lag by one year. The graduation analysis will not be a point earning measure but will be used for school designations like Targeted Support and to meet federal reporting requirements.

Students with disabilities are able to earn a standard diploma through passing end-of-course exams or by proving proficiency by submitting a portfolio of work. An alternative diploma is available to students who are identified as cognitively unable to pass traditional school work, even with accommodations. These options are available to students who are 22 and younger. Both the standard and alternative diplomas count in the state's graduation statistics. These diplomas are state defined and meet all of the statutory requirements under ESSA. |
| iv. Progress in Achieving English Language Proficiency | WIDA ACCESS Adequate Growth Percentile (ES, MS, HS) | The English language proficiency indicator in the elementary, middle, and high school models will contribute 10% to the total index score.

Nevada has computed student growth percentiles (SGP) and adequate growth percentiles (AGP) for the past two years under the consultation of Dr. Damian Betebenner from the Center on Assessment. The methodology is analogous to the methodology used for the student growth percentiles described above in the |

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Indicator	Measure(s)	Description
		Academic Progress indicator. By design, this measure is longitudinal and based on at least two years of student performance on this assessment. This measure is valid, reliable and comparable statewide. This measure does not include English learners in pre-school. Student performance on the WIDA ACCESS assessment is included for students at all three school levels and will contribute 10% to the total index score. The percentage of students meeting their Adequate Growth Percentile (AGP) is the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the WIDA ACCESS data are set to five years or by the twelfth grade. A student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first. The same methodology for calculating AGP using the WIDA ACCESS will be used for all schools across the state.
v. School Quality or Student Success	Chronic Absenteeism (ES, MS, HS); Science Proficiency (CRT for ES and MS, End-of Course Assessment for HS); Percentage of students meeting high school readiness (MS); Percentage of students with academic learning plans (MS and HS); Average ACT Composite Score (HS); Percentage of students meeting the CCR cut score on the End-of-course exams (HS); Percentage of students who are credit sufficient by the end of 9th and 10th	The measures in this indicator will contribute between 10% and 35% of the total index score depending on the school level and indicate the contribution of the science assessment to the pooled proficiency rate. The student success indicator at elementary school consists of a measure of student chronic absenteeism and contributes 10% to the total index score. In addition, the science assessment will contribute up to 5% of a school's rating. The student success indicator at middle school contributes 10% to the total index score and consists of a measure of student chronic absenteeism (5%), high school matriculation requirements (3%) and academic learning plans (2%). In addition, the science assessment will contribute up to 5% of a school's rating. The student success indicator at the high school contributes 35% to the total index score and consists of a measure of student chronic absenteeism (8%), academic learning plans (2%), average ACT Composite Score (10%), percentage of students meeting the CCR cut score on the End-of-course exams (10%), High School Readiness (5%). In addition, the science assessment will contribute up to 5% of a school's rating. **Chronic Absenteeism** Chronic absenteeism will be calculated for all students missing 10% or more instructional days during the school year, divided by

Indicator	Measure(s)	Description
	grade (HS).	the total number of students enrolled for 30 days or more at the school at the end of the school year.

Chronic absenteeism will measure all students and be reported separately for each subgroup of students. Chronic absenteeism is understood to be a leading indicator of student success. Each year, this rate will be collected directly from LEAs using a common set of data collection rules. This approach to data collection and analysis ensures the measure will be valid and reliable.

High School Readiness

High School Readiness is determined through district submitted data consisting of the number of students at the end of grade 8 of the current school year meeting the requirements in NAC 389.445 (1) a-d. **NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. (NRS 385.080, 392.033)**

    1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

    (a) One and one-half units of credit in English with a passing grade;

    (b) One and one-half units of credit in mathematics with a passing grade;

    (c) One unit of credit in science with a passing grade; and

    (d) One unit of credit in social studies with a passing grade.

Academic Learning Plans

Academic Learning plans are required for middle school students per NRS 388.165 and NRS 388.205 for high school. At the middle/junior high school and high school levels, academic learning plans are to be developed for each student on initial enrollment. At this high school level, academic learning plans are developed for all 9th graders, or by the first grade level offered at the high school. An academic learning plan rate is determined through district submitted data consisting of the number of all students at the school by the end of the school year and the number of all students with a signed academic learning plan. This measure is in support of state initiatives in which K-12, higher education and workforce development efforts are being aligned in order to improve outcomes for all Nevadans. The inclusion of this measure will bolster the importance of these

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Indicator	Measure(s)	Description
		plans and lay the groundwork for future improvements to them. The SEA has evidence to suggest that the rates at which these plans are in place are not 100% for all of Nevada schools, and so the collection of this information will provide some degree of differentiation in school ratings. If in the future, academic learning plans are discovered to be in place for all Nevada middle school and high school students, this measure will be considered for removal from the system. Since these data will be collected from all LEAs for all middle and high schools, this measure will be both valid and reliable. **ACT Composite Score** The average composite score only for the 11th grade census takers during the state testing window will be used for this measure. **Ninth and Tenth Grade Credit Sufficiency** This rate will be determined by the number of ninth grade students who earned at least five credits by the end of their first year of high school and the number of tenth grade students who have earned at least eleven credits by the end of their second year of high school. This will be a pooled average in which the numerator will consist of the number of ninth grade and tenth grade students with at least five and eleven credits respectively and the denominator will be the total number of ninth and tenth grade students. This measure will consider ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader's school year) and tenth grade credits accumulated by the end of the regular 10th grade school year. This rate will include only tenth grade credit sufficiency for schools that do not serve ninth grade students. **EOC Achievement Level 3 and 4 Percentage** Achieving a level 3 or above on an EOC exam has been determined by the NV State Board of Education the level needed to be considered college and career ready. This rate will be calculated by the total number of students achieving a level 3 or higher divided by the total number of exams given in ELA and in Math. Points will be awarded based on a pooled average. **Science Proficiency** Pursuant to section 1111(b)(2)(B)(v)(II) of ESSA, the science CRT is administered to students in grades 5, 8, and 10. This will be a measure of student proficiency. In making annual determinations of school performance, science will be incorporated with all measures. As part of our calculation

Indicator	Measure(s)	Description
		process, NDE will pool the ELA, math and science proficiency scores. The pooled averaging methodology will result in an overall test proficiency rate by which the numerator is the total number of ELA, Math and Science assessments passed and the denominator is the total number of ELA, Math and Science assessments administered. This approach enables the SEA to rate more schools because the n-size requirement will be met by sufficiency in the denominator. Small schools that are still unable to achieve the minimum n-size after pooling will be rated by combining multiple years of data.
Other	Climate Survey Bonus Points (ES, MS, HS)	The Climate Survey Participation measure is included in the Nevada Accountability System as a bonus of 2%. Schools meeting or exceeding the state participation threshold can receive up to two bonus points. Although most districts have opted to administer the State Climate Survey, there are some districts administering a district climate survey closely aligned to the State Climate Survey. Grade levels included in the administration of a climate survey vary by district. For the 2016-2017 school year, the participation threshold is 55%. For SY1718 and beyond, the participation threshold will be 75%. Due to the statewide business rules for school climate indicator this is a valid, reliable, and comparable measure that allows for meaningful differentiation in school performance, NDE will measure all students and report separately for each subgroup of students.

B. **Subgroups.**

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

   American Indian / Native American
   Black / African-American
   Hispanic / Latino
   Asian
   Pacific Islander
   Two or More Races
   White / Caucasian
   Special Education
   English Learners
   Economically Disadvantaged as measured by eligibility for Free and Reduced Lunch status.

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

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

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

Nevada will include ELs in this subgroup for four years after exiting.

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

☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

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

District and school staff will assess and report math and ELA for recently arrived English learners, but will exclude the results in accountability measures for the first year, until growth data are available. At that time, recently arrived EL results will be included in both growth and status measures.

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

C. Minimum Number of Students.

i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a). In order for the SEA to determine any of the measures in the school accountability system, there must be at least ten student records. For reported elements, if the number is less than ten, results will be suppressed. For point-earning measures with fewer than ten student records, measures will not be determined.

ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).
Not applicable.

iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

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

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

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

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

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

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

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

Historically, Nevada has defined the full academic year or year in school (YIS) status as being satisfied for students who are continuously enrolled from the SEA's validation day (October 1st) through to the first day of the assessment window in March. Students meeting the SEA's YIS condition will be included in the aggregated school level measures. Furthermore, a statistical analysis of school ratings will need to be conducted to determine at which level and under which conditions a yielded rating would be statistically unreliable. Under the SEA's previous accountability system, Nevada was able to determine the maximum number of measures that could be excluded from a school's rating in order to be statistically durable. Given this experience, the SEA believes that status, growth and at least one other measure must be measurable in order to rate an elementary and middle school. By extension, a high school must have at least status, graduation rate and one other measure in order to be rated.

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

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

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

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

Student performance on the statewide ELA and mathematic assessments, ELPA, and graduation rates will be measured against the state's defined long-term goals and measures of interim progress. Schools identified for

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targeted supports and improvements will be identified using the status and graduation rate reporting elements that will be associated with the respective indicators. Each of these reporting elements will be disaggregated to take into consideration the performance of each subgroup. Additionally, the school quality indicators described in section 4.1 (a) is designed to further call attention to the performance of low achieving students and subgroups. The system is designed to identify schools for both comprehensive and targeted supports.

Describe the following information with respect to the State's system of annual meaningful differentiation:
    i.   The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

	Elementary Schools	**Middle Schools**	**High Schools**
Academic Achievement Indicator	ELA Proficiency (10% - 7.5%) and Read by Grade 3 (5%)*	ELA Proficiency (12.5% - 10%)*	ELA Proficiency (12.5% - 10%)*
	Math Proficiency (10% - 7.5%)*	Math Proficiency (12.5% - 10%)*	Math Proficiency (12.5% - 10%)*
	Read by Grade 3 (5%)	NA	NA
Other Academic Indicator	ELA Growth (10%)	ELA Growth (10%)	NA
	Math Growth (10%)	Math Growth (10%)	NA
	ELA Growth to Target (7.5%)	ELA Growth to Target (7.5%)	NA
	Math Growth to Target (7.5%)	Math Growth to Target (7.5%)	NA
	ELA Opportunity Gap (10%)	ELA Opportunity Gap (10%)	NA
	Math Opportunity Gap (10%)	Math Opportunity Gap (10%)	NA
Graduation Indicator	NA	NA	4-year ACGR (20%)
	NA	NA	5-year ACGR (10%)
English Language Progress Indicator	WIDA Growth to Target (10%)	WIDA Growth to Target (10%)	WIDA Growth to Target (10%)
Student Success Indicator	Chronic Absenteeism (10%)	Chronic Absenteeism (5%)	Chronic Absenteeism (8%)
	Science Proficiency (up to 5%)*	Science Proficiency (up to 5%)*	Science Proficiency (up to 5%)*
		High School Readiness (3%)	Percent with Academic Learning Plans (2%)
		Percent with Academic Learning Plans (2%)	End of Course CCR Cut (10%)
			9th and 10th Credits (5%)
			ACT Performance (10%)

*For reporting purposes, science results will be pooled with ELA and Math results. Given that grade configurations vary in Nevada, this total contribution of science assessments can range between 0% and 5%. Some schools do not have a science assessed grade level (k-3 schools) and so 0% of their status points will consist of science results. Most schools will assess science with approximately one-third the number of students who take ELA and Math. This means that science is approximately 1/7th the total number of assessments in the pooled rate. For most schools, this means science will contribute 25 times 1/7 or about 3.5 points to the total score. Still other schools have a higher contribution of science assessments to the pooled average, but none more than 20% of the pooled assessments. This is how we arrive at the maximum of 5%. Please note that given that the science test will be undergoing a standard setting this fall, science will not be a part of the 2017 ratings.

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

The following graphs demonstrate the weights of the system indicators.

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

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

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

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

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

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

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These are the Five Score Ranges by school level:

SY1617 Elementary School Star Ranges	
★	<26
★★	>=26 <51
★★★	>=51 <76
★★★★	>=76 <90
★★★★★	>=90
SY1617 Middle School Star Ranges	
★	<29
★★	>=29 <53
★★★	>=53 <73
★★★★	>=73 <90
★★★★★	>=90
SY1617 High School Star Ranges	
★	<31
★★	>=31 <54
★★★	>=54 <77
★★★★	>=77 <90
★★★★★	>=90

Performance Level Descriptions for each Star Level:

Star Rating	Elementary and Middle Schools Policy Descriptor
★ ★ ★ ★ ★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★ ★ ★ ★	Recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★ ★ ★	Identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★ ★	Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

Star Rating	High School Policy Descriptor
★★★★★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

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

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

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point attribution tables. Point attribution tables are used to assign points along the continuum of school performance within each indicator and measure of the rating system.

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

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

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

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

Targeted Support schools at all levels will be identified based on subgroup performance relative to the SEA's measures of interim progress for proficiency and graduation rate. As designed, this will be a reporting attribute of our school accountability system that will also enable the SEA to apply conjunctive triggers (i.e. a reduction in total points earned) to the total index score for any school with subgroups failing to meet the measures of interim progress or failing to reduce the number of non-proficient students by 10%.

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

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

Participation on the State assessments is important because it helps ensures equal access to educational

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opportunity as well as enables meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population: Participation Warning, Participation Penalty and Continuing Participation Penalty. Additionally, the participation rates for each of the ten subgroups for mathematics and English language proficiency will be publicly reported on the school rating report.

Schools failing to meet the subgroup participation rate of 95 percent and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year will be publically identified as failing this important metric. The NSPF school report will prominently display the "Participation Warning" with the school index score and Star Rating. If the school fails to meet the ESEA subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Status Indicator will be reduced by a significant number of points and the NSPF school report will prominently display the "Participation Penalty" designation with the school index score and Star Rating.

If a school fails to meet the subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for a third consecutive year, the school will be identified as and subjected to a "Continuing Participation Penalty." Schools designated as such will earn zero points for the Student Proficiency indicator.

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

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

Some schools in Nevada do not have a large enough student population to be reliably rated, but are otherwise traditional public schools. Where possible and when sufficient years of data are accumulated, three years of student achievement data are combined in order to use the Nevada School Performance Framework to rate this group of small schools. The method of combining data is pooled averaging, which results in a weighted average where the weight is proportional to the number of students in each of the three years of data. This method accounts for the year-to-year fluctuations in N-size for these small schools. If a school rating is derived from this averaging procedure, the process and definition of the procedure is clearly indicated on the rating report.

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

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

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

   Nevada intends to rate all public and charter schools. In the past, Nevada has identified small or other schools with an insufficient number of student records for pooled averaging. Nevada will again use this

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

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

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

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

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

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

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

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

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

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

All charter schools not otherwise excluded will receive accountability ratings.

4.2 Identification of Schools.

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

In accordance with Nevada's consolidated state plan, low performing schools and high schools with low graduation rates will be identified for Comprehensive Support and Improvement (CSI) beginning in the 2017-2018 school year. Schools with chronically low-performing subgroups will be identified for TSI in 2017-18 from among Title I schools that were identified as needing additional targeted supports but do not improve within three years will be identified as CSI.

Designation criteria are distinct by school level and consider overall school performance as well as graduation rates at the high school level. CSI schools will be designated annually and will remain as part of a cohort for a three year improvement process. Any school that earns a star rating is eligible for CSI designation.

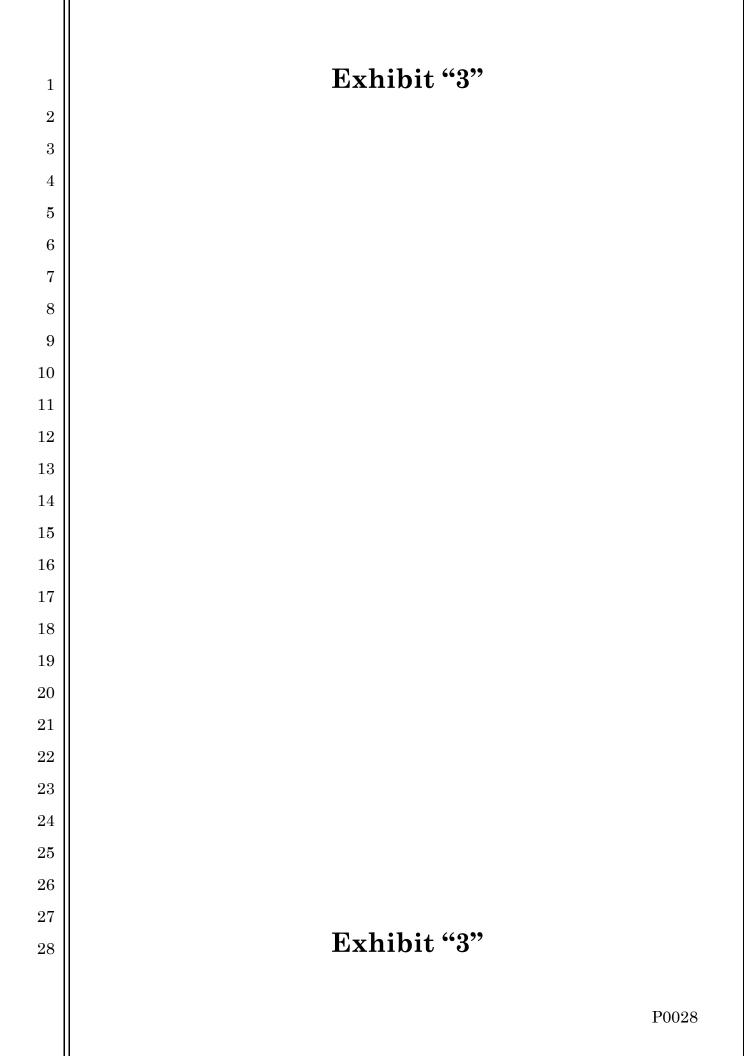**Elementary and Middle School Designation Criteria**
Elementary and middle schools will be designated for CSI using the following criteria:

1. Title I schools will be rank ordered from lowest to highest index score by school level
    a. The 5th percentile of index score will be identified from this rank order
2. All schools performing at or below the index score identified in step one will be identified for CSI
3. The school is classified as a 1-star school
4. Beginning in the 2018-2019 school year, schools previously identified as 2-star schools that have a current year index score that is less than the index score earned in the prior year (i.e. "downward trending") will also be identified as CSI
5. Any school that was designated for Targeted Support and Improvement (TSI) for three years and has not shown an improvement in subgroup student performance over the three years
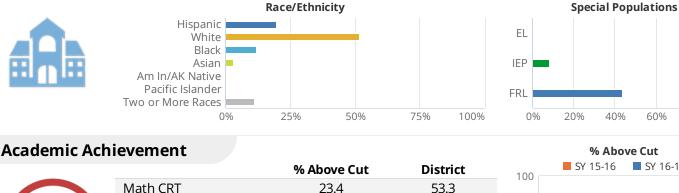
High School Designation Criteria
Designated CSI high schools will be designated using the following criteria:

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Exhibit "3"

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School Year 2016-2017 Nevada School Rating for
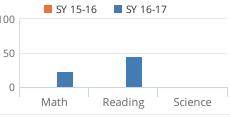# Nevada Connections Academy

N/A

Nevada Connections Academy
Steve Werlein, Principal
Grade Levels: 0K-12
Website: www.connectionsacademy.com
School Level: Elementary School

555 Double Eagle Court Suite 2000
Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

Hispanic
White
Black
Asian
Am In/AK Native
Pacific Islander
Two or More Races

0% 25% 50% 75% 100%

Special Populations

EL
IEP
FRL

0% 20% 40% 60% 80%

Academic Achievement

6 /25

	% Above Cut	District
Math CRT	23.4	53.3
ELA CRT	46.3	59.9
Science CRT		
Pooled Average	34.8	56.6
Ready by Grade 3	36.6	56.4

% Above Cut
SY 15-16 SY 16-17

Math Reading Science

Student Growth

5 /35

	SY 16-17
Math CRT MGP	31.0
ELA CRT MGP	38.5
Math CRT AGP	18.0
ELA CRT AGP	40.7

Median Growth Percentile

High Growth
Typical Growth
Low Growth

Math ELA

English Language

N/A

	% of EL Meeting AGP	District
ELPA	-	41.4

ELPA Access

SY 15-16
SY 16-17

0% 20% 40% 60% 80%

Closing Opportunity Gaps

2 /20

Non-proficient	% Meeting AGP
Math CRT	14.0
ELA CRT	26.2

% of Non-proficient on Track to Proficiency
SY 15-16 SY 16-17

Math
ELA

0% 10% 20% 30%

Student Engagement

9 /10

	% Chronically Absent	District
Chronic Absenteeism	4.3	10.6
	% Participation	**Met Target**
Climate Survey	N/A	No

Chronic Absenteeism

SY 15-16
SY 16-17

0% 10% 20% 30%

Two or More Races   Pacific Islander
Am In/AK Native   Asian   Black
White   Hispanic

What does my school rating mean?

TBD

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.
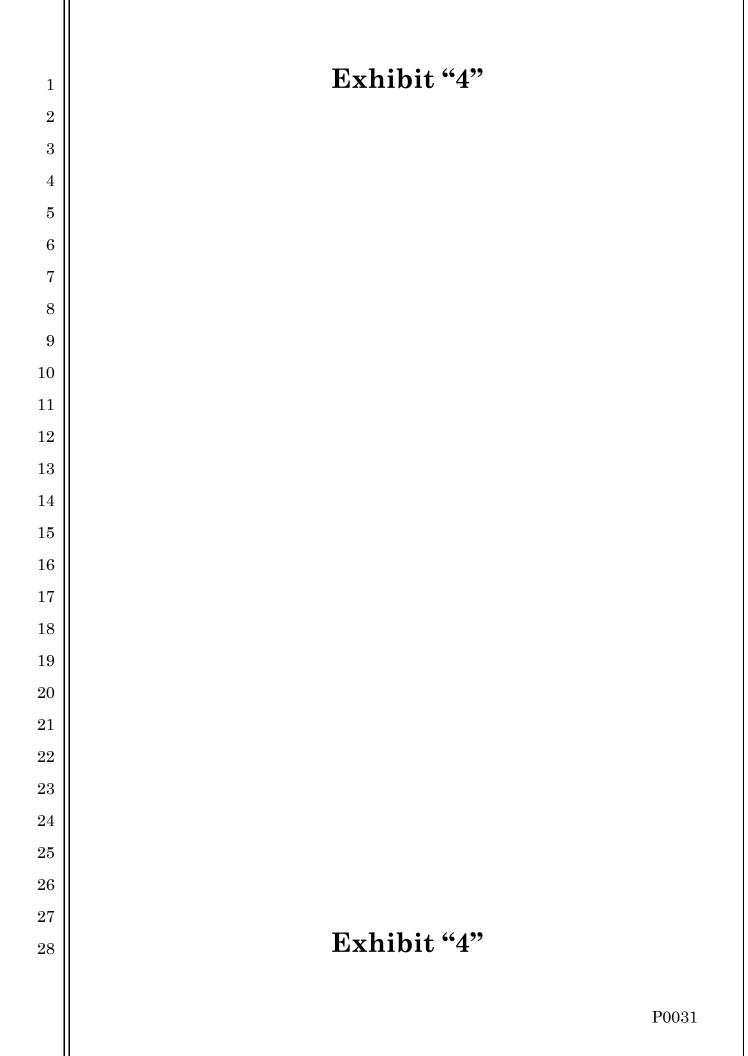
Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
TBD	

Exhibit "4"

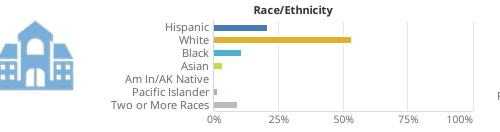# School Year 2016-2017 Nevada School Rating for
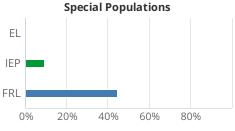# Nevada Connections Academy

N/A

Nevada Connections Academy
Steve Werlein, Principal
Grade Levels: 0K-12
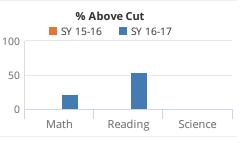Website: www.connectionsacademy.com
School Level: Middle School

555 Double Eagle Court Suite 2000
Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

Special Populations

Academic Achievement

14 /25

	% Above Cut	District
Math CRT	21.9	35.7
ELA CRT	54.6	53.2
Science CRT		
Math I End of Course	85	87.7
Pooled Average	39.4	46.5

% Above Cut
SY 15-16   SY 16-17

Student Growth

12.5 /30

	SY 16-17
Math CRT MGP	37.0
ELA CRT MGP	49.0
Math CRT AGP	19.4
ELA CRT AGP	55.9

Median Growth Percentile

English Language

N/A

	% of EL Meeting AGP	District
ELPA	-	33.5

ELPA Access

Closing Opportunity Gaps

9 /20

Non-proficient	% Meeting AGP
Math CRT	9
ELA CRT	28

% of Non-proficient on Track to Proficiency
SY 15-16   SY 16-17

Student Engagement

11 /15

	School	District
Chronic Absenteeism	7.4	9.6
Academic Learning Plans	25.6	79.5
NAC 389.445 Requirements	93.7	94.3
	Participation	Met Target
Climate Survey	N/A	No

Chronic Absenteeism

Two or More Races   Pacific Islander
Am In/AK Native   Asian   Black
White   Hispanic

What does my school rating mean?

TBD

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.
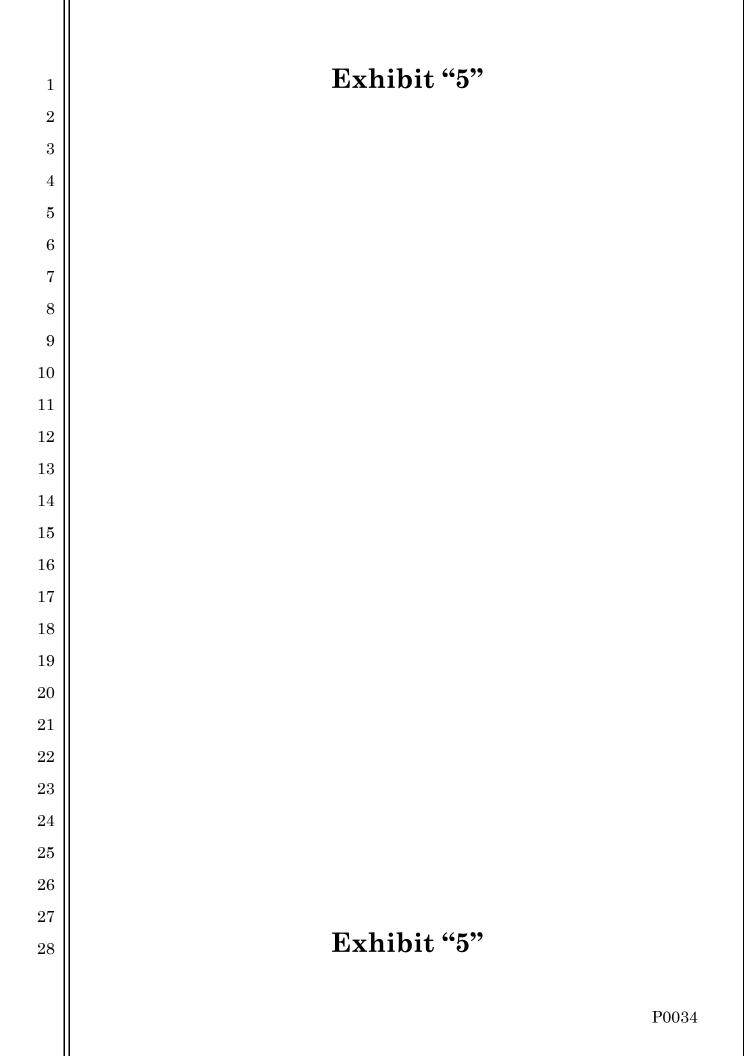
Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
TBD	

Exhibit "5"

P0034

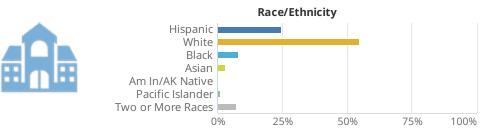# School Year 2016-2017 Nevada School Rating for
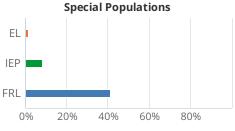# Nevada Connections Academy

N/A

Nevada Connections Academy
Steve Werlein, Principal
Grade Levels: 0K-12
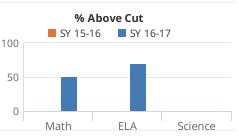Website: www.connectionsacademy.com
School Level: High School

555 Double Eagle Court Suite 2000
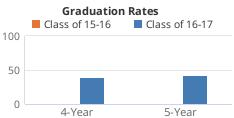Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

Special Populations

Academic Achievement

13 /25

	% Above Cut	District
Math End of Course	50.8	54.8
ELA End of Course	71.1	70.5
Science End of Course		
Pooled Average	61.6	61.8

% Above Cut

Graduation

2 /30

Graduation Rate	School Rate	District Rate
4-Year	40	58.5
5-Year	42.2	63.8

Graduation Rates

English Language Proficiency

4 /10

	% of EL Meeting AGP	District
ELPA	7.6	14.4

ELPA Access

College Career Readiness

11 /25

	School	District
ACT Average Composite	16.6	17.8
Grade 9 Sufficiency	67.9	82.2
Grade 10 Sufficiency	55.4	71.9
Pooled Average	61.3	77.4
EOC Math CCR	21.5	25
EOC ELA AL CCR	43.5	43.9
Pooled Average	33.2	34

Average ACT Composite

Student Engagement

4 /10

	School	District
Chronic Absenteeism	12.5	13.7
Academic Learning Plans	38.3	78.3
	Participation	**Met Target**
Climate Survey	N/A	No

Chronic Absenteeism

P0035

What does my school rating mean?

TBD

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

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English Language Proficiency

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Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation. The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.
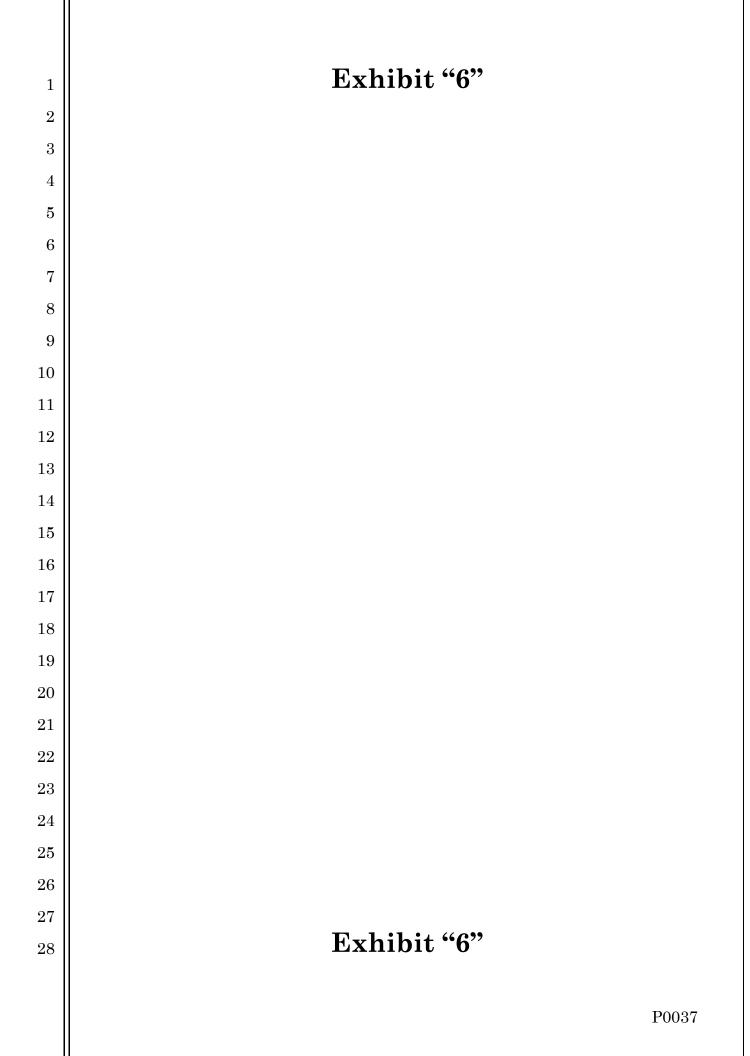
College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.
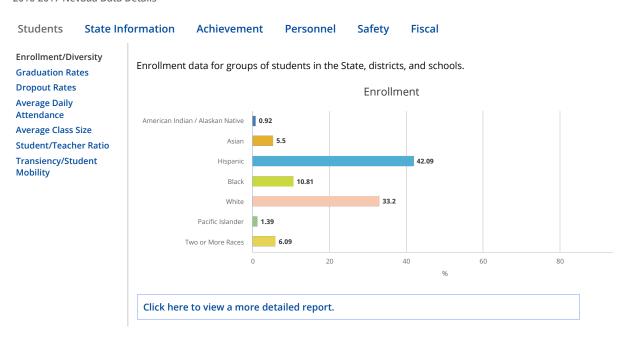
Star Rating	Index Score
TBD	

Exhibit "6"

State   **Districts & Schools**   **Help**   **More**

Nevada Department
of Education
Nevada Ready!

Nevada Accountability Portal

At a Glance   **Data Details**   2016-2017 ⌄ Nevada

Accountability Report Card

2016-2017 Nevada At a Glance

473,647 Total Enrollment	**73.55%** Graduation Rate
681 Schools	**17.45** Average ACT Composite
25,853 Teachers	**8,387** Reported Bullying Incidents
97% Daily Attendance	**621** Reported Cyber Bullying Incidents

Reading (CRT New NV Standards)   **Math** (CRT New NV Standards)

48.7%   **47%**   **42.1%**   **26.9%**
Elementary   Middle   Elementary   Middle

2016-2017 Nevada Data Details

Students   **State Information**   **Achievement**   **Personnel**   **Safety**   **Fiscal**

Enrollment/Diversity
Graduation Rates
Dropout Rates
Average Daily Attendance
Average Class Size
Student/Teacher Ratio
Transiency/Student Mobility

Enrollment data for groups of students in the State, districts, and schools.

Enrollment

Group	%
American Indian / Alaskan Native	0.92
Asian	5.5
Hispanic	42.09
Black	10.81
White	33.2
Pacific Islander	1.39
Two or More Races	6.09

0   20   40   60   80
%

Click here to view a more detailed report.

Some Nevada schools are combined campuses serving grade levels that cross the typical of elementary, middle and/or high school configurations.

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

P0038

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

State   **Districts & Schools**   **Help**   **More**

NDE Site   Contact   Disclaimer

Nevada Department
of Education

Nevada Ready!

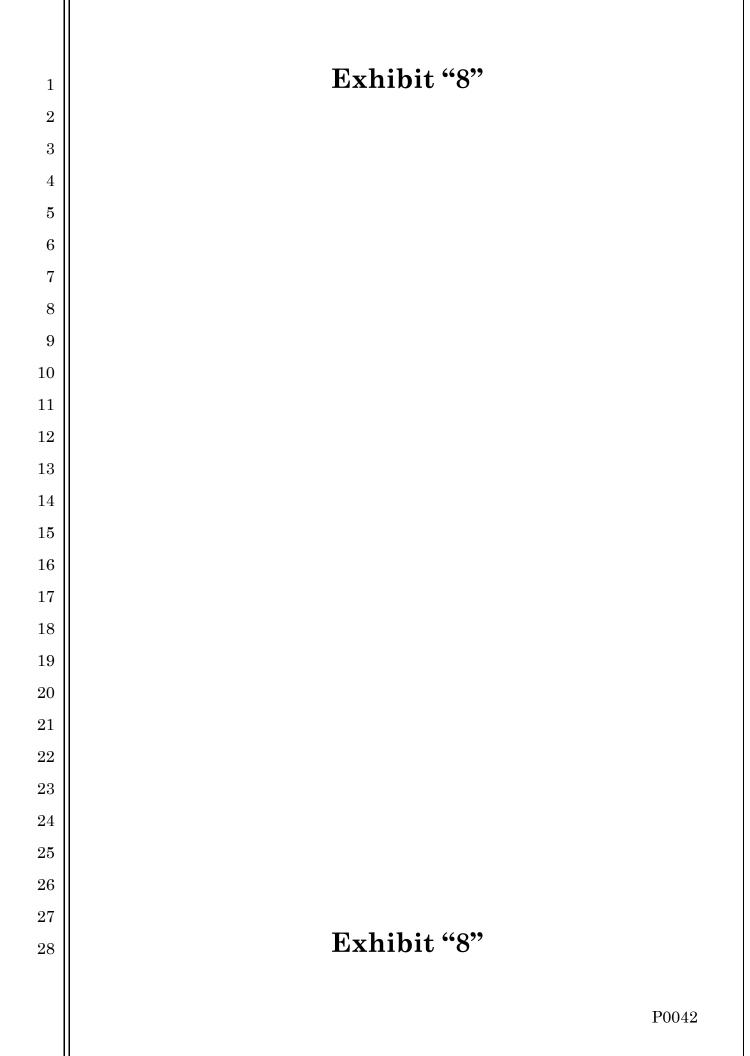*powered by* ▪️ eMetric

Exhibit "7"

P0040

Data Interaction
for **Nevada Report Card**

Group Summary Report
CRT (New NV Standards), Year 2016-2017, Grade 3

Group	Year	Grade	Number Enrolled	Reading	
				Number Tested	% Proficient
State - 00	2016-2017	03	38188	37788	44.8
State Public Charter Schools - 18	2016-2017	03	2722	2562	56.4
Nevada Connections Academy - 18405	2016-2017	03	133	101	36.6

+ Show Footers

Exhibit "8"

Data Interaction
for Nevada Report Card

Group Summary Report
CRT (New NV Standards), Year 2016-2017, Grade 6

Group	Year	Grade	Number Enrolled	Reading	
				Number Tested	% Proficient
State - 00	2016-2017	06	36549	36031	42.5
State Public Charter Schools - 18	2016-2017	06	3180	2890	50.1
Nevada Connections Academy - 18405	2016-2017	06	241	164	57.9

+ Show Footers

Data Interaction
for Nevada Report Card

Group Summary Report

CRT (New NV Standards), Year 2016-2017, Grade 7

| | | | | | Reading | |
Group	Year	Grade	Number Enrolled	Number Tested	% Proficient
State - 00	2016-2017	07	35865	35256	46.9
State Public Charter Schools - 18	2016-2017	07	2983	2607	56.1
Nevada Connections Academy - 18405	2016-2017	07	348	203	52.7

+ Show Footers

P0044

Data Interaction
for Nevada Report Card

Group Summary Report
CRT (New NV Standards), Year 2016-2017, Grade 8

Group	Year	Grade	Number Enrolled	Reading	
				Number Tested	% Proficient
State - 00	2016-2017	08	35897	35132	46.4
State Public Charter Schools - 18	2016-2017	08	2597	2238	54.0
Nevada Connections Academy - 18405	2016-2017	08	351	228	53.9

⊞ Show Footers

P0045

Exhibit "9"

Exhibit "9"

Elementary School

Elem. School Name	NSPF School #	CRT Math Proficiency	CRT ELA Proficiency	ELA Median Growth Percentile	MATH Median Growth Percentile	ELA Adequate Growth Percentile	MATH Adequate Growth Percentile	MATH Opportunity GAP	ELA Opportunity GAP
		Pt. Range 0-100	Pt. Range 0-100	Pt. Range 0-10	Pt. Range 0-10	Pt. Range 0-7.5	Pt. Range 0-7.5	Pt. Range 0-10	Pt. Range 0-10
NV Conn ES	18405.1	23.42	46.35	2.00	1.00	1.50	0.50	1.00	1.00
Random #1		51.45	62.16	6.00	8.00	6.50	6.00	6.00	8.00
Random #2		31.00	47.52	8.00	7.00	5.00	5.00	6.00	8.00
Random #3		46.67	51.67	5.00	5.00	4.50	4.00	1.00	3.00
Random #4		25.41	32.57	5.00	2.00	2.00	0.50	1.00	4.00
District Mean		43.90	51.30	4.59	4.62	3.99	5.65	5.00	5.00
State Mean		42.10	48.70	5.29					

Indicates below district mean
Indicates above district mean

Middle School

Middle School Name	NSPF School #	CRT Math Proficiency	CRT ELA Proficiency	ELA Median Growth Percentile	MATH Median Growth Percentile	ELA Adequate Growth Percentile	MATH Adequate Growth Percentile	MATH Opportunity GAP	ELA Opportunity GAP
		Pt. Range 0-100	Pt. Range 0-100	Pt. Range 0-10	Pt. Range 0-10	Pt. Range 0-7.5	Pt. Range 0-7.5	Pt. Range 0-10	Pt. Range 0-10
NV Conn MS	18405.2	21.93	54.62	5.00	2.00	4.00	1.50	2.00	7.00
Random #1		33.58	50.53	4.00	3.00	3.00	3.00	3.00	8.00
Random #2		19.59	31.76	4.00	5.00	1.00	5.00	6.00	8.00
Random #3		38.10	45.24	5.00	8.00	2.50	4.00	10.00	3.00
Random #4		38.00	57.33	10.00	8.00	5.00	0.50	10.00	4.00
District Mean		32.56	49.57	6.30	6.25	3.40	3.45	6.95	7.40
State Mean		26.90	47.00						

Indicates below district mean
Indicates above district mean

High School

High School Name	NSPF School #	End Of Course MATH Proficiency	End Of Course ELA Proficiency	4YR Adjusted Cohort Grad Rate
		Pt. Range 0-100	Pt. Range 0-100	Pt. Range 0-100
NV Conn HS	18405.3	50.82	71.18	40.09
Random #1		38.00	45.90	45.00
Random #2		52.88	76.34	99.35
Random #3		53.04	65.86	67.44
Random #4		70.50	88.35	95.74
District Mean		54.90	70.50	58.55

Indicates below district mean
Indicates above district mean