

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	Nevada Department of Education (NDE)
Request Approved	August 28, 2012
Request Amended	August 1, 2013
ESEA Flex Monitoring Activity	Part B Desk Monitoring
Monitoring Review Date(s)	August 7 & 15, 2013
Exit Conference	August 30, 2013
Interviews Conducted	NDE Staff
U.S. Department of Education (ED) Monitors	Leslie Clithero Victoria Hammer

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.

- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- In 2012-2013, NDE reviewed, assessed, and revised, as appropriate, its system for collecting, reporting, and using data – the Nevada School Performance Framework (NSPF). NDE continues to use data collected for the purpose of sustaining gains, building this data into the School Performance Plan document that all priority, focus and other Title I schools are required to complete annually.
- As exemplified through NDE’s work with the Teachers and Leaders Council (TLC) and its annual family engagement summit, NDE is making sure that input from teachers and their representatives and other diverse stakeholders is widely sought, meaningfully considered, and incorporated when appropriate. Continuous efforts are in place to review, assess, and revise, as appropriate, NDE’s method for engaging and soliciting stakeholder feedback; for example, NDE recently hired a Public Information Officer who will provide additional support in this area.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Not Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Not Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Not Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Not Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

ELEMENTS REQUIRING NEXT STEPS

Element	Monitoring (EDGAR 80.40 and 2.G)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Under its approved request for ESEA flexibility, NDE is required to have a process to monitor implementation of ESEA flexibility activities at the local educational agency (LEA) and school levels regarding implementation of college- and career-ready standards, differentiated recognition, accountability, and support systems, and development, adoption, piloting, and implementation of teacher and principal evaluation and support systems. While NDE has elements of this monitoring in place, NDE does not have a comprehensive system for monitoring across all three of the ESEA flexibility principles. Specifically, in Nevada, regional professional development programs (RPDPs) monitor LEA and school implementation of college- and career-ready standards, yet NDE does not have a systematic method for receiving data or updates from the RPDPs about LEA work in this area.
Next Steps	Within the ESEA flexibility extension process, NDE must submit a high quality plan that describes NDE's plans for working with Nevada's RPDPs to ensure that LEAs and schools are monitored for implementation of college- and career-ready standards, as part of NDE's comprehensive monitoring across all three principles of ESEA flexibility, and an amended request as appropriate.

Element	Transition to and Implement College- and Career-ready Standards (1.B)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Under its approved request for ESEA

	flexibility, NDE should be carrying out its plan to transition to college- and career-ready standards, and ensuring implementation of these standards in the 2013-2014 school year, for all schools and students. While NDE asserts that Nevada's RPDPs are ensuring implementation of college- and career-ready standards, NDE was not able to provide evidence of this work.
Next Steps	Within the ESEA flexibility extension process, NDE will submit a high quality plan that describes NDE's plans for working with Nevada's RPDPs to ensure that LEAs and schools are implementing college- and career-ready standards in the 2013-2014 school year, and an amended request as appropriate.

Element	Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . In NDE's request for ESEA flexibility, NDE assured that it would "report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State" by the 2014-2015 school year, as defined by the State Fiscal Stabilization Fund (SFSF) Indicators (c)(11) and (c)(12). Indicator (c)(11) requires reporting for college-going rates for students who enroll in an institute of higher education (IHE). While NDE has a contract with the National Student Clearinghouse to collect this data and report it for SFSF, NDE only receives college-going information from the Clearinghouse for graduating students who enroll at in-state IHEs in Nevada rather than for graduating students who enroll at any IHE nationwide. At this time, NDE does not have a formal plan for collecting the nationwide data.
Next Steps	Within the ESEA flexibility extension process, NDE will outline its plan for collecting and reporting the required data under Assurance 5 of ESEA flexibility by the 2014-2015 school year.

Element	Focus Schools (2.E)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Under its approved request for ESEA flexibility, NDE must ensure that LEAs implement interventions in each focus school based on academic data targeted to the specific school need and the student group performance which led to the school's identification as a focus school. While NDE has a process to determine whether focus schools are implementing interventions, it is not clear that the interventions are aligned to the reason for the school's identification. For the 2012-2013 school year, NDE did not have a systemic process to review focus school plans and to monitor focus schools to ensure that interventions were in place and designed to address the needs of the low-performing students that led to the school's identification.
Next Steps	Within the ESEA flexibility extension process, NDE will submit a high quality

	<p>plan to ensure that it will require each focus school to identify specific interventions that target the needs of the students in the lowest achieving subgroup(s) in the 2013-2014 school year. For instance, NDE may consider amending its Focus School Attachment so that it specifically notes such interventions for future school years. In the high quality plan, NDE will develop a process for monitoring the implementation of these interventions at each focus school during the 2013-2014 school year. Additionally, NDE will submit an amended request as appropriate.</p>
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Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
Summary and Status of Implementation	<p>The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled ESEA Flexibility. Based on the report cards posted on NDE's website (www.nevadareportcard.com), NDE's report card does not include all of the required components as outlined in ED's non-regulatory guidance (February 8, 2013). Specifically, the report card does not include participation of English Learners and students with disabilities on the National Assessment of Educational Progress (NAEP).</p>
Next Steps	<p>Within the ESEA flexibility extension process, NDE must submit a template demonstrating how its report cards based on data from the 2013-2014 school year will fully comply with ED's current report card guidance.</p>

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- NDE should find ways to improve communication with RPDPs, especially around professional development surrounding CCSS implementation, so that NDE is assured that all teachers are receiving professional development surrounding the transition to CCSS for all students with special attention targeted at teachers of low achieving students, English Learners, and students with disabilities.
- NDE should include graduation rate indicators, by subgroup, on the School Performance Plan document, and ensure that all Title I schools that are not making progress against this indicator for the all students group or individual subgroups implement interventions intended to raise graduation rates.