
ESEA Flexibility Request



Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST

Introduction	iii
General Instructions	iv
Table of Contents	1
Cover Sheet for ESEA Flexibility Request	3
Waivers	4
Assurances	7
Consultation	9
Evaluation	9
Overview of SEA’s ESEA Flexibility Request	9
Principle 1: College- and Career-Ready Expectations for All Students	10
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	12
Principle 3: Supporting Effective Instruction and Leadership	18
Sample Plan Template	19

INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

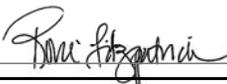
CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		3
Waivers		4
Assurances		7
Consultation		9
Evaluation		16
Overview of SEA’s Request for the ESEA Flexibility		16
Principle 1: College- and Career-Ready Expectations for All Students		18
1.A	Adopt college- and career-ready standards	18
1.B	Transition to college- and career-ready standards	19
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	33
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		35
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	35
2.B	Set ambitious but achievable annual measurable objectives	58
2.C	Reward schools	69
2.D	Priority schools	72
2.E	Focus schools	80
2.F	Provide incentives and supports for other Title I schools	85
2.G	Build SEA, LEA, and school capacity to improve student learning	87
Principle 3: Supporting Effective Instruction and Leadership		90
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	90
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	97

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A1
2	Comments on request received from LEAs (if applicable)	A2
3	Notice and information provided to the public regarding the request	A3
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A4
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A6
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	A8
9	Table 2: Reward, Priority, and Focus Schools	N/A
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	A10
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	A11a

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Nevada Department of Education	Requester's Mailing Address: 700 East Fifth Street Carson City, NV 89701
State Contact for the ESEA Flexibility Request	
Name: Rorie Fitzpatrick	
Position and Office: Interim Deputy Superintendent	
Contact's Mailing Address: 700 East Fifth Street Carson City, NV 89701	
Telephone: 775-687-9217	
Fax: 775-687-9123	
Email address: rfitzpatrick@doe.nv.gov	
Chief State School Officer (Printed Name): Keith Rheault	Telephone: 775-687-9217
Signature of the Chief State School Officer: X 	Date: February 28, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will 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. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Nevada is a geographically large state, yet has a small number of residents, serving just under 440,000 students in PreK-12 public education, and with fewer than 23,000 teachers statewide. This dynamic supports communication and collaboration across the state in ways that are easier than in densely populated states. As is the tradition in Nevada, stakeholders were approached early and meaningfully to be a part of the development of our next generation accountability system. Accordingly, engagement and input from Nevada teachers was sought through several targeted efforts. A statewide survey was sent to Nevada’s 17 school districts as well as the 15 state-sponsored charter schools, encouraging all teachers to provide input on specific considerations for each of the three principles of the state’s Waiver Application. The President of the Nevada State Education Association (NSEA) assisted in designing the survey questions. Of the 1657 respondents, 49% were teachers. Additional survey efforts, described in detail in Question 2, were undertaken in Clark County School District, which provides education to 71% of the State’s students. Teachers were also encouraged to provide input in writing or via phone to a designated representative at the Nevada Department of Education (NDE), however no additional input was received through this mechanism. Interestingly, responses from teachers who responded to the statewide survey largely mirrored feedback from other stakeholders, as described below in Question 2. Among other considerations, there was consistent agreement in both the types of indicators and measures that should be used to evaluate and classify school and educator performance.

Meetings were held with representatives of the NSEA as well as local association leaders. These face-to-face meetings afforded opportunities for association leaders to receive information about proposed accountability redesign concepts, to share concerns and hopes, and to provide targeted input and feedback on Nevada’s Waiver Application. A set of materials including talking points and PowerPoint presentations were prepared and shared with Association leaders to support meaningful dialogue with their constituents. Surprisingly, NSEA leaders were less concerned about the labels applied to schools than were other stakeholders, as described in question 2, below. Teacher leaders were concerned about making sure that all educators receive the necessary ongoing professional development to support acquisition of knowledge and skills to be able to teach the Common Core State Standards (CCSS). In these meetings, the NDE affirmed its commitment to working with the statewide CCSS Steering Committee, described in Principle 1, to continue to roll out the CCSS in ways that afford job-embedded professional development to support teachers and administrators. Because these concepts were also contemplated in the State’s approach to Principle 1, no changes to the application were needed in this regard.

It is especially noteworthy that teachers are primary partners in the state’s work to develop a comprehensive system of educator evaluation. As a result of State legislation passed in June 2011, a statewide Teachers and Leaders Council (ILC) exists. This Council, more fully described in

Principle 3, has been created to develop recommendations for the creation and implementation of statewide uniform performance evaluation system. Of the 15-member council, 4 members are teachers, who have an active voice in shaping the way that teachers and administrators will be evaluated, as well as how they will be supported through systems that foster continuous improvement. As part of the waiver development process, the TLC received presentations on the application requirements and proposed concepts to address the criteria under Principles 1 and 2. It was relayed that the work of the TLC is the foundation for Principle 3, and that teachers will directly impact the development of the educator evaluation system described within this application. The TLC made suggested revisions to the values statements, which were changed in response to their feedback, as well as strongly recommended that there be alignment in the ways that educators and schools are evaluated, classified, and supported and rewarded. Based on the input of the TLC as well as association leaders, the State refined the working Theory of Action upon which the proposal is built, specifically addressing the concept of alignment across PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, and professional development.

Finally, draft copies of the Application were sent to NSEA leaders in advance of submission so that they could provide focused feedback on the concepts and the content of the state’s proposed system.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Nevada engaged stakeholders through a comprehensive approach that included a number of strategies to seek input and shape the creation of a next generation accountability system that fosters college and career readiness for all students in the State. These strategies included: the creation of an Accountability System Redesign Committee and sub-set called the Core Group, numerous presentations to critical stakeholder groups, individual meetings with leaders of various state and local organizations, a statewide survey, the opportunity to email or phone a designated SEA contact, electronic feedback loops, press releases to statewide media outlets, and distribution of draft copies of the Waiver Application. Each of these efforts is described in more detail below.

The State’s first undertaking was to create an Accountability System Redesign Committee and as a subset of that entity, a Core Group. The Accountability Redesign Committee is comprised of 40 stakeholders representing a broad-based constituency. The Committee members have a breadth of expertise and experience in designing and implementing accountability systems and in providing and influencing education for PreK-12 students in Nevada. Members of the Committee represent 16 of Nevada’s 17 school districts, as well as the State Public Charter School Authority (SPCSA), and the Nevada System of Higher Education. They have skills and experience in issues associated with college and career readiness including Common Core and other State standards; accountability and assessment design and implementation; curriculum and instruction, school, district, and State improvement, and pedagogy for diverse learners including students with disabilities and English Language Learners. A 16-person sub-set of the Committee was created to serve as “think tank” to create ideas and generate work in response to directions from a broad array of individuals, which included NDE, school district, and SPCSA personnel. The whole Committee formally met three

times and engaged in email and phone interchange across the period from October 2011 through February 2012. The Core Group met 2-4 times per month beginning in November 2011 and concluding in February 2012. From these entities, a set of foundational values was created, which was shared with numerous existing stakeholder groups who were consulted as part of the state's development process. Each of these groups and the specific feedback they provided are described below, including input and refinement to the values statements. Additional input from the entities articulated below brought refinement to the values and also generated the Theory of Action, which drove the concepts upon which Nevada's new accountability system is built.

Each of Nevada's 17 district superintendents belongs to the long-standing Nevada Association of School Superintendents (NASS). This group meets face-to-face every month to discuss and enhance their learning on pertinent issues in public education, and to engage in collaborative problem solving and resource sharing. The State Superintendent of Public Instruction and the Deputy Superintendent for Instructional, Research, and Evaluative Services also participate in these monthly meetings. NASS is a significant stakeholder group relative to the development and implementation of a new accountability system. Accordingly, in the months of November 2011-February 2012, a preponderance of time during each of their monthly meetings was dedicated to interactive dialogue about the redesign of a statewide accountability system and about capacity to implement a new system. Perspectives were shared regarding school and educator classifications, supports, and consequences, all of which shaped the State's application. In particular, the perspectives of this group deeply impacted the creation of the School Performance Framework that is described in Principle 2. A number of scenarios were considered with regard to the relative weightings for measuring student achievement including indicators for growth, status (i.e., proficiency), gaps in subpopulation performance, and other indicators. NASS was a critical stakeholder group in making recommendations to the state regarding the various weights that each of these indicators should bear in order to rank and classify school performance.

Political leaders in Nevada have also actively been consulted to shape the application. Governor Brian Sandoval was engaged in the development of the application both through senior staff liaisonship to the NDE as well as through a face-to-face meeting held with the Governor and Dr. Keith Rheault, State Superintendent of Public Instruction. Members of the Governor's Office staff have been in attendance at monthly NASS meetings and have met with NDE leaders intermittently to discuss application content and progress. Gubernatorial engagement is particularly relevant in Nevada, as the state is undergoing a paradigm shift in the way the state superintendent comes to the position. In April 2012, for the first time in Nevada's history, a superintendent will be appointed by the Governor. Also new is that this individual will be a member of the Governor's Cabinet. This relationship is anticipated to yield a greater deal of partnership from other state agencies such as the Nevada Department of Employment, Training, and Rehabilitation, which will be useful as the NDE furthers efforts to refine cross-agency data systems, as one example. Governor Sandoval is a tremendous supporter of education and has a particular interest in the success of students who are English Language Learners, targeting expertise in this area as well as other equity issues, within the recruitment efforts for the next state superintendent. The Governor has been most interested in the labels to be applied to schools within Nevada's School Performance Framework, and the application has been modified to classify schools along a five-start continuum in accordance with his preferences. This preference also matches that commented upon by the Legislative Committee on Education, who received a formal presentation about the ESEA waiver during a meeting in January 2012. The Committee, which is bi-partisan, agreed that flexibility is needed, and approved

the direction the state department of education is pursuing. Also relevant is the that the configuration of the State Board of Education (SBE) has been modified, such that in January 2013, the SBE will include a combination of elected and appointed members, whereas membership has historically been elected singly by the populace. The current State Board has been apprised of the NDE's application development efforts through formal presentations during Board meetings every other month starting in October 2011. No recommendations were made by the Board to revise the application contents or concepts.

The Special Education Advisory Committee (SEAC) — a group of stakeholders dedicated to advocating for students with disabilities and comprised of a majority of parents of special education students and people with disabilities — engaged in conversations about the State's proposed waiver application in both November 2011 and January 2012. The SEAC is chaired by the Executive Director Nevada PEP – the State Parent Training and Information Center for parents of students with disabilities, vice chaired by a representative from higher education, and among others, includes membership by the Nevada Disability and Advocacy Law Center- the state's Office of Protection and Advocacy. SEAC responded favorably to the state's intention to lower the minimum “n” size from 25 to 10 for sub-population accountability, and expressed appreciation that Nevada is committed to a sustained focus on the performance of students with disabilities. SEAC restated previously voiced concerns about how to ensure that students with disabilities master the Common Core State Standards, which resulted in robust conversations about the need for enhanced professional development for teachers who provide services to students with disabilities, both on CCSS content knowledge and on pedagogy. In these meetings, the state affirmed its commitment to working with key entities and organizations to foster professional development and growth so that all personnel have the skills necessary to support effective, learner-centered instruction for college and career readiness for all students. This included focusing on those students who are currently performing under grade level expectations, as is the case with many students with disabilities in Nevada. SEAC's concerns mirrored the feedback provided by the Special Education District Administrators' (SEDA) organization, comprised of Nevada's 17 school district special education directors, which engaged in focused conversations about the waiver application over the course of fall 2011. Both groups believe it is necessary to pay particular attention to the inclusion of special education students in core content classrooms. In the aggregate, Nevada has a very high inclusion rate relative to the amount of time special education students spend in regular education classrooms. However, for both special education and English Language Learner (ELL) students, it is critical that they receive instruction from core content experts who have the pedagogical skills to deliver learner-centered instruction that meets individual students' needs to reach mastery of college and career ready standards. Nevada's commitment to fostering these outcomes is described in detail Principle 1, 2, and 3 in this application. SEAC in particular supported the conceptual approach to supporting schools under a Response to Intervention (RTI) framework, which results in those with data-based needs for supports receiving the targeted interventions they require to succeed. Both SEAC and SEDA concurred with a focus on growth, and requested the state continue to explore opportunities for students to demonstrate mastery of CCSS and other standards through non-traditional performance based assessments.

Engagement to increase outcomes for Nevada's English Language Learners (ELL) has focused to a great extent on seeking input regarding the adoption and rollout of the World Class Instructional Design and Assessment (WIDA) Standards. The NDE believed at that time, and still does, that

adherence to the WIDA standards in the delivery of instruction for ELL students will increase outcomes for this population of learners. Therefore, beginning in the spring of 2011, the NDE initiated conversations with Nevada school districts to explore a statewide move towards the WIDA standards, a concept that was uniformly embraced by stakeholders. Since that time, continued dialogue has occurred along with professional development and technical assistance to develop plans to effectively rollout the WIDA standards across all of Nevada’s school districts, as well as with those Nevada charter schools that serve ELL students. Stakeholders agree that adoption and rollout of the WIDA standards is necessary to increase the rigor of our expectations of ELL students, and is further substantiated by the alignment of WIDA and Common Core State Standards. It is anticipated that through careful planning and implementation, this work will support our statewide efforts to increase the use of academic English in content area classrooms and to foster inclusive education for ELL students that results in meaningful college and career readiness. Additionally, members of the Clark county- and Washoe county- based Latino Chambers of Commerce were engaged through the leadership of those respective school districts to gather input on the principles that are addressed in this application. Key leaders in the Latino community agreed that increasing outcomes for ELL students is a State priority, stressing that students must master the English language as well as academic subjects. They agreed that differentiating instruction to meet the needs of special learners is necessary, and appreciate that the State is committed to shining a spotlight on the needs of ELL students. No suggested changes to the accountability system were made from these ELL representatives.

To facilitate engagement of multiple parent leaders from across the state, a phone meeting was held with the State PTA President as well state board members of the Nevada Parent Teacher Association (PTA) and the State Superintendent. Parent leaders have expressed appreciation for the continued focus on sub-population performance, and were pleased to see a heightened focus on the achievement of college and career readiness for Nevada’s students. The group discussed their concerns about Nevada’s educational performance — for which the state was assigned an overall rating of C- in the recent Quality Counts 2012 report — stating that Nevada’s economy will only improve if our educational system improves. They agreed with the orientation proposed by the state to provide more autonomy to those schools with demonstrated success and more management for those schools identified as under-performing. The group shared their perspective that parent involvement and family engagement must be expected from every school and that it must be a priority for educators. Principle 3 speaks to this element, with Nevada’s performance evaluation system to require an analysis of teachers’ and administrators’ use of family engagement strategies and these data to be factored into educators’ performance ratings. PTA representatives did not care for an approach to letter grades for school labels, yet believed that the labels should be useful and simple to understand. The State PTA leader has drafted and submitted a letter of support for the application.

Feedback from leaders of the Nevada State Education Association was also solicited through a face-to-face meeting. Because the State is already undertaking significant reform initiatives with regard to teacher and administrator evaluation — with active involvement of teachers — union leaders did not have a tremendous amount of additional feedback to share with regard to the waiver application. They reiterated the need for educator evaluation systems to rely upon the use of multiple measures, all of which must be valid and reliable, in order to well inform human capital decisions. As described in Principle 3, these are mandated underpinnings of Nevada’s future system, and there is implicit understanding of the need to approach this work in ways that are

especially thoughtful with regard to implications for implementation. There was agreement with the State's proposed orientation that resources should be targeted where the data warrant a need for more intensive intervention, and that rich, job-embedded professional development is the most important factor for increasing educator capacity to provide learner-centered instruction that support student growth and proficiency. Caution was expressed about using school labels that might reinforce negative values or replicate the ineffective features of No Child Left Behind (NCLB). An accountability system where capacity-building is a driver identifies specific needs and aligns effective supports to those needs. The NSEA expressed interest in school identification that better inspires building capacity.

Nevada is fortunate in that more than a decade ago, the Legislature recognized the need for targeted attention on the state's Native American students. At that time, and since then, a designated education programs professional has existed at the NDE, focused on fostering results for Native American students. One of the communication tools that exists is a statewide listserv for individuals interested promoting educational success for Native American students. Information about the waiver was sent across this listserv and tribal leaders were encouraged to provide feedback to shape the state's accountability system through responses via email or phone, as well as feedback on the draft application. No feedback was received through the listserv, however, comments were shared through the NDE's Indian Education Program Professional, in support of building a system that makes sure to pay attention to reporting on the needs of native students, even when they constitute only a small percentage of a given school's enrollment.

The State also reached out to leaders of the National Association for the Advancement of Colored People (NAACP) Las Vegas to solicit feedback on Nevada's proposed system. Email exchanges as well as a draft copy of the application were shared in advance of final submission to attain input on the application.

The Nevada Association of School Boards (NASB) provided focused feedback during an interactive dialogue session in January 2012. Conversations with this group centered largely on policy implications, including issues associated with transitioning to the Common Core State Standards and the SMARTER Balanced Assessment Consortium (SBAC), working with district leaders to empower reward schools and support focus and priority schools, while also increasing outcomes across all schools, and staying close to the work of the Teachers and Leaders Council as that group prepared recommendations for a statewide uniform performance evaluation system for teachers and administrators. NASB was especially concerned with the classification of schools, voicing a unified opinion that the labels applied to schools matter, and that there are tremendous morale implications for schools in response to the label they are given, especially when the labels are negative in nature. This feedback, which was the same as that voiced by all other stakeholder groups, shaped the state's decision to label schools using a framework that rests on "Levels".

As mentioned in Question 1 (above), a 15-member Nevada Teachers and Leaders Council (TLC) exists to formulate recommendations for the creation and implementation of a statewide uniform performance evaluation system. It is worth noting that members of the TLC include teachers, administrators, higher education representatives, businessmen, school board members, and a designated parent representative. As evidenced in the selection of the committee and in their dialogue in public meetings, different members have a focused skill set in working with diverse learners, including students with disabilities, English Language Learners, and students living in

poverty, accompanied by a demonstrated passion for improving results for all Nevada students. When presented with information about the state’s ESEA Waiver Application in December, the TLC responded strongly that the ways in which educators are evaluated and classified should align with the methodology for school identification. The TLC opined that it would not make sense for a system to exist in which a school was identified as failing while simultaneously rating the majority of the school’s administrators and teachers as highly effective. Accordingly, the values statements driving the development of the system were modified to address this consideration, and the theory of action was refined to address cross-system alignment.

With a particular focus on implementation considerations, the Nevada Association of School Administrators (NASA) was also consulted as part of the State’s process for creating a new accountability system. Comprised of district and school level leaders, NASA members were especially interested in sharing feedback with regard to the rollout of the CCSS, and implications for student subpopulations to receive effective, learner-centered instruction and be able to demonstrate mastery through the SBAC assessments. The group spoke to the importance of timely and relevant data to support decision making, and agreed that an RTI-centered approach to school support makes sense. Feedback from this group, as well as NASS and the Core Group resulted in the State deciding not to label school districts, but to keep the labels as well as the focus, squarely centered on diagnostic analysis, improvement planning, and implementation at the school level, with district leveraged support as a principal mechanism for these activities. That said, consensus was reached with regard to the need for district leaders to assume responsibility for helping to increase outcomes for students at all schools, and especially at those schools with demonstrated under-performance. This group, along with NASS, was also in support of the need to differentiate classifications for alternative schools such as those that exclusively serve students with significant disabilities or are associated with correctional institutions.

The Title I Committee of Practitioners (COP) also met to discuss Nevada’s proposed next generation accountability system. This committee - comprised of teachers, administrators, parents, community and business representatives and private school educators - expressed agreement that the conditions that currently exist mandating Supplemental Educational Services and School Choice are not an effective use of funds. District leaders agreed with this perspective. Accordingly, the State’s Waiver Application requests flexibility to stop mandating the set aside of funds for this purpose. The COP also provided input regarding the notion of “rank and serve” for Title I schools, voicing their perspective that the State should seek conditional flexibility on current requirements.

Much of the basis for the School Performance Framework and the cascading system of autonomy and managed performance, which are described in Principle 2, and which are cornerstones for the new accountability system, was driven by the work of Clark County School District (CCSD) and Washoe County School District (WCSD), which collectively serve approximately 85% of Nevada public school students. CCSD engaged in targeted outreach efforts with regard to the School Performance Framework, surveying and/or meeting with more than 5000 stakeholders for their perspectives on this new way to diagnose and classify school performance. Target audiences for these endeavors included the Latino and Asian Chambers of Commerce, the Paiute Tribe Education Committee, the Clark County Black Caucus, School Board Trustees as well as District Parent Advisory Groups, the Board of Trustees, and district principals and teachers. Responses to these local outreach efforts helped to drive decision making about school indicators and weighting distributions for school classification.

WCSD also undertook significant efforts to engage community feedback, and much of the work of that district helped to inform the state application with regard to the comprehensive system of school supports and rewards, as built around the concept of Managed Performance Empowerment (MPE) described in Principle 2. In January 2011, WCSD took the lead on MPE and created the first reform policy in the State centered on principles of accountability and with the full support of their Board of Trustees. Almost 3000 stakeholders were consulted in the development of the District's *Envision WCSD 2015*, which articulates the Managed Performance Empowerment Action Plan for Reform. These outreach efforts included Town Hall events as well as targeted meetings with parents, educators, Education Alliance, Reno/Sparks Chamber, local representatives of the NAACP, Latino organizations, local institutions of higher education, State and local political leaders, P16 Council members, Reno Sparks Indian Colony and Native American representatives, and local business leaders.

A statewide ESEA Waiver Survey was created in consultation with leadership from the Nevada State Education Association and Nevada school districts, and was made available online through partnership efforts by Washoe County School District. The survey link was sent to leaders of the various entities described in this section for them to disseminate to their constituents. The survey contained two questions about respondent demographics and eight substantive questions to help shape the design of the Nevada's next generation accountability system. Responses were received from stakeholders representing 12 of Nevada's 17 school districts as well as state-sponsored charter schools not affiliated with local school districts. Significant responses included the following:

- When ranking schools, growth matters most (64%) with proficiency the next highest (20%)
- School success should be measured by more than test scores (89%), and should include considerations such as:
 - Classroom Observations (60%)
 - Attendance (55%)
 - Graduation rates (50%)
 - Administrator Observations (40%)
 - Parent Surveys (53%)
 - Staff Surveys (43%)
 - Student Surveys (37%)

Finally, drafts of the application itself were disseminated to all of the above-mentioned stakeholder groups. A stakeholder input form accompanied the application in order to provide interested stakeholders with an easy mechanism to respond, and stakeholders were also invited to share feedback about the proposal in other ways that were convenient for them, including email exchange, submission of marked up copies of the application, and/or phone engagement with NDE staff. Ongoing dialogue and collaboration in the implementation of the new system will be equally critical to the efforts undertaken for creation of this proposal seeking permission to adopt and apply this system.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Nevada has developed a comprehensive approach to accountability, driven by values established by statewide stakeholders and built from a robust theory of action. Underlying values include credibility, defensibility, fairness, accuracy, feasibility, and transparency. Accordingly, Nevada's next generation accountability system is:

- coherent, with systems alignment to ensure interdependent functionality
- actionable, providing feedback to support effective instruction
- focused on narrowing achievement gaps
- built with growth as a priority measure
- supportive of college- and career- readiness
- differentiated for school supports and rewards following a "loose-tight" paradigm for empowerment and management of school performance
- purposeful in engaging and reinforcing stakeholders in system design and implementation

These values are manifest in an excerpt from Nevada's theory of action:

The purpose of public education in Nevada is to meet the learning needs of all students in order to prepare them to be college- and career-ready. This purpose is supported by an integrated and comprehensive accountability system, which has two essential aims: to ensure educators meet professional responsibilities and to support capacity building. The system achieves this goal by aligning PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, and professional development.

To ensure Nevadans graduate high school college- and career-ready, the State has adopted Common Core State Standards (CCSS) and is a governing state in the SMARTER Balanced

Assessment Consortium (SBAC). College readiness is defined in State regulations; additional work progresses to define career readiness. Significant advancement has been made to support rollout of CCSS and SBAC, in partnership with key entities, including districts, higher education, and the Regional Professional Development Programs, a statewide infrastructure for high quality training. Explicit attention is focused on meeting the needs of students with disabilities and English Language Learners (ELLs), including engagement in the National Center and State Collaborative GSEG Grant to address needs of students with significant disabilities, and active work to adopt and rollout the World-Class Instructional Design and Assessment (WIDA) for ELL students.

In keeping with stakeholder values, Nevada’s School Performance Framework (NSPF) has been created to diagnose school performance and leverage targeted interventions that yield increased student achievement. The NSPF is built upon analyses of schools’ results from multiple measures, conceived through a weighted formula of 40% Nevada Growth Model, 30% Proficiency, 20% Subpopulation Gaps, and 10% Other Indicators. These measures are undergirded by a point-based system, assigning school classifications of 5-Star, 4-Star, 3-Star, 2-Star, or 1-Star. Especially noteworthy is attention focused on subpopulations by shrinking existing N sizes of 25, down to 10. Differentiated school supports occur within a framework of Managed Performance Empowerment: rewarding high performance with autonomy; tightly managing underperformance through focused support.

Finally, Nevada recognizes that effective educators are the cornerstone for success. Every classroom deserves an outstanding teacher; every school an exceptional administrator. Statewide performance evaluation system guidelines exist in State statute. The 15-member Teachers and Leaders Council is diversely configured, and will shape the statewide evaluation model, mandating at least 50% student achievement data inform educators’ evaluations, the results of which will grow educator expertise through dynamic and aligned systems of preparation, licensure, and ongoing professional growth and enrichment.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the

Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- Attach evidence that the State has

<p>State’s standards adoption process. (Attachment 4)</p>	<p>adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <ul style="list-style-type: none"> • Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)
---	---

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Nevada stakeholders have agreed that the purpose of public education in Nevada is to meet the learning needs of all students in order to prepare them to graduate and to be successful in post-secondary environments. This purpose statement derives from a comprehensive set of values about the ways in which we foster student success, including key considerations for the adoption and implementation of college and career ready standards. Nevada is facing unprecedented economic challenges, which has significantly heightened attention on the need to develop a more diversified economy. A recent report¹ commissioned by the Governor’s Economic Development Committee cites “substantial workforce skills shortfalls” as one of Nevada’s key challenges in moving towards a stable economy, in which we are less focused on short-term consumption and instead focused on attracting diverse and innovative economic sectors to help grow our economic opportunities.

In order to provide the researchers, managers, entrepreneurs, and skilled workers that will allow the State to develop industrial sectors for an innovation-based economy, Nevada needs to refine and enhance educational systems throughout PreK-12 schools, community colleges, and four-year universities. This work begins with a common vision for college and career readiness and an appreciation of the need to purposefully align systems to promote desired outcomes. Adopting and implementing the Common Core State Standards (CCSS) clearly communicates the State’s expectations for school, district, and state performance. The CCSS provide the foundation for

¹ *Unify, Regionalize, Diversify: An Economic Development Agenda for Nevada*. Retrieved November 11, 2011 from http://www.brookings.edu/~media/Files/rc/papers/2011/1114_nevada_economy/1114_nevada_economy.pdf

curriculum design, instructional practice, and formative, interim, and summative assessments at the state and local levels. Nevada’s adoption of the CCSS and engagement in the SMARTER Balanced Assessment Consortium (SBAC), as well as the State’s efforts to purposefully rollout and scale up instruction towards, and assess student mastery of, the CCSS moves the State toward attainment of college and career readiness for all students. These adoption, rollout, and scale up efforts are described below in detail.

Timeline of Key Activities to Adopt College and Career Readiness Standards

October 2010

The Nevada State Board of Education voted to adopt the CCSS in English Language Arts (ELA) and Mathematics. (See Minutes of the Nevada State Board of Education, October 2010, Attachment 4). In the previous summer, the draft CCSS had been endorsed by both the Nevada State Board of Education and the Nevada Council to Establish Academic Standards, a legislatively created body responsible for overseeing the development and adoption of academic standards in Nevada.

2010-2011 Legislative Biennium

The Nevada Legislature created a strong policy foundation for college- and career- readiness for all students by passing Assembly Bill 138, which authorized the Nevada Department of Education (NDE), and the Nevada System of Higher Education (NSHE), to establish clearly defined goals and benchmarks for public high school students to ensure preparation for postsecondary success. Additionally passed was Senate Bill 14 requiring the State Board of Education to develop a model curriculum for ELA and Mathematics for Kindergarten and grades 1 to 12.

2009-2010

The College Readiness Taskforce, consisting of Nevada school district leaders, school board members, NDE staff, and faculty from Nevada’s community and four year colleges, developed a college-readiness definition and recommended college-readiness standards.

January 2010

The Nevada State Board of Education adopted a college readiness definition and made clear through regulatory adoption, additional expectations such as course offerings, course enrollment and sequencing, and grade point averages for students to be college ready.

March 2011

The Nevada Legislative Counsel Bureau created Regulation R041-10 articulating the Board’s January adoption. RO41-10 is now in process for codification in the Nevada Administrative Code (NAC).

September 2011

Nevada adopted the World-Class Instructional Design and Assessment (WIDA) standards, which support academic language development and academic achievement for linguistically diverse students through a focus on high quality standards, assessments, research, and professional development for educators.

December 2011

The NDE convened the Career and Technical Education (CTE) Advisory Council. In addition to

an overarching purpose to provide strategies and recommendations to improve CTE — especially with respect to its alignment with workforce- and economic-development initiatives — the Council is charged to engage in preliminary thinking about recommendations to define career-readiness, including the relationship of career-readiness to college-readiness, and to provide a tentative direction for measuring career-readiness. The CTE Advisory Council includes representatives from secondary and postsecondary education, employers, the Nevada State Legislature, professional associations, and economic and workforce development agencies, authorities, and organizations.

Nevada has gained knowledge of best practices for developing and implementing CTE standards as a member of the Career Technical Consortium of States (CTECS). Nevada has worked extensively with the Commonwealth of Virginia to review and consider adoption of Virginia’s Workplace Readiness system. The system includes expansive definitions, lesson plan guidance, and other instructional support resources for each of the twenty-one CTE Workplace Readiness Standards. The new standards, titled Employability Skills for Career Readiness, are scheduled for State Board of Education adoption this year.

The NDE is taking an increasingly greater role with regard to moving forward the state’s efforts on Science, Technology, Engineering and Mathematics (STEM) Education. A stakeholder Committee, comprised of representatives from the NDE, NSHE, PreK-12 public education, Regional Professional Development Programs (RPDPs), and community and business partners is joining forces with other entities in the state that are committed to a progressive STEM agenda. This work will have a deep relationship to supporting efforts to foster college- and career-readiness for Nevada students, as the conceptual ideas being created at this time are put into practice in the coming months and years. A STEM definition has been created by the Committee and will form the basis for collecting, organizing, and publishing examples of STEM education in Nevada, as well as the development of a STEM implementation plan that will guide be instrumental in guiding the evolving work under this area of focus. The definition is:

STEM (Science, Technology, Engineering, and Mathematics) education focuses on active teaching and learning, centered on relevant experiences, problem-solving, and critical thinking processes. STEM education emphasizes the natural interconnectedness of science, technology, engineering, and mathematics, and their connection to other disciplines, to produce informed citizens that possess and apply the necessary understandings to expand Nevada’s STEM-capable workforce in order to compete in a global society.

Nevada Efforts to Transition to College- and Career-Ready Standards

Concurrent with the preliminary adoption of the CCSS in the summer of 2010, the NDE began the facilitation of a CCSS Implementation Steering Committee. This broad-based group of educators from across the State represents Nevada school districts and charter schools, the NSHE, Regional Professional Development Programs (RPDPs), and the Standards and Assessment work group from Governor Gibbon’s Blue Ribbon Task Force. The Committee’s first leadership act was to bring educators together to conduct a comparative analysis of the CCSS with the existing Nevada State Standards. Following the creation of the resulting analysis documents, the NDE engaged support from WestEd to conduct an external validation of the State’s conclusions. A copy of the WestEd report is available at Nevada CCSS website <https://bighorn.doe.nv.gov/sites/CommonCore/default.aspx>.

Results of this analysis have been used to inform the development of the transition plan described in greater detail below, which is designed to support purposeful, staged instruction and assessment of college- and career-readiness.

A second significant effort of the CCSS Implementation Steering Committee was the creation of a Nevada CCSS website, which serves as a tool to disseminate information and to share resource documents and instructional support materials for Nevada’s transition to the Common Core standards. With designated links for teachers, administrators, and parents, the website is widely recognized as a “go to” source for Nevada stakeholders. A scrolling banner at the top of the NDE website has encouraged a broad array of stakeholders to become aware of this resource. The NDE has received materials from the State PTA to assist parents in learning about the changes that exist in the CCSS, to include guides for every grade level in English and Spanish. While one state-developed draft parent brochure has been created, it is also important that the NDE will be working with PTA to make nationally developed materials available on the website and to engage in additional dialogue about how to ensure that the needs of parents are met through the CCSS rollout process. Such two-way communication will be essential if we are to graduate students who are truly ready for the global marketplace.

The NDE has also prepared a carefully staged transition plan for implementation of the CCSS, and provided this resource widely, including targeted dissemination to school and district personnel, as well as RPDP trainers and administrators. This transition plan, which addresses rollout of the CCSS in English Language Arts and Mathematics in grades K-12 is summarized below and is also available at

<https://bighorn.doe.nv.gov/sites/CommonCore/CCSS%20Brochure/CCSS%20%20Brochure.pdf>

As a governing state in the SMARTER Balanced Assessment Consortium (SBAC), Nevada is also an active member of the Implementing the Common Core Standards (ICCS) SCASS group.

Nevada’s Plan for Transitional Instructional Implementation of the Common Core State Standards	
<p>2011-12 English Language Arts</p> <ul style="list-style-type: none"> • Grades K-8: Full instructional implementation of CCSS • Grades 9-12: Instruction on Nevada standards² 	<p>2011-2012 Mathematics</p> <ul style="list-style-type: none"> • Grades K-2: Full instructional implementation of CCSS • Grades 3-8: Nevada standards with targeted CCSS standards • Grades 9-12: Nevada Standards
<p>2012-13 English Language Arts</p> <ul style="list-style-type: none"> • Grades K-12: Full instructional implementation of CCSS 	<p>2012-13 Mathematics</p> <ul style="list-style-type: none"> • Grades K-2: Full instructional implementation of CCSS • Grades 3-8: Nevada Standards with targeted CCSS • Grade 9: CCSS in Algebra I and Geometry • Grades 10-12: Nevada Standards

² Nevada Standards refers to Nevada State Standards in place before adoption of the Common Core State Standards.

<p>2013-14 English Language Arts</p> <ul style="list-style-type: none"> • Grades K-12: Full instructional implementation of CCSS 	<p>2013-14 Mathematics</p> <ul style="list-style-type: none"> • Grades K-8: Full instructional implementation of CCSS • Grade 9: CCSS in Algebra I and Geometry • Grade 10: CCSS in Geometry and Algebra II • Grades 11-12: Nevada Standards
<p>2014-15 English Language Arts</p> <ul style="list-style-type: none"> • Grades K-12: Full instructional implementation of CCSS 	<p>2014-15 Mathematics:</p> <ul style="list-style-type: none"> • Grades K-11: Full instructional implementation of CCSS • Grade 12: Nevada Standards

The professional development priorities established by the CCSS Implementation Steering Committee have been summarized into three initial phases of implementation, as described below.

1. The first phase of professional development was centered on awareness and the initial dissemination of information related to the CCSS. These efforts occurred during the 2010-2011 school year.
2. With the assistance of the Regional Professional Development Programs (RPDP)s and individual school district offices of professional development, as well as the resources on the CCSS website, the second phase of professional development includes the administration of workshops and courses on CCSS implementation. The State's (RPDP)s, Nevada school districts, and Nevada's two largest universities collaborated to allow participants in these courses to earn graduate credit following successful completion of course objectives. These workshops were offered to teachers in the summer of 2011, and all materials used in these workshops are also archived and available on the NDE and RPDP webpages.
3. The third phase of professional development will be focused on instructional strategies for special populations and focused information dissemination to parents. Materials to support these efforts will be developed in the spring of 2012. Concentrated partnership with experts in special education, ELL, and family engagement will be instrumental in the success of phase three professional development efforts.

Assembly Bill 138 from the 2011 Nevada legislative session authorizes the NDE to work in consultation with the NSHE to develop a plan to establish clearly defined goals and benchmarks for pupils enrolled in public high schools to ensure that those pupils are adequately prepared for the educational requirements of postsecondary education and for success in the workplace. Even prior to the passage of this bill, the NDE had begun collaborating with the NSHE in the dissemination of information about college and career-ready standards as reflected in the Common Core State Standards. As mentioned previously, representatives from NSHE participate in the statewide CCSS Steering Committee. This participation includes representatives from each

of the State-supported four-year institutions of higher learning (IHEs) at the dean and director levels.

As a result of this active partnership with higher education, the NDE facilitated a workshop in February 2011 on the future impact of the CCSS on teacher preparation programs for faculty at the University of Nevada, Reno (UNR), hosted by the College of Education and attended by all Education faculty members. This workshop was also open to faculty from the math and English departments. On an ongoing basis, the state's institutions of higher education (IHEs) are notified of any additional resources added to the state's CCSS website. These resources are regularly used in classes for teacher and leader candidates. The Associate Dean of the College of Education has also recently been added as a member of Nevada's State Collaborative on Assessment and Student Standards (SCASS) team for the Implementing the Common Core Standards (ICCS) (SCASS) work group.

For the past 18 months, the NDE has been collaborating with NSHE in the dissemination of information about college and career-ready standards as reflected in the Common Core State Standards. Specific examples of this collaboration include the following:

- Representatives from each of the State-supported four-year IHEs have been a part of the Core Curriculum Roll-Out Committee. Participation has been at both the dean and director levels.
- The NDE facilitated a workshop on the impacts of CCSS on teacher preparation programs for faculty at the University of Nevada, Reno (UNR) hosted by the College of Education and attended by all faculty from Education and open to faculty from math and English (February, 2011).
- The NDE maintains a CCSS web site and notices of updates are sent to the state's IHEs. These resources are regularly used in classes for teacher and leader candidates.
- The Presidents of UNR and Truckee Meadows Community College (TMCC), as well as the Superintendent of Washoe County School District (WCSD) meet monthly to discuss issues with regard to ensuring successful transition from high school to college, and alignment of curricula. Outcomes of these meetings include the expanded use of the Accuplacer Exam (the assessment used in higher education to place freshmen in the appropriate level of math or English) as an early measure of readiness for higher education coursework.
- Other outcomes of the ongoing collaboration among NDE, higher education and districts include removing the barriers for dual high school college credits and discussions of accelerated high school-to-college programs.

The task of transitioning educators and students to the Common Core State Standards will continue to be a significantly collaborative effort, involving educational groups and other stakeholders, such as parents and business over the next several years. Careful planning, implementation, and timely monitoring of achievement results will guide the design and improvement of elements of the system such as programs for educator effectiveness, curriculum and instruction, and differentiated systems of support.

Targeted Efforts for Literacy

Of tremendous value to Nevada’s efforts to prepare students to master the CCSS and to graduate college- and career-ready, is the work the State has conducted with regard to literacy instruction. As part of its universal support to all schools, in January 2011, Nevada created and convened a Nevada State Literacy Team (NSLT) comprised of 21 members with expertise at all grade levels and in all aspects of literacy education. Members represent the Office of the Governor, Nevada Department of Education, Nevada System of Higher Education, LEAs, early childhood education, schools, Nevada state agencies, Nevada Regional Professional Development Programs, and statewide literacy consultants and libraries. Funded by a Striving Readers Comprehensive Literacy grant, over a two-month period the NSLT created and published the 2011 Nevada State Literacy Plan (NSLP)³. The NSLP sets a comprehensive vision to produce results by providing districts, schools, administrators, teachers, and families with guidelines, recommendations, and expectations for improving literacy in the State of Nevada.

The NSLP builds on current statewide initiatives, especially the adoption of the Common Core State Standards (CCSS) and involvement in a national consortium of states developing common formative and summative assessments (SMARTER Balanced Assessment Consortium). The Nevada State Literacy Plan Consists of Six Essential Elements: effective leadership, effective instruction, teacher preparation programs, family and community partnerships, early childhood literacy instruction, and intermediate and adolescent literacy instruction. As one of only six states funded under the Striving Readers Grant, the implementation of this comprehensive initiative at the State and local levels is a significant factor in Nevada’s support to schools and districts to ensure attainment of college- and career-readiness. Nevada’s State Literacy Plan is built around the following six Essential Elements:

1. *Effective Leadership* – Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with the Common Core State Standards (CCSS), and use formative and summative assessments.
2. *Effective Instruction* – All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels.
3. *Teacher Preparation Programs* – Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Colleges and universities will prepare teachers and work with literacy leaders to shape policy to improve literacy instruction.
4. *Family and Community Partnerships* – Literacy leaders recognize that there is a shared interest and responsibility for our students’ literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities

³ Nevada Department of Education. *Improving Literacy for a Strong Nevada*. 2011. Retrieved February 23, 2012 from <https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Striving%20Readers/NSLP%202011%20FINAL.pdf>

work together, parents become empowered, teachers are more effective, schools improve, and the workforce grows strong.

5. Early Childhood Literacy Instruction – Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010).

Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success.

6. Intermediate and Adolescent Literacy Instruction – Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation (adapted from National Council of Teachers of English, 2007).

Through multiple systems, innovations, and professional development reform efforts, which will be scaled-up using funds from grants such as the Striving Readers Comprehensive Literacy (SRCL) grant, Nevada can successfully implement literacy reform on a large scale. School districts funded under this grant will identify underperforming schools, sub-groups, and students in need of targeted interventions and resources, including students with limited English proficiency and students with special needs. Funded districts will develop needs assessments that include data from literacy inventories and statewide assessments to determine the level of support needed for each school and student, ensuring that all students are impacted, particularly Priority, Focus, and other Title I schools.

Over the next three years, Nevada LEAs will receive support for educational reform through the *Nevada Striving Readers* initiative that will align directly to the NSLP and will include:

- *Curricula and instruction materials* (including those which incorporate technology and early language development) that (a) align to CCSS and Nevada Pre-K Standards, (b) adhere to principles of effective instruction, and (c) incorporate technology with universal design.
- *A coherent computer-based assessment system* that includes: (a) valid and reliable screening, diagnostic, and progress monitoring measures that are aligned to CCSS; (b) easy access to and use of data; and (c) accommodations for students with special needs.
- *Job-embedded professional development* provided by implementation specialists/literacy coaches or mentors assigned to each school whose primary duties will be to train and support teachers in (a) implementation of specified curricula and instructional materials with a high degree of fidelity; (b) all of the components of effective literacy instruction; (c) use of specified assessment protocols and resulting data to support instructional decisions; and (d) how to use instructional technology to effect systemic and effective improvement in teaching and learning.

- *Data-Based Decision-Making (DBDM) Literacy Teams* in each school to: (a) support continuous improvement; (b) monitor program implementation and outcomes at the student, classroom, grade, and school levels; and (c) identify professional development needs.
- *Multi-leveled, evidence-based intervention and remediation programs* based on student needs that are informed by continual monitoring of data documented student progress.

Achieving College-and Career-Readiness for Students with Disabilities

Students with disabilities represent about 11% of Nevada’s PreK-12 public education students. In 2009, approximately 21,000 students with Individualized Educational Programs (IEPs) in grades 3 through 11 participated in statewide assessments. Historically among the lowest-achieving subgroup of students in the State, special education students will require instruction from teachers who are extremely well prepared to facilitate individual learning that results in mastery of the rigorous CCSS. In Nevada, 65% of students experience 80% or more of their school day in the regular education classroom. Periods of removal for these students often occur during the instruction of the core content with which the students most struggle. This creates a spiraling problem for facilitating students’ learning to mastery: students are sent to resource rooms to receive primary instruction from special education teachers, who may have more experience and expertise in differentiating instruction, yet by the nature of their training may have less core content knowledge; Conversely, they do not receive instruction for core content experts, yet if they remained in inclusive classrooms, content-expert teachers may not have the necessary depth of pedagogical capacity.

Addressing these concerns requires multi-faceted approaches. Chiefly, partnerships must be strengthened with institutions of higher education to foster the availability of pre-service preparation programs that graduate teachers who possess requisite competencies in both content and pedagogy. Some efforts have already been initiated with regard to this need. For example, the College of Education at University of Nevada, Reno, has changed their elementary teacher preparation program so that all students will now graduate with dual certificates in both elementary and special education. Through the collaborative activities described above, the NDE and State IHE’s have been working to increase efforts to prepare teachers and administrators through a focus on differentiated instruction. All teacher candidates in Nevada are required to take one or more courses in working effectively with students who have disabilities. In combination with a clear focus on teaching to the Common Core State Standards, these courses demonstrate that the State-supported IHEs are actively working to better prepare teachers to ensure all students graduate college- and career-ready. Leadership training for principals and other school administrators emphasizes school reform and the importance of instructional and organizational leadership.

Additionally regarding efforts to foster high achievement for special education students, technical assistance must be provided to schools and school districts to help them analyze their approaches to inclusive education for students with disabilities. The NDE has partnered with two school districts to pilot an approach to curriculum audits for special education programs, and this work may be instructive to support larger scale analyses and improvement planning efforts.

Nevada’s students with significant cognitive disabilities need increased support to meet the

rigorous expectations of the CCSS. To facilitate this outcome, Nevada has joined the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG). The NCSC GSEG is a multi-state project drawing on a ten-year research base. Its long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. The NCSC is developing a full system intended to support educators in implementing college- and career-ready standards among students with disabilities. The system will include curriculum resources and Scripted Lessons aligned to the CCSS, as well as formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation.

Nevada's membership in the NCSC GSEG also provides professional development opportunities through Nevada's Teacher Community of Practice, for teachers who educate Nevada's students with the most severe cognitive disabilities. Nevada is developing an online Teacher Community of Practice to disseminate information, share lesson plans, address issues of differentiated instruction, promote successful practices, and support access to links for established journals and videos. The site will be open to all Nevada teachers in anticipation of developing collaborative instructional practices for use with students who have disabilities as well as their non-disabled peers. While a small focused core group of teachers are currently official members of the Community of Practice, the NDE has opened up participation for non-members to allow opportunities for all teachers to participate in the webinars and have exposure to the professional development materials (curriculum resources, practice lessons, unwrapped standards, etc.).

English Language Learners and Mastery of CCSS

Nevada has a significant and growing population of Limited English Proficient residents. Despite the current economic downturn, according to the Migration Policy Institute (MPI) Nevada is the fastest-growing state in total ELL population. Additionally, MPI reports that Nevada is the third fastest growing state in terms of ELL students⁴. Nevada's English Language Learner (ELL) students need academic English preparation, and will face increased challenges in meeting the rigorous college- and career-ready Common Core State Standards. Approximately 80,000 Nevada students, chiefly children who speak Spanish as a first language, will have been tested on the English Language Proficiency Assessment (ELPA) by the end of school year 2011-2012.

Nevada is collaboratively engaged with a number of other states to support the successful attainment of college- and career-readiness among the State's many ELL students. The NDE and Nevada school districts are focused on providing support to ELL students as we transition to the Common Core. Significant State and district resources, including intense planning efforts have been committed to supporting the transition to college- and career- readiness expectations. A positive element for pre-service preparation is that all teacher preparation programs in Nevada's 4-year institutions require one or more courses for undergraduate majors in teaching English learners. Additionally, the NDE and local districts will continue to collaborate to provide both regular classroom and language development teachers with effective professional development experiences and instructional resources to foster English language learner success in mastering

⁴ Terazzas, Aaron and Michael Fix. *Gambling on the Future*. Migration Policy Institute. 2008. Retrieved February 16, 2012 from http://www.migrationpolicy.org/pubs/NCIIP_Nevada.pdf

CCSS. As part of these efforts, in January 2012, the NDE facilitated a WIDA Standards Workshop for district teams consisting of administrators, ESL teachers, classroom teachers, Title III personnel, RPDP trainers, and State Charter School administrators. This was the first step in implementing the rollout plan for WIDA English Language Proficiency Standards.

During 2012-2014, a number of critical considerations that influence placement and exiting of English Language Learners will be revisited and systemic elements redesigned as needed. These include exit criteria, instructional design, assessment accommodations, student-readiness and placement, and evaluation for Learning Disabilities. In 2014 the anticipated New Generation WIDA Consortium assessment will be available. The NDE has been assured that this assessment will be fully aligned with the Common Core State Standards.

Testing and Instructional Accommodations

Alignment of testing and instructional accommodations for students with disabilities and English Language Learners are critical to support all students in having the opportunity to achieve and demonstrate proficiency of the CCSS. The State has historically participated in studies as well as analyzed existing research to ensure that scores based on accommodated administrations can be meaningfully combined with scores based on non-accommodated administrations. The Nevada Accommodations Advisory Committee, consisting of NDE staff and practitioners who represent district experts in test administration, special education, and ELL, have reviewed existing literature and made recommendations for Nevada-specific studies as appropriate. Additionally, the involvement of NDE staff in the March 2012 SMARTER Balanced Assessment Consortium (SBAC) State Meeting on Accessibility and Accommodations will help inform Nevada's existing policies and guidelines. Intensive communication and professional development will then support teachers in the use of instructional strategies that are consistent with these guidelines. Most Nevada districts are implementing systems of Response to Intervention (RTI) and the state has also been receiving targeted technical assistance from the National Center for RTI in this school year to enhance and refine a statewide implementation plan for RTI. The work under this initiative has and will continue to build capacity for educators to make and implement appropriate decisions for instructional accommodations. Part of this decision making process also includes efforts of Individualized Educational Program (IEP) committees, the bodies charged with considering the needs of and making decisions about, instructional accommodations for students with disabilities. Consequently, the NDE will continue to partner with Nevada PEP, the state Parent Training and Information Center to deliver professional development for parents and students to support their meaningful engagement in these processes.

SMARTER Balanced Assessment Consortium (SBAC)

Evidence of Nevada's commitment to evaluation of student progress in mastering the CCSS is evident in Nevada's early commitment to the SMARTER Balanced Assessment Consortium (SBAC) and engagement as a Governing State. As defined in the SBAC Governance Document, each state is required to take an active role in supporting the work of the Consortium, thus Nevada is currently a member of numerous work groups and committees.

The SBAC is one of two multi-state consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career,

SBAC is committed to ensuring that assessment and instruction embodies the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment system will be field tested in the 2013-2014 school year and administered live for the first time during the 2014-2015 school year.

With strong support from member states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

In preparation for the SBAC assessments in the 2014-2015 school year, Nevada has begun the process of recoding existing assessment items to the CCSS. New items, aligned only to the CCSS, are currently being written, with field-testing to begin in spring of 2012. During each of the test administrations in 2013 and 2014, up to 15% of the live items on the Reading and Mathematics tests will be replaced by the new items. The addition of the new CCSS items to the live assessments has been designed to follow the statewide instructional implementation of these standards.

The SMARTER Balanced Assessment Consortium (SBAC) assessment of 2014-2015 will present additional challenges for students with disabilities and English Language Learners (ELLs). Nevada has committed to partnerships with other states in transitioning to the SBAC and in addressing the needs of students with disabilities and English language learning needs in meeting the more rigorous expectations that will exist through SBAC assessment efforts. Additionally, given its importance to our state, the NDE has allocated time for one of the Department's seven special education program professionals to be a member of the SBAC work group on accommodations and inclusion of special education students in SBAC assessments. This individual, Ms. Lisa Ford, is housed in the same office with peer colleagues in ELL and will continue to collaborate deeply around issues of assessing special education and ELL students. Also useful to this effort is the NDE's commitment to attending SBAC meetings as well as other professional networking opportunities offered by CCSSO and the Southwest Comprehensive Center at WestEd.

Transitioning to the SBAC Assessment in 2014-2015

The following timeline delineates Nevada's rollout of SBAC assessments.

2011-12

- Nevada Criterion-Referenced Tests (CRTs) in reading and mathematics (grades 3-8) begin to field test items aligned to CCSS.
- 5th and 8th grade writing tests are removed from AYP in order to replicate online performance assessments to be administered through SBAC.
- SBAC creates assessment design: formative, interim and summative assessments, which are on-line computer adaptive and technology-based performance tasks.

2012-13

- CRTs in reading and mathematics begin to count some CCSS-aligned items toward the student score.
- SBAC begins development of formative tools and interim and summative assessments aligned to CCSS.

2013-14

- CRTs in reading and mathematics continue to count some CCSS-aligned items towards the student score.
- Nevada educators will have access to formative tools and interim assessments developed by SBAC.
- On-line large-scale field testing of the SBAC assessments will be administered in grades 3-8 and 11.

2014-15

- On-line SBAC assessments will be administered in grades 3-8 and 11 for purposes of school accountability.

Students in the Graduating class of **2018** are currently slated to be the first to use the high school SBAC in ELA and mathematics as a requirement for graduation.

In anticipation of the full implementation of the SBAC assessments in 2014-15, Nevada is planning only limited changes in the structure and content of the Nevada High School Proficiency Examination (HSPE). As the CCSS are implemented across the grades, items aligned with the CCSS will become dominant in the makeup of the tests, but the achievement levels that students need to meet to pass the test as a graduation requirement will remain at current levels. In order to provide information to students, parents, and schools on how the current achievement levels reflect or predict future success, the NDE will work with the state's school districts and IHE's to collect data linking the scores that students receive on the HSPE with scores or grades they subsequently achieve on measures of college and career readiness, such as the ACT, SAT, Accuplacer, or Workkeys® tests, or college placement tests that are administered when students enter postsecondary education. Similar to the studies conducted by ACT in the development of their College Readiness Benchmarks, the NDE will examine empirical data from a large sample of students in the State to evaluate how student scores on the current scales correlate to other measures of college and career readiness. The results of the study correlating performance on the HSPE with probabilities of success on other measures of college and career readiness will be published and shared with the education community in the State.

As Nevada moves toward full implementation of the SBAC assessment in 2014-2015, districts and schools are engaged in efforts to prepare students for assessments of college- and career-readiness. A well-staged and collaborative process for informing educators across the State and for building capacity for delivering effective instruction built on the CCSS is ongoing. This collaboration among districts, the NDE, and the Regional Professional Development Programs (RPDPs) has produced a number of resources available on the NDE and RPDP websites. These include transition documents, training materials, and updates pertinent to the Nevada CCSS (<http://www.doe.nv.gov/index.html>).

National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG)

For the development of Alternate Assessments aligned to Alternate Achievement Standards (AA-AAS) aligned to the CCSS, Nevada is a member of the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG). Assessments designed under the work of this consortium will serve as alternate assessments to the SBAC, with Dynamic Learning Maps (DLM)⁵ as a partner in the AA-AAS project. The Dynamic Learning Maps Alternate Assessment System Consortium (DLM) is a group of 13 states dedicated to the development of an alternative assessment system. The consortium includes the States of Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah, Virginia, Washington, West Virginia, and Wisconsin. DLM is led by the Center for Educational Testing and Evaluation (CETE).

The primary purpose of the NCSG-GSEG consortium is to build an assessment system based on research-based understanding of:

- technical quality of AA-AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

As with the general education assessments, Nevada is preparing for the administration of a full census field test of the NCSC-GSEG assessments in 2013-2014 and live testing in 2014-2015.

Additionally, Nevada will participate in SBAC's Students with Disabilities Advisory Committee (SWDAC). The SWDAC will assist the work groups and other Consortium efforts by providing guidance on how to develop accessible assessments for all students. The committee will be managed under a contract with Dr. Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) at the University of Minnesota and a leading expert on the assessment of students with disabilities.

World-Class Instructional Design and Assessment (WIDA)

Nevada has leveraged the opportunity to join forces with 28 other states who have signed on to the (WIDA) consortium currently funded through an Enhanced Assessment Grant (EAG) from the U.S. Department of Education. To better coordinate the assessment activities relating to ELLs, in 2011 the monitoring and analysis of the English Language Proficiency Assessment was brought into the oversight of the NDE Office of Assessment, Program Accountability and Curriculum (APAC). This shift is helping to facilitate planned analyses of the relationship of ELPA assessments to the assessment. WIDA Standards have been adopted and are in the process of being implemented in the field. The process of selecting an interim assessment to replace the current LAS Links assessment has been initiated. The alignment of the ELPA assessment with the Common Core State Standards will be a major step influencing the selection of the replacement assessment.

⁵ Retrieved January 27, 2012 from <http://dynamiclearningmaps.org/about/about.html>

By collaborating with state consortia such as SBAC, WIDA, and NCSC-GSEG and with Nevada partners such as NSHE, the RPDPs, and with district administrators and teachers, Nevada is carefully and thoughtfully moving toward full implementation of the SBAC assessment in 2014-2015. This well-planned process will provide an effective transition for students and educators as the SBAC assessment moves into center stage as a measure of college- and career-readiness outcomes.

Obstacles to and Leadership for Achieving Success in Principle 1

Rollout of the Common Core State Standards (CCSS)

Meeting the needs of students with disabilities as well as English Language Learners is a challenge for every state, and Nevada is no exception. In order to continue to increase outcomes for this important population of students, engagement will be needed with national content and technical assistance centers to understand and scale up promising practices. Additionally challenging is the need to support effective, two-way communication with all necessary stakeholders. Under the direction and leadership of the Common Core Steering Committee, development and implementation of a comprehensive communication plan will be applied to leverage success in this arena. While the NDE does not have a Public Information Officer, access to support for communication and outreach efforts are anticipated to be available from the Governor's Office within the coming months.

Primary responsibility for CCSS implementation efforts rest with the NDE's Office of Assessment, Program Accountability, and Curriculum, with targeted support from the Office of Special Education, Elementary and Secondary Education, and School Improvement Programs. Further support will be provided by the Office of Information Technology to foster development and implementation of the web-based and SharePoint infrastructures for information dissemination and sharing of resources among educators.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once</p>
---	--	--

<p>Understanding (MOU) under that competition. (Attachment 6)</p>	<p>assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
---	---	--

(N/A)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Nevada School Performance Framework (NSPF)

In keeping with the core values upon which the overarching accountability system is constructed, Nevada’s School Performance Framework (NSPF) has been created to diagnose school performance and leverage targeted interventions to yield increased student achievement. The NSPF is set against a 100-point index derived primarily from indicators around growth, status, and gap at the elementary and middle school levels; and status, gap, graduation, and career and college readiness at high school. Stakeholders have stated that growth matters tremendously, both for whole school consideration and for focused attention on subpopulations. While indicators of growth are weighted most heavily in elementary and middle schools (40% in growth and 20% in gap), college and career outcome measures and status are of primary importance at high school.⁶ High school is the culminating stage of the student’s experience within an aligned PreK-12 system. Measures of college- and career-readiness, therefore, must be reflective of the outcomes that are correlated with success in higher education and high-skilled careers. As indicated in Principle 1, Nevada students will be participating in assessments that will be fully aligned to the CCSS through our involvement in SBAC. While Nevada’s existing high school test used for accountability is aligned with high school exit standards, the 11th grade SBAC assessment administered in the 2014-2015 school year will be assessing students against standards of college- and career-readiness.

While Nevada’s theory of action, ensuring that the new accountability system reflects the important values held by the various state stakeholders, provided the foundation for the selection of the indicators used in the NSPF; it is important that these measures also meet other important criteria:

- First of all, the selection of each individual indicator and the compilation across multiple indicators provides reliability to a system that would otherwise be sensitive to year-to-year fluctuations within and across schools. Additionally, many of the indicators have been used in Nevada’s accountability system since the inception of NCLB and have undergone the scrutiny of public opinion, as well as the technical scrutiny associated with the federal peer review process. Among indicators new to Nevada’s accountability system, the Nevada Growth Model data have

⁶ As a result of the current state testing program, growth measures comparable to the middle and elementary level are not possible at the high school level, therefore the state has defined status and gap to include growth proxies.

been reported to exhibit “moderate to high reliability in projecting student performance in the future”⁷⁷.

- Secondly, the selected indicators are feasible to capture, validate, and report. Unless local and state officials have the capacity to implement and properly collect data with full fidelity to intent, the system will lose public confidence and its scores and classifications will not be valid. Our research indicates that the targets associated with these indicators are rigorous, but attainable. (See Section 2.B for details.)
- And finally, multiple indicators were selected to provide incremental validity. Since no one indicator can single-handedly provide sufficient information on which to make a determination of school or educator effectiveness, a number of different, but complementary indicators were selected by which to assign a school’s classification. Indicators will be validated using multiple regression or factor analysis techniques to ensure that the selected indicators are not redundant and continue to support the value associated with a system of multiple measures. Table 2.A.1 shows an outline of the points assigned to each of the indicators within the NSPF.

Table 2.A.1 NSPF Indicators within a Point-Based System

School Level	Growth	Status	Gap	Graduation	College / Career Readiness	Other	Total
Elementary Middle Schools	40	30	20			10	100
High Schools	Growth proxy in Status & Gap	30	10	30	16	14	100

NSPF Performance Classifications

Nevada’s weighted school performance model is undergirded by a point-based system, in which schools will be assigned a classification ranging from “1-Star” for highest performing schools through a “5-Star” label for those in the lowest performing category. Differentiated rewards and interventions follow the ratings within a framework of Managed Performance Empowerment, rewarding high performance with autonomy and tightly managing underperformance through focused support. This approach operationalizes statewide stakeholder values of a “loose-tight” orientation. The NDE and school districts will be tight on expectations for all schools, and will implement a continuum of rewards and supports with greater “operational” autonomy (e.g., flexible use of allocations) following proven performance and more tightly controlled management (e.g., required curriculum audit) following under-performance. This orientation is aligned with the State’s Response to Intervention (RTI) framework, providing more support based on identified need. In 2009, Nevada established and formalized through State regulations, a differentiated approach to supporting schools wherein interventions are assigned differentially based on needs established

⁷⁷ O’Malley, Kimberly J., Stephen Murphy, Katie Larsen McClarty, Daniel Murphy, and Yuanyuan McBride. *Overview of Student Growth Models*. Retrieved February 17, 2012 from http://www.pearsonassessments.com/hai/Images/tmrs/Student_Growth_WP_083111_FINAL.pdf

through a formalized system of school level data collection and analysis. This work paves the way for continued differentiation in school supports, as described in this section of the application.

The 2012-2013 school year will be the first year for implementation of the NSPF. In order to establish NSPF school classifications, analyses were conducted for all Nevada schools using 2010-2011 data and the NSPF index values which are described in more detail in section 2.B. Schools were then grouped from highest to lowest in terms of their index values. In order to mitigate misclassification of schools due to measurement variations, the NSPF provides for a very conservative identification of 1-Star and 5-Star schools. The overall index values for the school(s) at the 90th percentile then formed the basis for the point range expectations attributed to 5-Star schools. Conversely, the lowest 5% of schools formed the basis for a 1-Star rating. Continuing in this manner, a 4-Star rating represents schools in the 75th to 89th percentile range, a 3-Star rating represents schools within the 25th to 74th percentiles, and 2-Star schools fall between the 5th to 24th percentiles.

In addition to identifying schools within the five classifications of performance described above, a school may also be designated as Reward (exemplary, high status or high growth), Focus (low “subgroup” performance), or Priority (low “all students” performance). Reward schools will be either 4- or 5-Star schools, while Priority and Focus schools will be either 1-Star or 2-Stars. Because of the very specific definitions for each of these designations, it is important to note that only a portion of 4-Star and 5-Star schools will be designated as Reward; and not all 1-Star and 2-Star schools will be designated as Priority or Focus. Designation criteria for Reward, Priority, and Focus schools can be found in this document under sections 2.C, 2.D, and 2E respectively. Table 2.A.2 outlines the points associated with each of the five performance classifications within the NSPF.

Table 2.A.2 NSPF Performance Classifications

NSPF Performance Classifications	Index Points Associated with Performance Classification	Additional Designation
5 Stars	≥ 77	May also be: Reward (Exemplary, High Status, or High Growth)
4 Stars	≥ 68 and < 77	
3 Stars	≥ 50 and < 68	
2 Stars	≥ 32 and > 50	May also be: Priority or Focus
1 Star	< 32	

N-Counts

Especially noteworthy is the attention that Nevada is paying to subpopulations. Since the inception of NCLB, Nevada has had a subpopulation N size of 25 students. Proposed by the NDE and

embraced by stakeholders – especially those most interested in the performance of students with disabilities and ELL students – is the move that the new system will make to reduce the N size to 10 students per subpopulation. In Nevada, it is still true, though, that there are schools with fewer than 10 students in a subpopulation at a given grade level. In the event that a school does not have at least 10 students within **each** of these three subgroup categories, an analysis is made under a **“supergroup”** calculation. The supergroup consists of an unduplicated count of students who are associated with one or more of the IEP, ELL, and FRL subgroups. Even when the supergroup analysis must be used for a school, any of the three subgroups with a minimum of ten students will be reported separately. As in the past, the NDE will continue to report publicly the results for each of the seven race-ethnicity subgroups, with the expectation that school improvement planning will address needs identified among those subgroups and that state reporting data will support such planning.

The NDE intends to use confidence intervals as a means to reduce the likelihood of erroneously designating or classifying a school resulting from small N-counts, while maintaining a strong commitment to ensure high expectations for all students. This approach allows the State to ensure that truly, no students are missed within the accountability system. Confidence intervals can be used to control for year-to-year instability created by factors unrelated to instruction or school effectiveness. The degree of confidence is predetermined at 95% upper-tail prior to conducting the statistical tests. In this way, the same degree of confidence can be achieved regardless of N-count.

Subgroups

In the identification of students included in the ELL subgroup category, Nevada proposes to include all students who are currently identified as English Language Learners under Title III guidelines, as well as all students who have ever been identified as ELL in their K-12 experience. We believe that including all students who have been served by ESL programs supports Nevada’s efforts to evaluate program efficacy, because it provides a measure by which to assess ELL student outcomes and to parse back the data to understand the extent to which the program achieved its central aim.

Additionally, in order to provide the most targeted information for program improvement and student interventions, Nevada is committed to reporting student performance separately for each of the following categories:

- a. Current ELL (preferably available overall and by English Language Proficiency Level as determined by the ELPA);
- b. Former ELL students less than one year-exit;
- c. Former ELL students greater than one and less than two year-exit;
- d. All Former ELL students with exit greater than two years

Similarly, students who are included in the IEP subgroup category based on definitions under the Individuals with Disabilities Education Act (IDEA) will include all students who have been provided services, and then subsequently exited special education services. Student performance will be reported separately for each of the following categories:

- a. Current IEP
- b. Former IEP students less than two year-exit;
- c. All Former IEP students with exit greater than two years

All subgroup calculations presented in this Waiver application represent only the performance of students currently identified as ELL or IEP. Upon approval of this new proposed methodology, all

relevant tables and AMOs will be adjusted accordingly and resubmitted for review.

Stakeholder Feedback on Other Indicators

Among the over-1500 stakeholders who responded to Nevada’s ESEA Waiver Survey, 89% agreed that school success should be measured by more than merely test scores. The respondents further cited the importance of considerations such as classroom observations, attendance, graduation rates, administrator observations, parent surveys, staff surveys, and student surveys. As data become available and methodology is in place, these and other indicators will comprise the 10% “Other Indicator” measure in the Nevada School Performance Framework school index.

Research shows that school improvement is a complex process, especially as it pertains to schools that face a number of challenges correlated to poverty. A 2010 Report, *Organizing Schools for Improvement: Lessons from Chicago*⁸, cites “essential supports” needed to turn around the nation’s neediest schools. These are strong school leadership, strong parent-community ties, professional capacity of staff including commitment to the school and inclination to embrace innovation, a welcoming, stimulating climate centered on learning for all students, and aligned and rigorous curriculum and instruction. The report emphasizes the importance of all five essential supports, rather than focusing on one or two areas, and concludes that a school where all five supports are strong is at least 10 times more likely to achieve substantial gains in reading and math than other schools where only one or two areas are strengths. These supports are interwoven in the differentiated system of support articulated in this application. Further, as measures of the presence and degree of efficacy of the essential supports are deepened these may provide important information, given statistical reliability and validity, to serve as indicators to measure essential supports within the Other Indicator and will be added to the Nevada School Performance Framework as determined appropriate.

Participation Expectations

In order to ensure that as many students as possible factor into the Nevada School Performance Framework (NSPF), assessment data include the State’s Criterion-Referenced Tests (CRT), High School Proficiency Examination (HSPE) and the Nevada Alternate Assessment (NAA) as appropriate. As per the current accountability system, schools are held accountable for only those students who were enrolled for the full academic year (i.e., students who were continuously enrolled in a school from the official count day to the time of testing are included in the analyses). On the HSPE, participation rates are calculated for the spring administration of 11th grade; and additionally counted as participants are all students who have passed prior to this administration. The CRT testing window is open ten days on either side of the 150th day of instruction for all schools, while the testing window for the NAA begins February 1st and ends April 30th. As a result of these lengthy testing windows, schools are expected to assess at least 95% of the enrolled students in their test grade levels regardless of how long they have been enrolled in the school. Nevada schools have a strong history in the area of participation rates on State-mandated assessments, with an overall average of over 99%. It important to maintain this high standard for test engagement, and so consequently, any school that tests fewer than 95% of its eligible students for two consecutive years will be identified as a 1-Star school.

⁸ Bryk, Anthony S., Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John O. Easton. *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press, Chicago. 2010.

NSPF Framework for Elementary and Middle Schools

Growth

One of the fundamental components of the Nevada School Performance Framework in elementary and middle schools is reliance on measures of student growth including trajectories toward achievement of established learning targets. Assembly Bill 14 from the 2009 Nevada legislative session supported efforts already underway within the State to adopt and implement a growth model for use with State-mandated assessments. Nevada subsequently adopted the student growth percentile method developed by Dr. Damian Betebenner; and reported results from elementary and middle schools (grades 4-8) on the State's CRTs for the first time in August of 2011. The Nevada Growth Model enables Nevada to gauge improvement for students, schools, and districts.

The Nevada Growth Model produces both norm- and criterion-referenced data that are best understood in combination. The norm-referenced information is invaluable given that it provides a comparative context in which to understand performance, along with the criterion-referenced context of status. In other words, we can tell both the student's absolute level of achievement (i.e., emerging/developing, approaches standard, meets standard, or exceeds standard) and the extent to which the student has made academic progress relative to similar scoring peers (e.g., the student has grown academically at or above the rate of 65% of students scoring in the below standard level of achievement). Since each student with two consecutive years of student achievement can be provided with a Student Growth Percentile (SGP), the school Median Growth Percentiles (MGP) can be determined and reported for all schools and subgroups of students. With a heavy reliance on Nevada's unique student ID feature in the System of Accountability Information in Nevada (SAIN) (i.e., the State's longitudinal data system), over 90% of tested students in grades 4-8 are assigned an SGP. Use of Nevada Growth Model data, including the reliability of SGPs and school MGPs in Nevada's most transient schools will continue to be evaluated. As illustrated in Table 2.A.1, MGP targets in reading and mathematics for the "all students" group comprise 20% of the NSPF calculations.

In addition to the normative "growth" output, by anchoring growth expectations to the performance standards within the State's assessment system, the model can also be used to assess whether the growth students are making is sufficient to get them to the destination in time — namely, growth to a standard with a consistent criterion. This second use of the growth data, referred to as a student Adequate Growth Percentile (AGP) is essential to assessing whether or not students are on track to attain and maintain proficiency. Growth to a standard allows for expectations of progress to be individualized to the unique performance pattern of each student. AGPs for students who score in the non-proficient ranges on the CRTs are based on reaching a target of proficiency in three years or 8th grade, whichever comes first. Targets for students who are already proficient are based on their projection to either stay in the "Meets Standard" category or move into the "Exceeds Standard" level of proficiency. As illustrated in Table 2.A.1, AGP targets in reading and mathematics for the "all students" group comprise 20% of the NSPF analysis.

Gap

Nevada is committed to reducing performance gaps among each of the lowest-performing subgroups identified earlier in this section. Therefore, subgroup or supergroup (as applicable) performance around AGP targets in reading and mathematics comprise 20% of the NSPF.

Status

While measuring student growth is an important component of the NSPF, student attainment of proficiency (status) is another. Therefore, status targets in reading and mathematics on the CRT and NAA comprise a total of 30% of the NSPF calculations. This measure is aligned with values set forth by Nevada stakeholders — students must reach proficiency in order to be college- and career-ready.

Other Indicator

Average daily attendance (ADA) has been a component of Nevada’s accountability system in elementary and middle schools since 1997. While ADA can certainly serve as an indicator of school climate, Nevada’s LEAs have been actively engaged in determining even more meaningful indicators to measure school climate. Therefore, beginning with the 2012-2013 school year, each LEA and State-sponsored charter school will have the option to replace ADA with other mission-specific indicators of student/family engagement. This approach is consistent with the theory of action supporting a balanced “loose-tight” orientation to local flexibility and statewide uniformity, and aligns with the anticipated direction of the State’s system of evaluation for teachers and administrators articulated in Principle 3. As described earlier in this section of the application, for the NSPF, a “menu” of approved measurable options will be developed with LEA input and distributed in August of 2012. The “other indicator” comprises 10% of the NSPF calculations.

Elementary/Middle School Index

Table 2.A.3 below summarizes an index system that identifies points assigned to elementary and middle schools under the NSPF. A detailed description of the specific targets under the Annual Measurable Objectives (AMOs) is described under Section 2.B.

Table 2.A.3 Elementary/Middle School Index

Elementary/Middle School Index (100 points)		
Growth (40 points)		
	Math	Reading
School Median Growth Percentile (MGP)	10	10
Overall % of Students Meeting Adequate Growth Percentile (AGP)	10	10
Status (30 points)		
Overall % of Students Meeting Proficiency Expectations	15	15
Gap (20 points)		
% of IEP, ELL, and FRL Students Meeting AGP	10	10
Average Daily Attendance (ADA) or Other State-Approved Indicator (10 points)		
Other Indicator	10	

NSPF for High Schools

While one of the fundamental components of the Nevada School Performance Framework in the elementary and middle school grades is reliance on measures of student growth, the high school NSPF more centrally focuses on proficiency and graduation rates as a measure of student readiness for college and career success. As stated earlier in this application, SBAC assessments in high school will be developed to assess against college readiness standards. Consequently, Nevada can begin to evaluate the use of growth data in accordance with the Nevada Growth Model in high school using the SBAC assessments with the 2014-2015 school year as the baseline year, and 2015-2016 as the first growth year. During the interim, high school measures include status, gap, graduation, and college- and career-readiness. The need for coherence and alignment drives the State to ensure that growth proxies are attendant in the model. Accordingly, we include in the status measure both first time passing rates on the High School Proficiency Examination (HSPE), and subsequent passing rates for those students unable to pass the exams on their first administration.

Status

In order to maximize the number of students used to calculate the NSPF, high school assessment data include the State's High School Proficiency Examination (HSPE) and the Nevada Alternate Assessment (NAA) at grade 11. Consistent with the current accountability system, schools are held accountable for only those students who were enrolled for the full academic year (i.e., those students who were continuously enrolled in a school from the official count day to the time of testing are included in the analyses). Data from the HSPE in Reading and Mathematics will be evaluated at two points in time. Although proficiency scores on the HSPE were established against high school exit criteria, students in grade 10 are afforded their first opportunity to participate on the HSPE. Students who do not pass one or more of the assessments are then provided additional opportunities in the fall and spring of grade 11 to participate on those assessments for which they failed to pass. Consistent with the current accountability calculations, a cumulative proficiency rate is calculated for all students who are enrolled in the spring of their 11th grade year. Using both the 10th grade and 11th grade measures rewards schools that prepare students to pass on their first attempt while still reinforcing efforts to continue to focus resources on students unable to pass in grade 10. Since not all 10th grade students have completed coursework aligned to the 12th grade standards, more points are awarded for achieving the cumulative 11th grade proficiency targets than for the 10th grade proficiency targets. As illustrated in Table 2.A.4, 10th grade proficiency rates in reading and mathematics for the "all students" group comprise 10% of the high school NSPF calculation, while cumulative 11th grade proficiency rates comprise an additional 20%.

Gap

High school proficiency gaps are identified as the difference between subgroup performance and the average statewide performance for all students. Nevada is committed to reducing performance gaps among each of the lowest-performing subgroups identified earlier in this section. Therefore, subgroup or supergroup (as applicable) performance around proficiency targets in reading and mathematics comprise 10% of the NSPF. This measure aligns to the stated value of fostering college- and career- readiness for *all* students. Gap measures also support the contribution of data to support root cause analysis on characteristics of school success, a fundamental reason for making the paradigm shift targeted through the flexibility afforded under this waiver opportunity.

Graduation

High school graduation rates are a critical component of the NSPF, which captures and reports the data in two essential ways. Calculations are performed for the “all students” group within each school, and comprise 15% of the high school NSPF calculation. Graduation gaps are defined as the difference between subgroup graduation rates and the average statewide graduation rate. This analysis comprises an additional 15% of the NSPF and is calculated for each of the subgroups identified at the beginning of this section.

College- and Career-Readiness

As described in Principle 1, Nevada’s current definition of “college ready” is closely aligned with the requirements for the Advanced Diploma. Therefore, percentages of students who earn an advanced diploma will result in 4% of the NSPF calculation, while percentages of students who are required to enroll in remedial courses in Nevada colleges and universities will comprise an additional 4% of the calculation. Demonstrating improvement on participation and performance in Advanced Placement courses are another 4% of this component, as is increasing participation and performance on ACT and SAT exams. These are illustrated in Table 2.A.4. Nevada’s indicators of college readiness will adapt as definitions for “college and career ready” are revised, and additional reliable and valid measures of college- and career-readiness will be included.

Other Indicator

Credit attainment early in high school can set the stage for student success throughout the high school experience. Therefore, measuring the percentage of students who complete 9th grade with at least five credits comprises 4% of the high school NSPF.

Average daily attendance (ADA) has been a component of Nevada’s accountability system as a back-up to graduation rates in high schools since 2002. While ADA can certainly serve as an indicator of school climate, Nevada’s LEAs have been actively engaged in determining even more meaningful indicators to measure school climate. As with elementary and middle schools, beginning with the 2012-2013 school year, each LEA and State-sponsored charter school will have the option to replace ADA with other mission-specific indicators of student/family engagement. As previously mentioned, this aligns with the stated value of a “loose-right” paradigm. Just as in elementary and middle schools, a “menu” of approved measurable options will be developed with LEA input and will be distributed in August, 2012. This “other indicator” comprises 10% of the NSPF calculations.

High School Index

Table 2.A.4 below summarizes an index system that identifies points assigned to high schools under the NSPF. A detailed description of the specific targets under the Annual Measurable Objectives (AMOs) is described under Section 2.B.

Table 2.A.4 High School Index

High School Index (100 points)		
Status (30 points)		
	Math	Reading
Overall % of 10 th Grade Students Meeting Proficiency Expectations	5	5
Cumulative % of 11 th Grade Students Meeting Proficiency Expectations	10	10
Gap (10 points)		
Cumulative % of 11 th Grade IEP, ELL, FRL Proficiency Gap	5	5
Graduation (30 points)		
Overall Graduation Rate	15	
Graduation Rate Gap for IEP, ELL, and FRL Students	15	
College and Career Readiness (16 points)		
% of Students in NV Colleges Requiring Remediation	4	
% of Students Earning an Advanced Diploma	4	
AP Participation/Proficiency	4	
ACT/SAT Participation/Proficiency	4	
Other (14 points)		
Average Daily Attendance (ADA) or Other State-Approved Indicator	10	
% of 9 th Grade Students who are Credit Deficient	4	

2011-2012 Transition Year

In order to ensure full implementation of the NSPF in the 2012-2013 school year, the NDE will develop new reporting tools and further refine the point values and ranges associated with the AMOs requested within this Waiver Application. To aid in preparing schools and districts for the new accountability system, the NSPF will be piloted using 2011-2012 data. Results will be shared with schools and districts, although not reported publicly for this pilot period.

School Supports

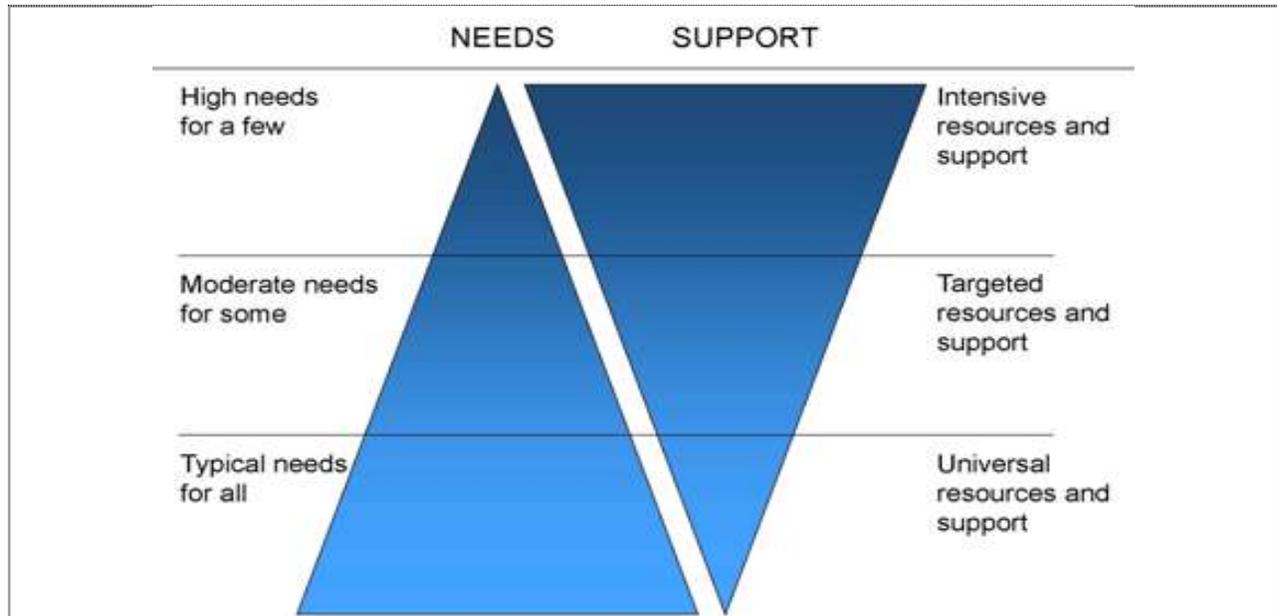
Rooted in the premise put forward by Fullan (2011) with regard to the right drivers for whole system reform, Nevada's approach to leveraging school success is constructed with a focus on capacity building. This concept is prominent in the theory of action driving the development of

Nevada’s entire next generation accountability system, and particularly charts the course for expansion of the State’s differentiated system of school supports and recognition. Through this capacity-building system, Nevada will create a unified, comprehensive approach to accountability, and which aligns state and federal interventions, resources, and supports to schools and districts in response to demonstrated, data-based needs, with accompanying rewards for schools with demonstrated success.

Nevada is committed to building upon an existing infrastructure of differentiated supports, to enhance and refine the statewide system. Using the conceptual framework of Response to Intervention (RTI) to provide scaffolded supports and autonomy within a multi-level approach, Nevada’s system of support will include the following key components:

- A statewide school performance framework that emphasizes both growth to a standard, normative growth, status, and the over-arching importance of preparing all students for college- and career-readiness,
- An understanding of the policies and practices in place at the school that influence the school’s performance, as determined through conduct of research-based needs assessment tools and processes
- Implementation of a uniform school improvement planning process for schools, to include tiered support from school districts
- State-sanctioned interventions for schools most in need of assistance in accordance with existing State regulations, including fiscal Title I resources where applicable
- Engagement in leadership development for turnaround principals, as well as the district and State administrators who support school turnaround efforts,
- Comprehensive monitoring of school improvement efforts through diagnostic school reviews supported by expanded use of the State’s eNOTE system (i.e., WestEd Tracker)
- The establishment of program quality indicators to assess system success
- Rewards for success, including public recognition, pay for performance, and financial incentives, as well as flexibility in decision making on budgeting and use of allocations, and implementation of core instructional efforts
- Highly effective professional development including coaching, mentoring, and model site partnerships to transform instructional and leadership practices at the site and district level

In order to operationalize these concepts, Nevada believes that matching support to greatest needs serves to lift overall performance, especially in schools with significant needs. The following chart, which will look familiar to individuals familiar with an RTI orientation, demonstrates the State’s paradigm for supporting schools to reach targeted goals.



Nevada will include all districts and schools in this comprehensive and coherent system of support and intervention, which will allocate federal and State resources so that schools in the greatest need receive the greatest support (or strongest intervention). However, as evidenced in the theory of action driving this system, issues of capacity are critically important and must be addressed. Nevada's economic downturn has been among the worst in the nation, resulting in substantial budget cuts at the local and State level. As a result, State policymakers must be very strategic with resources, targeting allocations in response to data-driven decisions. Correspondingly, the state must leverage existing capacity where it does exist, and work to replicate effective strategies that are homegrown. A conceptual foundation that is a strong match for Nevada's unique context and philosophical paradigm is that of Managed Performance Empowerment (MPE) (McAdams, 2006).

Within an MPE approach, greater degrees of autonomy are provided to schools with demonstrated achievement of targets, and increasing levels of managed support are wrapped around schools with demonstrated needs for improvement. This conceptual framework, which supports a loose-tight relationship with school districts, has proven effective in the past by allowing for a concentration of resources where the identified needs exist. This loose-tight approach can be supported both in identifying school needs as well as in delivering supports and rewarding success. Dependent on level of autonomy earned, schools may be empowered to engage in self-assessment (versus supported assessment), independent school improvement planning and empowered implementation, using the systems and tools provided through the statewide system of support. For those schools that have a more urgent need to improve and yet still have some internal capacity, assistance may be provided in their use of the same systems and tools provided by the State, but with support through on-site work and/or web-based support, to include monitoring for implementation. For schools that are significantly struggling, an external team will be leveraged to conduct the diagnosis and provide side-by-side assistance in developing and implementing improvement plans, with strong support in monitoring implementation of approved plans.

The table below depicts the State's orientation to a differentiated system of supports for schools

under the managed performance empowerment framework. The NDE will partner with school districts to recognize high performing schools, will provide latitude to districts with regard to addressing schools in the middle, and will specify how districts must apply targeted interventions with their lowest performing schools.

Table 2.A.5 illustrates how flexibility follows results. Following this table, more details are provided on each of the elements within the differentiated system.

Table 2.A.5 Recognition, Supports, and Interventions

NSPF	Recognition, Supports, and Interventions within Nevada’s Managed Performance Empowerment (MPE) Continuum
5-Star Schools	<ul style="list-style-type: none"> • Autonomy in school improvement planning, creating a 5-Star Performance Plan • Flexible use of allocations within parameters of school board policies • Site based decision making on use of core instructional materials • Pay for performance/financial incentives • Public recognition
4-Star Schools	<ul style="list-style-type: none"> • Autonomy in school improvement planning with school district review, creating a 4-Star Performance Plan • Negotiated flexibility between school district and school in use of allocations • Site based decision making on use of core instructional materials • Pay for performance/financial incentives • Public recognition
3-Star Schools	<ul style="list-style-type: none"> • Participation in statewide SAGE school improvement planning process, creating a 3-Star Improvement Plan • Negotiated flexibility in use of allocations • Negotiated flexibility between school district and school with core instructional materials • Optional visits to model sites • Public recognition
2-Star Schools	<ul style="list-style-type: none"> • Participation in statewide SAGE school improvement planning process, creating a 2-Star Improvement, Priority/Turnaround or Focus School Improvement Plan • Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE’s established eNOTE system (i.e., WestEd Tracker platform) • Prescribed use of core instructional materials • Prescribed scheduling • Collaboration with districts and local educational associations to negotiate collective bargaining agreements and engage national resources for school turnaround • Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis • Differentiated supports negotiated by the NDE and the LEA, with a focus on capacity building of school and LEA educational leaders

1-Star Schools	<ul style="list-style-type: none"> ● Participation in statewide SAGE school improvement planning process, creating a 1-Star Improvement, Priority/Turnaround or Focus Plan ● Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE’s established eNOTE system (i.e., WestEd Tracker platform) ● Prescribed use of core instructional materials ● Prescribed scheduling ● Collaboration with districts and local educational associations to negotiate collective bargaining agreements and engage national resources for school turnaround ● Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis ● Differentiated supports negotiated by the NDE and the LEA, with a focus on capacity building of school and LEA educational leaders, including engagement in University of Virginia school turnaround leadership program ● Personnel changes including teaching faculty and/or leadership as recommended by LEA and approved by the NDE ● Imposed turnaround principles ● Reopening of schools using different delivery models ● School closure based on chronic failure
-----------------------	---

Core Instructional Supports

School-Level Response to Intervention (RTI) Systems

Nevada utilizes a tiered system of support that includes universal supports for all, as well as targeted and intensive supports and interventions for the lowest performing schools and students. In this way, need drives the plan, and the plan drives the allocation of resources. Resources and supports prescribed will be based on the identified needs in struggling schools, needs for academic achievement including growth for individual students and subgroups, and the research on effective interventions and systems that will yield the greatest gains in student learning and growth. Core instructional supports include an expectation for school districts to implement efficacious Response to Intervention (RTI) systems at the school level to support individual student needs through the delivery of learner-centered instruction. Accordingly, schools will be supported by their districts and by the NDE to establish or enhance (where they exist), RTI systems to align to the framework established by statewide stakeholders, and to include the following components: Universal Screening, Progress Monitoring, Multi-Level Prevention Structures, and Data-Based Decision Making. These tenets are in line with the work of the National Center for Response to Intervention.

Statewide Literacy Initiative

Through multiple systems, innovations, and professional development reform efforts, which will be scaled-up using funds from grants such as the Striving Readers Comprehensive Literacy (SRCL) grant, Nevada can successfully implement literacy reform on a large scale. School districts funded under this grant will identify underperforming schools, sub-groups, and students in need of targeted interventions and resources, including students with limited English proficiency and students with special needs. Funded districts will develop needs assessments that include data from literacy

inventories and statewide assessments to determine the level of support needed for each school and student, ensuring that all students are impacted, particularly Priority, Focus, and other Title I schools.

Over the next three years, Nevada LEAs will receive support for educational reform through the *Nevada Striving Readers* initiative that will align directly to the NSLP and will include:

- *Curricula and instruction materials* (including those which incorporate technology and early language development) that (a) align to CCSS and Nevada Pre-K Standards, (b) adhere to principles of effective instruction, and (c) incorporate technology with universal design.
- *A coherent computer-based assessment system* that includes: (a) valid and reliable screening, diagnostic, and progress monitoring measures that are aligned to CCSS; (b) easy access to and use of data; and (c) accommodations for students with special needs.
- *Job-embedded professional development* provided by implementation specialists/literacy coaches or mentors assigned to each school whose primary duties will be to train and support teachers in (a) implementation of specified curricula and instructional materials with a high degree of fidelity; (b) all of the components of effective literacy instruction; (c) use of specified assessment protocols and resulting data to support instructional decisions; and (d) how to use instructional technology to effect systemic and effective improvement in teaching and learning.
- *Data-Based Decision-Making (DBDM) Literacy Teams* in each school to: (a) support continuous improvement; (b) monitor program implementation and outcomes at the student, classroom, grade, and school levels; and (c) identify professional development needs.
- *Multi-leveled, evidence-based intervention and remediation programs* based on student needs that are informed by continual monitoring of data documented student progress.

Coaching And Mentoring

Coaching and mentoring opportunities provided to school personnel are crucial to improving student learning. Nevada's two large urban districts have mentoring systems in place for teachers new to the classroom, district, or a new specialty area that they have not previously taught. Local results have shown tremendous benefit from the implementation of these support systems. The NDE has bolstered the systems in both Clark and Washoe to ensure that special education teachers — who are often the most difficult to recruit, train, and retain — receive focused mentoring and support to help ensure positive outcomes for students with disabilities. The NDE also established a statewide system of support through the use of eMSS – eMentoring for Student Success, which has made mentoring available for special education teachers in rural districts where no formal mentoring systems have previously been established. The State is exploring the possibility of extending the eMSS system to teachers of mathematics and science as well.

Additional sources of instructional coaching and support exist under targeted district initiatives. With support from the NDE, six districts have adopted the Instructional Consultation Teams (IC Teams) approach to provide focused support for educators to assist them in assessing student need, differentiating and providing targeted instruction that is student-centered, and engaging in progress monitoring. Other districts have implemented different models of response to intervention systems to target similar goals for teacher support that increases student outcomes.

The Sheltered Instruction Observation Protocol – or SIOP – Model is also fairly well established in

districts across Nevada. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English language learners to acquire academic knowledge as they develop English language proficiency. The NDE has increased the level of technical assistance being provided to school districts to support their implementation of this proven practice for ELL students.

In addition, implementation specialists and school-based coaches are in place in a few districts across the State to support high quality teaching by continuously coaching peers in their content areas. These individuals have proven most valuable when provided with intensive professional development in both academic content, pedagogical approaches – particularly with regard to differentiation for diverse learners, and classroom-based coaching strategies. In districts with systems for school-based coaches or implementation specialists, they will be utilized to provide assistance to identify teachers needing support to become better instructors in the classroom, with various indicators used to measure teacher and student progress and determine the need for peer coaching assistance. Current measures include classroom observations, leadership supervisory monitoring scripts, and student data, with teachers also able to refer themselves for coaching assistance. As part of the state’s commitment to increasing capacity, successful practices will be identified, studied, and scaled up through scientific means that best support implementation with fidelity.

School Improvement Planning and Implementation

For schools 4- and 5-Star schools, greater degrees of autonomy will be granted for school improvement planning and implementation. Schools classified as 1-Stars, 2-Stars, or 3-Stars, will engage in the statewide SAGE (Student Achievement Gap Elimination) School Improvement Planning process. Comprehensive school improvement planning, based on valid and reliable data regarding practices for curriculum and instruction, assessment and accountability, and leadership, serve to determine the specific actions needed to increase student growth and proficiency. For those schools in the lowest levels of performance, an in-depth review of their plan will be conducted by district personnel, with additional support from the State, as needed, and detailed feedback will be provided regarding the appropriate supports and incentives needed at the school level. Resources will not flow to the school until the improvement plan is approved.

Through the SAGE process, schools, with support from district and NDE staff or designees will:

- Summarize information about the school
- Clarify overall purpose
- Review performance indicators, measures, and expectations
- Gather and organize relevant data
- Conduct an audit of processes in place at the school with regard to curriculum and instruction, assessment and accountability, and leadership (using the State’s NCCAT-S process described below, or another district-proposed process approved in advance by the NDE)
- Analyze trends and identify needs in each performance indicator
- Engage in root cause analysis and undergo an inquiry process to identify empirically based solutions to match established needs
- Create the data narrative
- Establish annual targets and interim measures

- Identify major improvement strategies and implementation benchmarks
- Monitor progress (at least quarterly) through interim measures, while paying attention to implementation benchmarks

The performance labels reflected on the School Performance Framework (SPF) determine the type of improvement plan that must be implemented. These determinations are the trigger for a differentiated system of recognition, accountability, and support. The lowest performers, those on a Focus Improvement Plan or Priority/Turnaround Plan, will be required to implement specific interventions and will receive the greatest attention from the NDE, including required state approval of the plan prior to implementation as well as targeted State supports. Reward schools will be given the autonomy to develop performance plans in accordance with the direction of site-based leaders, and will be recognized and serve as exemplars for scaling up successful practices. In keeping with the loose-tight earned autonomy paradigm of Nevada’s system, districts will exercise discretion in determining the frequency and rigor with which Performance plans are examined. The majority of schools — those in the middle — will be required to develop and implement Improvement Plans, and will receive universal supports from school districts and the NDE. These improvement plans will be reviewed against a statewide rubric that will be developed as part of the enhancement to the SAGE process, through the collaboration of school, district, and State school improvement leaders. Districts may choose to layer on additional considerations to address local context and priorities established by district leaders and local boards of trustees. Additionally, one of the benefits of the enhanced SAGE process will be the use of one foundational planning template for school improvement plans. In addition to the rubric for assessing school improvement plans, stakeholders from across the State will also help to shape the contents and appearance of the plan template itself.

Differentiated Supports Negotiated with School Districts and the NDE

Nevada has engaged in targeted reform in the past three years to differentiate supports to schools that have been identified in need of improvement. When NCLB was created, Nevada adopted parallel requirements for non-Title I schools with regard to classifications and consequences. From 2003-2009, all Nevada schools that had failed to make Adequate Yearly Progress (AYP) for three or more consecutive years received the same consequence: a School Support Team, with a designated School Support Team Leader. In the 2009 Legislative Session, the NDE, in partnership with Nevada school districts, worked with legislative leaders in education reform to revise the statute addressing school supports and consequences. Those statutory changes authorized the State Board of Education to create and adopt regulations that allow for a differentiated approach to the types of supports a school receives when it failed to meet Annual Measureable Objectives (AMOs). The one constant element that remains is a requirement for schools, in their third year of identification as needing improvement (which equates to five years of failure to make AMOs), to conduct the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).

The NCCAT-S and accompanying support documents provide the tools and framework for analyzing school policies and practices in three primary areas: Curriculum and Instruction, Assessment and Accountability, and Leadership. The NCCAT-S is built upon a meta-analysis of the research on school improvement, and was created by the NDE in collaboration with school districts, and with support from RMC Research via the Southwest Comprehensive Center (SWCC) at WestEd as well as the Center for Innovation and Improvement (CII). The NCCAT-S has proven beneficial in schools’ and districts’ efforts to identify schools’ successes and needs. From this rich set of data, root cause analysis is possible to generate information useful for improvement planning and

implementation.

Under the State’s current differentiated system of school supports, these data then set the stage for school districts to propose to the NDE an appropriate, targeted intervention to assist the school in improving. School districts are required to work with their targeted schools to determine what the data are saying is needed in order to student achievement to increase at the school. This system is grounded in the idea that if schools had the internal expertise or other necessary resources to succeed, they would be doing so independently, and that in order to improve, focused support is necessary. Therefore, a framework has been created which specifies the interventions that a school district can request in order to support the school in growing their student achievement. School districts must support their schools to analyze their NCCAT-S data and determine which of the following interventions is most appropriate to meet this goal, at which time a proposal is submitted to the NDE requesting one or more of the following types of support for the school:

1. Focused technical assistance
2. Delivery of job-embedded professional development, including coaching and mentoring
3. Creation and operation of a school support team
4. Acquisition of targeted materials or programs
5. Resources to employ additional personnel to provide additional instruction
6. Permission for the school district to more actively assist the school in conducting NCCAT-S, or to access technical expertise to conduct the audit with the schools

Upon receipt of the requests — the timelines for which are established in regulations — the NDE analyzes the request, inclusive of supporting data, and either grants permission, along with fiscal resources available to Title I schools, to implement the supports, requests more information, or works with the district to engage a different intervention than is proposed if the selected intervention is not well-supported by the data. The NDE does possess the regulatory authority to implement any other differentiated corrective action, consequence or sanction, or any combination thereof, that the Department determines is appropriate for the public school based upon the results of the comprehensive audit and any other data the Department deems relevant. Results from the first two years of operation under this differentiated system of supports and consequences show improvement in student achievement at targeted schools, resulting from improvement in collaboration, leadership, and/or instructional practices at those schools. Nevada will continue to implement the targeted interventions described above within its differentiated support system, and under this waiver flexibility, expand opportunities to address schools’ and districts’ unique circumstances.

Stakeholders agree that maintaining a differentiated system that is built in response to the identified needs of the school is conceptually sound. This orientation towards a system in which there is an established framework and yet latitude for the selection of choices from among that menu, is consistent with other elements of the State’s next generation accountability system. This approach also honors the State’s value of a loose-tight paradigm for respective state and district control and flexibility.

Targeted Supports for Focus and Priority Schools

As guided by current learning through the School Improvement Grant (SIG) work, the NDE is committed to partnering with districts and external technical assistance experts toward the

development of turnaround leaders who possess requisite competencies to engage in rapid whole school reform. These partnerships will include efforts for:

- Building transformative turnaround leadership that includes:
 - Goal-setting and planning
 - Resource allocation and management
 - Engagement with the school community to ensure active involvement in the turnaround process
 - Recognition of improvement
- Promoting a school-wide, data-focused culture to:
 - Understand student needs
 - Devise solutions
 - Inform decision making
 - Monitor impact of programs
 - Modify and make adjustments as needed
 - Guide continuous improvement
- Improving instructional effectiveness by:
 - Developing a common core of practice
 - Promoting reflective practice
 - Promoting research-based instructional strategies
 - Differentiating instruction and targeting students who need extra support
- Improving school climate and culture:
 - Address high absences and tardiness
 - Promote behavior management programs
 - Increase parent and community engagement

Empowerment and Recognition for 4- and 5-Star Schools

As inferred above in Table 2.A.5, under the 4- and 5-Star School classifications, districts will continue to have the flexibility to create an autonomous zone to empower schools that are academically successful. Schools in these zones will be supported through development of district-level policies that enable greater latitude with respect to budgeting, staffing, and program design, and correspondingly less oversight. Input from site administrators clearly indicates they welcome greater autonomy in exchange for greater accountability for improved student results. Critical decisions affecting teaching and learning should be made at the school level by those who directly impact student success. When all stakeholders have a voice that is heard, the resulting decisions are more likely to be successful. This thinking aligns with the values of State stakeholders, who are guided by the recent work of Fullan (2011) as well as long-standing research from Herzberg (1959), both of whom encourage paying attention to leveraging intrinsic motivators within a comprehensive system. Considerations such as achievement, recognition, the work itself, responsibility, and advancement are valued and validated in the continuum described above.

Schools will be motivated for continuous improvement using multiple strategies. First, the NDE will publicly recognize schools that exceed performance expectations and foster capacity building to support additional means by which other schools can learn from the success of high performing schools, including partnering low performing schools with reward schools. Second, through a loose-tight balance of responsibility, districts will have the authority to grant autonomy to schools predicated on high performance and growth. Additionally, the Nevada Legislature in 2011 mandated the development of pay for performance systems. Through the alignment of the school

accountability model with administrator and teacher evaluation systems, monetary incentives related to student performance will be a component in supporting continuous improvement. Collaboration among the NDE and the Nevada State Education Association as well as among LEAs and local unions will take place to negotiate recognition and rewards for teachers, and the same will occur respectively with administrative associations in regards to principals.

Fiscal Considerations

Federal resources available to support implementation of recognition, supports, and consequences for Title I schools that fall along the above spectrum include Title I School Improvement 1003(a) and 1003(g)-SIG funds as well as LEA set asides previously mandated to support Supplemental Educational Services (SES) and school choice costs.

Additionally, as part of this application, Nevada is requesting a conditional waiver from the current requirements of “rank and serve” for Title I schools. Nevada school districts will be allowed to submit a proposal to the NDE requesting permission to rank Title I and Title I Eligible schools based upon academic need. Such a process would allow interested districts to request permission from the NDE to look at the district’s schools, and for those that have a 40% or greater poverty rate (Free and Reduced Lunch), to request permission to rank those schools by academic need based upon the School Performance Framework, with funding and resources to be provided to schools as determined through a function of need. Such district proposals will be reviewed by the NDE in partnership with external technical assistance providers to validate the data analysis and proposed decision framework. Monitoring and submission of performance reports against such flexibility would be required and the plan for undertaking such a practice would need to be specifically articulated in the district’s proposal.

Supplemental Educational Services (SES) and School Choice

Under this waiver request, the NDE is seeking flexibility with regard to the existing requirements that schools identified as needing improvement under the AYP specifications offer supplemental education services (SES) and public school choice. School districts must currently set aside 20% of funds to support these provisions. As Nevada moves towards an orientation of allocating resources to support the rapid turnaround and improvement of our Priority and Focus Schools, we believe that these mandatory set-asides as currently required under NCLB are not well-aligned with our theory of action. This theory speaks to providing firm expectations for outcomes and simultaneously greater flexibility at the district level with regard to allocation of resources to ensure that targeted outcomes are reached. Mandating the use of funds for SES and choice from a federal level fails to take into account local contexts and efforts to use resources to meet the needs of identified schools.

With regard to SES, districts should have the flexibility to use resources in a manner that is consistent with the overarching purpose of ESEA (namely to ensure that all students are college and career ready, to promote annual academic growth for all students toward this goal, to eradicate subgroup performance gaps, and to build human capital and the capacity of systems to achieve these ambitious aims). This shift in resources could support, yet not be limited to enhancing the degree, quality, and/or type of instructional time and/or expanding instructional time for students during or after the school day to expand instructional time for students during or after the school day. The current SES approach diverts funds from growing the capacity of site level personnel to deliver effective instruction, which is one of the tenets of this waiver request and a fundamental

underpinning of Nevada’s redesigned accountability system.

The expectation and obligation should be that school districts receiving federal funds that would no longer be earmarked for the specific purpose of SES, must transparently apply the funds in a manner that is designed to lead to greater student academic success, and that the districts are responsible for accounting for the use of these funds. This would help create even greater accountability than currently exists under NCLB, in which no tracking system currently exists that requires qualified SES providers to document the manner and effectiveness of SES funds.

With regard to choice, it is important to note that depending upon the configuration of a district, significant transportation resources are sometimes spent on the provision of school choice. The use of resources towards transportation is not the most effective use approach and in fact deters the use of such funds from a focus on increasing instructional capacity at low performing schools. Additionally problematic is the time spent at the district level to map out "what if" scenarios in order to make projections about personnel and staffing allocations if parents choose to access choice.

Issues associated with choice and SES become even more problematic in light of the timing for the release of statewide assessment data and the associated timing for making determinations about school performance. Districts are forced to project which schools may need to offer choice and supplemental education services, to further this speculation to make such offers to parents, and then adjust plans as necessary, once the data are validated and the final decisions on performance are made. This sequence can be confounding to the public and does not engender confidence in the educational process.

Focused Attention on Closing Achievement Gaps

Nevada’s accountability system includes rewards, supports, and corrective actions tied to performance, wherein all schools and student groups within schools are held to both status and growth expectations. Although all schools and student groups are expected to improve and grow, status improvement and growth expectations are accelerated for those schools and student groups performing at relatively low levels. By approaching the work in this way, pervasive achievement gaps within and between schools can be eradicated at the same time as the system as a whole continuously improves.

Also relevant is the differentiated system of supports and consequences required through State regulations and described earlier in this application. Through the NCCAT-S process, which has included the analysis of student proficiency on statewide assessments, and will also include growth measures in the coming school year, the NDE and Nevada districts are able to pinpoint the student groups that are not achieving at targeted rates or levels. Accordingly, differentiated supports can be leveraged in response to data-driven decisions. As a result, a school that for example, has demonstrated challenges in reaching performance targets for special education students, yet no other subpopulation issues, can receive support to increase outcomes that are targeted at meeting the needs of students with disabilities. This system supports targeted responses in which identified pervasive deficiencies with respect to a single student group (e.g., African American students’ math performance) drives targeted corrective action (e.g., extended learning time in math for African American students). Additionally, and consistent with the differentiation described in other sections of this application, focused support, intervention, and corrective action will be developed and applied for ELL students and students with disabilities. The NDE will enhance existing and create

new tools and processes to support districts in adopting, implementing, and scaling up provide practices. School districts will have the latitude to adopt practices that meet the technical specifications required by the State and that are appropriate for the student groups and the context of the local school district. The practices and strategies adopted by school districts should be articulated as part of their problem solving frameworks (e.g. RTI; IC Teams) and be described in their district improvement plans.

If over time a school district fails to appropriately support its schools and/or fails to monitor the improvement of its schools, the State reserves the latitude to authorize the specific use of targeted interventions at its discretion. For example, the following strategies have been proven effective with English learners and may be leveraged to support growth in student performance: reading academies, literacy specialists and coaching teams, providing content area teachers with differentiated professional development to increase their knowledge of helping students read and comprehend text in science, social studies, and mathematics, models of sheltered instruction, and providing technical assistance to early childhood educators.

Targeted strategies to increase results for students with disabilities might include: co-teaching models, inclusion in core content classes with effective and highly effective general education teachers who are supported to scaffold instructional content, reading academies and literacy specialists and coaching teams. Other targeted efforts that have been shown to be relevant include analyses of the curricular and instructional materials available to students with disabilities and to special education personnel at given school sites, the underlying beliefs of personnel with regard to the capacity that they actually believe such students can learn, and the culture that exists in the school to support constructive learning. Toward these ends, school-wide Positive Behavior Support (SWPBS) systems can be tremendously beneficial. More details about the additional, specific interventions that will be undertaken as part of Nevada's differentiated system of support for focus schools are described in Section 2E of this application.

Consideration for Charter Schools and Sponsors

In 1997 Nevada passed law allowing for the formation of charter schools. As of today, 31 charter schools educate roughly 17,000 or 3.8% of Nevada students. According to the National Alliance for Public Charter Schools, for the 2011-2012 school year, Nevada's charter school law was ranked 20th from the best (of 42 states ranked), earning 111 of a possible 208 points – a significant improvement from the prior year. The Nevada Legislature's creation of the State Public Charter School Authority (SPCSA) as a State-wide sponsor of charter schools is credited by the Alliance as a major contributing factor to Nevada's improvement in the ranking over prior years. Nevada statute allows Higher Education Institutions, Local Education Agencies (School Districts), and the State Public Charter School Authority to sponsor charter schools.

Nevada is committed to the proposed ESEA Flexibility and will classify all schools and identify Priority and Focus schools without regard to their charter/non-charter status. Nevada is committed to the development and application of a system of differential recognition, accountability, and support. Nevada also recognizes that the charter school concept is built upon a fundamental quid pro quo – autonomy from certain statute/regulation in exchange for accountability for student learning. Therefore, nothing in this plan or its implementation shall interfere with the autonomy and accountability of charter schools in the State as defined by Nevada charter school law and regulations. Specifically, this plan shall be implemented in a manner that protects the authority of

charter school sponsors to close low-performing charter schools under the timeframes and according to the performance expectations in their charter agreements and under current Nevada law. The identification of a charter school as falling within the category of Priority or Focus schools under the provisions of this flexibility application, and the subsequent improvement planning and implementation of any improvement plan by such a school, shall not be used as evidence to delay or avoid closure if the school is failing to meet the terms of its charter agreement.

Equitable Distribution of Teachers (EDT)

The NDE will continue to provide technical assistance to districts where there is inequitable distribution of “experienced” teachers. These districts will continue to analyze, revise, and submit their EDT plans to the NDE to ensure the strategies that are designed and implemented actually result in increasing equitable distribution of teachers and closing the achievement gap.

District Engagement in Needs Assessment, Improvement Planning, and Implementation

Stakeholders in Nevada have agreed that schools are the primary unit of change for increasing outcomes in student achievement. The role of the school district is critical in supporting the school to improve. The framework described at the top of this section demonstrates various ways in which district leaders will engage in negotiated processes with school leaders along the continuum of autonomy and managed performance. In addition, there may be instances in which an analysis of school district policies, procedures, and practices is needed in order to determine LEA capacity to support school improvement. When a Nevada school district has a disproportionately higher number of schools classified in Level 3 or greater, the NDE will provide technical assistance to the LEA to implement the Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D). Similar to the tools and processes established for schools with the NCCAT-S, the NCCAT-D is a research-based mechanism for evaluating district practices with regard to Curriculum and Instruction, Assessment and Accountability, and Leadership. Conduct of the NCCAT-D provides a rich set of data to inform district improvement planning efforts.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

- provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
- include an explanation of how the

	included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
--	--

N/A

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. • Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. • Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the
---	--	--

		“all students” group and all subgroups. (Attachment 8)
--	--	---

Nevada is proposing a method of accountability that is educationally sound, that promotes ambitious and achievable expectations for all students, teachers, schools, and districts, that provides the support necessary to build system capacity, that seeks out and rewards success and strives to learn from it, and seeks out and identifies areas where improvement is necessary. The cornerstone of the system is built around the measurement of student academic growth and achievement. And the system values other measurable quantities that are directly and indirectly associated with student achievement.

Annual Measurable Objectives (AMOs) are incorporated into the ranges of performance that determine the point values for the NSPF Index. NSPF calculations were performed on 2010-2011 data from all Nevada public schools. As indicated in Section 2.A of this application, the NSPF provides for a very conservative range of values related to the highest and lowest ends of performance in order to mitigate misclassification of points due to measurement variations. Using the 95th percentile to earn the maximum number of points for any indicator serves as a rigorous but attainable target.

Additional values within these tables were derived by using statewide descriptive statistics for the 5th, 25th, 75th, and 95th percentiles. This allows for schools to earn incremental points for performance that approaches the AMO.

Elementary and Middle School Calculations for Annual Measurable Objectives (AMOs) Median Growth Percentiles (MGP)

Table 2.B.1 outlines the point values associated with ranges of performance for the **elementary school** Median Growth Percentile (MGP) calculations.

Table 2.B.1 Elementary School Point Values for MGP Calculations

Reading	Criteria	Points	Mathematics	Criteria	Points
MGP	< 33.55	2	MGP	< 32.10	2
	≥ 33.55 and < 44.00	4		≥ 32.10 and < 42.75	4
	≥ 44.00 and < 58.00	6		≥ 42.75 and < 58.00	6
	≥ 58.00 and < 67.40	8		≥ 58.00 and < 68.95	8
	≥ 67.40	10		≥ 68.95	10

Table 2.B.2 outlines the point values associated with ranges of performance for the **middle school** Median Growth Percentile (MGP) calculations.

Table 2.B.2 Middle School Point Values for MGP Calculations

Reading	Criteria	Points	Mathematics	Criteria	Points
MGP	< 30.15	2	MGP	< 24.23	2
	≥ 30.15 and < 42.38	4		≥ 24.23 and < 42.00	4
	≥ 42.38 and < 53.00	6		≥ 42.00 and < 54.13	6
	≥ 53.00 and < 60.00	8		≥ 54.13 and < 60.78	8
	≥ 60.00	10		≥ 60.78	10

Adequate Growth Percentiles (AGP) for All Students

Table 2.B.3 outlines the **elementary school** point values for the percentages of all students that meet their AGPs.

Table 2.B.3 Elementary School “All Student” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
% Meeting AGP	< 28.40%	2	% Meeting AGP	< 43.05%	2
	≥ 28.40% and < 41.43%	4		≥ 43.05% and < 55.89%	4
	≥ 41.43% and < 60.00%	6		≥ 55.89% and < 74.09%	6
	≥ 60.00% and < 70.74%	8		≥ 74.09% and < 83.33%	8
	≥ 70.74%	10		≥ 83.33%	10

Table 2.B.4 outlines the **middle school** point values for the percentages of all students that meet their AGPs.

Table 2.B.4 Middle School “All Student” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
% Meeting AGP	< 16.41%	2	% Meeting AGP	< 27.59%	2
	≥ 16.41% and < 29.22%	4		≥ 27.59% and < 46.87%	4
	≥ 29.22% and < 49.07%	6		≥ 46.87% and < 68.55%	6
	≥ 49.07% and < 58.24%	8		≥ 68.55% and < 76.72%	8
	≥ 58.24%	10		≥ 76.72%	10

Adequate Growth Percentiles (AGP) for Subgroups of Students

Table 2.B.5 outlines the **elementary school** point values the percentages of students within the FRL, ELL, and IEP subgroups that meet their AGPs. **This table is used only when there are a minimum of ten (10) students within each of the identified subgroups.**

Table 2.B.5 Elementary School “Subgroup” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
FRL % Meeting AGP	< 25.74%	0	FRL % Meeting AGP	< 41.18%	0
	≥ 25.74% and < 36.24%	1		≥ 41.18% and < 51.81%	1
	≥ 36.24% and < 51.64%	2		≥ 51.81% and < 68.12%	2
	≥ 51.64%	3.33		≥ 68.12%	3.33
ELL % Meeting AGP	< 18.92%	0	ELL % Meeting AGP	< 32.00%	0
	≥ 18.92% and < 30.77%	1		≥ 32.00% and < 51.55%	1
	≥ 30.77% and < 50.00%	2		≥ 51.55% and < 70.00%	2
	≥ 50.00%	3.33		≥ 70.00%	3.33
IEP % Meeting AGP	< 0.50%	0	IEP % Meeting AGP	< 14.16%	0
	≥ 0.50% and < 13.01%	1		≥ 14.16% and < 28.00%	1
	≥ 13.01% and < 33.33%	2		≥ 28.00% and < 55.56%	2
	≥ 33.33%	3.33		≥ 55.56%	3.33

Table 2.B.6 outlines the **elementary school** point values the percentages of students within the supergroup of FRL, ELL, and IEP students that meet their AGPs. **This table is used only when there are fewer than ten (10) students within one or more of the identified subgroups.**

Table 2.B.6 Elementary School “Supergroup” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
% Meeting AGP	< 24.48%	0	% Meeting AGP	< 39.52%	0
	≥ 24.48% and < 36.44%	3		≥ 39.52% and < 51.06%	3
	≥ 36.44% and < 51.28%	6		≥ 51.06% and < 68.20%	6

	≥ 51.28%	10		≥ 68.20%	10
--	----------	----	--	----------	----

Table 2.B.7 outlines the **middle school** point values the percentages of students within the FRL, ELL, and IEP subgroups that meet their AGPs. **This table is used only when there are a minimum of ten (10) students within each of the identified subgroups.**

Table 2.B.7 Middle School “Subgroup” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
FRL % Meeting AGP	< 17.94%	0	FRL % Meeting AGP	< 25.48%	0
	≥ 17.94% and < 26.59%	1		≥ 25.48% and < 44.63%	1
	≥ 26.59% and < 36.94%	2		≥ 44.63% and < 59.89%	2
	≥ 36.94%	3.33		≥ 59.89%	3.33
ELL % Meeting AGP	< 0.50%	0	ELL % Meeting AGP	< 14.67%	0
	≥ 0.50% and < 9.74%	1		≥ 14.67% and < 27.15%	1
	≥ 9.74% and < 20.63%	2		≥ 27.15% and < 45.11%	2
	≥ 20.63%	3.33		≥ 45.11%	3.33
IEP % Meeting AGP	< 0.50%	0	IEP % Meeting AGP	< 2.89%	0
	≥ 0.50% and < 4.62%	1		≥ 2.89% and < 13.63%	1
	≥ 4.62% and < 12.47%	2		≥ 13.63% and < 25.26%	2
	≥ 12.47%	3.33		≥ 35.26%	3.33

Table 2.B.8 outlines the **middle school** point values the percentages of students within the supergroup of FRL, ELL, and IEP students that meet their AGPs. **This table is used only when there are fewer than ten (10) students within one or more of the identified subgroups.**

Table 2.B.8 Middle School “Supergroup” Point Values for Percentages Meeting AGP

Reading	Criteria	Points	Mathematics	Criteria	Points
% Meeting AGP	< 14.22%	0	% Meeting AGP	< 13.84%	0
	≥ 14.22% and < 23.60%	3		≥ 13.84% and < 41.97%	3
	≥ 23.60% and < 34.39%	6		≥ 41.97% and < 57.08%	6

	$\geq 34.39\%$	10		$\geq 57.08\%$	10
--	----------------	----	--	----------------	----

Status

Tables 2.B.9 and 2.B.10 outline the point values associated with ranges of performance for percentages of students who are deemed “proficient” in a school.

Table 2.B.9 Elementary School Point Values for Proficiency

Reading	Criteria	Points	Mathematics	Criteria	Points
Proficiency	$< 34.99\%$	3	Proficiency	$< 49.30\%$	3
	$\geq 34.99\%$ and $< 49.28\%$	6		$\geq 49.30\%$ and $< 62.00\%$	6
	$\geq 49.28\%$ and $< 69.66\%$	9		$\geq 62.00\%$ and $< 78.95\%$	9
	$\geq 69.66\%$ and $< 81.30\%$	12		$\geq 78.95\%$ and $< 88.53\%$	12
	$\geq 81.30\%$	15		$\geq 88.53\%$	15

Table 2.B.10 Middle School Point Values for Proficiency

Reading	Criteria	Points	Mathematics	Criteria	Points
Proficiency	$< 27.94\%$	3	Proficiency	$< 28.54\%$	3
	$\geq 27.94\%$ and $< 40.05\%$	6		$\geq 28.54\%$ and $< 56.91\%$	6
	$\geq 40.05\%$ and $< 62.17\%$	9		$\geq 56.91\%$ and $< 75.86\%$	9
	$\geq 62.17\%$ and $< 70.26\%$	12		$\geq 75.86\%$ and $< 83.13\%$	12
	$\geq 70.26\%$	15		$\geq 83.13\%$	15

Other Indicator

Tables 2.B.11 and 2.B.12 outline the point values associated with ranges associated with a school’s average daily attendance calculated through the 100th day of instruction.

Table 2.B.11 Elementary School Average Daily Attendance

Criteria	Points
$< 93.80\%$	2
$\geq 93.80\%$ and $< 95.10\%$	4
$\geq 95.10\%$ and $< 95.90\%$	6

$\geq 95.90\%$ and $< 96.40\%$	8
$\geq 96.40\%$	10

Table 2.B.12 Middle School Average Daily Attendance

Criteria	Points
$< 92.12\%$	2
$\geq 92.12\%$ and $< 94.10\%$	4
$\geq 94.10\%$ and $< 95.62\%$	6
$\geq 95.62\%$ and $< 98.89\%$	8
$\geq 98.89\%$	10

High School Calculations for Annual Measurable Objectives (AMOs)**Status**

Tables 2.B.13 outline the point values associated with ranges of performance for percentages of students who are deemed “proficient” in reading and mathematics in grade 10; while Table 2.B.14 outlines point values for 11th grade cumulative reading and mathematics proficiency.

Table 2.B.13 High School Point Values for Proficiency in Grade 10

Reading	Criteria	Points	Mathematics	Criteria	Points
Proficiency	$< 21.05\%$	1	Proficiency	$< 19.40\%$	1
	$\geq 21.05\%$ and $< 40.63\%$	2		$\geq 19.40\%$ and $< 39.96\%$	2
	$\geq 40.63\%$ and $< 63.19\%$	3		$\geq 39.96\%$ and $< 66.42\%$	3
	$\geq 63.19\%$ and $< 82.91\%$	4		$\geq 66.42\%$ and $< 85.84\%$	4
	$\geq 82.91\%$	5		$\geq 85.84\%$	5

Table 2.B.14 High School Point Values for Cumulative Proficiency in Grade 11

Reading	Criteria	Points	Mathematics	Criteria	Points
Proficiency	$< 68.14\%$	1	Proficiency	$< 42.35\%$	1
	$\geq 68.14\%$ and $< 83.49\%$	2		$\geq 42.35\%$ and $< 63.49\%$	2

	$\geq 83.49\%$ and $< 93.10\%$	3		$\geq 63.49\%$ and $< 85.10\%$	3
	$\geq 93.10\%$ and $< 99.19\%$	4		$\geq 85.10\%$ and $< 99.42\%$	4
	$\geq 99.19\%$	5		$\geq 99.42\%$	5

Table 2.B.15 outlines the **high school** point values for proficiency gap calculations. Targets for the subgroup have been established by determining the difference in percentage points between subgroup proficiency rates and the statewide percentage of proficient students in each of reading and mathematics. Therefore, negative values indicate targets where the subgroup proficiency rate is below the state average, and positive values are when the subgroup proficiency rate exceeds the state average. **This table is used only when there are a minimum of ten (10) students within each of the identified subgroups.**

Table 2.B.15 High School “Subgroup” Point Values for Proficiency Gap Analysis

Reading	Criteria	Points	Mathematics	Criteria	Points
FRL Gap	< -23.48	0	FRL Gap	< -41.64	0
	≥ -23.48 & < -9.34	.5		≥ -41.64 & < -15.48	.5
	≥ -9.34 & < 1.38	1		≥ -15.48 & < 2.02	1
	≥ 1.38 & < 10.26	1.5		≥ 2.02 & < 18.79	1.5
	≥ 10.26	1.67		≥ 18.79	1.67
ELL Gap	< -26.82	0	ELL Gap	< -38.58	0
	≥ -26.82 & < -14.01	.5		≥ -38.58 & < -22.98	.5
	≥ -14.01 & < -3.89	1		≥ -22.98 & < -0.63	1
	≥ -3.89 & < 9.78	1.5		≥ -0.63 & < 21.40	1.5
	≥ 9.78	1.67		≥ 21.40	1.67
IEP Gap	< -53.24	0	IEP Gap	< -63.12	0
	≥ -53.24 & < -39.40	.5		≥ -63.12 & < -49.75	.5
	≥ -39.40 & < -21.71	1		≥ -49.75 & < -27.22	1
	≥ -21.71 & < -5.95	1.5		≥ -27.22 & < -5.88	1.5
	≥ -5.95	1.67		≥ -5.88	1.67

Table 2.B.16 outlines the **high school** point values for gap calculations. Targets for the supergroup have been established by determining the difference in percentage points between supergroup proficiency rates and the statewide percentage of proficient students in reading and mathematics. Therefore, negative values indicate targets where the supergroup proficiency rate is below the state average, and positive values are when the supergroup proficiency rate exceeds the state average. **This table is used only when there are fewer than ten (10) students within one or more of the identified subgroups.**

Table 2.B.16 High School “Supergroup” Points for Percentages Meeting Graduation Targets

Reading	Criteria	Points	Mathematics	Criteria	Points
% Gap	< -38.33	0	% Gap	< -47.98	0
	≥ -38.33 & < -11.86	1.5		≥ -47.98 & < -27.35	1.5
	≥ -11.86 & < -0.80	3		≥ -27.35 & < -7.95	3
	≥ -0.80 & < 10.33	4.5		≥ -7.95 & < 8.85	4.5
	≥ 10.33	5		≥ 8.85	5

Graduation

Table 2.B.17 outlines the **high school** point values for the “All Students” group who graduate from high school in four years with a standard, advanced, or adult diploma. The calculation for this indicator is the adjusted cohort graduation rate (ACGR).

Table 2.B.17 Graduation Rate

Criteria	Points
< 10.95%	4
≥ 10.95% and < 52.96%	8
≥ 52.96% and < 83.02%	12
≥ 83.02% and < 96.99%	16
≥ 96.99%	20

Table 2.B.18 outlines the **high school** point values for gap calculations. Targets for the subgroups have been established by determining the difference in percentage points between subgroup graduation rates and the average ACGR graduation rate for all students. Therefore, negative values indicate targets where the subgroup graduation rate is below the state average, and positive values are when the subgroup graduation rate exceeds the state average. **This table is**

used only when there are a minimum of ten (10) students within each of the identified subgroups.

Table 2.B.18 Subgroup Graduation Rate Gaps

Graduation Rate	Criteria	Points
FRL Gap	< -40.66	1
	≥ -40.66 and < -5.69	2
	≥ -5.69 and < 18.27	3
	≥ 18.27 and < 39.36	4
	≥ 39.36	5
ELL Gap	< -60.64	1
	≥ -60.64 and < -51.27	2
	≥ -51.27 and < -38.42	3
	≥ -38.42 and < -12.28	4
	≥ -12.28	5
IEP Gap	< -60.64	1
	≥ -60.64 and < -47.60	2
	≥ -47.60 and < -19.73	3
	≥ -19.73 and < 3.58	4
	≥ 3.58	5

Table 2.B.19 outlines the **high school** point values for gap calculations. Targets for the supergroup have been established by determining the difference in percentage points between supergroup graduation rates and the average ACGR graduation rate for all students. Therefore, negative values indicate targets where the supergroup graduation rate is below the state average, and positive values are when the supergroup graduation rate exceeds the state average. **This table is used only when there are fewer than ten (10) students within one or more of the identified subgroups.**

Table 2.B.19 High School “Supergroup” Graduation Rate Gaps

Graduation Rate	Criteria	Points
Supergroup Gap	< -60.64	3
	≥ -60.64 and < -12.67	6
	≥ -12.67 and < 13.88	9
	≥ 13.88 and < 32.98	12
	≥ 32.98	15

College Readiness

In order to complete the classification of high schools, data for the following indicators must still be collected from the Nevada school districts:

- Advanced Placement Participation/Proficiency
- ACT/SAT Participation/Proficiency

Data collection on these new elements will begin and conclude in spring 2012.

Table 2.B.20 outlines the point values the percentage of students who enroll in college remediation courses for English and mathematics instead of credit-bearing courses in their first year of college.

Table 2.B.20 Percentage of Students in Nevada Colleges/Universities Requiring Remediation

Criteria	Points
≥ 72.73%	0
≥ 51.84% and < 72.73%	1
≥ 23.97% and < 51.84%	2
≥ 12.50% and < 23.97%	3
< 12.50%	4

Table 2.B.21 outlines the point values for the percentage of students who earn an advanced diploma upon completion of high school within four years of beginning 9th grade.

Table 2.B.21 Percentage of Students Earning an Advanced Diploma

Criteria	Points
----------	--------

< 0.50%	0
≥ 0.50% and < 6.20%	1
≥ 6.20% and < 32.43%	2
≥ 32.43% and < 56.50%	3
≥ 56.60%	4

Upon completion of the data collection process, this section will also include tables to illustrate the following indicators:

- Advanced Placement Participation and Proficiency (Table 2.B.22)
- ACT/SAT Participation and Proficiency (Table 2.B.23)

Other Indicators

In order to complete the classification of high schools, data for the following indicators must still be collected from the Nevada school districts:

- Percentage of students within a school who are credit deficient at the end of 9th grade (Table 2.B.24)

Data collection on this element will begin and conclude in spring 2012.

Table 2.B.25 outlines the point values associated with ranges related to a school's average daily attendance, as calculated through the 100th day of instruction.

Table 2.B.25 High School Average Daily Attendance

Criteria	Points
< 84.86%	2
≥ 84.86% and < 92.24 %	4
≥ 92.24% and < 95.39%	6
≥ 95.39% and < 98.67%	8
≥ 98.67%	10

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account

a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Reward schools are identified as “High Status”, “High Growth”, or “Exemplary”. Designation of reward schools will be made separately for elementary, middle and high. Designation of Reward schools will encompass both Title I and non-Title I status.

To be designated as High Status, a school must be in the top 10% of elementary schools during the current year in the “All Students” ranking for percent of students who attain proficiency on the statewide assessments in reading and mathematics; and in the top 25% of schools for each of these subjects for each of the previous two years.

To be identified as a High Growth elementary or middle school, a school must be in the top 10% of elementary schools during current year in the “All Students” ranking for Median School Growth Percentile in reading and mathematics; and in the top 25% of schools in each of these subjects for the previous two years. Schools must meet a minimum n-count threshold of 25 students for each of these years and have tested at least 95% of their eligible population of students. To be identified as a High Growth high school, the school must be in the top 10% of high schools during the current year in the reduction of non-proficient students in the “All Students” category for cumulative proficiency in grade 11; and in the top 25% of schools in each of the previous two years.

To be identified as an Exemplary school, a school must qualify as both High Status and High Growth as defined in the previous paragraphs.

Finally, a Reward elementary or middle school (High Status, High Growth, and Exemplary) must not be in the bottom 25% of schools based on the NSPF index points for the “Subgroup” or “Supergroup” calculations for Adequate Growth Percentiles (AGP) in reading and mathematics in the current year. A Reward high school must not be in the bottom 25% of high schools based on the NSPF index points for the “Subgroup” or “Supergroup” calculations for graduation and proficiency in reading and mathematics.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The NDE and school districts will approach recognition of schools through multiple avenues. First, school designations are prominently reported on school profiles that are made available to schools, districts, and the public at large. Second, the State will work with districts to provide plaques and assemblies wherein the schools winning the highest awards are honored. Third, the NDE will invite award winners to the annual Mega Conference — a “model” schools conference that provides an opportunity for these schools to showcase their efforts, thus providing the system and other schools the opportunity to learn from the success of these schools. Through the annual Mega Conference, the NDE has been bringing quality professional development on

current trends and best practices in education to Nevada for almost 2 decades. The conference celebrates Nevada's successes and highlights strategies and programs that have been proven to effect change for learners and educators alike. A special luncheon is held to recognize Nevada schools and individuals that have demonstrated success in helping all students succeed.

Incentivizing Peer Mentoring, Networking, and Collegiality

Nevada will promote greater collaboration between schools and school districts, whereby staff at identified reward schools will be encouraged to share best practices, to support other schools in learning how to get better faster. Maximizing the human capital of outstanding teachers and administrators that are already an integral part of the educational landscape in Nevada is a strategic use of resources and is reinforcing in both directions. The NDE is committed to the development and ongoing enhancement of an electronic portal designed to support teachers and administrators in accessing materials and instructional resources to support high quality, differentiated instruction. This portal will serve as an access point for sharing the proven practices that are in place at Nevada's reward schools in order to further promote replication of successful strategies. Features such as blogs and learning forums will be established so that administrators and teachers can dialogue about the use of these tools and approaches. Highly effective educators from Reward Schools will be featured in the portal, providing them with individual and school-based recognition, as well as supporting scale up of evidence based practices. Additional considerations for portal-based learning include the following:

- Face to face or virtual communication pathways sustained throughout the system of education
- Digital resources including ideas such as the existing Wiki teacher and Curriculum Engine, and videos of teachers working with specific student populations and cataloged in a searchable library, with real classroom examples. Teachers can search by subject, standard, grade, and pull up examples of real classroom instruction, such as a math or English lesson. Further, teachers could access examples of colleagues working with specific populations, such as English Language Learners and special education students. The library could monitor the hits made on particular teachers' contributions and highlight those teachers who have high traffic utilization and high ratings from viewers.
- Principals will sponsor and conduct webinars on chosen topics, convene Professional Learning Communities (PLC's), and post publicly their "ten big ideas" on a website.

These ideas for incentivizing outstanding principals and teachers to share best practices is only the beginning of an exciting journey, marked by meaningful collaboration designed to improve all schools, support all teachers, and ensure that all students are "ready by exit."

Additional methods for recognizing and rewarding school success may include:

1. Implementing signing bonuses for teachers and administrators recruited to serve at a priority and focus schools.
2. Establishing Pay-for-Performance financial incentive systems for teachers and administrators based on the schools' annual performance.
3. Providing additional compensation for teachers through additional instruction built into the school day.
4. Exploring plans whereby "career ladders" are developed for teachers and administrators at each of the priority and focus schools.
5. Removing the priority and focus schools from the requirements of a reduction-in-force

during the period in which they are identified as having such a classification.

All of the approaches described herein for recognizing school success have been generated through the active partnership of the NDE and Nevada’s school districts. These ideas were centrally generated through The Core Group, as described in Question 2 of this application, which included representation from the NDE along with district administrators from Nevada’s two large urban districts as well as one small and two mid-size districts that are representative of the diversity of the state’s 15 non-urban districts. (As a reminder, Nevada has only 17 school districts).

Additional, existing forms of recognition include identification of Title I Distinguished Schools and National Blue Ribbon Schools, as described here. Title I Distinguished Schools undergo a multiple step process of selection. All Title I schools that have achieved High Status, High Growth, or Exemplary Status are identified. Through a district selection process, identified schools are invited to send in an application to become a Title I Distinguished School. The schools that apply participate in interviews with an NDE interview team to respond to questions pertaining to successful practices. From these interviews, winning schools are selected. The National Blue Ribbon Schools program is part of the USDOE’s effort to identify and disseminate information about successful schools. Up to three schools may be selected annually by the NDE if they meet targeted criteria in designated categories.

Finally, each school district will work proactively to engage the community. Dramatic change requires active two-way communication with local stakeholders. Successful efforts to engage the community are characterized by public acknowledgement of past failures coupled with a forceful, positive vision for the future. Publicizing early “wins” can also send a powerful message that change is possible when all stakeholders work together. In the 2011 Legislative Session, State policy makers demonstrated their commitment to parent involvement and family engagement by passing legislation that lays out expectations for what the NDE must do to support effective practices in this arena. In order to assure achievement of these important efforts, a full-time education programs professional was budgeted by the Legislature and approved by the Governor, and has been hired to accomplish a comprehensive scope of work for parent involvement and family engagement, including working with the high-powered statewide Advisory Council for Parent Involvement and Family Engagement. This individual will also network with other designated parent leadership organizations such as Nevada State PTA, Nevada PEP, and the Education Alliance, among others.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

To be identified as a Priority elementary or middle school, a school must first be in the bottom 10% of elementary or middle schools based on the NSPF index points in reading and mathematics earned in the areas of Status and Growth during the current year. All of these schools that are also in the bottom 25% of schools in two of the previous three years based on the same analysis will then be ranked from lowest performing to highest performing. While a Priority designation will be determined for both Title I and non-Title I schools, the level at which the process identifies the lowest-performing 5% of Title I schools will be the cut-off for identification of all Priority schools.

Analyses for high schools will be conducted similarly based on status calculations. Every high school with a graduation rate of less than 60% will also be identified as a Priority School.

Once a school is identified as a priority school, supports and interventions will be planned for a minimum 3-year period. These schools will continue to be judged using the same index system being applied to all schools. However, once identified, these schools will remain on “probationary” status as Priority for the 3-year period.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

All schools must submit a school improvement plan annually. Those schools that have been identified as a Priority school must develop a Priority Turnaround Plan. A Priority Turnaround Plan requires higher levels of monitoring and oversight from the district and the NDE until academic achievement and growth improves. The NDE will require that all schools designated as priority include in their plans the following information:

- Descriptions of the overall research-based approach about how performance will improve.
- Descriptions of the new improvement strategies to be implemented.
- Descriptions of the action steps that will be taken to implement the improvement strategies, including the timeline, key personnel, resources, and implementation benchmarks.

The role of the LEA in supporting Priority Schools will be essential. Therefore the NDE will work with district leadership in those districts that have identified priority schools to build district capacity to support rapid school turnaround. In order to determine if the school’s leadership, infrastructure, and staff is adequate to engage productively in turnaround efforts, and the likelihood of positive returns on State resources and support in improving student achievement, the SEA will partner with districts to establish current school and district capacity for adopting and scaling up innovative practices, through the lens of the following essential implementation drivers (Fixsen and Blasé, 2010):

1. Recruitment and Selection

The purpose of recruitment and selection is to choose the right people for the right positions. This requires thinking about expectations and necessary pre-requisites. If done well, selection improves the likelihood of retention after “investment”. Good selection improves the likelihood that training, coaching, and supervision will result in implementation. Consideration should be given to who is best qualified to carry out the

practices due to the needed *skill set* as well the *desired characteristics or values* for the role the person will serve (e.g., commitment to shared goals, willingness to learn, etc.)

2. Training

The purpose of training is to support “buy-in”, knowledge acquisition, and skill development. Training must be timely (e.g., training occurs before the person attempts to or is required to use the new program or practice), is grounded in theory of adult learning, and is skill-based. Pre- and post- data as well as outcome data should be collected and analyzed. Trainers should be trained and coached, and fidelity measures collected and analyzed (e.g. schedule, content, processes, qualification of trainers).

3. Supervision and Coaching

Coaching is designed to ensure fidelity in the implementation of a given initiative or assignment. Coaching helps to develop and sustain clinical and practice judgment. Coaching provides feedback to selection and training processes, and uses multiple sources of information for feedback. Coaching is based on multiple sources of information.

4. Performance Assessment

Performance Assessment is intended to measure fidelity and to ensure implementation. It reinforces staff and builds on strengths. It gives feedback to the organization on the functioning of recruitment and selection practices, training programs (pre and in-service), supervision and coaching systems, and interpretation of outcome data. It is the formative assessment of the system that allows for mid-course correction, in response to reliable data (standardized protocols, trained data gatherers).

5. Decision Support Data Systems

Decision support data systems are the organization’s processes for systematically collecting and using both *process data*, such as fidelity measures over time and across practitioners, as well as *outcome data*. Data can also be collected and used regarding the quality of the drivers. The purpose of the data system is not as a repository of information but as a source of information for decision-making and continuous quality improvement. The purposes are to make a difference for students, to provide information to assess effectiveness of educational practices, to analyze the relationship of fidelity to outcomes, to guide further program development and support continuous quality improvement, and to celebrate successes.

6. Facilitative Administration

Facilitative administration is about support services and leadership that proactively looks for ways to make high quality work by practitioners feasible and routine. The organization provides leadership and makes use of a range of data inputs to inform decision making, support the overall processes, and keep staff organized and focused on the desired clinical and program outcomes. The purpose of administration that is facilitative is to ensure that all the essential components of implementation are installed, available, integrated and of the highest quality, with timely support to practitioners.

7. Systems Interventions

Systems interventions are strategies to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. Such systems alignment and intervention is critical since even the best program or practice will not survive if the funding, regulatory, and policy climate is not hospitable. The goal of systems intervention is to identify and eliminate or reduce barriers, or to enhance and sustain those policies and regulations that facilitate the work at hand. The purpose is to create an environment and a set of conditions that supports the new way of work. Multiple “champions” and “opinion leaders” embrace the work and promote it.

8. Leadership

Designated leaders have the adaptive skills and the technical skills to support the work that must be done. Leaders identify, develop, and support the policies that must be changed or created to achieve the desired outcomes. Leaders have the necessary degree of technical knowledge about the program or practice to support it (i.e., they understand it). Leaders are also adaptive in responding to the changing dynamics of the environment around them while keeping a focus and commitment to sustaining the program or practice. Administration aligns policies and procedures to facilitate the new way of work internally, and provides leadership in addressing changes needed in external systems.

To adequately address the needs of Priority Schools, the NDE will require a district to assure that it will implement the selected intervention or interventions at a priority school for at least three years. Intervention strategies that will be implemented at the school and district levels include, but are not limited to, the following:

- Measuring the effectiveness of existing staff and retaining only those who are determined to be able to be successful in a turnaround environment and proven to be effective. Forthcoming State regulations will define educator evaluations to determine effectiveness; in the interim, districts will be required to use locally-developed or adopted competency evaluation currently being implemented at SIG-served transformation-model schools at any priority school;
- Reviewing the performance of the current principal and either 1) replace the principal if such a change is necessary to ensure effective leadership, or 2) demonstrate to the SEA that the current principal has a demonstrated record of increasing student achievement and has the ability to lead the reform effort. The principal must have operational flexibility in areas of scheduling, staff, budget, and curriculum;
- Reviewing the school's instructional program based on student needs and ensure that any aspect of the program used is research-based, rigorous, and aligned with the CCSS;
- Implementing peer coaching, mentoring, and assistance;
- Implementing financial incentives to staff and increasing opportunities for promotion/career growth;
- Providing flexible work conditions designed to recruit/place/retain effective staff;
- Providing ongoing, job-embedded professional development aligned with the teacher evaluation outcomes and analysis of student achievement data, including training on Tier 1, 2, and 3 Interventions in mathematics and literacy;
- Promoting the continuous use of student data to inform/differentiate instruction;
- Providing community-oriented services that gives the family and community opportunities for engagement;
- Establishing schedules/strategies that provide more learning time for students/staff;
- Placing the most effective teachers at priority schools; and
- Preventing ineffective teachers from being placed at priority schools.

Building Reform Leadership Capacity

The NDE is currently using SIG administrative set aside funds to provide intensive turnaround leadership identification and professional support required to successfully implement either the turnaround or transformation models under the SIG program. This focused support is provided

through the University of Virginia’s two-year School Turnaround Specialist Program (UVA-STSP). In collaboration with the Southwest Comprehensive Center at WestEd, the UVA is building our regional capacity to provide this focused support to potential and practicing turnaround leaders that will be needed to serve at identified priority and focus schools. Continued partnership with UVA-STSP and SWCC will exist to sustain and grow greater capacity of school, district, and State leadership for turnaround efforts.

Nevada requires that the following competencies for teachers and leaders be used by current School Improvement Grant (SIG) funded districts and schools when hiring for positions at SIG-served turnaround and transformation model schools. These same competencies will be required for use at priority schools. UVA has established four cluster areas, with embedded indicators in each cluster, relative to the competencies and expectations necessary for teacher and leader success in turning around Priority Schools. These cluster areas are described here:

1. Driving for Results Cluster

Leaders: This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Major actions include setting high goals for the organization and making persistent, well-planned efforts to achieve these goals despite barriers. Significant competence in this cluster will achieve school performance via a relentless focus on learning results through the indicators below.

Teachers: This cluster of competencies is concerned with the turnaround teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one’s students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

2. Influencing for Results Cluster

Leaders: This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. They must use a wider variety of influencing tactics than most leaders – acting directive with subordinates when urgent action is essential, inspiring and visionary when discretionary effort of staff and others is needed, and influencing entirely through others rather than directly – as the situation requires. They also must address a complicated web of powerful stakeholders (staff, parents, unions, community, etc.) and resource providers (district office staff, special funders, management organization staff, etc.) to ensure support for – and reduce resistance to – successful change.

Teachers: This cluster of competencies is concerned with motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone, but instead must influence the work of others. They must use a variety of influencing tactics – inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success – as the situation requires. The relationships they

form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

3. Problem Solving Cluster

Leaders: This cluster of competencies is concerned with thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. The thinking competencies are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

Teachers: This cluster of competencies is concerned with teachers' thinking to plan, organize and deliver instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

4. Personal Effectiveness Cluster

Teachers: This cluster of competencies is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control over behavior when faced with stressful, uncomfortable and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

5. Showing Confidence to Lead

Leaders: This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. It includes both presenting oneself to the world with statements of confidence, putting oneself in challenging situations, taking personal responsibility for mistakes, and following up with analysis and corrective action.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Nevada will first identify priority schools in September 2012, using testing data from the 2011-2012 school year. In September 2012, priority schools will be identified in accordance with the methodology described in this application. As a result, at the start of the 2013-2014 school year those schools that were identified as priority schools in September of 2012 will implement the turnaround principles required by the USDOE and described herein.

This timeline is driven by State legislation. As authorized under statute, the NDE generates a

testing schedule, which currently supports test administration within a window of 10 days before or after students' 150th day of instruction. Within 28 days following the completion of all test administration, data are generated from the contracted assessment vendor and subsequently forwarded to the NDE. At that time, the NDE then generates the accountability results, and provides preliminary data sets to each school district. This action triggers a reconciliation process that is finalized, in accordance with statute, to allow for publication of results no later than September 15th of each year. State statutes that address personnel decisions further substantiate timing for implementation of turnaround principles. State law requires that teachers and administrators be offered employment contracts no later than May 1st of each year. Turnaround efforts require that education leaders implement changes in staffing allocations and assignments at the school level, which will be implemented in the year following the schools' identification. This timing will support meaningful planning to assist schools in being ready for turnaround, by which school districts, in partnership with the NDE, can develop and implement plans to interview potential turnaround school principals against established competencies, and bring them into the decision making process with regard to human capital and other key considerations. Given the parameters of state statute, this timeline delineates the most expedient approach to implementation of turnaround principles and ensures that schools the identification of schools occurs as soon as possible after waiver approval.

The NDE will use the same process for providing fiscal and instructional support to priority schools as it implemented for Tier I and II schools using SIG funding and SIG professional development resources. This support process included an approved SIG plan based upon data analysis of the school's outcomes and practices, and ongoing monitoring of the implementation of the SIG plan. LEAs approved SIG plan included a budget for each of the next three years to support implementation of the SIG plan. For schools funded under FY10-11 SIG (the first year the funds were available for full implementation) that made some but not adequate progress toward the LEA-established annual SIG goals, the NDE provided focused support for the FY11-12 school year. The intended goal is to ensure priority schools and their LEAs will have had sufficient time to align existing and potential resources to continue successful practices. All currently funded SIG schools are showing demonstrated growth toward LEA-established annual goals.

The timeline for development and implementation of interventions for Priority Schools will begin following the annual analysis of State achievement test results and other selected metrics to determine annual school categorizations. Providing Nevada's waiver flexibility request is approved in time for implementation during the 2012-2013 school year, Priority Schools will be identified at the beginning of the year. LEAs will submit a Priority Schools Application for any such school identified within its boundaries (provided such school is not a State-sponsored charter school) that may include pre-implementation activities to build the district's capacity to successfully implement the plan no later than November 30, 2012. Title I resources available to support implementation of these interventions at Priority Schools include SIG funds, Section 1003(a) funds, and up to 25% of an LEA's Title I allocation for the school year following the identification of the school as a Priority school. An LEA should include a budget for additional funds with its Priority Schools Application.

Applications will be reviewed on paper and through follow up interviews to determine potential success of the application's proposal. Following approval of an application, implementation of

the plan may begin immediately.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Nevada has established the following exit criteria relevant to all Priority Schools after a minimum of three consecutive years of “Priority” status:

- The school meets the 95% participation rate on the State assessment for reading and mathematics for each of the years it is designated as “Priority.
- A Priority Elementary or Middle School may exit from Priority status if for the “All Students” group:
 - The school is above the bottom 10% of schools based on the NSPF index points in reading and mathematics earned in both of the areas of Status and Growth during each of the years it is designated as “Priority”, and
 - The school is above the bottom 25% of schools based on the NSPF index points in reading and mathematics earned in both of the areas of Status and Growth during at least one of the years it is designated as “Priority”.
- A Priority High School may exit from Priority status if for the “All Students” group:
 - The school is above the bottom 10% of schools based on the NSPF Status index points in reading and mathematics each of the years it is designated as “Priority”,
 - The school is above the bottom 25% of schools based on the NSPF Status index points in reading and mathematics during at least one of the years it is designated as “Priority”, and
 - The school has a graduation rate above 60% for each of the years it is designated as “Priority.”

Prior to removing a school from priority status, the NDE will ensure that the capacity is in place for the LEA and school to sustain improvement at the school. The framework used for monitoring current SIG schools will be used for analyzing capacity of priority schools to sustain improvement. The framework is built on the implementation drivers established by Fixsen and Blasé (2010) as described above, and as informed by the National Implementation Research Network (NIRN) based upon a substantial meta-analysis of effective approaches to implementation and scale-up of evidence-based practices.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

To be identified as a Focus elementary or middle school, a school must first be in the bottom 25% of schools based on the NSPF index points for the “Subgroup” calculations for Adequate Growth Percentiles (AGP) in reading and mathematics in the current year. All of these schools that are also in the bottom 25% of schools in two of the previous three years based on the same analysis will then be ranked from lowest performing to highest performing. While a Focus designation will be determined for both Title I and non-Title I schools, the level at which the process identifies the lowest-performing 10% of Title I schools will be the cut-off for identification of all Focus schools.

To be identified as a Focus high school, a school must first be in the bottom 25% of high schools based on the NSPF index points for the “Subgroup” calculations for graduation and proficiency in reading and mathematics. All of these schools that are also in the bottom 25% of schools in two of the previous three years based on the same analysis will then be ranked from lowest performing to highest performing. The level at which the process identifies the lowest-performing 10% of Title I schools will be the cut-off for identification of all Focus schools.

Once a school is identified as a focus school, supports and interventions will be planned for a minimum 3-year period. These schools will continue to be judged using the same index system being applied to all schools. However, once identified, these schools will remain on “focus” status as Priority for the 3-year period.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Identification Timelines

Nevada will first identify Focus Schools in September 2012, using testing data from the 2011-2012 school year. In September 2012, Focus schools will be identified in accordance with the methodology described in this application. As a result, at the start of the 2013-2014 school year those schools that were identified as Focus schools in September of 2012 will implement targeted interventions as described in this application.

This description is the same as that provided under 2.D.iv, wherein the timing and rationale for identification and implementation are driven by State legislation. As authorized under statute, the

NDE generates a testing schedule, which currently supports test administration within a window of 10 days before or after students' 150th day of instruction. Within 28 days following the completion of all test administration, data are generated from the contracted assessment vendor and subsequently forwarded to the NDE. At that time, the NDE then generates the accountability results, and provides preliminary data sets to each school district. This action triggers a reconciliation process that is finalized, in accordance with statute, to allow for publication of results no later than September 15th of each year. State statutes that address personnel decisions further substantiate timing for implementation of turnaround principles. State law requires that teachers and administrators be offered employment contracts no later than May 1st of each year. Turnaround efforts require that education leaders implement changes in staffing allocations and assignments at the school level, which will be implemented in the year following the schools' identification. This timing will support meaningful planning to assist schools in being ready for turnaround, by which school districts, in partnership with the NDE, can develop and implement plans to interview potential turnaround school principals against established competencies, and bring them into the decision making process with regard to human capital and other key considerations. Given the parameters of state statute, this timeline delineates the most expedient approach to implementation of turnaround principles and ensures that schools the identification of schools occurs as soon as possible after waiver approval.

The NDE will use the same process for providing fiscal and instructional support to Focus Schools as it implemented for Tier I and II schools using SIG funding and SIG professional development resources. This support process included an approved SIG plan based upon data analysis of the school's outcomes and practices, and ongoing monitoring of the implementation of the SIG plan. LEAs approved SIG plan included a budget for each of the next three years to support implementation of the SIG plan. For schools funded under FY10-11 SIG (the first year the funds were available for full implementation) that made some but not adequate progress toward the LEA-established annual SIG goals, the NDE provided focused support for the FY11-12 school year. The intended goal is to ensure Focus Schools and their LEAs will have had sufficient time to align existing and potential resources to continue successful practices.

The timeline for development and implementation of interventions for Focus Schools will begin following the annual analysis of State achievement test results and other selected metrics to determine annual school categorizations. Providing Nevada's waiver flexibility request is approved in time for implementation during the 2012-2013 school year, Focus Schools will be identified at the beginning of the year. LEAs will submit a Focus Schools Application for any such school identified within its boundaries (provided such school is not a State-sponsored charter school) that may include pre-implementation activities to build the district's capacity to successfully implement the plan no later than November 30, 2012. Title I resources available to support implementation of these interventions at Focus Schools include Section 1003(a) funds, as well as resources under Title III and the Individuals with Disabilities Education Act (IDEA).

Applications will be reviewed on paper and through follow up interviews to determine potential success of the application's proposal. Following approval of an application, implementation of the plan may begin immediately.

Interventions for Focus Schools

By engaging in a continuous improvement cycle to manage performance, districts and schools can

improve their effectiveness and outcomes for students. To support this purpose, all public schools are required to prepare and submit a plan to improve the achievement of students enrolled in the school. The NDE has developed SAGE, the Student Achievement Gap Elimination process, which is a research-based school improvement process to assist school and district improvement efforts. The SAGE process includes a complete analysis of the data, identification of key strengths and priority concerns, root cause analysis of each concern, and the identification of solutions resulting in a focused plan that includes action steps, timelines, an aligned allocation of resources, accountability, and monitoring measures.

Through this waiver application, it is also proposed that an LEA with one or more Focus schools be required to reserve up to 25 percent of its Title I, Part A funds on a sliding scale to support the implementation of the interventions. This set-aside will vary depending on the scope of the problem, the number of affected schools in the district, the number of students in the focus population, and the LEA's overall Title I, Part A allocation. This will enable the LEA to address needs in multiple Title I schools or to use Title I funding for LEA-wide support (e.g., instructional coaches or school networking activities). Nevada anticipates that by giving districts some degree of flexibility in how to use these resources, they will be able to maximize the benefit based on the unique needs of their Focus schools.

Strategies for focus schools include differentiated corrective action, consequence or sanction, or any combination thereof. These strategies will include implementing one or more of the following options:

1. Updating the NCCAT-S with facilitation by an outside entity with relevant experience. The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is a comprehensive audit of the school's curriculum and instruction, assessment and accountability, and leadership that leads to an analysis of both outcome data and the school's organizational and operational beliefs and behaviors.
2. Implementing focused technical assistance. Technical assistance that is above and beyond the support typically available to most or all schools in the district, and that is supported by scientifically-based research, in one or more of the following areas: (1) Assistance in acquiring, analyzing, and/or using data from the State assessment system, and other examples of student work, to identify and develop solutions to problems; and/or (2) Assistance in identifying specific professional development needs and solutions, and in coordinating access to professional development in instructional strategies and methods that have been proven effective, through scientifically based research, in addressing the specific instructional issues that caused the schools to be identified as a focus school; and/or (3) Assistance in analyzing and revising the school's budget so that the school effectively allocates its resources to implement the Focus Improvement Plan.
3. Implementing focused professional development. Professional development that is above and beyond the support typically available to most or all schools that adheres to the State's established professional development standards, and is provided to instructional staff and/or administrators at the school in accordance with needs revealed through data analysis derived through the comprehensive audit results and any other relevant data sources, if any. Content must directly address the academic achievement

problem(s) that caused the school to be identified as a focus school and afford maximum opportunity for mandated staff to participate in the professional development.

4. Utilizing technology and various materials.

The purchase of materials and/or programs, that are aligned with needs identified through the NCCAT-S and/or other data analysis efforts, to include: (1) the purchase of research-based program(s) proven effective for resolving issues at schools with similar demographics and data-based needs; and/or (2) hiring personnel to provide supplemental services for students; and/or (3) the purchase of a system to collect and/or or manage data to track student progress toward targeted benchmarks; and/or (4) the purchase of equipment.

Examples of interventions such as those listed above have been implemented at schools identified under the current accountability system (NRS 385) as In Need of Improvement (INOI) Year 4 and beyond during the 2010-2011 and 2011-2012 school years. Based upon progress toward growth targets, the schools receiving such support have all improved. This array of interventions is specifically crafted to address the differentiated needs of the schools that will be identified as Focus Schools, including considerations as to school demographics such as student population characteristics, size, age/grade-levels, etc., as well as data-driven improvement needs, such as targeted populations' vs all-students learning needs, school culture, leadership, etc.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Nevada has established the following exit criteria relevant to all Focus Schools after a minimum of three consecutive years of “Focus” status:

- The school meets the 95% participation rate on the State assessment for reading and mathematics for each of the years it is designated as “Focus.”
- A Focus Elementary or Middle School may exit from Focus status if for the “Subgroup” or “Supergroup,” the school remains above the bottom 25% of schools based on the NSPF index points for Adequate Growth Percentiles (AGP) in reading and mathematics in the areas of Status and Growth during each of the years it is designated as “Focus”.
- A Focus High School may exit from Focus status if for the “Subgroup” or “Supergroup,” the school remains above the bottom 25% of high schools based on the NSPF index points for graduation and proficiency in reading and mathematics during each of the years it is designated as “Focus.”

Prior to removing a school from focus status, the NDE will ensure that the capacity is in place for the LEA and school to sustain improvement at the school. Focus schools will be monitored for capacity to sustain improvement in accordance with the implementation drivers (Fixsen and Blasé, 2010) described above.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<p><i>In accordance with Assurance #7 upon approval of this Waiver Application, the NDE will report to the public the lists of reward schools, priority schools, and focus schools. This waiver application is a public document, and therefore during the period of review, it is not appropriate to disseminate lists of schools that may change in response to methodology revisions required by USDOE.</i></p>					
TOTAL # of Schools:					

Total # of Title I schools in the State: 342

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 12

Key	
<p><u>Reward School Criteria:</u> A. Highest-performing school B. High-progress school</p> <p><u>Priority School Criteria:</u> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years 6. Tier I or Tier II SIG school implementing a school intervention model</p>	<p><u>Focus School Criteria:</u> 7. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate 8. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate 9. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Nevada proposes to include all of its districts and schools in a comprehensive and coherent system of support and intervention that will allocate federal and State resources so that schools in the greatest need receive the greatest support (or strongest intervention). However, in addition to assessing the State’s capacity to support its districts and schools, the NDE must also address local capacity: the ability of each district or school to improve. The State must then differentiate its supports and interventions accordingly. Several of the larger school districts have had the internal capacity or the ability to partner with outside entities to provide support to conduct more comprehensive needs assessments (focus groups in addition to surveys of teachers, parents, students, etc.), and robust formative and/or interim student assessment systems, while most of the smaller school districts are faced with proportionately fewer staff to continue focused school improvement support.

Nevada continues a loose-tight relationship with its school districts that has proven effective in the past by allowing for a concentration of resources where the identified needs exist, including capacity. A loose-tight approach aligns with how a needs assessment for a school can be conducted, dependent on level of autonomy earned:

- Self assessment and implementation by higher performing schools using the systems and tools provided through the statewide system of support,
- For schools with a more urgent need to improve but some internal capacity, assistance in use of the same systems and tools provided by State, district, or external partners through on-site work and web-based support (coaching), which includes monitoring implementation, and/or
- For significantly struggling schools, an external team to conduct the diagnosis and assistance in developing the plan, with strong support for monitoring implementation.

NRS 385 also currently requires a differentiated response for supports or consequences as described above, in accordance with the conclusive data resulting from conduct of the NCCAT-S. Based upon research of successful school improvement efforts, support is provided through targeted interventions to promote effective and sustainable change. Results from the first two years of operation under this differentiated system of supports and consequences show not only improvement in student achievement, but also improvement in collaboration, leadership, and instructional practices at the schools. Nevada proposes to continue its differentiated support system under the ESEA flexibility waiver, and to expand its ability to address a school’s and district’s unique circumstances.

If a school is not making adequate progress and continues to operate under a priority improvement plan for more than three consecutive years at a level 5 status, the NDE and the district will reach agreement with regard to next steps. Interventions may include three options (1) converting the

school to a competency-based funding model; (2) restarting the school under an education management organization (EMO); or, (3) closing the school.

Competency-based Funding Model

Procedures will be implemented, through regulations, to revise the funding formula for a chronically under-performing school, to:

- Document that a school is chronically under-performing;
- Set the length of time granted to a chronically-underperforming school before a decision is made to convert it either to: (a) an EMO, or (b) a competency-based funding model;
- Provide LEAs with "political cover" by creating "policy space" that enables LEAs to make school-closure decisions. These procedures will be in put in place by enabling Districts to waive State requirements that are based on the traditional funding scheme (which fund a school based on the number of students who show up the previous year) and instead opens up paths for LEAs to fund a school only after students achieve learning targets;
- Advocate for funding flexibility that makes it possible for an LEA to fund a school using a competency-based formula; and
- Provide mechanisms that would allow outside grants to support a limited number of districts to lead the way on shifting to a competency-based funding scheme; this outside funding could provide a type of "bridge loan" to move from the current approach (that bases current-year funding on previous-year student enrollment) to the future approach (that bases current year funding on number of students who achieved learning targets the previous year).

Restarting a School

Restarting a school requires a district to convert and reopen a chronically-underperforming school under an EMO that provides whole-school operation services. The EMO could be selected through a competitive rigorous review process using a diverse-provider model. The diverse-provider model includes the following steps:

- District establishment of the standards their vendors must meet to qualify as eligible providers, including record of accomplishment in providing end-to-end solutions; evidence of ability to sustain program in demographically similar settings, including meeting the needs of specific subgroups; and demonstrated turnaround success.
- District development and use of an RFP process to create a pool of pre-qualified providers that meet the above standards.
- District development of a standard of expected yearly school improvement that any organization must reach before the operator can continue to be included in the pool of qualified providers for the district.
- District definement of the yearly progress needed before a case can be made that a low-performing school should be converted to an EMO school (i.e., identify how much progress is enough and how much is not enough).
- District policies requiring that an EMO is compensated after demonstrating it reaches contracted performance targets (based on interim and year end assessments).
- District development of an articulated agreement as to the role of the district and the school in implementation of the diverse-provider model, and review of the plan by the NDE.

School Closure

Under school closure the District closes a school and enrolls all students in a higher achieving school located within the same area. Prior to the school closure, the District will establish a dialogue with the families and members of the community regarding the intervention process.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
4. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 5. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 6. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As guided by the theory of action for development and implementation of Nevada’s accountability system, the State will build capacity to improve student learning by aligning PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, and professional development. This work will entail making and implementing decisions about resource allocation, assessing and where needed, modifying current practices, and effectively utilizing and providing intensive professional development and technical assistance. As part of any improvement plan developed for any school, and priority or focus schools in particular, a monitoring plan will be required that evaluates both outcomes and the implementation process itself. The NDE will ensure sufficient support for implementation of interventions in priority or focus schools, as well as in other struggling Title I schools. This outcome will be supported through the intentional, scaffolded framework for support that targets resources where and how they are needed, to be both effective and efficient in the approach to school support. Such supports will include leveraging funding as needed that the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources. School districts will be required to provide the NDE quarterly updates on implementation of interventions at any priority or focus school.

To optimize the benefits of available resources, external funding from grants such as the School Improvement Grants, GEAR UP, the OSEP-funded State Personnel Development Grant, the Striving Readers Comprehensive Literacy Grant, and grant support through assessment consortiums, will be leveraged in priority schools with significantly low achievement and in focus schools with large achievement gaps.

Gubernatorial and legislative supports to build capacity are also critical in a state like Nevada, in which resources are limited and needs are high. Solid relationships exist among the SEA, the LEAs and the legislature and Governor's Office to help focus the distribution of resources towards an aligned education reform agenda. For the first time in Nevada history, this spring the State Superintendent of Public Instruction will be appointed by the Governor, and next January, the State Board of Education will be reconfigured to reduce the number of members and move from an all-elected board to a combination of elected and appointed membership. More focus than ever before is being placed on PreK-12 education by the Governor's Office, and with this focus has come a pledge from Governor Sandoval to support education reform that is aligned with the principles established in this application request. These endeavors are also supported by key philanthropic and business leaders from across the State, who have committed to leveraging support to assist the NDE and districts to deliver on the promises of aggressive school turnaround.

A crucial leverage point for building LEA and ultimately school capacity for all schools, but in particular those schools that have the greatest need, will build on the partnerships that NDE has strengthened over the years in working with struggling schools: the Southwest Comprehensive Center at WestEd, the University of Virginia's School Turnaround Specialist Program, Nevada's Regional Professional Development Programs, and the content centers and regional resource programs funded by USDOE. Through effective processes and evidence-based practices identified through work with these entities, the NDE and school districts have been investigating and developing ways to scale up successful supports as well as identify key components that are critical in building capacity at all levels. Work to date toward this end has proven effective.

Obstacles to and Leadership for Achieving Success in Principle 2

Implementation of the School Performance Framework

The NDE possesses a small ratio of SEA employees on a per capita basis, when compared to other state education agencies, which results in capacity issues regarding large systems reform. Accordingly, the NDE has a history of partnering with LEAs – in particular Clark and Washoe County School Districts. In order to implement the complex new Nevada School Performance Framework, continued collaboration will be essential. Accordingly, the NDE has engaged LEAs in discussions about the creation of Memorandums of Understanding (MOUs) to ensure timely and meaningful exchange of data as well as technical conversations and partnership to deepen analyses and support validation processes. Also important will be State efforts to grow the IT infrastructure to support the new system. In January 2012, the NDE presented to the Legislative Committee on Education (LCE) and addressed this issue. In March 2012, a second presentation has been requested wherein the LCE has specifically asked the NDE to address issues with which legislative support is needed to implement Nevada's next generation accountability system.

Federal funding will be used to issue an RFP for the calculation and reporting changes associated with the new accountability system. This will assist with the obstacle of limited staff available to develop the infrastructure necessary for implementation of the new NSPF and provide for the production of reporting tools that will provide the necessary levels of disaggregation to assist with effective school improvement efforts. Additionally, NDE staff recognizes the complexity of the accountability system proposed within this document. In order to mitigate confusion associated with this complexity, a new contract proposed under this paragraph will include the development

of a public reporting tool that will assist in the communication and understanding of this model.

Leadership to implement the classification system that undergirds the NSPF will be provided by NDE's Office of Assessment, Program Accountability, and Curriculum, with targeted support from the Office of Information Technology.

Implementation of Nevada's Differentiated System of Support

In order to foster implementation of a robust system of support that truly meets the targeted needs of the schools and districts in Nevada, access to the research on proven and emerging practices will be critically important. Accordingly, in light of the capacity issues described above, sustained engagement with technical assistance centers will be paramount for success. The system has been designed to support a continuum of support in which those schools with more needs are provided with more resources. This is a necessary and logical approach in general, and most especially so in a state that continues to face unprecedented economic challenges, resulting in a forecast of limited enhancements to state dollars for school improvement efforts.

Leadership to implement the differentiated system of supports and recognition will be provided by NDE's Office of Special Education, Elementary and Secondary Education, and School Improvement Programs.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; • a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and • an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <p>6.a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</p> <p>7.evidence of the adoption of the guidelines (Attachment 11); and</p> <p>8.a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</p>
--	---

The purpose of public education in Nevada is to meet the learning needs of all students, so that they are college- and career-ready upon graduation from high school. Most basic to that attainment of success is quality instruction. Every student deserves an effective teacher; every effective school by design must have an effective principal. This purpose is supported by an integrated and comprehensive accountability system, which has two essential aims – to ensure educators meet professional responsibilities and to support capacity.

Cascading levels of accountability and support must exist within a comprehensive system that builds capacity, with elements that serve to recognize and reward highly effective performance, foster replication of effective strategies through professional development and other means, improve the performance of all individuals within the system, and inform human capital decisions. Such considerations touch upon all phases of an educator’s professional experience, as they progress through pre-service preparation, licensure, induction, school-based practice, evaluation, and coaching and professional learning opportunities. At each phase, evaluation, diagnosis of need, and specific feedback and planning must provide educators with the appropriate and

rigorous content and pedagogy, as well as necessary data to inform and improve practice to facilitate student acquisition of college- and career-ready skills and knowledge. Over time, data about teacher and principal effectiveness must inform planning for improvement within teacher preparation institutions and within school and district programs for professional learning.

Nevada proposes a capacity-building system of evaluation of educators as a driver for system improvement. When expectations are clearly stated and educators receive useful feedback and are engaged in a formative process of improvement, the basis for effectiveness has been established.

In 2009 the Nevada Department of Education (NDE) submitted an application for the Race to the Top competition. While the State's application was not funded, Nevada stakeholders none the less committed to a comprehensive education reform agenda and embarked upon a path to ensure that requisite efforts associated with personnel evaluation and support were advanced to ensure that all students graduate high school college and career ready. Correspondingly, the State's focus on "educator effectiveness" has shifted from examining inputs associated with educator qualifications to a paradigm that evaluates educators on multiple measures, based in part on student academic outcomes. The NDE and its seventeen local school districts, as well as the State Public Charter School Authority, have collectively committed to the development and implementation of an overarching performance-based evaluation system. This commitment is grounded in Assembly Bill (AB) 222, which establishes performance evaluation and support system guidelines, and in AB 229, which further reforms requirements associated with tenure and promotion decisions for teachers and administrators.

AB 222 and 229 were passed by both houses of the Nevada Legislature and signed into law by Governor Sandoval in June, 2011. Coming forward with bipartisan support as well as embracing a major foundation of Governor Sandoval's education reform agenda, AB 222 sets forth the guidelines for rigorously evaluating personnel using multiple measures, assigning ratings within a 4-tier performance framework, and aligning professional development and support systems to ensure continuous improvement in instruction — all towards the end goal of realizing targeted student achievement results as measured by both proficiency and growth. The draft legislation for AB 222 was written by NDE staff in collaboration with leaders from the Nevada State Education Association (NSEA) and local school districts, and was championed through bipartisan leadership in the Assembly. Signing on from the beginning, the NSEA has been an active supporter of educator effectiveness reform. Teacher leaders have partnered with State and district as well as legislative policymakers to ensure that the system will be revised in ways that foster accurate practitioner classification, that generate rich systems for professional growth, and that inform human capital decisions in ways that are fair. The Nevada Association of School Administrators (NASA) was also engaged in the passage of the legislation, providing testimony in favor of AB 222 and committing to active partnership in development and implementation of the State's new system.

The efforts described above for revising the ways in which effective (and less effective) teachers and administrators are identified are also bolstered through legislative action regarding probation and pay for performance. Under existing statute (NRS 391.3125; NRS 391.3127), teachers and administrators must be evaluated in writing at least annually for personnel who are post-probationary and at least three times per year for those employees still in probationary status. Such evaluations are required to inform personnel decisions including tenure and promotion, and

will be further developed to ensure comprehensive improvement in areas associated with hiring, compensation, promotion, assignment, professional development, retaining non-probationary teachers, and the nonrenewal of contract personnel. Further, AB 229, as passed in the spring of 2011, provides additional stipulations with regard to probationary status, and requires that a post-probationary teacher who receives an evaluation of “minimally effective” or “ineffective” be evaluated three times in the immediately succeeding school year. Nevada law has also been changed to revise the probationary period from two 1-year periods to three 1-year periods, without a waiver of any of the probationary years. A probationary employee is now employed on a contract basis for three 1-year periods and has no automatic right to employment after any of the three probationary contract years. (Statute does provide that a probationary employee who receives notice that he or she will be dismissed before the completion of the current school year may request an expedited hearing pursuant to the procedures established by the American Arbitration Association or its successor organization.)

The Legislature was clear that *teacher and administrator performance matters*, and took the bold step of enabling boards of trustees to have more discretion in the dismissal of ineffective educators. A board of trustees of a school district which determines a necessary reduction in the existing workforce of licensed educational personnel must no longer base the decision to lay off a teacher or an administrator solely on the seniority of the teacher or administrator and may consider certain other factors. In addition to the possibility that educator evaluation may lead to sanctions, performance should also be rewarded. As mentioned in Principle 2, the board of trustees of each school district must establish a program of performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators. Implementation of such programs must commence by the 2014-2015 school year, and must have as its primary focus the improvement of students’ academic achievement. The need to pay particular attention to implementation of educator effectiveness programs in at-risk schools is specifically called out in the legislation, which aligns well with the foundational elements discussed in this wavier application.

As drafted by the NDE, NSEA, and school districts, the final requirements of AB 222 created a 15-member Teachers and Leaders Council (TLC), with nominees coming from specified stakeholder groups and final membership selected by Governor Sandoval. As nominated by the NSEA, four teachers have designated spots (including cross grade-span representation and tested versus non-tested subjects and grades) and are active members of the TLC, and one TLC member is principal. (It is worth noting that this individual, the 2011 National Principal of the Year, is providing leadership for a Las Vegas middle school.) Additionally, the membership of the TLC consists of PreK-12 school district administrators, representatives of higher education, members of the regional professional development programs, parents, school boards members, and education policy makers including the NDE. Members of the TLC bring expertise in PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, and professional development, which are the critical elements identified in the Theory of Action driving Nevada’s next generation accountability system. It is also relevant that two members are experts in special education, including a tenured faculty member in special education, as well as the State special education director for students ages 3-21. Two of the teachers on the TLC work in highly impacted schools and are experts in providing services to students who are English Language Learners, who live in poverty, and/or who experience very high mobility. One of these teachers, Ms. Barbara Barker, is the Vice Chair for the TLC. Dr. Pamela Salazar, whose leadership with the

National Board Certification for Principals has led to invitations to provide testimony to Congress on these issues, Chairs Nevada's TLC.

The TLC is charged with creating recommendations that explicate the guidelines established in State statute. Explicit in Nevada's new educator effectiveness statutes is the charge to increase instructional capacity as measured in large part by gains in student achievement. Per the statute, the TLC is charged with creating a statewide uniform performance evaluation system to ensure that principals and teachers (including those who teach subjects and grades not assessed by statewide exams) are:

- Evaluated using multiple, fair, timely, rigorous and valid methods, to include evaluations that are based upon at least 50% student achievement data
- Assessed with regard to employment of practices and strategies to involve and engage students' parents and families
- Afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluations, in order to ensure continual improvement of instruction
- Provided with the means to share effective educational methods with other teachers and administrators throughout the State.

The statewide performance evaluation system will be used in the evaluation of all teachers and site-based administrators. Consequently, specialists who work in a concentrated modality with targeted student populations such as special education and ELL students will be included in this system, as will the high percentage of other teachers and specialists who provide services in grades and/or subjects in which no statewide summative data are formally gathered and analyzed.

The TLC was chartered in September 2011, began meeting in October, and has met monthly since then. The TLC has created a *Systems Guideline White Paper* that outlines the preliminary recommendations of the group. (See Attachment 11a.) The TLC will present an initial evaluation systems framework to the State Board of Education in June 2012, with final recommendations going to the Board by December 2012 for consideration and subsequent adoption of corresponding regulations no later than June 1, 2013. As part of their charge, the TLC must develop and recommend to the State Board a plan, including duties and associated costs, for the development and implementation of the performance evaluation system, in keeping with the guidelines established by the State Legislature. The forethought in the legislation to mandate planning for implementation is indicative of the State's commitment to execute the system with rigor in order to realize desired outcomes for educator growth and student achievement.

The performance evaluation system recommended by the Council must ensure that data derived from the evaluations are used to create professional development that enhances the effectiveness of teachers and administrators. Accordingly, and as specified in the statute, timeliness is an important consideration for fostering a system in which data are provided in ways that serve to improve, and in some cases, transform practice. As a result, school districts will be required to deliver evaluation data to teachers and principals with sufficient frequency and within appropriate periods following conduct of the evaluations, so as to empower the appropriate use data. In part, the use of such data must drive differentiated professional development that meets the needs of the learner—in this case, teachers and administrators.

Additionally, the TLC is required to develop a timeline for monitoring the performance evaluation system at least annually for quality, reliability, validity, fairness, consistency and objectivity. As a result of applying the principles of this evaluation system, Nevada teachers and principals will be classified within a differentiated 4-tier personnel performance framework. Accordingly, each teacher and principal will be assigned a rating of: Highly Effective, Effective, Minimally Effective, or Ineffective.

The TLC has established beliefs, goals, and purposes to guide system development, and which are instructive in understanding the State’s operational paradigm. These beliefs are aligned with the foundational values upon which the State’s new overarching accountability system is built. The following beliefs support an underlying vision that effective teachers and administrators must be developed and supported so that all students master standards and attain the essential skills needed to graduate high school ready for college and career success. Accordingly, the TLC believes that:

- Educators will improve through effective, targeted professional development that informs and transforms practice.
- An evaluation system will include clear expectations for both professional practice and student growth as well as fair, meaningful, and accurate feedback.
- The evaluation process will engage stakeholders in a collaborative process that informs practice and positively influences the school and community climate.
- The evaluation system must include student, teacher, and administrator achievement and performance as measured over time using multiple measures, multiple times, over multiple years.
- Educator evaluations must be consistent with and supported by State, district, and school-level systems.
- A consistent and supportive teacher and administrator evaluation system includes continuous and measureable feedback to improve performance of students, teachers, administrators, and the system.
- The evaluation system is a part of a larger professional growth system that continually evolves and improves to support the teachers and administrators that it serves.

To improve performance for all educators and students, Nevada is working to develop and implement an accountability framework that:

1. Ensures student learning and growth
2. Improves educators’ capacity to utilize effective instructional practices
3. Informs human capital decisions based on a professional growth system
4. Engages stakeholders in the continuous improvement and monitoring of a professional growth system.

These beliefs and goals then provide directionality for the overall purpose of Nevada’s educator evaluation framework, which is to identify effective instruction and leadership and to establish criteria to determine:

- Which educators are helping students meet achievement targets and performance expectations (*supports goals 1 & 4*)
- Which educators effectively engage families (*supports goals 1 & 2*)
- Which educators collaborate effectively (*supports goals 1, 2, & 3*)

- The professional development needs of teachers and administrators (*supports goals 1, 2, 3 & 4*)
- Human capital decisions including rewards and consequences (*supports goal 3*)
- Which educators use data to inform decision making (*supports goals 1, 2 & 4*)

The Timeline and Deliverables for achieving the charge set before the TLC was established and adopted by the Council during a January 2012 meeting. As part of this undertaking, the TLC established a set of working task forces to bring specificity to each required component of the educator effectiveness system. These taskforces will focus their attention on creating recommendations for TLC adoption as follows:

1. The Communications Task Force will receive technical assistance from the National Governors' Association (NGA) through a grant received by Nevada to support the efforts of the Teachers and Leaders Council, and will create recommendations for future consideration and possible adoption by the TLC with regard to:
 - Dissemination of information to stakeholders to keep them apprised of the efforts of the TLC, including the development of talking points, presentation materials, and/or other resources to support effective communication from and with the TLC.
 - Creation of opportunities for interested stakeholders to engage in efforts to help shape the recommendations to be created by the TLC with regard to the statewide performance evaluation system.

2. The Indicators/Measures Task Force will receive assistance through the leadership of Dr. Stanley Rabinowitz and WestEd's Assessment and Standards Development Services, and will create recommendations for future consideration and possible adoption by the TLC with regard to selection of the specific data that will be collected to evaluate teacher and leader effectiveness. The task force will be guided by the idea that *Indicators* are a class of potential data categories such as assessments, observations, and surveys and that *Measures* represent specific operationalization of these Indicators, such as (for example purposes only): grade 3 criterion-referenced tests; principal observations based on a specific rubric; parent satisfaction survey, etc. Specific issues for the Indicators/Measures Task Force to contemplate and create responding recommendations include:
 - Reviewing research and documentation on potential classes of Indicators (e.g., validation studies, description of where they have been employed);
 - Creating descriptions of potential Measures to be used within each class of Indicators;
 - Considering advantages of using any given potential Indicators and Measures;
 - Considering challenges facing successful implementation of potential Indicators and Measures (e.g., technical limitations, training/professional development burden; cost, educator buy-in).

The measures will include analysis of student growth as well as proficiency. The weighting of these measures will be guided by recommendations from the Model Task Force described below. Important, though, is the concept that alignment across accountability subsystems is critical and has been explicitly noted by the TLC and others, as essential. In as much as school classifications and identification are built on a solid platform of growth, and that fact that growth is a stated fundamental value for diverse Nevada stakeholders, accordingly it will be a significant factor in determining educator effectiveness.

3. The Model Task Force will also receive assistance from WestEd, and will create recommendations for future consideration and possible adoption by the TLC with regard to the methodology by which the measures will be combined to evaluate teacher and administrator effectiveness. Specific issues for the Model Task Force to contemplate and create responding recommendations include:
 - Determining if certain Indicators and/or Measures are mandatory or illustrative;
 - Evaluating the pros and cons of the State developing sample effectiveness models
 - Recommending potential subscores within each Measure;
 - Evaluating the pros and cons of various methodologies for combining the various Measures to obtain a rating of highly effective, effective, minimally effective, or ineffective;
 - Designing studies to evaluate the implementation of local educator effectiveness models as part of a State continuous improvement plan.

Part of what the TLC must address is how to approach evaluation for teachers of non-tested grades and subjects. A robust national research base does not yet exist to well inform the kinds of comprehensive, redesigned systems of educator evaluation that Nevada is developing. However, there is literature on emerging practices that show promise. The NDE has engaged several experts to assist and support the TLC. One of these individuals, Dr. Lynn Holdheide, of Vanderbilt University and the National Comprehensive Center for Teacher Quality, is a nationally recognized authority in teacher evaluation systems development, as well as a special education content expert. Through her guidance, the TLC has received professional development on issues associated with building systems that appropriately evaluate and support that population of teachers who are nationally referred to as “the other 69%”. Accordingly, the TLC is having explicit conversations about making sure that special education teachers, ELL teachers, and other specialty area teachers, as well as those teachers who provide instruction in grades and subjects that are not assessed with statewide summative assessments are meaningfully included in Nevada’s new educator effectiveness system.

The TLC will be making decisions about how such personnel should be addressed in Nevada, including whether or not to differentiate the process of evaluation for special educators and others. Purposeful conversations by the TLC include discussion of the challenges in implementation when considering training needs, and fidelity of implementation in singular versus differentiated systems. The TLC will continue to contemplate and then make decisions about how to accurately measure growth of students with disabilities and connect that growth to teacher effect. The TLC will also need to address how the various measures of instructional practice (e.g., observation protocols, student and parent surveys, evaluation of artifacts) are appropriate for use with teachers of students with disabilities – or whether the field would benefit from the augmentation of the existing protocols that speaks to specific evidenced-based instructional practices for students with disabilities (e.g., direct and explicit instruction, learning strategy instruction), specific roles and responsibilities of special educators (e.g., IEP facilitation, development and implementation, coordination of related services personnel) and specific curricular needs (e.g., secondary transition services, social and behavioral needs, orientation and mobility). Another important dimension is distinct consideration for teachers (both general and special education) serving in a co-teaching capacity, including considerations of how student

growth will be accurately and fairly attributed when more than one teacher is contributing to student learning, and how measures of instructional practice will be modified, with indicators of effective co-teaching factored when determining teacher effectiveness. In light of these complex issues, Nevada is cognizant of the importance of ensuring that the needs of students with disabilities and their teachers are fully represented within the design process from the very beginning, as this is central to ensuring that the evaluation process leads to quality feedback regarding teacher performance. Consideration of differentiation among content area teachers is also a concern, as many ELL and special education students receive much of their instruction in “regular” classrooms.

Several of Nevada’s school districts are already advancing their systems of personnel evaluation to incorporate the principles established under the charge of the TLC. Carson City, Clark and Washoe County School Districts are recipients of School Improvement Grant (SIG) funding. Additionally, Washoe County School District is also a Teacher Incentive Fund (TIF) grant recipient. These districts are providing leadership for the State through models of pay for performance, associating personnel decisions with student achievement, providing supports to teachers and administrators in a targeted system of interventions (i.e., response to intervention framework). The TLC is analyzing the emerging initiatives of these and other progressive district efforts to ensure that the uniform statewide system is both built upon established effective practices as well as grows the practices of districts that have not yet actively undertaken reform efforts.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

As described in Section 3.A, the Teachers and Leaders Council (TLC) will present an evaluation system framework to the State Board of Education, which will adopt regulations mandating the parameters for system implementation, including requirements for monitoring and oversight. The following components serve as the structure for the evaluation systems framework that will be presented to the Board, and accordingly, this framework will address detailed considerations for:

- Evaluation Process
- Categories of Evidence
- Specific Indicators and Measures of Evidence
- Data Collection Needs
- Training Needs for System Implementation
- Professional Development and Support
- System Evaluation & Support, and
- Nevada Department of Education and Local Education Agency (LEA) Duties and Associated Costs

A chart depicting detailed deliverables and associated timelines for this framework, is included in the February 17, 2012 version of the TLC's *Systems Guidelines White Paper*, which can be found in Attachment 11a.

The TLC has indicated that implementation of the Nevada's new performance evaluation system must be purposefully phased in over time, with an expectation that the system will be piloted for both principals and teachers in a representative set of school districts. Current statute specifies that implementation of the statewide uniform performance evaluation system must begin in the 2013-14 school year. The system will be operational in all 17 of Nevada's school districts in the 2014-15 school year.

The TLC will be working in the next month to reach consensus on the degree to which flexibility in the statewide system will be allowed. The NDE anticipates that school districts will be required to implement systems that meet the minimum criteria, but that they will be allowed variability in the tools they use to collect data towards required elements. It is likely that there will be an established process by which school districts will submit empirical evidence to support their proposed implementation efforts, and that the NDE will review those plans for acceptance. Such evidence will need to demonstrate that the tools to be used by the district yield data that are valid and reliable, and that they will implement the system within established State parameters. Decisions about these approaches will be reached by the TLC no later than June 2012.

Teachers and administrators are specifically targeted and their input is solicited in the development of the system through membership on the TLC. Additionally, through the efforts of the Communications Task Force described above, a comprehensive strategy for supplemental educator engagement in system development will be accomplished. Through these efforts, it is anticipated that town hall meetings and other public input opportunities will be leveraged. Additionally, in the statewide survey distributed as part of this Waiver Application development process, questions were included regarding the performance evaluation system. More than 1000 site-based administrators and teachers provided input through this survey, weighing in on the types of data that should inform teacher and administrator evaluations, and the types of supports and rewards that should be embedded within a comprehensive system of educator effectiveness that increases students' college and career readiness.

The Nevada Department of Education (NDE) will provide oversight and implement general supervision responsibilities to ensure that pilot processes and full-scale implementation efforts are operationalized in accordance with State statutes and regulations. Teachers and principals have been and will remain an integral part of the design process and will be key participants in all phases of implementation, including evaluation and delivery of requisite support systems. As demonstrated early in this application, solid partnerships exist among schools, districts, the NDE, and State and local teachers' and administrators' associations. Just as collaboration in the development of the new evaluation system is of critical importance, so too is partnership to support implementation with fidelity.

A stated goal of the TLC is to engage stakeholders in the continuous improvement and monitoring of a professional growth system. In January, the TLC engaged Dr. Margaret Heritage, of the University of California, Los Angeles National Center for Research on Evaluation,

Standards, and Student Testing (CRESST). Dr. Heritage helped the TLC to establish an understanding of the role that feedback loops can play in building systems that do in fact continuously improve, and the TLC agreed that this orientation will be a key factor in achieving successful implementation of an educator effectiveness system that achieves the targeted system goals. The TLC, and down the line, the NDE, will continue to access expertise from individuals such as those affiliated with CRESST to inform the implementation of monitoring and support frameworks that result in useful progress monitoring and summative data to help drive systems improvement over time. As described in Principle 2, Nevada has had success in monitoring the implementation of the School Improvement Grant (SIG) schools using a framework that is built upon meta-analyses of implementation science conducted by the National Implementation Research Network (NIRN). This same paradigm will be instructive in developing a system of monitoring for the implementation of rigorous, reliable, and valid educator evaluation efforts and which provides data that are used for continuous improvement.

Educator Effectiveness is a foundational component of Nevada’s new accountability system. As anticipated by State legislation and designed by the Teacher and Leaders Council, a fair and consistently implemented evaluation system will be established throughout the State. Districts, educator preparation institutions, programs providing professional learning opportunities, evaluators, and educators will have a common understanding and baseline of expectations drawn from established research and best practice. The measures and tools used to evaluate educators will be based on fair and reliable indicators, including student achievement and other valid measures. Decisions about professional learning, rewards and consequences and planned remediation of practice and programs will be informed by diagnosis that provides feedback to users invested in continuous improvement of practice. At each phase of the effective system of educator evaluation, diagnosis of need, and specific feedback and planning will provide program planners, evaluators, and educators with appropriate and rigorous content and pedagogy, and data to inform improved practice so that all students will be college- and career-ready on exiting high school.

Obstacles to and Leadership for Achieving Success in Principle 3

Development and Implementation of a Statewide Uniform Performance Evaluation System

Capacity to implement a fully aligned system that addresses educator effectiveness will be challenging in Nevada. In order to ensure that the system is implemented in ways that yield valid and reliable data, high quality training will be needed for evaluators, and checks and balances will need to be put into place to ensure inter-rater reliability and adherence to mandates of the prescribed system. The forerunning work of districts receiving SIG and TIF grants will assist in building this capacity. The NDE, school districts, and the RPDPs will also need to assess and then where appropriate reallocate existing resources to ensure that professional development is truly delivered in response to needs determined through the evaluation of teachers and administrators. LEAs will also need to partner with local teacher and administrator associations to expand access to support in professional development, as well as to negotiate elements of the system that must be addressed through collective bargaining agreements.

Leadership from the NDE for ongoing system development, implementation, enhancement, and monitoring will be provided through the direction of the Superintendent’s Office, the Office of Assessment, Program Accountability and Curriculum, and the Office of Special Education,

Elementary and Secondary Education, and School Improvement Programs.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles

Attachments in support of
Nevada
ESEA Flexibility Request
February 28, 2012

Table of Contents

Label	Description	Page
1	Notice to LEAs	A1
2	Comments on request received from LEAs	A2
3	Notice and information provided to the public regarding the request	A3
4	Evidence that the State has formally adopted college- and career- ready content standards consistent with the State's standards adoption process	A4
6	State's Race to the Top Assessment Memorandum of Understanding (MOU)	A6
8	A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups	A8
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems	A10
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	A11

Attachment 1

Notice to LEAs

KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450



GREG T. WEYLAND
Deputy Superintendent
Administrative and Fiscal Services

SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doc.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

MEMORANDUM

Date: September 12, 2011
To: Dr. Caroline McIntosh
From: Carol J. Crothers
Subject: Accountability Redesign Working Committee

In his August 15, 2011 news release, Dr. Keith Rheault announced the Nevada Department of Education's intent to pursue flexibility from current No Child Left Behind requirements. While the U.S. Department of Education has not yet announced the specifics about such flexibility, the NDE intends to be proactive in planning for Nevada's application.

It is anticipated that the proposed flexibility will be consistent with the broad-based systemically aligned principles of earlier USDOE reform initiatives such as the Race to the Top competitive grants. Systemic redesign of the state accountability system will provide our state educational community an opportunity to craft a system that will more closely support the needs of our students to become college- and career-ready. To facilitate that redesign work, Nevada has joined with more than 40 other states to work with the Council of Chief State School Officers, which has committed to providing assistance in these efforts.

The NDE through the Office of Assessment, Program Accountability and Curriculum has a precedent in working closely and productively over the past decade with Nevada district leaders to implement the current Adequate Yearly Progress (AYP) accountability system. The AYP Subcommittee has been proactive and productive in establishing practical policy and procedures for the implementation of Nevada's current accountability system. This committee of superintendents and their designees will become the Accountability Redesign Working Committee which will be key in developing a redesigned accountability plan which will be submitted to USDOE.

As president of the Nevada Association of School Superintendents, I am inviting you to submit the names of one or two representatives from six or seven districts for membership in the Accountability Redesign Working Committee. The members will be engaged in designing a broad-based accountability system, and as such will bring both an understanding of policy implications and of practical application to the work. The work of the Accountability Redesign

Working Committee will include reviewing framework requirements for the accountability system redesign, examining other state's models, and crafting a systemic accountability plan for Nevada that will serve our goals in moving all Nevada students to college- and career-readiness. Committee members will also play a critical role in communicating the mission, goals, and decisions to the larger constituency they represent in their districts. I have included a list of the members of the 2010-2011 AYP subcommittee in the accompanying e-mail for your reference.

The committee will be limited in size, and will meet and act within a very tight timeline. Members should expect to commit to being present for all meetings. The NDE Office of Assessment, Program Accountability and Curriculum will be facilitating the proceedings and will serve as liaison to both the USDOE and the State Consortium on Accountability Systems. Agendas for the meetings will be tightly focused working sessions, and will be limited to two or three face-to-face sessions, with additional on-line or telephone conferences conducted as needed.

Please send me your recommendations for membership to this committee by the end of the week if possible. Our first meeting will be scheduled for September 30th, with one or two more meetings before the end of October as agreed upon by the group. Once the committee members have been identified, we will notify them of the specifics related to the September 30th meeting time and location. At this time, we anticipate that we will have the meeting in Carson City or Reno.

cc: Keith Rheault
Donnell Barton
Julian Montoya

Attachment 2

Comments on request received from LEAs

ONE HUNDRED ONE NORTH CARSON STREET
CARSON CITY, NEVADA 89701
OFFICE: (775) 684-5670
FAX NO.: (775) 684-5683



555 EAST WASHINGTON AVENUE, SUITE 5100
LAS VEGAS, NEVADA 89101
OFFICE: (702) 486-2500
FAX NO.: (702) 486-2505

Office of the Governor

February 23, 2012

Dr. Keith Rheault
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, Nevada 89701

Dear Dr. Rheault:

I have reviewed the draft of Nevada's ESEA Flexibility Request and write this letter to support your submission of Nevada's application in accordance with the U.S. Department of Education's February 28, 2012 deadline.

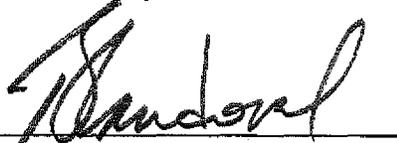
I want to commend you and your staff for preparing an application that is based upon a high level of collaboration and feedback received from different education stakeholders in the state. I realize that many hours of debate, discussion and research were dedicated to the three waiver principles contained in Nevada's request. Although the application may not ultimately reflect the preferences of each and every stakeholder, I believe it proposes a framework for school accountability that is consistent with the shared vision of education reform and improved student outcomes in Nevada.

The draft application proposes a major shift in school accountability in Nevada by relying on alternate measures such as student growth in elementary and middle schools and graduation rates in high school. I am pleased that the proposed Nevada School Performance Framework (NSPF) for elementary and middle schools appropriately places more weight on growth than any other indicator. I am similarly pleased with the NSPF's focus on graduation rates and college and career readiness measures in high school.

While I support the Nevada application for ESEA flexibility, I continue to endorse a school rating system that is more easily understood than the rating system proposed in the application. I do not believe ratings of Level 1, 2, 3, 4, or 5 provide a clear picture of which schools are performing well. It is not clear that Level 1, as opposed to Level 5, identifies schools with high growth, high proficiency and equity among subpopulations. My first choice continues to be letter grades for school performance; secondarily, I would consider the "star rating system" announced today by the Clark County School District. That being said, I approve of the proposed differentiated system of support, which will appropriately recognize the highest performing schools and apply targeted interventions to the lowest performing schools.

With my reservation expressed herein, I believe Nevada's ESEA Flexibility Request represents a positive new direction for education in our state. I look forward to working with you and your staff during the peer review process to ensure that Nevada's request for flexibility creates an accountability system that improves student achievement and reflects Nevada's education values and goals.

Sincere Regards,

A handwritten signature in black ink, appearing to read "B. Sandoval", written over a horizontal line.

BRIAN SANDOVAL

Governor



everychild.one voice.

To Whom It May Concern,

Nevada Parent Teachers Association (PTA) is writing this letter in support of the Nevada Department of Education's (NDE) request for the ESEA Flexibility Waiver. We believe this flexibility will allow the NDE the ability to hold each school and district accountable for the success of individual students.

For several years, Nevada has focused on improving our educational system; this is evident from actions taken by our legislature as well increased key stakeholder involvement regarding decisions at the NDE. We believe receiving the waiver will allow Nevada to further enhance our efforts to ensure every school will reach and exceed the targets set forth for student growth, further diminishing the gap in student performance. The waiver will provide for systemic reform that will allow Nevada students to be prepared for entering college or highly skilled for career success.

The NDE has improved over the past couple of years in truly seeking stakeholder input and involving them in key decisions. Although progress has been made, there is still work to be done. The NDE recognizes and acknowledges the challenge it faces regarding actively involving stakeholders. We believe the waiver will allow the NDE to continue to seek stakeholder input and expand upon efforts already set forth. The NDE truly believes in the quote on page 50 of the application, "When all stakeholders have a voice that is heard, the resulting decisions are more likely to be successful." Nevada PTA is confident that the NDE will take into account the "customers" of education, the families when making decisions that will affect their future.

Nevada has faced many challenges such as exponential economic hardships, large transiency rates within our schools, and ethnic subgroups that have doubled over the last decade. All while facing an ever decreasing state budget. The NDE has worked very hard in trying to face those challenges in unique and creative ways; this waiver will allow them the ability to expand on those efforts to ensure every child in Nevada is provided the opportunity to reach their full potential.

If you would like further information please contact me at ktatepta@gmail.com or (702) 258-7885.

Thank you,

A handwritten signature in black ink that reads "Kimberly Tate". The signature is written in a cursive, flowing style.

Kimberly Tate
President



February 10, 2012

BOARD OF SCHOOL TRUSTEES

Dr. Linda E. Young, President
Deanna L. Wright, Vice President
John Cole, Clerk
Lorraine Alderman, Member
Erin E. Cranor, Member
Carolyn Edwards, Member
Chris Garvey, Member

Dwight D. Jones, Superintendent

Dr. Keith Rheault
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, Nevada 89701

Dear Dr. Rheault:

First, I commend you and staff at the Nevada Department of Education (NDE) for efforts to unify educators in the State around a common vision for the Nevada application seeking ESEA (Elementary and Secondary Education Act) flexibility.

My purpose in writing is to support the proposition that Nevada meet the February 21, 2012, deadline set by the United States Department of Education (USDoE) and submit an application for ESEA flexibility.

I further agree that Option C presents the best course of action. I say that because it allows Nevada to restructure the system of sanctions and incentives so that it is focused on preparing all students for college and career success, maintaining transparency and accountability, and creating mechanisms that build the capacity of people and the system toward improved student outcomes.

While I still believe the application could benefit from further revision, in fairness, it is important to acknowledge that the application "as is" includes growth in the analysis and growth is weighted most heavily among all academic factors. I continue to endorse an approach that classifies schools chiefly, but not solely, according to student academic performance. Further, at least insofar as elementary and middle schools are concerned, I support an approach that decomposes academics into growth, status, and gaps (with half of the weight attached to growth and the remainder split evenly between gaps and status). This approach precisely matches the approach taken by Colorado in the application it submitted, which the USDoE approved yesterday.

Dr. Keith Rheault
Page 2
February 10, 2012

I recognize and respect the right of the Nevada Department of Education to ultimately decide on the mix of factors and weights in the application that it submits to the United States Department of Education. Nevertheless, I want to reiterate our claim that growth should make a difference in the classification of schools and thus at least 50 percent of academics should be devoted to growth (in the analysis for elementary and middle schools).

By contrast, I believe that status should matter most when it comes to the school performance framework for high schools. Factors that should matter most in high school include graduation rate, workforce certification, participation and performance in Advanced Placement courses, and the remediation rate in college.

While lending my qualified support for the Nevada application for ESEA flexibility, I urge the NDE to solicit and consider feedback concerning the methods used to derive certain estimates found in the application. We can all agree on the importance of analyses that are statistically sound. It is comforting to know that the critique and revision process that USDoE employs relies on peer review to strengthen the methodology of every state application. Clark County School District is eager to share its perspective on this point, if invited.

I still do believe in the importance of moving the AYP (Adequately Yearly Progress) goalposts by extending the proficiency timeline.

Continuing, I still subscribe to seeking approval to shift to LEAs (Local Educational Agencies) the authority over and accountability for administering funds related to Supplemental Educational Services. I simultaneously believe that the school choice requirements that currently go along with No Child Left Behind (NCLB) ought to be lifted.

In sum, I believe the Nevada application for ESEA flexibility may not go as far as I think is ideal, but the application moves in the right direction and represents a credible effort that deserves consideration by the United States Department of Education.

Thank you.

Respectfully,



Dwight D. Jones
Superintendent of Schools

STOREY COUNTY SCHOOL DISTRICT
Virginia City, Nevada
Resolution 12-01

Resolution of the Superintendent and Board of Trustees of Storey County School District Opposing the State Department of Education Waiver Request for No Child Left Behind

WHEREAS, it is two weeks from submitting the waiver plan to the federal government and the Nevada State Department of Education still has not submitted a plan for public discussion; and

WHEREAS, the parents, staff and school boards have not had the opportunity to have "meaningful engagement" on the proposal waiver plan since no plan has been released publicly; and

WHEREAS, a plan that has been confidentially released will penalize high achieving schools; and

NOW, THEREFORE, BE IT RESOLVED THAT THE BOARD OF TRUSTEES OF THE STOREY COUNTY SCHOOL DISTRICT HEREBY: Supports the Department of Education in pursuing a waiver to NCLB if the waiver recognizes an achievement of a standard more than growth. We oppose submitting a waiver plan that has not been released within 2 weeks of when it would be submitted to the federal government and rewards growth more than or equal to successful achievement of the standard.

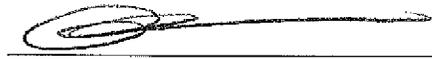
ADOPTED on this 7th day of February, 2012, in Virginia City, Nevada, by the School Board Trustees of the Storey County School District



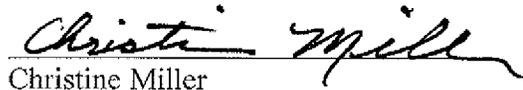
Pamela Smith-President



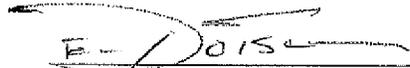
Colleen Conley-Clerk



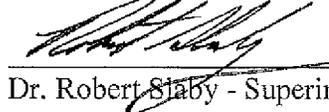
Cathylee James



Christine Miller



Deny Dotson



Dr. Robert Staby - Superintendent

2-7-12

Date

Comments from Open-Ended Responses to 2012 ESEA Waiver Summary

What Students Need for College-Readiness		
Business Leaders	Parents' Comments	Teachers' Comments
<p>Behaviors, Habits of mind Behaviors or habits of mind such as self-motivation, maturity, time management, work ethic. Developmental maturity.</p> <p>Academic skills Academic competence in core subjects, the sciences, social studies and foreign language. Academic abilities such as writing, test-taking skills</p>	<p>Behaviors, Habits of mind Behaviors and habits of mind such as independence, motivation, ability to focus, self-reliance, commitment to task completion, time management, assertiveness, creativity, problem solving, critical thinking, persevering despite failure</p> <p>Values such as ethics, morality, tolerance, teamwork Social skills such as social media etiquette, communication</p> <p>Opportunities to develop athletic and creative arts. Opportunities for independent study Service opportunities</p> <p>Academic skills Knowledge, skills and ideas in a broad array of arts and sciences Research skills Test-taking skills</p> <p>Skills in core subjects including math, science, social studies, global awareness Financial literacy Dual enrollment or concurrent enrollment Ability to communicate well in speaking and in writing Ability to find and utilize grants, scholarships to pay for college Knowledge of how to study, take tests, be committed to excellence Access to internships and professionals in areas of study</p> <p>Skills specific to college Knowing what college is about,</p>	<p>Behaviors, Habits of mind Work ethic, perseverance, self control, ability to handle and learn from failure, pride in one's work, flexibility, emotional and physical health, dedication to goals and to deliver a quality product, organization, global awareness, time management, creative thinking Hands on experience related to career choice</p> <p>Academic skills Mathematics, science and social studies content knowledge Higher level math and science - Solid foundation in and mastery of mathematics through, at minimum, Algebra. Science literacy in, at minimum, the 3 major sciences; chemistry, physics, biology. Advanced research and writing skills, test taking skills, study skills advanced level writing, reading and math skills and be able to perform with an advanced level of reading comprehension. Academic vocabulary Analytic/reasoning skills</p> <p>Skills specific to college Support system at home Technology skills needed for research Skill specific to content area (for example lab skills) ability to speak to professors</p>

Comments from Open-Ended Responses to 2012 ESEA Waiver Summary

	<p>and college-level skills such as note-taking</p> <p>Not having to take remedial classes.</p>	<p>and peers, appreciation of deadlines, money management, financial aid opportunities</p> <p>Skills specific to career path</p> <p>Life skills related to the challenges college will present</p> <p>Financial planning related to college tuition, grants, government loans</p> <p>Desire to enhance knowledge and skill towards reaching their educational goal</p> <p>Love of learning and motivation to succeed</p>
--	---	--

How to Judge the Effectiveness of Schools in Preparing Students for College and Career		
Business Leaders Comments	Parents' Comments	Teachers Comments
<p>Individual growth and achievement – by HS graduation, proficiencies must meet standards</p> <p>Percentage going on to college</p> <p>Scores on national standardized tests</p> <p>Student and parent surveys on teacher performance</p> <p>Improvement of teacher's class from where they began the year</p>	<p>Growth of students in all areas</p> <p>Growth of individual students at their ability level</p> <p>Growth in writing as well as in math and reading</p> <p>Writing skills</p> <p>There should be more to demonstrating school success than college-bound exams</p> <p>Percent of students meeting grade level targets in reading, math, science, social studies and the arts is the most important.</p> <p>Leaving out science, social studies and the arts gives students a disadvantage compare to student who attend schools without budget crises.</p> <p>Our tests should be national – comparable to other states.</p> <p>Teaching to the test is a waste of time.</p> <p>Growth of the individual student</p> <p>Special education students should not be counted in overall school percentage</p> <p>Fear that growth will show</p>	<p>Individual growth</p> <p>Individual growth based on a percentage</p> <p>More than just math and reading scores – writing should be a component as well as ACT and SAT exams</p> <p>Relevance in the curriculum to the real world</p> <p>Growth coupled with the level of successful students based on meeting grade-level targets</p> <p>Affective domain is best predictor of how well a student will do – if he/she loves school he/she will do well.</p> <p>Also education level of mother</p> <p>Student and parent feedback on what they feel they are learning is important</p> <p>More emphasis on overall achievement and less on tests and data</p> <p>Focus on student success, not school success</p> <p>Both growth and achievement and also parental involvement</p>

Comments from Open-Ended Responses to 2012 ESEA Waiver Summary

	<p>average and better students will grow at a slower rate unless pushed Not just growth or proficiency, but other measures should be used such as a technical component</p> <p>Aptitude tests and career surveys lead to interests. Build a curriculum on student interests. Children not challenged because of (limitations of) curriculum. Should measure other factors such as handling problems. Need a climate that does not emphasize testing, but focuses on relevant learning. Need both growth and proficiency Growth rates should be separated out by grade/group (example: IEP)</p>	<p>and student exposure to life experiences Growth but also many other factors such as attendance, behavior, class makeup, class size, learning disabilities Also SES – nutrition, verbalization and mind stimulating activities affect the development of the brain Also consider environmental factors such as supportive adults Combination of both growth and proficiency More than just math and reading – should be mastery of science and social studies as well Too much focus on testing Using a baseline in the fall , then testing again in the winter and spring Needs for students to have well-rounded education that addresses their special needs, issues and personal circumstances</p>
--	--	--

Overall Comments about Teacher or Administrator Evaluations		
Business Leaders' Comments	Parents' Comments	Teachers' Comments
<p>Student growth is key Use of Khan Academy – lower educational costs and buy more computers Teacher performance is critical, but consideration should be given to demographic challenges educators face Annual testing at all grade levels to aid evaluating teacher performance School day should be longer to accommodate working parents and prepare students for the 8-hour workday. Students would then do homework at school during the additional 2 hours.</p>	<p>Parents – there should be parent accountability Over testing of students – disadvantages students who do not test well but have everyday learning skills such as understanding, learning, completing work, demonstrating skills. College is not for everyone. Get back to basics of Reading Writing and Arithmetic Get away from “teach to the test” and provide broad incentives to foster student success Foster the development of self-</p>	<p>Provide funding that facilitates a great public education for Nevada’s student. Conflicting issues to consider re: teacher evaluations and student achievement results. What about teachers in non-tested grades and subjects? There should have been a growth model all along. Combine test scores and academic growth. Correlate attendance to performance ability Effectiveness of a school often is a result of effective administration</p>

Comments from Open-Ended Responses to 2012 ESEA Waiver Summary

	<p>learning/teaching skills More effort to make school funding first in state budgets. Too much money spent on student with severe behavior and learning problems. Principals not holding teachers accountable, teachers not teaching Kids not being allowed to plan, bullying out of control Spend more time and resources on young learners, especially kindergarten. Focus on critical thinking skills and what a college-bound student needs to be accepted into college. Students should be encouraged to evaluate what they might be successful at as a career and take specific classes to meet that goal. Some kids not cut out for college and should have opportunity to learn employability skills. Too much focus on test scores. Too much focus on low achievers, severely disabled students. Move away from excessive testing. Focus on well-rounded students (PE, art, music, etc.) Teachers need incentives, not bureaucratic oversight. NCLB puts more kids in the mediocre category. NCLB has tied the hands of educators and incapacitated teacher. Focus is on recall facts – actual lessons are missed. Need less government involvement in schools Failure of schools to provide high expectations for the top students. Special needs students should</p>	<p>Evaluating educators on standardized testing alone gives limited insight into successes and failures of a school. Ineffective administrators – principals or district – should be released just like ineffective teachers NCLB too focused on students who were not making it. High achieving students are not being pushed to potential. Teachers cannot be fairly evaluated if student motivation and other demographic issues are not considered. No matter what hoops you make teachers jump through, they still cannot change the other factors like homelife, sfety, nutrition, sleep, homeless, abused, neglected, working parents not at home, etc. A student spends 13.4% of the munites in any given year in school. Teachers should not be evaluated or pay based on 86.6% that is out of their control. Ineffective administrators who do not dismiss poor teachers hurt the teaching profession as a whole. Personal incentives for teachers would destroy cooperation among staff and increase dishonesty. Growth in skill MAY indicate successful teaching practices. Growth model does not work for districts with high test scores and is unfair to teachers who have worked hard to maintain high test scores. Administrators need to be able to and be willing to dismiss poor teachers. Demographics, percent of ESL and Special Education students testing results should not be used in the combined calculations for</p>
--	--	---

Comments from Open-Ended Responses to 2012 ESEA Waiver Summary

	<p>continue to get the services and attention they require. Run the schools like a business. Teacher evaluations should be handled by a cadre of retired teachers qualified in particular subjects. Teacher evaluations should be from more than one perspective Opposed to financial incentives for teachers and administrators Principals not have time or maybe even professional knowledge to accurately evaluate peers. Better communication between teachers and parents.</p>	<p>determining a school's AYP. These groups should be accessed individually by the degree of improvement made based on the past year's results At some point the students regardless of age need to take responsibility for their education. They also need to be held accountable Until your principals are evaluated and trained, they have no business being the sole evaluators of teachers. Until your principals are held to standard of respect and professionalism, you can not improve school wide instruction practices Learning occurs on a continuum and students learn at different rates. When is Nevada going to get serious about early childhood education (eg. Mandating and funding kindergarten?!)</p> <p>Evaluations of teacher effectiveness needs to be based on other items rather than just testing. Evaluations should include info on ESL students/parents, Sped students, economic status -like broken homes, joblessness, "free and reduced lunch", drug frequency, and other factors that a teacher cannot control. These factors play deeply in a child's life and often make education secondary to other concerns. What teacher will go to an "at risk" school knowing that a child's test performance will affect his/her career? How can evaluations possibly be fair?</p> <p>Schools should be evaluated on demonstrated student progress rather than the notion that everyone must reach the exact same benchmarks and the same growth percentages.</p>
--	---	---

Attachment 3

Notice and information provided to the public regarding the request

Contact: Dr. Keith Rheault, Superintendent
700 E. Fifth Street Carson City, NV. 89701
Phone 775-687-9217 Fax 775 687 9202

NEVADA DEPARTMENT OF EDUCATION

Press Release

CARSON CITY, NV. FOR IMMEDIATE RELEASE, January 31, 2012 –

Nevada Moves Forward from No Child Left Behind

Nevada and all other states have been offered the opportunity to apply for flexibility on certain requirements of the federal Elementary and Secondary Education Act (also known as the No Child Left Behind Act, or NCLB). The Nevada Department of Education (NDE) will apply for flexibility from NCLB by submitting a waiver application to the U.S. Department of Education that shows how we will create a better, next-generation accountability system.

The waiver is an opportunity to innovate and develop locally tailored solutions to the unique educational challenges of each Nevada school district, school and child. Nevada will not retreat from accountability, but will create a better system unique to local context. The new system will be more focused on matching supports to schools that are struggling to increase student achievement need, and to recognizing and rewarding successful schools.

Nevada will take this opportunity to build a school- and educator-accountability system that reflects stakeholder core values. This system will focus on meeting the needs of all students in order to prepare them to be college and career ready. The system will produce such outcomes by tightly aligning standards and assessments, providing differentiated recognition and support for schools and districts, and supporting effective instruction and leadership.

Over the last four months the Department consulted with representatives of many stakeholder groups and with national experts. A broad base of constituents have offered input on their core values and elements of the waiver application, including the Governor's office, the Legislative Commission on Education, the Nevada Association of School Superintendents, the Nevada Association of School Boards, the Nevada State Education Association members of the Nevada Parent Teacher Association, and diverse civic rights groups.

Over 1500 respondents have provided important feedback to shape the waiver application. The ESEA Waiver Survey was available on the Department website, through districts, and through a number of community stakeholder groups. The Nevada Department of Education seeks further input from members of the public and interested organizations. If you have an organization who would give input about the waiver application please contact Lori Johnson at ljohnson@doe.nv.gov or 775-687-9217. The waiver will be submitted no later than February 21 to the US Department of Education.

- END -

For Immediate Release, January 31, 2012

Attachment 4

Evidence that the State has formally adopted college- and career- ready content standards consistent with the State's standards adoption process

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

October 7, 2010

Department of Education
Board Conference Room
700 East Fifth Street
Carson City, Nevada

And

Department of Education
9890 South Maryland
Second Floor Conference Room
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
(Video Conferenced)

BOARD MEMBERS PRESENT:

In Las Vegas:

Chris Wallace, President
Jan Biggerstaff, Member
Gloria Bonaventura, Member
Willia Chaney, Member
Dave Cook, Clerk
Charlotte Hill, Member
Dr. Cliff Ferry, Vice President
Anthony Ruggiero, Member (arrived 3:12 p.m.)
Craig Wilkinson, Member

BOARD MEMBERS ABSENT:

Zhan Okuda-Lim, Student Representative (Excused)

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Dr. Keith Rheault, Superintendent of Public Instruction
Greg Weyland, Deputy Superintendent, Administrative and Fiscal Services

In Carson City:

Gloria Dopf, Deputy Superintendent, Instructional, Research and Evaluative Services
Carol Crothers, Director, Office of Assessment, Program Accountability, and Curriculum
Mike Raponi, Acting Director, Office of Career, Technical, and Adult Education
Steve Canavero, Director, Office of Charter Schools

Rorie Fitzpatrick, Director, Office of Special Education, Elementary and Secondary Education and School Improvement Programs
Karen Johansen, Administrative Assistant to the State Board of Education
Lori Johnson, Executive Assistant to the Superintendent of Public Instruction

LEGAL STAFF PRESENT:

In Las Vegas:

Robert Whitney, Deputy Attorney General

In Carson City:

Dr. James E. Irvin, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

In Carson City:

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Wallace called the meeting to order at 3:04 p.m., with attendance as reflected above.

Member Cook moved to approve a flexible agenda. Member Hill seconded the motion. The motion carried.

President's Report

President Wallace reported on his recent trip to Washington D.C. where he met with K-12 Inc., the Education Management Organization (EMO) for Nevada Virtual Academy. He stated K-12 Inc. has an excellent curriculum for kindergarten through 12th grade and they offer over 200 courses for high school. President Wallace said he also met with Jason Unger from Senator Reid's office as well as Senator Reid and Congresswoman Titus to discuss educational issues. During his meeting with Jason Unger, President Wallace was informed that 2011 legislation could include another round with Race to the Top and would be open to districts as well as states, which will increase the level of competition.

President Wallace stated he wrote a letter to gubernatorial candidates for governor expressing the Board's dissatisfaction about being required to reduce the education budget by 10 percent. Based upon the letters, President Wallace invited candidates Brian Sandoval and Rory Reid, or their staff, to attend the Board meeting to discuss education issues. Cindy Reid, representing Rory Reid's campaign, accepted the invitation to address the Board tomorrow. Brian Sandoval's office declined the invitation.

Superintendent's Report

Dr. Keith Rheault, Superintendent of Public Instruction, updated the Board on their budget including travel expenses. He explained approximately one-third of the out-of-state and in-state-travel budget has been obligated. Dr. Rheault reported that the National Association of School Boards (NASBE) dues have been billed for the fiscal year.

The dues have not been paid, rather NASBE has been contacted and advised the NDE has \$15,600, provided by the budget through state appropriations. The amount due is over the amount available and NASBE was asked if they would accept \$15,600 for membership. They have not responded yet. Member Ferry will be attending the national meeting in Salt Lake City, and NASBE has authorized membership rates for him.

Dr. Rheault reported on the Test Security Report, which is a statutory report the NDE is required to collect on every testing irregularity that has occurred since the previous year. He said Nevada is the only state in the country that provides this report. There was a 12 percent increase in testing irregularities this year; with the biggest increase for pupil-cheating incidences. Cell phones are banned during tests, yet many electronic devices are being used. Tests are automatically invalidated if electronic devices are found during testing. Teacher license's can be revoked or suspended if they are found to be in violation of assisting students with test answers.

Member Biggerstaff stated she was concerned with the amount of improper test administrations. She asked if any one area of the state was found to be in violation more than other areas. Dr. Rheault replied the violations are spread out in every county, and many violations are minor such as not giving complete instructions to special education students. Ninety percent of the violations are due to not following proper procedures or not securing the tests.

Dr. Rheault reported that he attended the Interim Finance Committee's Subcommittee with Federal Stimulus Oversight funding yesterday. The committee discussed the Education Jobs program, which is funding for Nevada that came through Congress in the middle of August for \$83 million. He said the funding has not reached the school districts yet due to follow-up information required on the application. One-third of the funds will be available for spending on October 20, 2010. The money is very flexible; although it cannot be used for salary, staff or expenditures at superintendent or district offices, or for the board of trustees. The funds can only be used at the school site level including; hiring principals, custodians, teachers-aids, after school tutors, teachers, Saturday teachers for extra compensation, class-size-reduction teachers, replacing furlough days, and providing retirement incentives. It cannot be used to pay for contractors. The schools are encouraged to spend the money this year, but have until September 30, 2012 to spend it.

In response to Member Cook's inquiry if funds will be available for state sponsored charter schools, Dr. Rheault replied if charters are district sponsored they are part of a Local Education Agency (LEA) and will be eligible for the funding. The charters sponsored by the state are not considered an LEA, and are not eligible for funding. He suggested the best solution is to establish a Charter School Institute designated as the 18th school district.

Dr. Rheault reported on the Coalition for the Common Core Standards (CCS) and said a Workshop is scheduled tomorrow. He stated the final version of the standards was adopted by the Academic Standards Council three weeks ago. All school districts, charter school representatives, higher education as well as business representatives and former coalition people have been invited to give input on how to implement the CCS next year.

Districts would like to implement the CCS immediately; however, testing is currently lined up with our Nevada standards for another four years while the new tests are being rolled out. A video is available under Hot Topics on the NDE website and gives details on how the state is ready to proceed with the CCS, explaining they are more rigorous and better for the state.

Changing classroom instruction to incorporate new CCS needs to wait until teachers are trained and materials are developed. The Board will be asked to adopt the final version of the CCS with a Public Hearing in December.

Member Ferry asked why the school districts wanted to move so quickly with the new CCS and Dr. Rheault replied they prefer the new standards to the old Nevada standards.

Approval of Consent Agenda

- Minutes, August 11-13, 2010, Board Retreat and Regular Board Meeting
- Appoint the nominees to serve on the Title I Committee of Practitioners, per Section 1902 of the No Child Left Behind Act of 2001, to advise the State on Title I issues.
 - Brian Frazier - Administrator of Title I Programs
 - Pete Peterson - Administrator
 - Amber Carr - Local Education Agency
 - John Moddrell - Administrator (Principal)
 - Brendolyn Black - NSEA Representative
- Awarding of 1.0 gifted and talented discretionary unit to the Elko County School District
- Approval of Licensing/Relicensing of the following two Reno Private Schools for four years: Brookfield School, One World Learning Center aka Stepping Stones Children's Center and one Reno school for two years, Newton Learning Center. As well as four Private Las Vegas Schools for four years; Meadows School, KinderCare Buffalo, KinderCare Summerlin (Marigold) and KinderCare Office Place. In addition, it is recommended the following two new Las Vegas schools, Henderson Christian Academy and Lexis Preparatory School of Nevada be issued a 2 year license.

Member Wilkinson disclosed that he is a P.E. teacher at Title I school, Wendell P. Williams Elementary; in addition, his wife is a gifted and talented specialist.

Member Biggerstaff inquired how often are the private schools visited. Dr. Rheault responded that each school is visited every time they apply for licensing. He explained the NDE Private

School Consultant left in August to become a superintendent at a school district in Arizona. When the new Private School Consultant is hired, site visits will be planned. Dr. Rheault reported that Dr. Barbee made site visits to the new schools on this agenda to assure the inspections are in place.

Member Chaney asked what authority the Board has over private schools, other than licensing. Dr. Rheault responded there is little oversight. They must have a license to operate approved by the Board and they need approval from the NDE. Member Chaney asked if private school students are required to pass proficiency tests. Dr. Rheault answered they are not required to take the state required test, however the tests are provided for many private high schools. Schools must request that their students be allowed to take the test. The primary reason is private school students will qualify for the Millennium scholarship by passing the high school proficiency exam.

Member Hill moved to approve the consent agenda. Member Chaney seconded the motion. The motion carried.

Input for Agenda item #8, Approval of Springboard Textbook, Douglas County

President Wallace asked for Public Comment for this item, which will be presented Friday.

, English Teacher, Douglas County High School (DCHS), reported on her experience with the adoption procedure of SpringBoard. In August of 2009, stated the English Department attended training for SpringBoard to prepare for the pilot at the tenth grade level. During the training, several eleventh grade teachers agreed to pilot SpringBoard to gain experience with the text. She stated that after a semester of piloting, co-chair of the English Department, concluded the SpringBoard text was of poor quality. was advised she must continue using the text and it was being recommended to the district office, before the pilot year was completed, as the new English text. The district office distributed an electronic survey regarding SpringBoard and committees were formed including one teacher, one administrator, one parent and the director of curriculum and instruction. explained the teachers were not fairly represented and high school piloting committees recommended against adopting SpringBoard. However, the Douglas County School Board voted in favor of recommending the SpringBoard textbook.

parent of three children in DCSD, expressed her concerns regarding adoption of the SpringBoard curriculum. stated SpringBoard lacks vocabulary, grammar and writing instruction, therefore it would be a mistake to adopt the program. She said her daughter was awarded over \$35,000 in scholarship money based on her GPA and SAT scores due to the excellent teachers and education she received in the DCSD. added that without the exceptional teachers and their style of teaching, her daughter might not have had the opportunity to attend a four-year university. She asked the Board to consider the opposition to SpringBoard that many parents and English teachers are expressing.

disclosed she is an employee of the Nevada Department of Education as well as a Douglas County School District Board trustee and she was at the Board meeting speaking as a school board trustee, on her personal time. read a letter in favor of SpringBoard

from a Carson Valley Middle School teacher who could not attend the meeting. Excerpts from the letter state:

SpringBoard is directly aligned with the Common Core Standards. It makes rigorous concepts the backbone of instruction for all students, not just those in advanced classes. It also gives structure and vertical alignment to departments like ours that have been operating for years under a lack of accounting and no common ground for meaningful collaboration. SpringBoard has helped me bring all of my students up to the depth of knowledge that I could previously only access in an honors class, and my students have responded with unprecedented enthusiasm and self confidence.

stated the Douglas County School District Board spent many hours researching the curriculum, and they did not come to the decision quickly or without considering all points of view. She requested the State Board support their decision to implement the SpringBoard curriculum by adding the SpringBoard textbooks to the State's adopted textbook list.

Douglas County School District Board President, explained the issues brought today were heard and considered by the local board as the pilot program concluded. Many months and hours of consideration lead to a final vote in June 2010. reported that SpringBoard was chosen because it is a curriculum reaching all students at a rigorous level, and it is consistent with their strategic plan as well as the direction the State is moving with the Common Core Standards. She asked the Board to keep an open mind and consider all the facts.

Continuation of Board Retreat, August 11-12, 2010, work session to discuss and finalize work plan goals to include specific strategies/tactics that will be used to accomplish the goals. Draft outline provided by Member Ferry.

Dr. Rheault explained the Board would continue discussions from the Board Retreat concerning their Vision, Mission and Goals. He added it is not critical the Board finalize their discussions today, but continue to make progress and conclude their discussions in December.

Dr. Rheault discussed the mission of boards from the March 2010 NASBE newsletter, *State Boards: A Critical Link to Quality Education*. He stated the following paragraph sums up the importance and need of state boards:

No matter what their individual mandates are, the responsibilities of state boards reflect two deeply held American educational values: the lay governance of education and the separation of educational policy making from partisan politics. While others in the policy making process tend to reflect specific concerns and more political perspectives, the state board is intended to serve as an unbiased broker of education decision-making, focusing on the big picture, articulating the long-term vision and needs of public education, and making policy based on the best interests of the public and the young people of America.

Dr. Rheault suggested the NASBE statement is a positive reminder of the Vision and Mission of the State Board. Member Ferry drafted strategies for the Board goals to help start the discussion today and Dr. Rheault recommended the Board talk about the goals, strategies and tactics then bring suggestions back in December to fill in missing gaps.

President Wallace asked for input and ideas from board members to collaborate on ways to achieve their goals.

Member Ferry began the discussion by asking to review the wording in the Mission Statement the Board compiled during their Retreat. The intent was not clear the way it was written, and board members shared ideas to clarify their objective.

Member Biggerstaff moved to accept the revised Mission Statement; *The Nevada State Board of Education , working in partnership with the Nevada Department of Education, school districts, families and the community, serves as an advocate and leader for all learners by adopting, implementing, and evaluating policies that promote educational effectiveness, productivity, citizenship and personal satisfaction which will enable students to be successful.* Member Cook seconded the motion. The motion carried.

Further discussion continued with Board members about strategies for their goals.

Member Ruggiero recommended allowing professional staff at the NDE to develop performance measures with ways to achieve desired outcomes, rather than the Board discussing strategic plans for each goal. He suggested input from the Superintendent and Deputy Superintendent would assist the Board in meeting their Vision, Mission and Goals.

Dr. Rheault agreed that was a good suggestion. Staff could develop specificity on Goals 2-6, devise strategies, tactics with expected outcomes, and recommend graduation rates for Goal 3. He suggested the Board determine how they can become more effective for Goal 1.

Member Ruggiero further stated staff could develop objectives and benchmarks for Goals 2-6 that have a percentage attached to them and then the Board can determine if the goals are reasonable and attainable. The Board would review their strategies and tactics annually, or more often if necessary.

President Wallace asked NDE staff to develop strategies and tactics for Goals 2-6 and present them at the December board meeting. Gloria Dopf, Deputy Superintendent, Instructional, Research and Evaluative Services, commented the timing is perfect. The strategies will be part of the action plan included in the State Improvement Plan, which will be presented at the December board meeting. President Wallace asked board members to develop strategies and tactics for Goal #1 and submit them for discussion at the December board meeting.

Dr. Rheault added that when staff develops strategies they could be highlighted to indicate when direct board interaction would be required to accomplish the strategy, including consideration of regulatory changes to NAC.

Board discussion continued.

Public Comment

Nevada State Education Association (NSEA), updated the Board about a National Education Association (NEA) professional development grant for Nevada. Ten Nevada schools in the current school year qualify for the School Improvement Grant (SIG). Schools must meet

specific requirements. The NEA is working with the federal government to provide federal funds for these schools. Nevada is one of 11 states NEA will be working with to turn around low achieving schools.

Member Ruggiero introduced State Board of Education Candidates for District 2,

stated she was born and raised in Las Vegas, has a master's degree in social work and is a licensed social worker. She has taught all grade levels for at risk children, and is currently working with law enforcement as the homeless liaison for the Las Vegas police department.

stated he is a business consultant with a master's degree in business and he worked for the city of Las Vegas. In addition, he was a member of the Clark County School Board in 1993-1994. acknowledged it is difficult to compose a Mission Statement, and after listening to discussions, he shared his suggestion for a board Mission Statement "*to better prepare students to successfully pursue careers in a more diversified Nevada economy within a competitive global environment.*" suggested the board might achieve more visibility by becoming partners with other school boards, the Legislature, and Nevada industry.

The meeting was recessed at 5:29 p.m. until Friday, October 8 at 8:30 a.m.

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

October 8, 2010

Department of Education
Board Conference Room
700 East Fifth Street
Carson City, Nevada

And

Department of Education
9890 south Maryland
Second Floor Conference Room
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
Video Conferenced

BOARD MEMBERS PRESENT:

In Las Vegas:

Chris Wallace, President
Jan Biggerstaff, Member
Gloria Bonaventura, Member
Willia Chaney, Member
Dave Cook, Member
Dr. Cliff Ferry, Vice President
Charlotte Hill, Member
Anthony Ruggiero, Member
Craig Wilkinson, Member

BOARD MEMBERS ABSENT:

Zhan Okuda-Lim, Student Representative (Excused)

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Dr. Keith Rheault, Superintendent of Public Instruction
Greg Weyland, Deputy Superintendent, Administrative and Fiscal Services

In Carson City:

Gloria Dopf, Deputy Superintendent, Instructional, Research and Evaluative Services
Carol Crothers, Director, Office of Assessment, Program Accountability, and Curriculum
Steve Canavero, Director, Charter School Office
Mike Raponi, Acting Director, Office of Career, Technical, and Adult Education
Anne Davidson, Assistant Director, Evaluation Consultant
Randi Hunewell, Consultant, Office of Career, Technical and Adult Education
Karen Johansen, Administrative Assistant to the State Board of Education
Lori Johnson, Executive Assistant to the Superintendent of Public Instruction

LEGAL STAFF PRESENT:

In Las Vegas:

Robert Whitney, Deputy Attorney General - Las Vegas

In Carson City:

Dr. James E. Irvin, Senior Deputy Attorney General - Carson City

AUDIENCE IN ATTENDANCE:

In Las Vegas:

In Carson City:

RECALL TO ORDER; ROLL CALL;

The meeting was recalled to order at 8:32 a.m. with attendance as reflected above.

Approval of Request for Dual Credit, Douglas County School District (DCSD)

Nevada statutes state that dual credits must be for In State Institutions, and because Lake Tahoe Community College is in California, this item was not heard.

Approval of SpringBoard Textbook Douglas County

Lisa Noonan, Superintendent of DCSD, stated she was new to Douglas County as the superintendent, but has served in public education since 1983 as a teacher, principal, curriculum coordinator and assistant superintendent. She has 15 years administration experience with textbook adoption and implementation. Dr. Noonan said textbook selections are seldom embraced by all employees and she was accustomed to working with staff on successful implementation strategies that ease initial frustrations or doubts about selections. She noted points to consider during the presentation today:

- Dr. Noonan spent most of the 2009-2010 school year reviewing the curricula of east coast districts and states where student achievement and graduation rates are much higher than Nevada's. She sees changes on the national horizon that will include moving away from the traditional textbook to a more curriculum-based focus. SpringBoard aligns with the current Nevada State Standards as well as the new Common Core.
- SpringBoard meets the requirements under NRS for implementing Nevada's standards and provides a well-rounded and culturally sensitive content.
- There are many classrooms in Douglas County where students are enthusiastic about their learning using SpringBoard. A team from Washoe County that observed the program is interested in SpringBoard as part of their new "College Prep Academy."
- Dr. Noonan anticipates Douglas County will be a leader in the implementation of the new Common Core Standards and will be able to offer frameworks for raising rigor and college readiness with SpringBoard at the foundation of their work.
- Teachers and staff are sharing ideas about district overlay to connect all the dots. A tapestry that weaves Common Core, Critical Content, SpringBoard, Novels and Douglas Competencies are likely outcomes to the efforts for the next year.

Kerry Pope, Director of Curriculum and Instruction, DCSD, gave a brief overview along with a power point presentation to answer; What is SpringBoard?

- Standard-based instruction that reinforces content;
- Accessible activities that add rigor to content and to learning expectations;
- Defined learning strategies that help students learn “their way” and gain the critical thinking skills needed for academic success;
- Multiple opportunities for student collaboration, writing and presentation;
- Portfolio activities that measure student growth over the school year;
- Embedded assessments that allow students to demonstrate their ability to use appropriate learning strategies and apply their skills;
- Online end of unit tests developed by professional test writers to measure students’ knowledge and skills effectively;
- Professional development support through teacher workshops, on-site training, and ongoing teacher-to-teacher mentoring.

Ms. Pope stated SpringBook is a merger of 21st century skills and English Language Arts that are in the Common Core but not in the current Nevada standards. Trainers from College Board have visited multiple times to work with teachers in three and four-day workshops. She added College Board is not a fly-by-night textbook company, it is a group that has been on the forefront of education rigor, they are a not-for profit organization, and the product is aligned with SAT, ACT and the Common Core State Standards.

Further explanation was given stating in 2007-2008; Douglas County High School began looking for a rigorous, relevant, vertically aligned English Language Arts Curriculum. Research was conducted and SpringBoard was brought to DCSD, and then piloted as a supplemental text in 2008-2009 for grades seven, eight and nine. High School teachers piloted SpringBoard in 2009-2010 for grades ten and eleven. In May 2010, the Douglas County School Board began to consider recommending SpringBoard for adoption. The school board listened to the pros and cons from staff, community members and teachers. Due to some board members being absent, a decision was made to bring SpringBoard back in June for a school board vote. At the June school board meeting the board voted 5-2 in favor of adopting SpringBoard as the textbook for Douglas County grades seven through eleven, piloting it in twelfth grade. It was also explained that provisions in NRS 390.140 – Final selection by State Board; exception for charter schools; accurate portrayal of cultural and racial diversity of society, had been met.

Sharla Hales, member of the Douglas County School District Board of trustees, stated she is speaking with the support of the full board of trustees. Ms. Hales discussed how SpringBoard provides rigor, relevance, excellent instruction and challenges all students across socioeconomic levels. Ms. Hales explained many hours were invested learning about the SpringBoard program by classroom observations and reports were heard about the adoption process. Testimony was heard from parents, teachers, students and community members; phone calls and emails from constituents were fielded. The Douglas School Board of trustees is confident the decision was made carefully, and asks the State Board to adopt SpringBoard as a state approved text.

President Wallace remarked the tenth grade committee voted 4-1 to not approve SpringBoard Level 5, tenth grade and yet it was approved. He asked for an explanation clarifying why the committee’s recommendation was not followed.

Sharla Hales responded that when SpringBoard was presented to the school board in May and June, it was acknowledged that the tenth grade committee did not approve the textbook. She added it was also acknowledged that an eleventh grade representative from Lake Tahoe did not stay for the second committee meeting, and a closer vote to not recommend SpringBoard to the school board probably would have occurred. The vote was 2-2; if the person had stayed, the vote would have been 3-2. The findings of the committee were presented to the school board along with the rating matrix, resulting in the school board deciding to continue moving forward with SpringBoard. The votes in all grades added up to 17-9, in favor of approval.

In response to President Wallace's inquiry if the adoption process met statutory requirements, Dr. Rheault responded the only issue is that the adoption was submitted late. Nevada Administrative Code (NAC) allows the State Board to grant exceptions to the time of the submission. Part of the timing problem was due to giving the school district extra time for discussion and public input as well as DCSD transitioning from an interim superintendent to a new superintendent. He added there were compelling reasons for the exception when it was brought to the State Board in August. The State Board has the right to delay, which it did in August, and that is the reason it is being heard today.

Further discussion occurred regarding the SpringBoard Textbook Curriculum.

Public Comment for adoption of SpringBoard

Consultant, Family and Consumer Sciences, Nevada Department of Education and Douglas County School District Board trustee, stated she was on personal time and speaking as a school board trustee. She said the Board along with staff and the strategic planning team set a goal to increase rigor for their students. Research conducted to meet this goal brought them to the SpringBoard curriculum. She asked for input from several teachers to understand the issues around SpringBoard. The following excerpt is from a letter Elementary teacher at Carson Valley Middle School wrote; and helped her recognize why she wanted to support SpringBoard for their students:

Although it has been a steep learning curve, SpringBoard has been the best curriculum I have used. I am not one to jump to conclusions, but I feel that after using the program for the majority of the year, I am qualified to make that judgment. These are the reasons I like the program:

- *The material is engaging and student centered.*
- *The lessons build upon each other.*
- *Each unit starts with an overview of the unit, where the students will end up and what they will learn.*
- *The lessons consistently refer to the essential questions and end of unit-embedded assessments to provide context and scaffolding.*
- *I have seen more growth in my students this year than in previous years teaching English*
- *The springboard website has a wealth of information to help with implementation.*
- *The springboard editors listen to teachers, the materials are teacher created for what actually works in the classroom, not based on some abstract theory that sounds good, but is not practical in the day-to-day dynamics of the classroom.*
- *The entire program is both horizontally and vertically aligned. Each unit builds on the previous and each year builds on the previous.*

SpringBoard expects much in my experience with the program this year; and the students have risen to the challenge.

stated this is a huge change, a systemic change, and resistance is to be expected. However, she believes the SpringBoard curriculum offers all students the opportunity to develop the skill sets they will need to be successful in higher education, in their careers and as community participants. She asked the State Board to please, add the textbooks to the State Textbook adoption list.

Department Chair, Douglas County High School, stated teachers were allowed to complete a survey, but only a few were allowed to vote. She added that after a meeting with ten teachers spoke against SpringBoard, one spoke for it and two did not offer comment. said there was not full support from the school board, and voted against SpringBoard for a 5-2 vote. She said this is not an adequate program for a high school course of study, the rigor does not require students to perform and students require more guidance, assistance and direction than given by SpringBoard.

Member Ruggiero asked about NDE staff opinions regarding the adoption of SpringBoard.

Dr. Rheault responded NDE has not given an official opinion because the textbook adoption process is based at the local level; however, NDE staff does follow regulations for the adoption. He added, NDE and the State Board has discretion to decide if policy and regulations were met when approving the textbook adoption. After testimony and discussions are heard, not all teachers will agree. If the process was followed and the textbook was reviewed, evaluated and field-tested to address content standards, then the Board will determine whether to approve SpringBoard. Other districts are not required to use SpringBoard just because it is on the state textbook list.

Member Ruggiero replied he understood Board procedures regarding a decision for the adoption of SpringBoard, but he would rather defer to NDE staff who can give experience and additional information to make a decision based on pros and cons. He would prefer department staff present a breakdown of the issue with examples, and would like to hear input from students. Member Ruggiero concluded he did not have all the information needed to make a decision.

Dr. Rheault responded the NDE only has two English consultants, therefore department staff could not meet Member Ruggiero's request. The NDE relies on local teachers, administration and the board of trustees to review textbooks.

President Wallace suggested the two questions the State Board needs to answer are; does the SpringBoard textbook teach the standards and have they filled their statutory obligation with the adoption process? Dr. Rheault responded that in is his opinion this has been accomplished.

Member Biggerstaff made a motion to approve the adoption of SpringBoard ELA Grades seven through eleven state textbook. Member Cook seconded the motion. The motion carried 8-1. Member Ruggiero opposed stating he needs more information and was not satisfied with the presentation today.

Report from the Governor's Office

There was no report from the Governor's office.

Approval of Request Dual Credit Courses for Nevada State High School

Dr. Rheault stated the Nevada State High School Governing Board is requesting dual-credits from three institutions, the University of Nevada, Truckee Community College and Western Nevada College. The Nevada State High School Governing Board approved forwarding the request to the NDE for consideration by the State Board.

Member Hill made a motion to approve the request for Dual Credit Courses for Nevada State High School. Member Bonaventura seconded the motion.

Member Ferry remarked the courses are very wide ranging and questioned the usefulness of them in Las Vegas as part of the Nevada State High School program.

Dr. John Hawk, Executive Director, Nevada State High School responded the courses were submitted in hope there would be a satellite campus; but that is not the intention at this time. New staff member, Kelsey Varwig, Recruitment Coordinator, is working on increasing the number of independent learners at the school. This provides students with an opportunity to take advantage of distance education courses.

Member Ferry asked if it was correct that most of courses on the list were not distance education courses. Ms. Varwig responded the online courses are general courses made available through Great Basin College and that a large portion of their students use in classroom as well as online courses. In response to President Wallace's question if all the courses listed were available online, Ms. Varwig replied yes.

Dr. Hawk commented they do not know what courses are offered online for any particular semester. One semester may offer a course that is not available the next semester because the classes fill up quickly. His goal is to offer students more opportunity to attend classes.

Member Cook, as a teacher for both online and classroom courses, clarified the course outline and description is the same regardless of the method of delivery, whether it is a lecture or online version, the class is the same. He added creating wider options between high school and college students is the direction we should be moving.

Member Ferry asked if the dual-credit approval would refer to only online classes in Nevada.

Dr. Hawk replied that is essentially, what they are asking for. Again, he stated he does not intend to open a satellite school. Dr. Rheault said 95 percent of the courses on the list would probably not be taken as a dual-credit course by students at Nevada State High School, however, a student may have a need for one of the courses and he advised to leave the list as it is.

Member Ferry said he understood college courses are filling up more now than in the past. He commented Dr. Hawk's letter for approval was not clear and should have stated, "the classes are filling up therefore we need to have more options", which would have made Dr. Hawk's intention clear.

The motion carried.

WORKSHOP to Solicit Comments for Common Core Standards in Mathematics and English Language Arts (Final Version)

President Wallace opened the Workshop at 11:02 a.m. There were five individuals in attendance in Las Vegas and four individuals in attendance in Carson City.

Dr. Rheault stated that during the June 2010 board meeting the draft version of the Common Core Standards in Mathematics and English Language Arts was approved to obtain additional points for the Race to the Top application. The final version of the Common Core Standards is now available. To assure Nevada was in line with the standards, the final version was unanimously approved by the Academic Standards Council on September 21, 2010 with only a few minor changes. A summary of changes from the draft to the final version, in both English Language Arts and Mathematics, have been provided. The final version will be available at the Public Hearing.

Dr. Rheault clarified this Workshop is for information and public input only and the Public Hearing will be heard in December for final approval. He further explained we are in a temporary period for regulations because of the upcoming 2011 Legislative session, which will require the Workshop and Public Hearing to be heard again next fall.

There was no public comment. President Wallace closed the workshop at 11:03 a.m.

PUBLIC HEARING and possible Board Adoption of R132-10; New Regulations to NAC 389 – Health Science Standards

President Wallace opened the Public Hearing at 11:03 a.m. There were four individuals in attendance in Las Vegas and three individuals in attendance in Carson City.

presented
Health Science Standards One and Two for a Public Hearing. No changes have been made to the standards that were reviewed at the August 2010 Workshop.

stated the reason there are new standards is that the Health Science programs in the State of Nevada are the fastest growing programs in Career and Technical Education. Health Care is the number one job demand in Nevada. Establishing these standards creates a framework for the districts that are actively developing curricula.

Member Biggerstaff asked if there will be teachers prepared to teach the standards. Ms. Hunewill answered yes; the team that worked on the standards consisted of members from Business and Industry as well as teachers from diverse fields. Teachers have been teaching without a set of standards and are thankful for help with their curriculum. Ms. Hunewill added these standards match the national health care standards for students and two to three trainings a year will be offered.

added that many of the teachers in Health Sciences have nursing credentials, which prepares them to implement the standards in the classrooms.

Member Cook disclosed, following ethics ruling 98-70, he has a significant relationship with a NDE employee who is the school health coordinator and will abstain from voting on this item.

is
in full support of the Health Science Standards One and Two.

President Wallace closed the hearing at 11:13 a.m.

Member Ferry made a motion to approve the Health Science Standards One and Two. Member Hill seconded the motion. The motion carried. Member Cook abstained.

Approval of Science and Health Education Credit for Health Sciences

Mr. Raponi stated they are seeking board approval for these skill standards to qualify for academic credit, following NAC protocols for school districts, insuring rigor is met.

Ms. Hunewell said that the Health Science Standards One and Two emphasize the rigor of academic education. A science teacher and specialists were involved when drafting the standards. She added in previous years, health science students in the State of Nevada have been the highest placing students on all the proficiency exams.

Member Cook disclosed he has a significant relationship with an NDE employee who is the school health coordinator and will abstain from voting on this item.

Dr. Rheault stated there is a specific regulation the Board adopted that allows for academic credit for occupational courses. To receive a credit for graduation the student must complete both Health Science Standards One and Two. Dr. Rheault said he strongly recommended the Board consider and approve the Health Science credits. If the State Board approves the standards, they will go to the local boards of trustee to decide if they will allow them in their district.

Member Chaney made a motion to approve the Science Credit and Health Education Credit for Health Science One and Two Standards, LCB file R132-10. Member Wilkinson seconded the motion. The motion carried. Member Cook abstained.

Report from prospective candidates for Governor

President Wallace reported the Board extended an invitation to candidates for Governor, Rory Reid, and Brian Sandoval, or their staff, to speak about their plans for education in Nevada. Brian Sandoval's office was unable to attend. Cindy Reid, former State Board of Education member and wife of candidate for Governor, Rory Reid, attended.

gave background on their Education Plan. At the beginning of the campaign, they spoke with various members of the education community including administrators, parents, teachers, and principals to gather information to formulate their Education Plan. They reviewed practices in other states that were working well, and could be used in Nevada. campaign is excited about the plan but recognizes there are many education needs to be addressed in Nevada. explained inter-connected plans have been developed including a budget plan, higher education plan, energy and economic plans that will

correspond with their education plan. platform is, “*we cannot change Nevada’s economy until something is done about Education.*” said they spoke with business leaders in Nevada who are concerned about education, adding it is difficult to recruit businesses to Nevada, partially because executive families do not want to move due to Nevada’s poor education ranking,

In response to President Wallace’s question if supports the recommendations made by the ACR 2 committee to streamline governance in education. responded yes, that is part of their Education Plan. President Wallace inquired if is familiar with the work of the Blue Ribbon Task Force, and NDE’s commitment to enact reform from the Race to the Top application. answered yes; stating they have met with members of the panel that assisted with the Race to the Top application.

Member Cook asked for reassurance from the campaign that NDE is not a target for elimination or a decrease in staff. Ms. Reid assured Member Cook that the NDE is not only vital but is the backbone of education in Nevada. She remarked Nevada has the smallest Department of Education in the country and works with lean funds.

PUBLIC HEARING and possible Board action regarding Hearing of Petition and Recommendation for Suspension or Revocation of the Nevada Teacher’s License for

Dr. Rheault recommended the Board follow the Settlement Agreement and General Release and Order for for violating assessment policies. The recommendation is a 40-day license suspension. has been charged with unprofessional conduct; breaching the security and confidentiality of the questions and answers to the 2010 administration of the Criterion Reference Test. There were fourteen, fourth-grade, English as a second language students involved. The school district dismissed as a teacher, and a 40-day license suspension is being requested.

Dr. Ed Irvin, Counsel for the Department of Education, stated it appeared there was inappropriate assistance for the fourteen students. The petition says was terminated, however, during the negotiations it was brought to his attention that she was put on administrative leave without pay. He stated 40 days license suspension from the date of the incident is appropriate. She was a very experienced teacher relating to reading and English language learners, and she made an understandable mistake. He stated the recommendation is appropriate and asked the Board to follow it.

Member Cook made a motion to follow the recommendation contained in the Settlement Agreement for a 40-day suspension for the teacher license of . Member Biggerstaff seconded the motion. The motion carried.

PUBLIC HEARING and possible Board action regarding Hearing of Petition and Recommendation for Suspension or Revocation of the Nevada Teacher’s License for

Dr. Rheault stated this is a Settlement Agreement and General Release and Order for a testing violation. This violation is more egregious because it concerned the principal of a school.

Principals are the leaders of the school and have full oversight and authority to assure these violations do not occur. _____ was a principal at a charter school, Mariposa Academy, in Washoe County. She is charged with unprofessional conduct as a principal with breeches in security and confidentiality regarding questions in the fifth grade proficiency examination in reading. A 125-day license suspension is recommended. _____ no longer works at the charter school and is no longer working within the K-12 system in Nevada. Dr. Rheault said he recommends the Board approve the agreement.

Dr. Irvin, Counsel for the Department of Education, agreed the analysis leading to the 125-day suspension relates to a more egregious situation. He stated this is very close to an intentional act with the intention to increase scores for Annual Yearly Progress (AYP) purposes. The principal contacted students and suggested they make changes to their test booklets. Dr. Irvin suggested the 125-day suspension is appropriate.

Member Biggerstaff stated that when Nevada decided to use test scores as an evaluation of teachers, it opened the door to situations of this nature and it needs to be stopped right now. She recommended revoking the license of those in charge who commit testing violations.

Dr. Irvin stated if the Board does not agree with Summary Suspension presented, it would be terminated. It is not binding on the Board, however, if not accepted they would need to start over with the case. He suggested 125 days sends the message and he strongly supports the recommendation. He added _____ was admonished at Mariposa Academy, she resigned and the 125-day license suspension will follow her in Nevada.

Member Cook made a motion to follow the recommendation contained in the Settlement Agreement for a 125-day suspension for the teacher license of _____. Member Hill seconded the motion. The motion carried 8-1. Member Biggerstaff opposed.

Approval of the NRS 386.610 Annual Report concerning State Board sponsored charter schools and description of administrative services provided by Department staff to State Board sponsored charter schools.

Dr. Steve Canavero, Director, Office of Charter Schools reported the Annual Performance Audit provides an analysis of the findings of charter school performances. He explained the details and process of the audit, which took place between February and June 2010. The NDE sends a draft of findings to each school in May and then the school has an opportunity to correct specific issues. The final report is compiled in June 2010. He said he expected all nine-charter schools to correct the non-compliant matters in each of their audits. Dr. Canavero stated nothing in the audit rises to the level of recommendation for revocation.

Member Cook disclosed that he is a part-time employee at Beacon Academy; a state sponsored charter school, and will abstain from voting.

Member Biggerstaff made a motion to approve the NRS 386.610 annual report concerning the progress of each charter school sponsored by the State Board and description of administrative services provided by the NDE staff to State Board sponsored charter schools. Member Hill seconded the motion. The motion carried. Member Cook abstained.

Board Discussion on 2011-2013 Biennial Budget and update of new Bill Draft Requests since the last State Board meeting

Dr. Rheault reported he attended a meeting with his fiscal staff and the State Budget Office last week. The biennial budget was submitted for the department with 10 percent reductions, and those reductions were met without eliminating staff. If further cuts are required beyond the 10 percent submitted staff would be subject to layoffs.

Dr. Rheault said there are approximately 550 Bill Draft Requests (BDRs) for the 2011 Legislative Session. He discussed BDR 257 from Washoe County School District – *Revises provisions governing discipline and probationary periods of employees of school districts*. Currently there is a two-year probationary period and this BDR sets a mandatory three-year probation period. Clark County School District has BDR 304 – *Revises statutory formula for K-12 public school funding to provide for weighted pupil funding based upon the cost of providing educational services to specific categories of pupils*. Dr. Rheault explained he supports this BDR, regarding a weighted pupil funding formula. Clark County's, BDR 302–*Makes various changes intended to ensure that high school graduation is a community priority*. He stated it is called the Graduation Priority Act (GPA), and while he does not agree with everything in the GPA, he supports increasing graduations rates that are being discussed in the BDR.

The NDE and Board submitted four technical BDRs to make a few language changes. All four were approved and forwarded and will be written into bills. They are BDRs 438, 439, 440 and 507.

Board Member Comment

Member Hill suggested the Board recognize the accomplishment of Student Representative Zhan Okuda-Lim in being appointed to the Blue Ribbon Task Force, and having his article published in the NASBE publication. In addition, he was recently elected President of the Youth Legislature.

Public Comment

There was no public comment.

Future Agenda Items

President Wallace suggested discussing the date for the January board meeting at the December meeting.

Member Biggerstaff requested a Charter School Subcommittee meeting in December.

Member Ruggiero asked if the Governor's Office has narrowed down the search to replace Board Member McKenna. Dr. Rheault said the Governor's office is moving forward and that applications were being collected. Member Ruggiero asked for another update before the December meeting.

The meeting was adjourned at 12:31 p.m.

Attachment 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

**Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application**

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of MAY, 2010, by and between the SMARTER Balanced Assessment Consortium (the "Consortium") and the State of NEVADA, which has elected to participate in the Consortium as (check one)

An Advisory State (description in section e),

OR

A Governing State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1-2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016-17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

SMARTER Balanced Assessment Consortium MOU

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

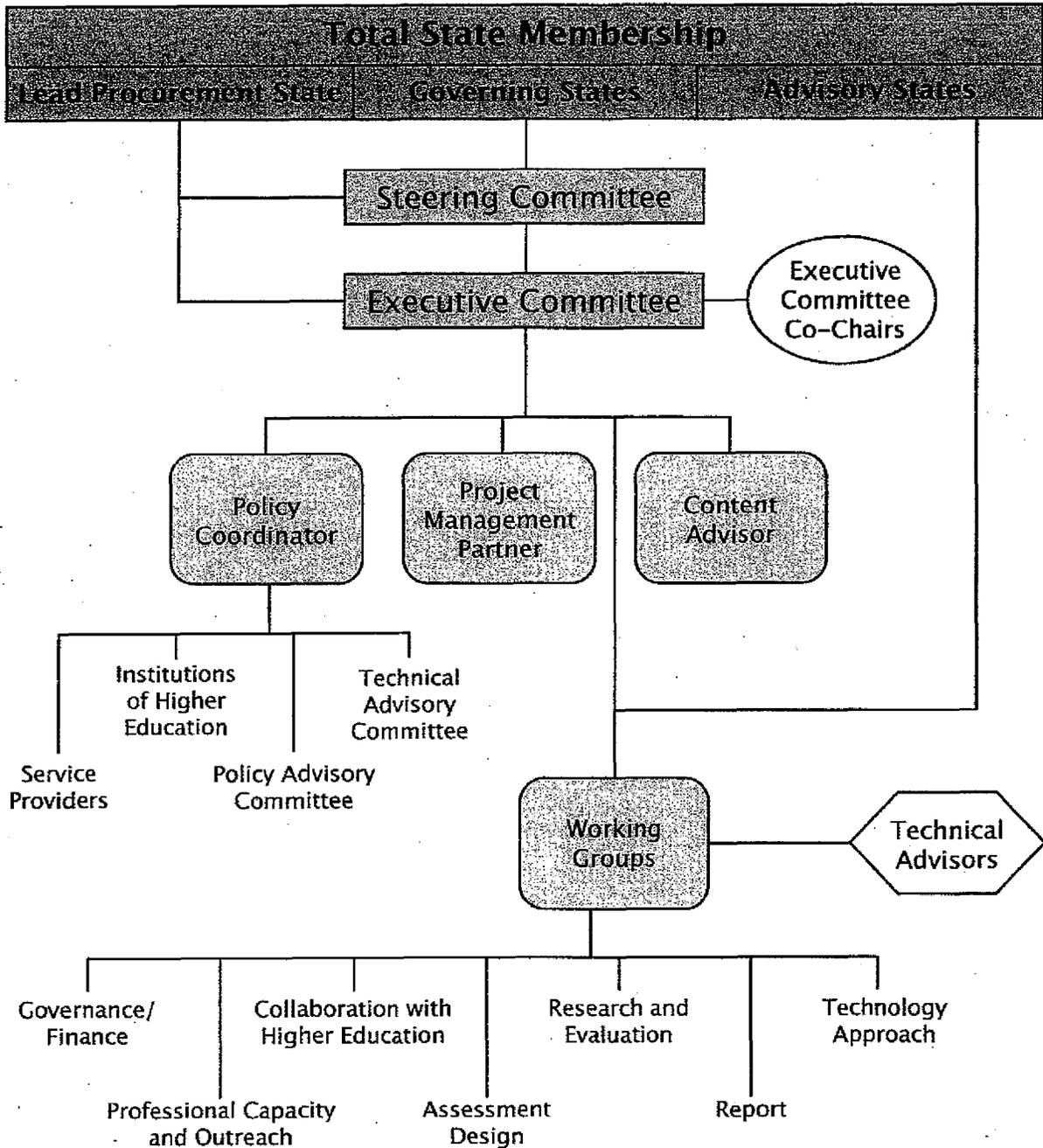
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

SMARTER Balanced Assessment Consortium MOU

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

SMARTER Balanced Assessment Consortium MOU

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: NEVADA	
Governor or Authorized Representative of the Governor (Printed Name): JIM GIBBONS	Telephone: 775-684-5670
Signature of Governor or Authorized Representative of the Governor: <i>Jim Gibbons</i>	Date: 05-27-2010
Chief State School Officer (Printed Name): Keith W. Rheault	Telephone: 775-687-9217
Signature of the Chief State School Officer: <i>Keith W. Rheault</i>	Date: 5/27/10
President of the State Board of Education, if applicable (Printed Name): Chris Wallace	Telephone: 702-596-1742
Signature of the President of the State Board of Education, if applicable: <i>Chris Wallace</i>	Date: 5/27/2010

SMARTER Balanced Assessment Consortium MOU

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name:

Nevada

State's chief procurement official (or designee), (Printed Name):

GREG SMITH

Telephone:

775-684-0184

Signature of State's chief procurement official (or designee),:

Greg Smith

Date:

5-28-10

Attachment 8

A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

			All Students		Economically Disadvantaged		Students with Disabilities		English Learners		White		African American		Hispanic		Asian/Pacific Islander		Native American		
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
			Proficient	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap
ELEMENTARY SCHOOL LEVEL	READING/ ELA	08 -	58.6	46.4	-12.2	31.4	-27.2	41.2	-17.4	70.5	11.9	45.4	-13.2	47.0	-11.6	69.6	11.0	52.6	-6.0		
		09 -	60.6	49.5	-11.1	33.0	-27.6	45.4	-15.2	71.9	11.3	47.3	-13.1	49.4	-11.2	72.4	11.8	55.9	-4.7		
		10 -	59.7	49.2	-10.5	32.3	-27.4	45.3	-14.4	71.0	11.3	44.1	-15.6	49.7	-10.0	74.2	nd	48.8	-10.9		
		08 -	63.4	53.4	-10.0	39.3	-24.1	52.3	-11.1	72.8	9.4	47.0	-16.4	55.0	-8.4	76.9	13.5	54.1	-9.3		
		09 -	67.5	58.4	-9.1	42.9	-24.6	59.1	-8.4	76.0	8.5	51.2	-16.3	60.3	-7.2	79.7	12.2	58.1	-9.4		
	10 -	70.0	62.1	-7.9	45.4	-24.6	62.5	-7.5	78.3	8.3	51.6	-18.4	63.9	-6.1	84.9	nd	57.4	-12.6			

			All Students		Economically Disadvantaged		Students with Disabilities		English Learners		White		African American		Hispanic		Asian/Pacific Islander		Native American	
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
			Proficient	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient	Gap	Proficient
MIDDLE SCHOOL LEVEL	READING/ FLA	08 -	63.7	51.9	-11.8	27.3	-36.4	46.8	-16.9	74.6	10.9	51.3	-12.4	52.3	-11.4	76.9	13.2	59.3	-4.4	
		09 -	67.0	56.4	-10.6	29.7	-37.3	51.1	-15.9	77.0	10.0	54.2	-12.8	57.3	-9.7	79.6	12.6	62.0	-5.0	
		10 -	54.1	42.9	-11.2	20.0	-34.1	33.8	-20.3	65.9	11.8	38.1	-16.0	43.6	-10.5	71.2	nd	44.5	-9.6	
		08 -	61.8	50.5	-11.3	27.9	-33.9	47.8	-14.0	73.0	11.2	44.8	-17.0	51.0	-10.8	77.9	16.1	55.4	-6.4	
		09 -	62.1	50.6	-11.5	28.4	-33.7	47.3	-14.8	73.2	11.1	45.8	-16.3	51.3	-10.8	78.8	16.7	55.3	-6.8	
	10 -	67.1	57.5	-9.6	31.2	-35.9	53.3	-13.8	77.5	10.4	48.1	-19.0	58.7	-8.4	84.7	nd	58.5	-8.6		

			All Students			Economically Disadvantaged		Students with Disabilities		English Learners		White		African American		Hispanic		Asian/Pacific Islander		Native American	
			% Proficient	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap
HIGH SCHOOL LEVEL	READING/ ELA	08 - 09	89.5	82.7	-6.8	54.3	-35.2	80.9	-8.6	93.2	3.8	84.8	-4.7	84.1	-5.4	92.6	3.1	87.0	-2.5		
		09 - 10	90.2	85.0	-5.2	57.0	-33.2	82.1	-8.1	94.1	3.9	83.5	-6.7	85.9	-4.3	93.3	3.1	88.2	-2.0		
		10 - 11	86.0	79.5	-6.5	53.1	-32.9	75.0	-11.0	91.7	5.7	78.9	-7.1	79.8	-6.2	90.1	4.1	83.0	-3.0		
		08 - 09	70.7	57.9	-22.8	28.9	-41.8	59.4	-11.3	79.5	8.8	51.5	-19.2	59.9	-10.8	80.8	10.1	61.8	-8.9		
		09 - 10	73.5	62.7	-11.8	31.4	-42.1	60.9	-12.6	83.0	9.5	52.4	-21.1	63.9	-9.6	83.8	10.3	73.5	0.0		
		10 - 11	73.0	62.1	-7.9	31.7	-41.3	52.2	-20.8	82.6	9.6	54.6	-18.4	63.0	-10.0	87.0	14.0	66.6	-6.4		
	GRADUATION RATE*			% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	
		08 - 09	71.3	**nd	**nd	**nd	**nd	**nd	**nd	**nd	79.2	7.9	57.7	-13.6	60.5	-10.8	82.0	10.7	64.6	-6.7	
		09 - 10	70.3	**nd	**nd	**nd	**nd	**nd	**nd	**nd	78.4	8.1	57.6	-12.7	60.3	-10.0	81.3	11.0	64.1	-6.2	
		10 - 11	60.6	63.0	2.4	25.4	-35.2	15.6	45.0	70.0	9.4	43.1	-17.5	54.4	-6.2	nd	nd	51.1	-9.5		

* Graduation rate data for school year 2010-2011 is based on the four-year adjusted cohort graduation rate calculations.

**nd = not determined or reported for the 2008-2009 and 2009-2010 school years.

nd = no data, not calculated due to adoption of new race/ethnicity categories for the 2010-2011 school year. The 2010-2011 subgroups are not entirely comparable to the subgroups prior to 2010-2011 due to the race/ethnicity changes.

Note: A gap for a particular year is the difference between the percentage of students proficient in the particular subject or graduating in the "all students" group and the percentage of students proficient in the subject or graduating in the indicated subgroup. A negative gap indicates that the subgroup is performing below the "all students" group; a positive gap indicates that the subgroup is performing above the all students group.

Attachment 10

A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems

Assembly Bill No. 222—Assemblymen Smith, Bobzien, Ocegüera, Conklin, Anderson; Atkinson, Benitez-Thompson, Carrillo, Daly, Dondero Loop, Frierson, Hansen, Hickey, Hogan, Horne, Kirner, Mastroluca, Segerblom and Stewart

Joint Sponsors: Senators Horsford and Leslie

CHAPTER.....

AN ACT relating to education; creating the Teachers and Leaders Council of Nevada; prescribing the membership and duties of the Council; requiring the State Board of Education to establish a statewide performance evaluation system for teachers and administrators; revising provisions governing the policies for the evaluation of teachers and administrators; revising the designations required of the evaluations of teachers and administrators; making an appropriation; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Sections 4-6 of this bill create the Teachers and Leaders Council of Nevada and prescribe the membership and duties of the Council. **Section 6** requires the Council to make recommendations to the State Board of Education for the establishment of a statewide performance evaluation system for teachers and administrators employed by school districts.

Existing law requires the automated system of accountability information for Nevada to track the achievement of pupils over time and to identify which teachers are assigned to individual pupils. The information is required to be considered, but must not be the sole criterion, in evaluating the performance of or taking disciplinary action against an individual teacher or other employee. (NRS 386.650) Existing law also requires the board of trustees of each school district to develop a policy for the evaluation of teachers and administrators pursuant to which the performance of an individual teacher or administrator is designated as "satisfactory" or "unsatisfactory." (NRS 391.3125, 391.3127) **Section 7** of this bill requires the State Board of Education, based upon the recommendations of the Council, to establish a statewide performance evaluation system for teachers and administrators employed by school districts. Effective July 1, 2013, the statewide performance evaluation system will require the evaluation of an individual teacher or administrator as "highly effective," "effective," "minimally effective" or "ineffective." Assembly Bill No. 229 of this session, which was enacted by the Legislature on June 2, 2011, requires that certain information on pupil achievement which is maintained by the automated system of accountability information for Nevada account for at least 50 percent of the evaluations of teachers and administrators. **Sections 2 and 7** of this bill make conforming changes on the use of pupil achievement data in the evaluation of teachers and administrators as the requirements on the use of that data contained in Assembly Bill No. 229. **Sections 8.5 and 9.5** of this bill require the policies for the evaluations of teachers and administrators employed by school districts to comply with the statewide performance evaluation system established by the State Board.

Until the implementation of the statewide performance evaluation system, **sections 8 and 9** of this bill provide that the policies for the evaluations of teachers



and administrators employed by school districts must require that certain information on pupil achievement which is maintained by the automated system of accountability information for Nevada account for a significant portion of the evaluation, as determined by the board of trustees.

Assembly Bill No. 229 of this session, provides that if the written evaluation of a probationary teacher or probationary administrator states that the overall performance of the teacher or administrator has been designated as "unsatisfactory," the evaluation must include a written statement which states that if the teacher or administrator has received two evaluations for the school year which designate his or her performance as "unsatisfactory" and the teacher or administrator has another evaluation remaining in the school year, the teacher or administrator may request that the remaining evaluation be conducted by another administrator. **Section 10.3** of this bill amends Assembly Bill No. 229 to provide that the probationary teacher or probationary administrator may make such a request if the teacher or administrator receives an "unsatisfactory" evaluation on the first or second evaluation, or both evaluations. Effective on July 1, 2013, **section 10.4** of this bill amends Assembly Bill No. 229 to provide that the probationary teacher or probationary administrator may make such a request for an outside evaluator if he or she receives an evaluation of "minimally effective" or "ineffective" on the first or second evaluation, or both evaluations.

Section 10.5 of this bill makes an appropriation to the Department of Education for the costs associated with the Teachers and Leaders Council of Nevada created by **section 5**.

EXPLANATION - Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. (Deleted by amendment.)

Sec. 2. NRS 386.650 is hereby amended to read as follows:

386.650 1. The Department shall establish and maintain an automated system of accountability information for Nevada. The system must:

(a) Have the capacity to provide and report information, including, without limitation, the results of the achievement of pupils:

(1) In the manner required by 20 U.S.C. §§ 6301 et seq., and the regulations adopted pursuant thereto, and NRS 385.3469 and 385.347; and

(2) In a separate reporting for each group of pupils identified in paragraph (b) of subsection 1 of NRS 385.361;

(b) Include a system of unique identification for each pupil:

(1) To ensure that individual pupils may be tracked over time throughout this State; and

(2) That, to the extent practicable, may be used for purposes of identifying a pupil for both the public schools and the Nevada



System of Higher Education, if that pupil enrolls in the System after graduation from high school;

(c) Have the capacity to provide longitudinal comparisons of the academic achievement, rate of attendance and rate of graduation of pupils over time throughout this State;

(d) Have the capacity to perform a variety of longitudinal analyses of the results of individual pupils on assessments, including, without limitation, the results of pupils by classroom and by school;

(e) Have the capacity to identify which teachers are assigned to individual pupils and which paraprofessionals, if any, are assigned to provide services to individual pupils;

(f) Have the capacity to provide other information concerning schools and school districts that is not linked to individual pupils, including, without limitation, the designation of schools and school districts pursuant to NRS 385.3623 and 385.377, respectively, and an identification of which schools, if any, are persistently dangerous;

(g) Have the capacity to access financial accountability information for each public school, including, without limitation, each charter school, for each school district and for this State as a whole; and

(h) Be designed to improve the ability of the Department, school districts and the public schools in this State, including, without limitation, charter schools, to account for the pupils who are enrolled in the public schools, including, without limitation, charter schools.

↪ The information maintained pursuant to paragraphs (c), (d) and (e) must be used for the purpose of improving the achievement of pupils and improving classroom instruction. The information must ~~{be considered,}~~ **account for at least 50 percent**, but must not be used as the sole criterion, in evaluating the performance of or taking disciplinary action against an individual teacher, paraprofessional or other employee.

2. The board of trustees of each school district shall:

(a) Adopt and maintain the program prescribed by the Superintendent of Public Instruction pursuant to subsection 3 for the collection, maintenance and transfer of data from the records of individual pupils to the automated system of information, including, without limitation, the development of plans for the educational technology which is necessary to adopt and maintain the program;



(b) Provide to the Department electronic data concerning pupils as required by the Superintendent of Public Instruction pursuant to subsection 3; and

(c) Ensure that an electronic record is maintained in accordance with subsection 3 of NRS 386.655.

3. The Superintendent of Public Instruction shall:

(a) Prescribe a uniform program throughout this State for the collection, maintenance and transfer of data that each school district must adopt, which must include standardized software;

(b) Prescribe the data to be collected and reported to the Department by each school district and each sponsor of a charter school pursuant to subsection 2 and by each university school for profoundly gifted pupils;

(c) Prescribe the format for the data;

(d) Prescribe the date by which each school district shall report the data to the Department;

(e) Prescribe the date by which each charter school shall report the data to the sponsor of the charter school;

(f) Prescribe the date by which each university school for profoundly gifted pupils shall report the data to the Department;

(g) Prescribe standardized codes for all data elements used within the automated system and all exchanges of data within the automated system, including, without limitation, data concerning:

(1) Individual pupils;

(2) Individual teachers and paraprofessionals;

(3) Individual schools and school districts; and

(4) Programs and financial information;

(h) Provide technical assistance to each school district to ensure that the data from each public school in the school district, including, without limitation, each charter school and university school for profoundly gifted pupils located within the school district, is compatible with the automated system of information and comparable to the data reported by other school districts; and

(i) Provide for the analysis and reporting of the data in the automated system of information.

4. The Department shall establish, to the extent authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, a mechanism by which persons or entities, including, without limitation, state officers who are members of the Executive or Legislative Branch, administrators of public schools and school districts, teachers and other educational personnel, and parents and guardians, will have different types of access to the accountability information contained



within the automated system to the extent that such information is necessary for the performance of a duty or to the extent that such information may be made available to the general public without posing a threat to the confidentiality of an individual pupil.

5. The Department may, to the extent authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, enter into an agreement with the Nevada System of Higher Education to provide access to data contained within the automated system for research purposes.

Sec. 3. Chapter 391 of NRS is hereby amended by adding thereto the provisions set forth as sections 4 to 7, inclusive, of this act.

Sec. 4. *As used in sections 5 and 6 of this act, "Council" means the Teachers and Leaders Council of Nevada created by section 5 of this act.*

Sec. 5. 1. *There is hereby created the Teachers and Leaders Council of Nevada consisting of the following 15 members:*

(a) The Superintendent of Public Instruction, or his or her designee, who serves as an ex officio member of the Council.

(b) The Chancellor of the Nevada System of Higher Education, or his or her designee, who serves as an ex officio member of the Council.

(c) Four teachers in public schools appointed by the Governor from a list of nominees submitted by the Nevada State Education Association. The members appointed pursuant to this paragraph must represent the geographical diversity of the school districts in this State.

(d) Two administrators in public schools appointed by the Governor from a list of nominees submitted by the Nevada Association of School Administrators and one superintendent of schools of a school district appointed by the Governor from a list of nominees submitted by the Nevada Association of School Superintendents. The members appointed pursuant to this paragraph must represent the geographical diversity of the school districts in this State.

(e) Two persons who are members of boards of trustees of school districts and who are appointed by the Governor from a list of nominees submitted by the Nevada Association of School Boards.

(f) One representative of the regional training programs for the professional development of teachers and administrators



created by NRS 391.512 appointed by the Governor from a list of nominees submitted by the Nevada Association of School Superintendents.

(g) One parent or legal guardian of a pupil enrolled in public school appointed by the Governor from a list of nominees submitted by the Nevada Parent Teacher Association.

(h) Two persons with expertise in the development of public policy relating to education appointed by the Superintendent of Public Instruction. The members appointed pursuant to this paragraph must not otherwise be eligible for appointment pursuant to paragraphs (a) to (g), inclusive.

2. After the initial terms, each appointed member of the Council serves a term of 3 years commencing on July 1 and may be reappointed to one additional 3-year term following his or her initial term. If any appointed member of the Council ceases to be qualified for the position to which he or she was appointed, the position shall be deemed vacant and the appointing authority shall appoint a replacement for the remainder of the unexpired term. A vacancy must be filled in the same manner as the original appointment.

3. The Council shall, at its first meeting and annually thereafter, elect a Chair from among its members.

4. The Council shall meet at least semiannually and may meet at other times upon the call of the Chair or a majority of the members of the Council. Nine members of the Council constitute a quorum, and a quorum may exercise all the power and authority conferred on the Council.

5. Members of the Council serve without compensation, except that for each day or portion of a day during which a member of the Council attends a meeting of the Council or is otherwise engaged in the business of the Council, the member is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

6. A member of the Council who is a public employee must be granted administrative leave from the member's duties to engage in the business of the Council without loss of his or her regular compensation. Such leave does not reduce the amount of the member's other accrued leave.

7. The Department shall provide administrative support to the Council.

8. The Council may apply for and accept gifts, grants, donations and contributions from any source for the purpose of carrying out its duties pursuant to section 6 of this act.



Sec. 6. 1. The Council shall:

(a) Make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system to ensure that teachers and administrators employed by school districts are:

(1) Evaluated using multiple, fair, timely, rigorous and valid methods, which includes evaluations based upon pupil achievement data as required by NRS 386.650 and section 7 of this act;

(2) Afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluations; and

(3) Provided with the means to share effective educational methods with other teachers and administrators throughout this State.

(b) Develop and recommend to the State Board a plan, including duties and associated costs, for the development and implementation of the performance evaluation system by the Department and school districts.

(c) Consider the role of professional standards for teachers and administrators and, as it determines appropriate, develop a plan for recommending the adoption of such standards by the State Board.

2. The performance evaluation system recommended by the Council must ensure that:

(a) Data derived from the evaluations is used to create professional development programs that enhance the effectiveness of teachers and administrators; and

(b) A timeline is included for monitoring the performance evaluation system at least annually for quality, reliability, validity, fairness, consistency and objectivity.

3. The Council may establish such working groups, task forces and similar entities from within or outside its membership as necessary to address specific issues or otherwise to assist in its work.

4. The State Board shall consider the recommendations made by the Council pursuant to this section and shall adopt regulations establishing a statewide performance evaluation system as required by section 7 of this act.

Sec. 7. 1. The State Board shall, based upon the recommendations of the Teachers and Leaders Council of Nevada submitted pursuant to section 6 of this act, adopt regulations



establishing a statewide performance evaluation system which incorporates multiple measures of an employee's performance.

2. *The statewide performance evaluation system must:*

(a) Require that an employee's overall performance is determined to be:

- (1) Highly effective;*
- (2) Effective;*
- (3) Minimally effective; or*
- (4) Ineffective.*

(b) Include the criteria for making each designation identified in paragraph (a).

(c) Require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of NRS 386.650 account for at least 50 percent of the evaluation.

(d) Include an evaluation of whether the teacher or administrator employs practices and strategies to involve and engage the parents and families of pupils.

Sec. 8. NRS 391.3125 is hereby amended to read as follows:

391.3125 1. It is the intent of the Legislature that a uniform system be developed for objective evaluation of teachers and other licensed personnel in each school district.

2. Each board, following consultation with and involvement of elected representatives of the teachers or their designees, shall develop a policy for objective evaluations in narrative form. The policy must set forth a means according to which an employee's overall performance may be determined to be satisfactory or unsatisfactory. *The policy must require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of NRS 386.650 account for a significant portion of the evaluation, as determined by the board.* The policy may include an evaluation by the teacher, pupils, administrators or other teachers or any combination thereof. In a similar manner, counselors, librarians and other licensed personnel must be evaluated on forms developed specifically for their respective specialties. A copy of the policy adopted by the board must be filed with the Department. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

3. A conference and a written evaluation for a probationary employee must be concluded not later than:

- (a) December 1;
- (b) February 1; and
- (c) April 1,



↳ of each school year of the probationary period, except that a probationary employee assigned to a school that operates all year must be evaluated at least three times during each 12 months of employment on a schedule determined by the board. An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes.

4. Whenever an administrator charged with the evaluation of a probationary employee believes the employee will not be reemployed for the second year of the probationary period or the school year following the probationary period, the administrator shall bring the matter to the employee's attention in a written document which is separate from the evaluation not later than March 1 of the current school year. The notice must include the reasons for the potential decision not to reemploy or refer to the evaluation in which the reasons are stated. Such a notice is not required if the probationary employee has received a letter of admonition during the current school year.

5. Each postprobationary teacher must be evaluated at least once each year. An administrator charged with the evaluation of a postprobationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 30 consecutive minutes.

6. The evaluation of a probationary teacher or a postprobationary teacher must include, without limitation:

(a) An evaluation of the classroom management skills of the teacher;

(b) A review of the lesson plans and the work log or grade book of pupils prepared by the teacher;

(c) An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher;

(d) An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient;



(e) If necessary, recommendations for improvements in the performance of the teacher;

(f) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and

(g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

7. The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance.

Sec. 8.5. NRS 391.3125 is hereby amended to read as follows:

391.3125 1. It is the intent of the Legislature that a uniform system be developed for objective evaluation of teachers and other licensed personnel in each school district.

2. Each board, following consultation with and involvement of elected representatives of the teachers or their designees, shall develop a policy for objective evaluations in narrative form. The policy must ~~set forth a means according to which an employee's overall performance may be determined to be satisfactory or unsatisfactory. The policy must require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of NRS 386.650 account for a significant portion of the evaluation, as determined by the board.~~ **comply with the statewide performance evaluation system established by the State Board pursuant to section 7 of this act.** The policy may include an evaluation by the teacher, pupils, administrators or other teachers or any combination thereof. In a similar manner, counselors, librarians and other licensed personnel must be evaluated on forms developed specifically for their respective specialties. A copy of the policy adopted by the board must be filed with the Department. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

3. A conference and a written evaluation for a probationary employee must be concluded not later than:

- (a) December 1;
- (b) February 1; and
- (c) April 1,



↳ of each school year of the probationary period, except that a probationary employee assigned to a school that operates all year must be evaluated at least three times during each 12 months of employment on a schedule determined by the board. An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes.

4. Whenever an administrator charged with the evaluation of a probationary employee believes the employee will not be reemployed for the second year of the probationary period or the school year following the probationary period, the administrator shall bring the matter to the employee's attention in a written document which is separate from the evaluation not later than March 1 of the current school year. The notice must include the reasons for the potential decision not to reemploy or refer to the evaluation in which the reasons are stated. Such a notice is not required if the probationary employee has received a letter of admonition during the current school year.

5. Each postprobationary teacher must be evaluated at least once each year. An administrator charged with the evaluation of a postprobationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 30 consecutive minutes.

6. The evaluation of a probationary teacher or a postprobationary teacher must include, without limitation:

(a) An evaluation of the classroom management skills of the teacher;

(b) A review of the lesson plans and the work log or grade book of pupils prepared by the teacher;

(c) An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher;

(d) An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient;



(e) *An evaluation of whether the teacher employs practices and strategies to involve and engage the parents and families of pupils in the classroom;*

(f) If necessary, recommendations for improvements in the performance of the teacher;

~~((g))~~ (g) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and

~~((g))~~ (h) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

7. The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance.

Sec. 9. NRS 391.3127 is hereby amended to read as follows:

391.3127 1. Each board, following consultation with and involvement of elected representatives of administrative personnel or their designated representatives, shall develop an objective policy for the objective evaluation of administrators in narrative form. The policy must set forth a means according to which an administrator's overall performance may be determined to be satisfactory or unsatisfactory. *The policy must require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of NRS 386.650 account for a significant portion of the evaluation, as determined by the board.* The policy may include an evaluation by the administrator, superintendent, pupils or other administrators or any combination thereof. A copy of the policy adopted by the board must be filed with the Department and made available to the Commission.

2. Each administrator must be evaluated in writing at least once a year.

3. Before a superintendent transfers or assigns an administrator to another administrative position as part of an administrative reorganization, if the transfer or reassignment is to a position of lower rank, responsibility or pay, the superintendent shall give written notice of the proposed transfer or assignment to the administrator at least 30 days before the date on which it is to be effective. The administrator may appeal the decision of the



superintendent to the board by requesting a hearing in writing to the president of the board within 5 days after receiving the notice from the superintendent. The board shall hear the matter within 10 days after the president receives the request, and shall render its decision within 5 days after the hearing. The decision of the board is final.

Sec. 9.5. NRS 391.3127 is hereby amended to read as follows:

391.3127 1. Each board, following consultation with and involvement of elected representatives of administrative personnel or their designated representatives, shall develop an objective policy for the objective evaluation of administrators in narrative form. The policy must ~~set forth a means according to which an administrator's overall performance may be determined to be satisfactory or unsatisfactory. The policy must require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of NRS 386.650 account for a significant portion of the evaluation, as determined by the board.~~ *comply with the statewide performance evaluation system established by the State Board pursuant to section 7 of this act.* The policy may include an evaluation by the administrator, superintendent, pupils or other administrators or any combination thereof. A copy of the policy adopted by the board must be filed with the Department and made available to the Commission.

2. Each administrator must be evaluated in writing at least once a year.

3. Before a superintendent transfers or assigns an administrator to another administrative position as part of an administrative reorganization, if the transfer or reassignment is to a position of lower rank, responsibility or pay, the superintendent shall give written notice of the proposed transfer or assignment to the administrator at least 30 days before the date on which it is to be effective. The administrator may appeal the decision of the superintendent to the board by requesting a hearing in writing to the president of the board within 5 days after receiving the notice from the superintendent. The board shall hear the matter within 10 days after the president receives the request, and shall render its decision within 5 days after the hearing. The decision of the board is final.

Sec. 10. NRS 391.3197 is hereby amended to read as follows:

391.3197 1. A probationary employee is employed on a contract basis for two 1-year periods and has no right to employment after either of the two probationary contract years.

2. The board shall notify each probationary employee in writing on or before May 1 of the first and second school years of the employee's probationary period, as appropriate, whether the



employee is to be reemployed for the second year of the probationary period or for the next school year as a postprobationary employee. The employee must advise the board in writing on or before May 10 of the first or second year of the employee's probationary period, as appropriate, of the employee's acceptance of reemployment. If a probationary employee is assigned to a school that operates all year, the board shall notify the employee in writing, in both the first and second years of the employee's probationary period, no later than 45 days before his or her last day of work for the year under his or her contract whether the employee is to be reemployed for the second year of the probationary period or for the next school year as a postprobationary employee. The employee must advise the board in writing within 10 days after the date of notification of his or her acceptance or rejection of reemployment for another year. Failure to advise the board of the employee's acceptance of reemployment constitutes rejection of the contract.

3. A probationary employee who completes a 2-year probationary period and receives a notice of reemployment from the school district in the second year of the employee's probationary period is entitled to be a postprobationary employee in the ensuing year of employment.

4. If a probationary employee receives notice pursuant to subsection 4 of NRS 391.3125 not later than March 1 of a potential decision not to reemploy him or her, the employee may request a supplemental evaluation by another administrator in the school district selected by the employee and the superintendent. If a school district has five or fewer administrators, the supplemental evaluator may be an administrator from another school district in this State. If a probationary employee has received during the first school year of the employee's probationary period three evaluations which state that the employee's overall performance has been ~~{satisfactory,}~~ *highly effective or effective*, the superintendent of schools of the school district or the superintendent's designee shall waive the second year of the employee's probationary period by expressly providing in writing on the final evaluation of the employee for the first probationary year that the second year of the employee's probationary period is waived. Such an employee is entitled to be a postprobationary employee in the ensuing year of employment.

5. If a probationary employee is notified that the employee will not be reemployed for the second year of the employee's probationary period or the ensuing school year, his or her employment ends on the last day of the current school year. The



notice that the employee will not be reemployed must include a statement of the reasons for that decision.

6. A new employee or a postprobationary teacher who is employed as an administrator shall be deemed to be a probationary employee for the purposes of this section and must serve a 2-year probationary period as an administrator in accordance with the provisions of this section. If the administrator does not receive an ~~unsatisfactory~~ evaluation *indicating that his or her performance is minimally effective or ineffective* during the first year of probation, the superintendent or the superintendent's designee shall waive the second year of the administrator's probationary period. Such an administrator is entitled to be a postprobationary employee in the ensuing year of employment. If:

(a) A postprobationary teacher who is an administrator is not reemployed as an administrator after either year of his or her probationary period; and

(b) There is a position as a teacher available for the ensuing school year in the school district in which the person is employed, the board of trustees of the school district shall, on or before May 1, offer the person a contract as a teacher for the ensuing school year. The person may accept the contract in writing on or before May 10. If the person fails to accept the contract as a teacher, the person shall be deemed to have rejected the offer of a contract as a teacher.

7. An administrator who has completed his or her probationary period pursuant to subsection 6 and is thereafter promoted to the position of principal must serve an additional probationary period of 1 year in the position of principal. If the administrator serving the additional probationary period is not reemployed as a principal after the expiration of the additional probationary period, the board of trustees of the school district in which the person is employed shall, on or before May 1, offer the person a contract for the ensuing school year for the administrative position in which the person attained postprobationary status. The person may accept the contract in writing on or before May 10. If the person fails to accept such a contract, the person shall be deemed to have rejected the offer of employment.

8. Before dismissal, the probationary employee is entitled to a hearing before a hearing officer which affords due process as set out in NRS 391.311 to 391.3196, inclusive.



Sec. 10.3. Section 9 of Assembly Bill No. 229 of this session is hereby amended to read as follows:

Sec. 9. 1. *If a written evaluation of a probationary teacher or probationary administrator designates the overall performance of the teacher or administrator as "unsatisfactory":*

(a) The written evaluation must include the following statement: "Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an 'unsatisfactory' evaluation on the first or second evaluation, or both evaluations for this school year, and if you have another evaluation remaining this school year, you may request that the evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in correcting the deficiencies reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in correcting those deficiencies."

(b) The probationary teacher or probationary administrator, as applicable, must acknowledge in writing that he or she has received and understands the statement described in paragraph (a).

2. *If a probationary teacher or probationary administrator requests that his or her next evaluation be conducted by another administrator in accordance with the notice required by subsection 1, the administrator conducting the evaluation must be:*

(a) Employed by the school district or, if the school district has five or fewer administrators, employed by another school district in this State; and

(b) Selected by the probationary teacher or probationary administrator, as applicable, from a list of three candidates submitted by the superintendent.

3. *If a probationary teacher or probationary administrator requests assistance in correcting deficiencies reported in his or her evaluation, the administrator who conducted the evaluation shall ensure that a reasonable effort is made to assist the probationary teacher or probationary administrator in correcting those deficiencies.*



Sec. 10.4. Section 20 of Assembly Bill No. 229 of this session is hereby amended to read as follows:

Sec. 20. Section 9 of this act is hereby amended to read as follows:

Sec. 9. 1. If a written evaluation of a probationary teacher or probationary administrator designates the overall performance of the teacher or administrator as ~~["unsatisfactory"]~~ **"minimally effective" or "ineffective":**

(a) The written evaluation must include the following statement: "Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive ~~{an 'unsatisfactory'}~~ **a 'minimally effective' or 'ineffective'** evaluation on the first or second evaluation, or both evaluations for this school year, and if you have another evaluation remaining this school year, you may request that the evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in correcting the deficiencies reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in correcting those deficiencies."

(b) The probationary teacher or probationary administrator, as applicable, must acknowledge in writing that he or she has received and understands the statement described in paragraph (a).

2. If a probationary teacher or probationary administrator requests that his or her next evaluation be conducted by another administrator in accordance with the notice required by subsection 1, the administrator conducting the evaluation must be:

(a) Employed by the school district or, if the school district has five or fewer administrators, employed by another school district in this State; and

(b) Selected by the probationary teacher or probationary administrator, as applicable, from a list of three candidates submitted by the superintendent.

3. If a probationary teacher or probationary administrator requests assistance in correcting deficiencies reported in his or her evaluation, the administrator who conducted the evaluation shall ensure that a reasonable effort is made to assist the probationary teacher or



probationary administrator in correcting those deficiencies.

Sec. 10.5. 1. There are hereby appropriated from the State General Fund to the Department of Education the following sums for the costs associated with the Teachers and Leaders Council of Nevada created by section 5 of this act:

For the Fiscal Year 2011-2012.....\$24,000

For the Fiscal Year 2012-2013.....\$8,000

2. Any balance of the sums appropriated by subsection 1 remaining at the end of the respective fiscal years must not be committed for expenditure after June 30 of the respective fiscal years by the Department of Education or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 21, 2012, and September 20, 2013, respectively, by either the Department of Education or the entity to which the money from the appropriation was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 21, 2012, and September 20, 2013, respectively.

Sec. 11. The Teachers and Leaders Council of Nevada created by section 5 of this act shall, not later than June 1, 2012, submit to the State Board of Education the recommendations of the Council for the adoption of regulations establishing a statewide performance evaluation system for teachers and administrators pursuant to section 7 of this act.

Sec. 12. On or before June 1, 2013, the State Board of Education shall, based upon the recommendations of the Teachers and Leaders Council of Nevada submitted pursuant to section 6 of this act, adopt regulations establishing a statewide performance evaluation system for teachers and administrators that complies with section 7 of this act.

Sec. 13. Each school district in this State shall, not later than the 2013-2014 school year, implement a performance evaluation policy for teachers and administrators that complies with the statewide performance evaluation system established by the State Board of Education pursuant to section 7 of this act.

Sec. 14. The appointed members of the Teachers and Leaders Council of Nevada created by section 5 of this act must be appointed to initial terms as follows:

1. The Governor shall appoint to the Council the members described in:



(a) Paragraph (c) of subsection 1 of section 5 of this act to initial terms of 2 years.

(b) Paragraphs (d) and (e) of subsection 1 of section 5 of this act to initial terms of 3 years.

(c) Paragraphs (f) and (g) of subsection 1 of section 5 of this act to initial terms of 1 year.

2. The Superintendent of Public Instruction shall appoint to the Council the members described in paragraph (h) of subsection 1 of section 5 of this act to initial terms of 3 years.

Sec. 15. 1. This section and sections 3 to 8, inclusive, 9, 10.3, 10.5 and 11 to 14, inclusive, of this act become effective on July 1, 2011.

2. Sections 1, 2, 8.5, 9.5, 10 and 10.4 of this act become effective on July 1, 2013.



Attachment 11A

Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems

**Uniform Performance Evaluation of
Teachers and Administrators in Nevada**

System Guidelines White Paper

February 17, 2012 Edition

*Nevada Teachers and Leaders Council (TLC)
February 2012*

Nevada Teachers and Leaders Council Membership

Pamela Salazar, Chair	Representing Nevada Regional Professional Development Program
Barbara Surritte-Barker, Vice Chair	Representing Teachers
Linda Archambault	Representing School Administrators
Christine Cheney	Designee for Chancellor of Nevada System of Higher Education
Theresa Crowley	Representing Teachers
Rorie Fitzpatrick	Designee for State Superintendent of Public Instruction
Kathleen Galland-Collins	Representing Teachers
Sharla Hales	Representing School Board Members
Robert McCord	Appointed Expert in Education Policymaking
Theo McCormick	Representing School Board Members
Heath Morrison	Representing School Superintendents
Dale Norton	Representing School Administrators
Mary Peterson	Appointed Expert in Education Policymaking
Theodore Small	Representing Teachers
Kimberly Tate	Representing Parents

Overview

This *Systems Guidelines White Paper* sets forth preliminary recommendations established by the Nevada Teachers and Leaders Council (TLC). It is expected that this document will be useful in informing diverse stakeholders about the preliminary thinking of the TLC, and that it will be especially relevant for Nevada school districts as they engage in planning efforts about current and/or future expansion or revision of existing teacher and administrator evaluation systems. The document explains why this change is happening, describes the background behind the creation of the TLC, and addresses the opportunities the work of the TLC presents. The paper also documents the beliefs the TLC has identified which will drive final recommendations, the goals and purposes of the evaluation system, and the categories of performance against which teachers and administrators will be evaluated. Also noted are considerations with regard to balancing local autonomy and priorities with statewide uniformity, as well as initial thinking with regard to purposefully phasing in a new statewide evaluation system. Lastly, the appendix contains a set of definitions to support understanding of the terms associated with the development of the performance evaluation system and the content of this document.

Introduction

Enhancing educator evaluation presents Nevada with an unprecedented opportunity for systemic reform that can initiate the process of repositioning Nevada at the top in education. Educator evaluation can serve as the foundation to increasing educator effectiveness, retention, and equitable distribution of effective teachers and administrators. Nevada has an opportunity to recognize this strong connection by aligning educator preparation and licensure, student standards, curriculum and instruction, and in-service professional learning with educator performance evaluations.

Promoting educator voice in the design and implementation of performance evaluation is imperative so that the model is perceived as fair, accurate, and useful for the stakeholders it is designed to support. Therefore, educators should be considered integral to the design process. Building a system whereby educators consider the process equally advantageous, and not as happening to them, will go a long way in gaining stakeholder support and improving teacher capacity and student outcomes. Such a system presents opportunities for:

Students to:

- be taught and supported by a highly effective educator
- meet academic expectations – graduating from school college and career ready
- take on ownership for their own learning
- have a voice in determining the performance evaluation of educators

Educators to:

- positively impact the achievement of students in Nevada
- grow professionally through targeted, sustained professional development and other supports
- monitor student growth, identify quality instructional practices, share effective educational methods with colleagues, and for effective practice to be acknowledged and rewarded

- reflect upon practice and take ownership for their professional growth
- participate in constructive dialogue and obtain specific, supportive feedback from evaluators

Districts/Schools to:

- ensure all students are taught by a highly effective educator
- ensure that all educators are adequately supported
- allocate resources and supports based upon identified needs
- make more informed human capital decisions
- provide educators with clear performance expectations aligned to professional responsibilities

The Need for Systems Change

National research (Reform Support Network, 2011) has demonstrated that too few current educator evaluation systems are effectively used to: provide teachers and administrators with the training and tools they need to be effective; better identify and meet individual professional development needs; provide targeted intervention to help struggling educators; make personnel decisions; and reward the accomplishments of effective educators. Implementation of evaluation systems has been perceived as a perfunctory exercise, with insufficient measurement of characteristics directly linked to student achievement. In a national analysis of evaluation systems, the New Teacher Project study *The Widget Effect* (2009) found many design flaws with evaluation systems, including the following considerations:

- infrequent evaluations
- evaluations not focused on behaviors and practices having a focused impact on student learning
- evaluation ratings of “satisfactory” and “unsatisfactory”, a “pass/fail” system making it impossible to differentiate great teaching from good, good from fair, and fair from poor, and whereby 99% of educators in many districts earned a “satisfactory” rating
- evaluations that did not provide useful feedback on classroom instruction, and
- lack of use of evaluation results to make important decisions about development, compensation, tenure or promotion.

At the same time that evaluation systems have come under fire, years of research tell us that providing students with effective teachers is the most important variable for achieving student success (New Teacher Project, 2009). Key to this success is the articulation of expectations for teachers, and the implementation of models of supervision that are aligned to standards. We also know that effective teachers must be supported by effective administrators. Quality Counts (2012) gives Nevada an overall grade of C- for the Teaching Profession, with a C for accountability for quality and a D for building and supporting capacity. Clearly change is needed within the state.

Ten years of collecting and analyzing “highly qualified” personnel data, as gathered in response to the No Child Left Behind Act (NCLB), have revealed that assessing educator capacity and impact is much deeper than considerations of licensure and years of experience. Accordingly, national and state reform agendas to improve educational outcomes for PreK-12 students have begun in earnest in the last three

years to shine a spotlight on educator evaluation systems. As spurred by the Obama Administration's Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (ESEA), competitive Race to the Top funding was made available to incentivize states and districts to focus on assessing and developing educator capacity, including using student achievement data as a central measure to diagnose and classify educator success. In 2010, then-Governor Gibbons created the Nevada Blue Ribbon Task Force, which was charged with developing a set of recommendations for overall reform of public education for Nevada's children. A central tenet for the reform agenda that emerged was that every student should be taught by a great teacher and every school building should be led by a great administrator, and that in order to accomplish these outcomes, changes were needed in Nevada statute and regulations, including a need to establish a uniform performance evaluation system for Nevada educators.

Nevada's Directive

In 2011, Assembly Bill 222 — as approved in a bi-partisan effort of the Nevada Legislature and embraced by Governor Sandoval — created the Teachers and Leaders Council (TLC) and requires this body to submit recommendations to the State Board of Education concerning the adoption of regulations for establishing a statewide uniform performance evaluation system for teachers and site-based administrators. A first set of recommendations will be presented to the Board by June 1, 2012, with final recommendations to be presented to the Board on December 6, 2012. Based upon the recommendations, and after obtaining stakeholder input, the State Board of Education shall adopt regulations establishing a statewide evaluation system no later than June 1, 2013.

AB 222 specifically states that teacher and administrators are to be:

- Evaluated using multiple, fair, timely, rigorous and valid methods which includes pupil achievement data (as required by NRS 386.650) to account for at least 50% of the evaluation
- Evaluated on use of practices and strategies to involve and engage the parents and families of pupils in the classroom
- Afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluations
- Provided the means to share effective educational methods with other teachers and administrators throughout the State
- Classified under a four-tier design in which each teacher and administrator must be rated as highly effective, effective, minimally effective, or ineffective.

Guiding Beliefs for a New Educator Evaluation System

The following beliefs support an underlying vision for all educators to be supported in their development to be effective so that all students master standards and attain essential skills to graduate high school ready for college and highly skilled for career success. Accordingly, the TLC believes that:

- Educators will improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans/goals, that informs and transforms practice.

- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and accurate feedback.
- The evaluation process will engage stakeholders in a collaborative process that informs practice and positively influences the school and community climate.
- The evaluation system must include student, teacher, and administrator achievement and performance as measured over time using multiple measures, multiple times, over multiple years.
- An effective evaluation system must include observation of practice.
- Educator evaluations must be consistent with and supported by federal, state, district, and school-level systems.
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system.
- The evaluation system is a part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves.
- The evaluation system is implemented with fidelity, ensuring that all educators and evaluators are adequately trained.

Evaluation System Goals*

To improve performance for all educators and students, Nevada will develop and implement an accountability framework that:

1. Fosters student learning and growth
2. Improves educators' effective instructional practices
3. Informs human capital decisions based on a professional growth system
4. Engages stakeholders in the continuous improvement and monitoring of a professional growth system.

* These goals may be refined over the course of recommendations development.

Main Purposes of the Evaluation Framework**

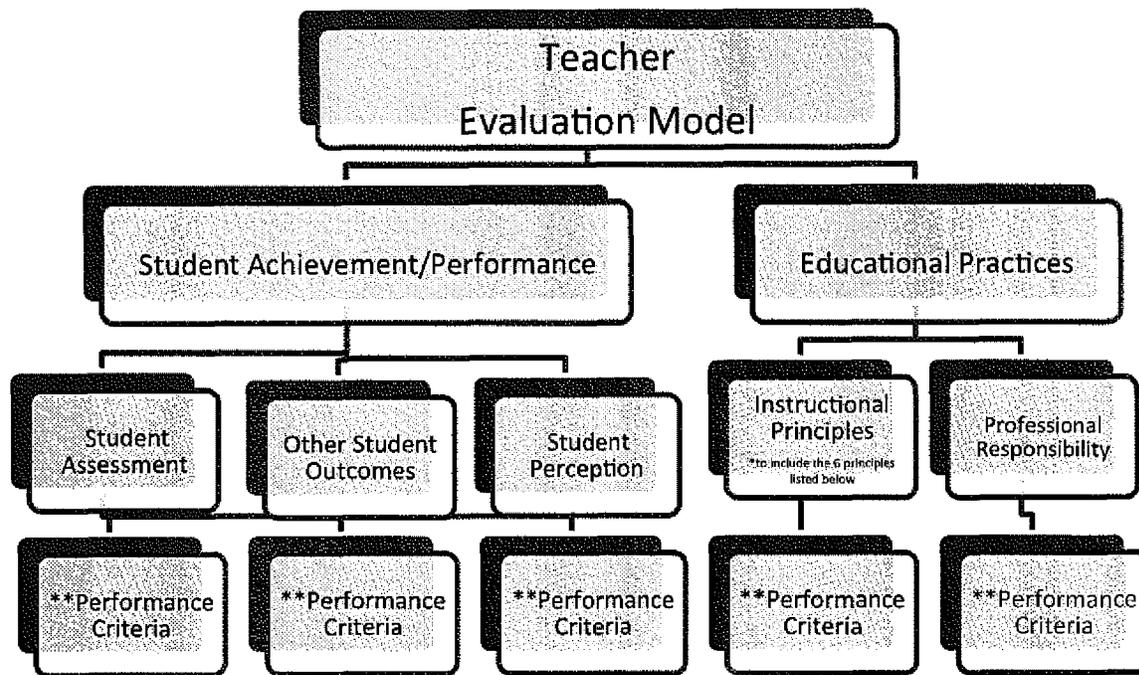
The overall purpose of Nevada's Educator Evaluation Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- whether educators are helping students meet achievement targets and performance expectations (*supports goals 1 & 4*)
- whether educators are effectively engage families (*supports goals 1 & 2*)
- whether educators are collaborating effectively (*supports goals 1, 2, & 3*)
- the professional development needs of educators (*supports goals 1, 2, 3 & 4*)
- human capital decisions including rewards and consequences (*supports goal 3*)
- educators who use data to inform decision making (*supports goals 1, 2 & 4*)

**These purposes may be modified as the TLC work continues and as the evaluation framework is implemented, researched, and validated.

Categories of Performance/Evidence for Evaluation

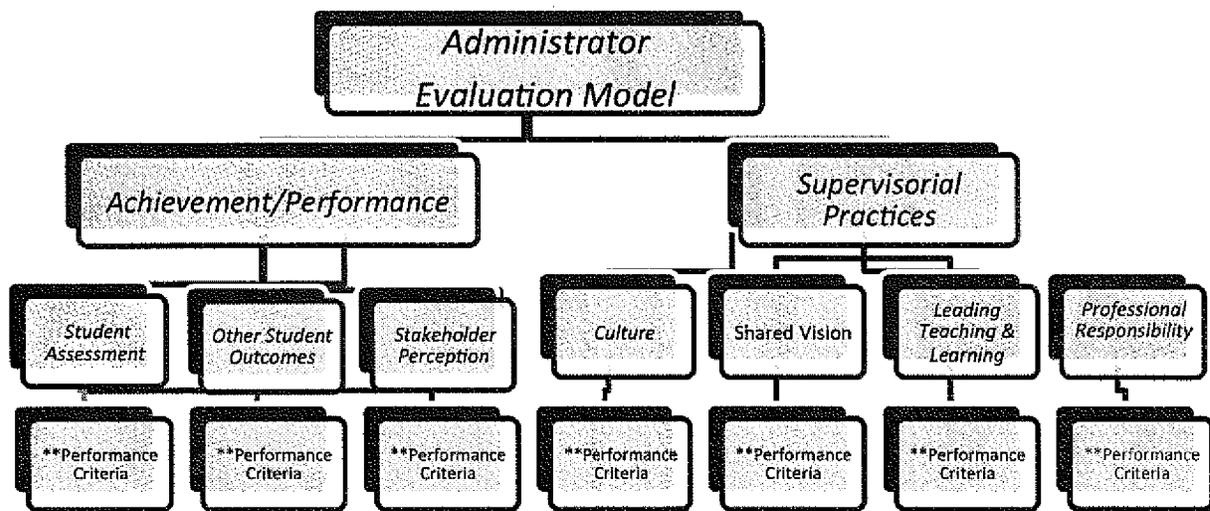
The working framework represented below characterizes the draft categories of performance/evidence in which teachers and administrators will be evaluated. The TLC believes that the teacher and administrator categories of performance should align. Decisions related to the percentage of each category have not been determined as of the publication date of this *Systems Guidelines White Paper*.



* Instructional Principles

1. New learning is connected to something already learned (knowledge base, prior experience).
2. Students are clear about intended learning and performance criteria.
3. Learning tasks have high cognitive demand for diverse learners.
4. Students engage in meaning-making through discourse and other strategies.
5. Students engage in metacognitive activity.
6. Assessment is integrated into teaching and learning.

***Performance criteria will be established during March-May, 2012.*



***Performance criteria will be established during March-May, 2012.*

Statewide Uniformity & Local Implementation Considerations

This content will be discussed during the TLC meeting on March 5, 2012 in Las Vegas.

Evaluation Models, Indicators, Measures, and Performance Criteria

The TLC will need to recommend characteristics of the model(s) (i.e., system by which the measures are combined to make performance decisions) to be used to evaluate educator effectiveness and indicators/measures that operationalize the potential models. Issues related to the indicators and measures are anticipated to include:

- Review of research and documentation on potential classes of indicators, as well as performance criteria (e.g., validation studies, description of where they have been employed);
- Description of potential measures to be used within each class of indicators;
- Advantages of using potential indicators and measures;
- Challenges facing successful implementation of potential indicators and measures

The choice of model(s) is related to but somewhat independent to the selection of indicators/measures. Issues related to selection of the model are anticipated to include:

- Determination if certain indicators and/or measures are mandatory or illustrative;
- Pros and cons of the State developing sample effectiveness models;
- Potential subscores within each measure;
- Pros and cons of various methodologies for combining the various measures to obtain a rating of highly effective, effective, minimally effective, or ineffective;

- Design studies to evaluate the implementation of local educator effectiveness models as part of a state continuous improvement plan.

Stakeholder Involvement and Communication

The TLC recognizes that evaluation systems are more likely to be accepted, successfully implemented, and sustained if stakeholders are included in the design, implementation, and revision process. Beyond stakeholder representation within the TLC, the council anticipates the possibility of stakeholder input throughout the process via surveys, focus groups, and/or town hall meetings. Information gained from these sources will be used to design and/or modify the evaluation system accordingly. Additionally, the TLC anticipates developing a strategic communication plan portraying a clear and consistent message and detailing steps for the broader school community about implementation efforts, results, and future plans for implementation. The specifics of this work will be determined during the meeting of the TLC on March 5, 2012 in Las Vegas.

Differentiating the Evaluation Framework

The TLC believes that setting high expectations for educators across all teaching and supervisory contexts is critical to improving student outcome and school systems. However, there may be situations in which the instructional practices, roles, and responsibilities vary according to content, student populations, and discipline. As indicators and measures are determined and the work of the TLC ensues, the TLC will consider the need for differentiation based on the role of the educator given differences in assignments and responsibilities. The TLC will consider whether the indicators and measures would vary according to:

- the specific role and responsibilities of the educator;
- the grade level (e.g., elementary, middle, and/or high school)
- the level of experience
- the context in which they work (e.g., co-teaching)
- the performance level (e.g., the need for more intensive services)

Purposefully Phased-in Implementation

In order to realize desired results, the TLC believes the evaluation framework must be developed and staged in a calculated and thoughtful manner so that expectations for both performance and assessment are clearly articulated and fidelity is maintained throughout implementation. The TLC will continue to deliberate over the appropriate phase-in process to ensure quality implementation and outcomes.

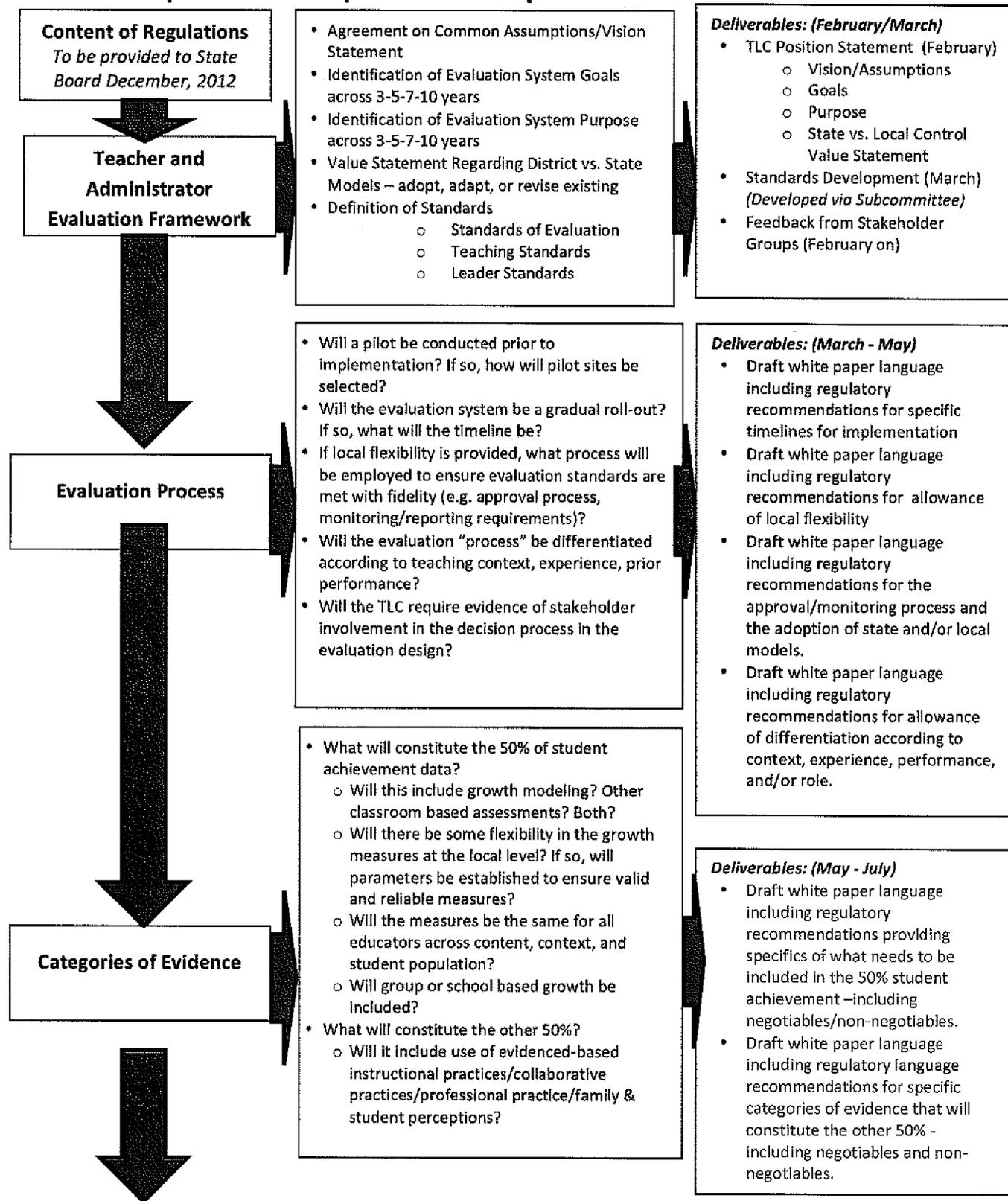
Development and Implementation Timeline

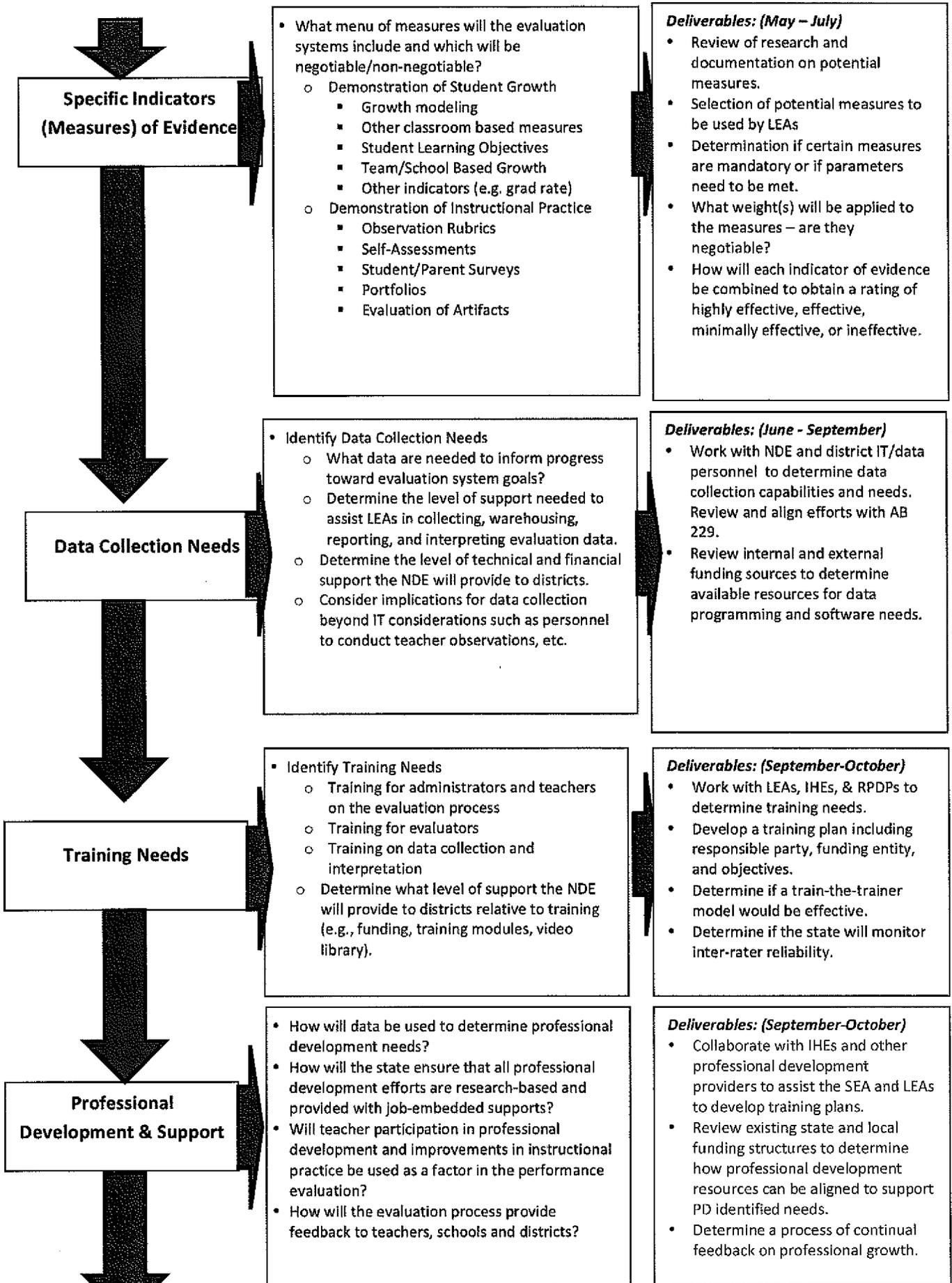
Given the rigorous timeline, the tasks facing the TLC are considerable and may be well beyond the capacity of the TLC alone. Therefore, the TLC may commission the efforts of technical assistance agencies to carry out specific deliverables with the understanding that the work will be directed by the

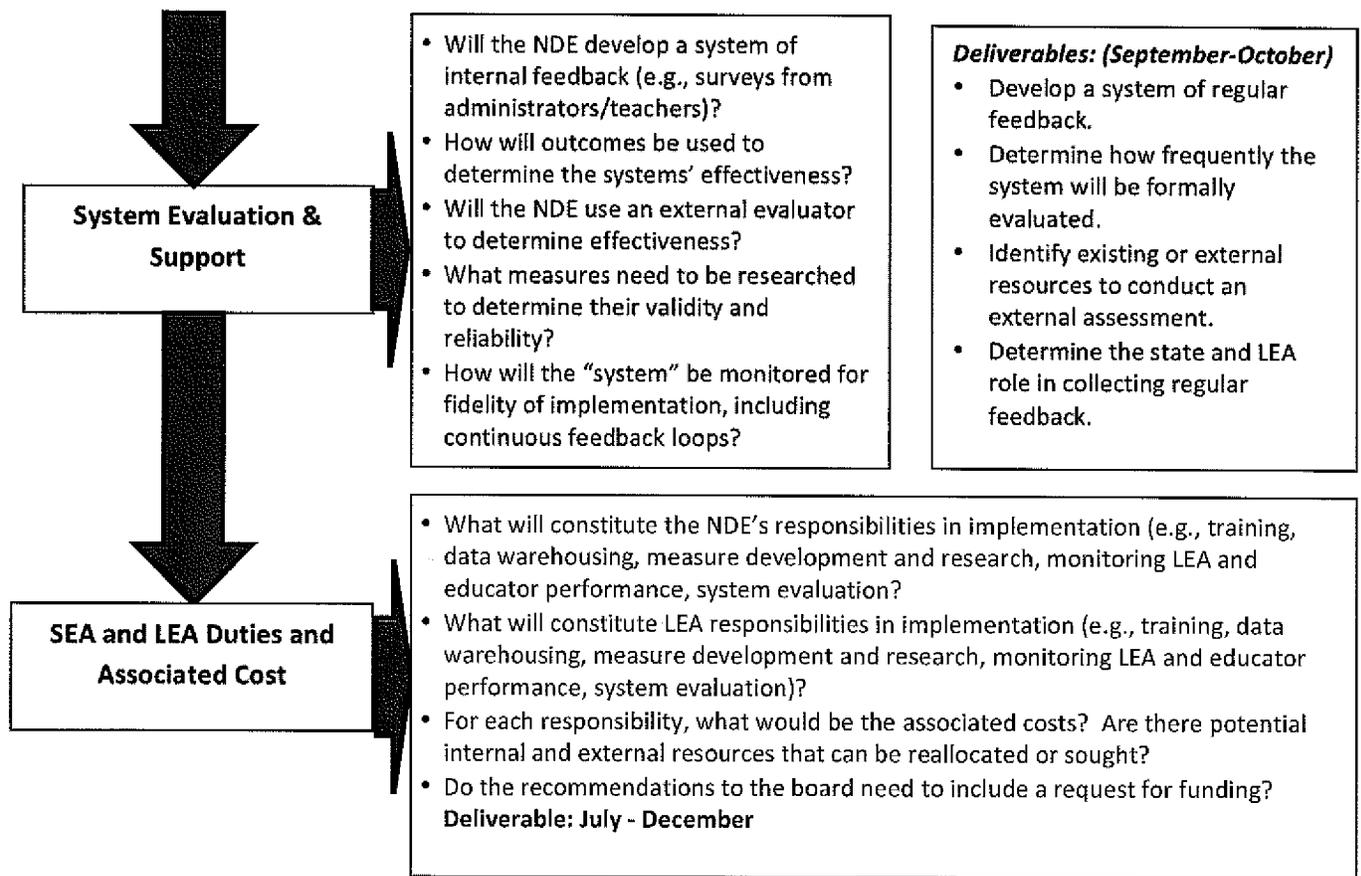
TLC. Included below is a tentative development and implementation timeline that will guide the work of the TLC.

Teachers and Leaders Council (TLC)

Proposed Development and Implementation Timeline







Stakeholder Involvement and Communication (On-going -beginning in February, 2012)

- Determine the appropriate stakeholders to assist in designing the evaluation framework.
- Identify how stakeholders will be used to determine effectiveness and need for modification.
- Determine how frequent feedback should be sought. Determine a method to obtain stakeholder feedback (e.g., town meetings, forums, surveys).
- Develop a mode of communication to keep stakeholder informed (e.g., website, emails, public announcements)
- Identify resources to communicate messages from the TLC.

TLC Glossary

Administrator - An individual within the school serving in a managerial or supervisory role, including principals and assistant principals. Administrators are generally charged with the evaluation of teaching and teachers, as well as curriculum and program development within the school.

Data - Information, including classroom observations, student achievement scores and artifacts, gathered during the evaluation process for determining teacher/administrator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Educator – within this context, inclusive of all teachers and administrators at a school level.

Evaluator - The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback - Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Indicator - Categories of evidence used to determine effectiveness.

Measure- One component used to assess educator performance that is used to determine the total performance rating. A measure could be classroom observations, student achievement scores, student surveys or the evaluation of artifacts.

Model - The system by which the measures are combined to make overall performance decisions.

Performance Criteria - A quantifiable measurement that defines and gauges progress toward an established goal/standard.

Professional Development - The process by which teachers' and principals' competencies and capacities are increased. This includes all types of professional learning activities including professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews etc.

Reliability - The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **intra-rater** - the degree to which an assessment yields the same result when administered by the same evaluator on the same teacher at different times
- **inter-rater** - the degree to which an assessment yields the same result when administered by different evaluators on the same teacher at the same time
- **internal consistency** - the degree to which individual components of an assessment consistently measure the same attribute
- **test/retest** - the degree to which an assessment yields the same result over time of the same teacher

Student Achievement - The performance of a student on a particular measure (usually a standardized assessment) at a single point in time.

Teacher and Administrator Evaluation Framework - The outline of the approach used to evaluate the effectiveness of teachers and administrators.

Validity- The extent to which an assessment or tool measures what it intends to measure..

Weight - The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating. For instance, the educator observation rubric may account for 40% of the overall performance rating.