

State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

<u>Indicator/Descriptor</u>	<u>Date Amended</u>
Indicator (c)(5)	April 16, 2010
Indicator (c)(8)	April 16, 2010
Indicator (a)(1)	April 16, 2010
Indicator (a)(2)	April 16, 2010
Indicator (c)(4)	April 16, 2010
Indicator (c)(6)	April 16, 2010
Indicator (c)(7)	April 16, 2010
Indicator (c)(8)	April 16, 2010
Indicator (c)(9)	April 16, 2010
Descriptor (d)(1)	April 16, 2010
Indicator (d)(3)	April 16, 2010
Indicator (d)(4)	April 16, 2010
Indicator (d)(5)	April 16, 2010
Indicator (d)(6)	April 16, 2010
Indicator (d)(7)	April 16, 2010
Indicator (d)(11)	April 16, 2010
Indicator (d)(12)	April 16, 2010
Indicator (d)(12)	
Attachment 2	April 16 ,2010, April 28, 2010
Attachment 6	April 16 ,2010
Attachment 5 (removed)	April 28, 2010
Attachment 7	April 28, 2010

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

Washington, D.C. 20202

**OMB Number: 1810-0695
Expiration Date: 05/31/2010**

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 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, 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(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

TABLE OF CONTENTS

Introduction	
Purpose of Program	3
Program and Application Background	3
Background Information on Assurances	4
Requirements for Phase I Funding	5
About the Application for Phase II Funding	6
Data Collection	6
Public Reporting on a State Website	7
Preparing the Application	7
Application Instructions	8
Application	
Part 1: Application Cover Sheet	9
Part 2: Maintenance-Of-Effort Information	10
Part 2A: Update of Maintenance-Of-Effort Data	11
Part 2B: Attestation of Maintenance-Of-Effort Compliance	12
Part 3: Data Collection, Public Reporting, and Planning	13
Part 3A: Assurance Indicators and Descriptors	16
I. Assurance (a): Achieving Equity in Teacher Distribution	17
II. Assurance (b): Improving Collection and Use of Data	29
III. Assurance (c): Standards and Assessments	33
IV. Assurance (d): Supporting Struggling Schools	50
Part 3B: Data Collection & Public Reporting Plan	65
I. Assurances (a), (c), and (d)	65
II. Indicator (b)(1)	68
III. Indicator (b)(2)	70
IV. Indicator (b)(3)	71
V. Indicators (c)(11) and (c)(12)	72
Part 3C: General Requirements	74
Appendices	75
Appendix A: State Allocation Data	A-1
Appendix B: Additional Information for Part 2: Maintenance-Of-Effort (MOE)	B-1
Appendix C: Authorizing Statute for State Fiscal Stabilization Fund	C-1
Appendix D: Other Applicable Statutes	D-1
Appendix E: Notice of Final Requirements, Definitions, and Approval Criteria	E-1
Appendix F: Application Checklist and Submission Information	F-1

APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301 a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

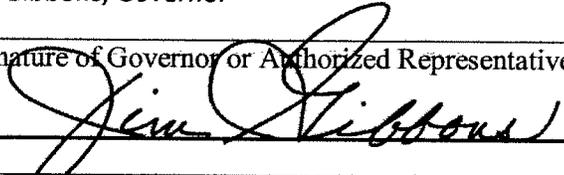
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Nevada Office of the Governor	Applicant's Mailing Address: 101 N. Carson Street Carson City, Nevada 89701
State Contact for the Education Stabilization Fund Name: Andrew Clinger Position and Office: Director, Department of Administration Contact's Mailing Address: 209 E. Musser Street, Room 200, Carson City, Nevada 89701-4298 Telephone: (775) 684-0222 Fax: (775) 684-0260 E-mail address: aclinger@budget.state.nv.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Jim Gibbons, Governor	Telephone: (775) 684-5670
Signature of Governor or Authorized Representative of the Governor: X 	Date: 04/28/2010
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): _____	Telephone:
Signature of the Chief State School Officer: X _____	Date:

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	\$1,825,490,361
FY 2009	\$2,056,725,681
FY 2010*	\$2,220,806,979
FY 2011*	\$2,328,365,526

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	\$551,648,679
FY 2009	\$618,796,273
FY 2010*	\$496,267,677
FY 2011*	\$496,267,677

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

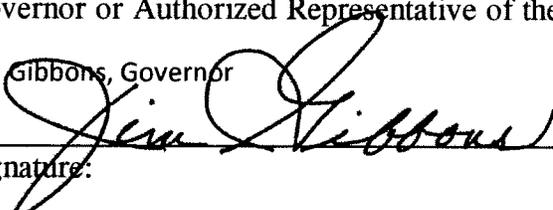
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):	
Jim Gibbons, Governor	
	
Signature:	Date:
	04/28/2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1) Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm (From the "Nevada Report Card" link, click on "State", then "Personnel" on the left-hand side of the page. Then choose "Not Highly Qualified Teachers in low and high poverty schools" from the top central portion of the page.)

Please respond (check only one):

⁴ The State makes the data *publicly available* and updates the data *annually* on a website.

→ Provide the State website where the data are provided by the State to the public:⁵ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm (From the "Nevada Report Card" link, click on "State", then "Personnel" on the left-hand side of the page. Then choose "Not Highly Qualified Teachers in low and high poverty schools" from the top central portion of the page.)

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)"

in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2) Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).



Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:³ http://nde.doe.nv.gov/Accountability_NCLB.htm

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:⁵ http://nde.doe.nv.gov/Accountability_NCLB.htm (Click on most current update under Nevada Plan for Equitable Distribution of Teachers.)

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2) **Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, 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.**

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, 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?

Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3) **Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?		
<input checked="" type="checkbox"/> Yes, the status is correct. → <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.		
Please respond (check one):		
<input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website. → Provide the State website where the status is provided by the State to the public: ⁵ http://nde.doe.nv.gov/Accountability_NCLB.htm		
<input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i> . → If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column. → Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.		

⁸ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the status is correct.

→ ² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:⁵ http://nde.doe.nv.gov/Accountability_NCLB.htm

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available: ⁵ http://nde.doe.nv.gov/Accountability_NCLB.htm

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: ⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ <http://nde.doe.nv.gov/Assessment.htm>
(“Accommodations Advisory Committee and Assessment Accommodations” link)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm (From the "Nevada Report Card" link, click on "State", then "Assessment" on the left-hand side of the page. Choose the specific assessment on the left-hand side, followed by the grade level, and subject from the top central portion of the page. Finally, choose the "Detailed View" under the "Report" option.)

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm
(From the "Nevada Report Card" link, click on "State", then "Assessment" on the left-hand side of the page. Choose the specific assessment on the left-hand side, followed by the grade level, and subject from the top central portion of the page. Finally, choose the "Detailed View" under the "Report" option.)

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) **Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.**

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- ¹ Yes, this was completed within the last two years.
- ² No, this was completed more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - Provide the State website where the information is collected and publicly available:⁵ <http://www.doe.nv.gov/Assessment.htm>
(*Accommodations Advisory Committee and Assessment Accommodations” link)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator
(c)(7)

Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

- ¹ Yes, the information is correct.
- ² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
- Provide the State website where the information is collected and publicly available:⁵ <http://www.doe.nv.gov/Assessment.htm>
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator
(c)(8)

Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm (From the "Nevada Report Card" link, click on "State", then "Assessment" on the left-hand side of the page. Choose the specific assessment on the left-hand side, followed by the grade level, and subject from the top central portion of the page. Finally, choose the "Detailed View" under the "Report" option.)

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

- Provide the State website where the data are collected and publicly available:¹³ http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm
- (From the "Nevada Report Card" link, click on "State", then "Assessment" on the left-hand side of the page. Choose the specific assessment on the left-hand side, followed by the grade level, and subject from the top central portion of the page. Finally, choose the "Detailed View" under the "Report" option.)

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9) Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

http://nde.doe.nv.gov/Assessment_NV_ReportCard.htm (From the "Nevada Report Card" link, click on "State", then "National Assessment of Educational Progress" on the left-hand side of the page.)

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:² Definition attached.

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴ http://www.doe.nv.gov/ESE_Resources.htm

⁵ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

A. ELIGIBLE SCHOOLS:

Please find attached the lists, by LEA, of each Tier I, Tier II, and Tier III school in the State with the required data provided for each Tier I and Tier II school (Attachment A). Nevada chose not to exercise the option of expanding the schools identified in its lists of Tiers provided through the interim final requirements released in January 2010.

The following is the process that the Nevada Department of Education (NDE) used to develop its definition of “persistently lowest-achieving schools”:

First Criteria For Identification:

The proficiency criterion was based upon the percent proficient, or the percent of the tested student body that scored in the proficient range in math and English/Language Arts (ELA) in 2008-09 on the State’s CRTs. For K-8 schools, this included students in grades 3-8. For high schools, this included students' best scores on High School Proficiency Examination results in their high school career through the spring of their 11th-grade year. Proficiency was determined for math and ELA for each school. Schools were assigned two ranks on the bases of math percent proficient and ELA percent proficient, respectively. For this criterion, the K-8 schools and high schools were ranked independently due to differences in student participation requirements and opportunities to test (i.e., high school retests).

Second Criteria For Identification:

Growth was based upon whether schools had made progress on those assessments. Growth was determined as the change in a school’s percent proficient in math and ELA across the most recent four-year period for each school. For example, a school’s math and ELA changes in percent proficient from 2005-06 to 2006-07, from 2006-07 to 2007-08, and from 2007-08 to 2008-09 were computed. These changes were summed to determine each school's total growth over the four-year period. Schools were assigned two ranks on the bases of math growth and ELA growth, respectively. For this criterion, the K-8 schools and high schools were ranked independently due to differences in student participation requirements and opportunities to test (i.e., high school retests).

Combination of Criteria For Identification:

A total of four ranks (i.e., math proficiency, ELA proficiency, math growth, ELA growth, respectively) were computed for each school. The ranks were summed to derive a total rank value for each school; each of the four ranks was weighted equally.

Including all schools (i.e., K-8 and High School) in the final ranking, the total rank values were used to identify the lowest five percent of schools.

Identification of Tiered Lists of Schools:

Schools were then sorted for being Title I eligible and served, and for being identified as In Need of Improvement (INOI) at any level (school improvement, corrective action, or restructuring). The lowest five percent of the resulting list of 133 schools (or seven schools) were then identified as the basis of the Tier I list. To this Tier I list were added four Title I eligible and served high schools INOI with graduation rates of less than 60% over the past four years, resulting in a total of eleven Title I eligible and served schools identified as Tier I. The remaining 122 Title I eligible and served INOI schools comprise the Tier III list.

Remaining schools were then sorted for being Title I eligible and not served, for being identified as INOI, and for being secondary schools. (Under Nevada statute both middle and high schools are considered secondary schools.) There are 15 schools in Nevada that meet the criteria. Five schools then formed the basis of the Tier II list (five schools is greater than five percent of fifteen). To this Tier II list were added three Title I eligible and not served high schools INOI with graduation rates of less than 60% over the past four years, resulting in a total of eight Title I eligible and not served secondary schools identified as Tier II.

Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator
(d)(6)

Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:³

http://nde.doe.nv.gov/SD_CharterSchools.htm

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ***The total number of charter schools currently operating in Nevada is 28: eight are sponsored by the Clark County School District, one is sponsored by the Carson City School District, one is sponsored by the Douglas County School District, eight are sponsored by the Washoe County School District, and ten are sponsored by the State Board of Education.***

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ http://www.doe.nv.gov/SD_CharterSchools.htm

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://nde.doe.nv.gov/SD_CharterSchools.htm.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d) (11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d) (11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://nde.doe.nv.gov/SD_CharterSchools.htm

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d) (12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public</u> <u>Reporting</u> (check if applies)
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X

Indicator (b)(1)		X
Indicator (b)(2)		X
Indicator (b)(3)		X
Indicator (c)(10)	X	X
Indicator (c)(11)		X
Indicator (c)(12)		X
Indicator (d)(1)		X
Indicator (d)(2)		X
Indicator (d)(3)		X
Indicator (d)(4)		X
Indicator (d)(5)		X
Indicator (d)(6)		X
Indicator (d)(9)		X
Indicator (d)(10)		X

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8		X
9		X
10	X	
11		X
12		X

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, 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, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

PART 3C -- GENERAL REQUIREMENTS (Page 72 of Original Application)

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors. **See attachment 3: NDE Data Collaborative.**

Nevada Response:

The System of Accountability Information in Nevada (SAIN) is a statewide longitudinal data system that consists of nightly data collections from 17 Nevada local education agencies (LEAs) and 12 State sponsored charter schools. SAIN processes all data based on metadata and standards; populates student, school, and teacher data into the operational data store (ODS); runs data validation checks, and sends error reports to all LEAs and/or Schools on a daily basis. These validation checks cover 130 data subject areas against complex business rules to ensure valid and reliable data. In addition, the LEAs and schools are asked to do a complete validation on student enrollment, demographic characteristics, program participation, and AYP indicators at least 15 times a year.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable. . **See attachment 4: NDE Data Access and Use Policy.**

Nevada Response:

Security is handled in several layers. The physical architecture is 3-teired to ensure maximum protection of student and teacher level data. All users are fully authenticated and follow a role based access model to the student and teacher record level.

ATTACHMENT 1

PART 2A, UPDATE MAINTENANCE-OF-EFFORT DATA

3) Additional Submission Requirements: In an attachment to the application –
(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; -and-
(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

a) The primary source of data used for determining the level of State support for elementary and secondary education is the approved Distributive School Account document which is based upon the NRS (Nevada Revised Statutes) 387.303 Revenue and Expenditure reports prepared and submitted each year by all school districts and charter schools in Nevada. State funding for elementary and secondary education is based upon base year actual expenditures with adjustments for enrollment growth, inflation for operating expenditures, Cost of Living Adjustments for salaries and benefits, changes in fringe benefit rates and step and column increases (estimated at 2% per year). Nevada has a biennial budget process so the fiscal year 2008 and 2009 budgets approved by the Legislature were based upon the 2006 actual expenditure reports with additions for the adjustments listed above.

The primary funding formulae includes three basic program components: Basic Support; Special Education; and Class-size Reduction.

1) Basic Support - The basic support guarantee is defined in Nevada Revised Statutes (NRS) 387.122 as "...the basic support guarantee per pupil for each school district and the basic support guarantee for each special education program unit maintained and operated during at least 9 months of a school year are established by law for each school year." This provides the guaranteed level of support per pupil.

2) Special Education - The funding for special education is a per unit rate with the number of units determined by the projected enrollments. The rate per unit is determined by law for each school year. A "special education program unit means an organized unit of special education and related services which includes full-time services of persons licensed by the Superintendent of Public Instruction or other appropriate licensing body, providing a program of instruction in accordance with minimum standards prescribed by the State Board."

3) Class-size Reduction – Class-size reduction funding is provided to bring the class size in grades K-3 to the following ratios:

- i. Kindergarten (at-risk schools) funding for 23.5 additional teachers in at risk schools
- ii. 1st grade 16 to 1
- iii. 2nd grade 16 to 1
- iv. 3rd grade 19 to 1

Statutory authority is NRS 387.123

The State support is determined by taking the total of basic support, special education and class-size reduction and subtracting the portion funded by Federal Mineral Lease revenues and the Public School Operating Property Tax (PSOPT) to come to total state support. State support revenues consist of the Local School Support Tax (a portion of the state sales tax rate), interest earned on the State Permanent School Fund, a portion of the State Slot Tax revenues, Estate Tax revenues, prior year adjustments and General Fund Appropriations.

For State Fiscal Year (SFY) 2006 the amounts come from the 2007-2009 Legislatively Approved Distributive School Account (DSA) workbook which includes the approved report of revenues and expenditures for all districts and charter schools for SFY 2006. For SFY 2008 the amounts come from the actual revenues and expenditures for all districts and charter schools for SFY 2008.

For SFY 2009 the amounts come from the distributive school account (DSA) actual revenues and expenditures.

For SFY 2010 and SFY 2011 the amounts come from the 2009 Legislatively approved budget.

b) The primary data source used in determining the levels of State support for public IHEs for SFY 2006, SFY 2008 and SFY 2009 is the Legislatively approved appropriation less funding for research, less unexpended funds reverted to the General Fund and for SFY 2008 and SFY 2009 approved budget reductions. For SFY 2010 and SFY 2011 the primary data source used is the General Fund appropriations included in the 2009 Legislatively approved budget (also less funding for research).

ATTACHMENT 2

NEVADA DATA COLLECTION AND PUBLIC REPORTING PLAN

Part 3B: Nevada's Data Collection and Public Reporting Plan for Education Fund

For the majority of indicators for the Education Fund, the Nevada Department of Education bears the responsibility for development, execution, and oversight of the plan. For indicators (c)(11) and (c)(12), the Nevada System of Higher Education has this role. In terms of the institutional infrastructure and capacity of the agencies, it must be noted that the continuing underperformance of state revenues and caps on administrative set aside will limit the capacity of these two agencies to implement the plan.

The Nevada Department of Education receives technical assistance primarily from two entities that have a relationship to the elements in the plan — the Council of Chief State School Officers (CCSSO) and WestEd, the Regional Comprehensive Center assigned to Nevada, along with its partner the Southwest Comprehensive Center. These partners provide information on research findings and legal requirements associated with the educational issues, as well as sometimes assist in the facilitation of stakeholder input and other related processes.

For the most part, no specific dollars have been set aside for the development, execution, and oversight of the plan. The amount of funding required to for these considerations has not been calculated.

The agencies will publicly post all referenced reports of progress towards milestone completion on their websites. Reports will be posted as deemed necessary, but not less than biannually.

On the following pages are descriptions of the milestones, timelines, anticipated obstacles and funding sources for each indicator in which a plan is required.

I. Assurance (a): Achieving Equity in Teacher Distribution

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Milestones	Date	Obstacles	Reports	Funds
Develop reporting plan, including format and manner in which data will be transmitted. Required elements will include the system used by each LEA to evaluate the performance of teachers, including the results from those systems regarding the elements in this indicator.	Feb 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated cost: \$8,000 Source(s): Title IIA Activities Funds
Notify school districts of reporting requirements and timelines.	Spring 2010			
School district personnel submit required data elements.	Fall 2010			
Report summary data on NDE website.	Spring 2011			

Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Milestones	Date	Obstacles	Reports	Funds
Finalize business rules and begin analyzing data from the Nevada Growth Model of Achievement (NGMA) as required under AB 14 from the 2009 Nevada Legislative Session.	Jan 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$4,000 Source(s): Milestone 1: Federal Assessment SLDS Funds Milestones 2-4: Federal Assessment Title IIA Funds
Begin focus groups on the use of NGMA data as a one portion of a teacher evaluation system.	Spring 2010			
Include this indicator as an element in the data submission tool.	Fall 2010			
Report summary data on NDE website.	Spring 2011			

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Milestones	Date	Obstacles	Reports	Funds
Determine most cost-effective and efficient manner in which to collect the data for this element.	Summer 2010		Progress will be updated quarterly on the NDE Website:	Estimated Cost: \$4,000
Develop programming to extract or collect data for this element	Spring 2011*		http://www.doe.nv.gov/Recovery/	Source(s): Title IIA Activities Funds

*If a decision is made to report this element through the Nevada Report Card, the data will be reported for the first time in August of 2011.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Milestones	Date	Obstacles	Reports	Funds
Develop programming to report data on NDE website.	Spring 2011		Progress will be updated quarterly on the NDE Website:	Estimated Cost: \$4,000
Report summary data on NDE website.	August 2011		http://www.doe.nv.gov/Recovery/	Source(s): Title IIA Activities Funds

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Milestones	Date	Obstacles	Reports	Funds
Develop reporting plan, including format and manner in which data will be transmitted. Required elements will include the system used by each LEA to evaluate the performance of teachers, including the results from those systems regarding the elements in this indicator.	Feb 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$8,000 Source(s): Title IIA Activities Funds
Notify school districts of reporting requirements and timelines.	Spring 2010			
School district personnel submit required data elements.	Fall 2010			
Report summary data on NDE website.	Spring 2011*			

*If a decision is made to report this element through the Nevada Report Card, the data will be reported for the first time in August of 2011.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Milestones	Date	Obstacles	Reports	Funds
Finalize business rules and begin analyzing data from the Nevada Growth Model of Achievement (NGMA) as required under AB 14 from the 2009 Nevada Legislative Session.	Jan 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$4,000 Source(s): Milestone 1: Federal Assessment SLDS Funds Milestones 2-4: Federal Assessment Title IIA Funds
Begin focus groups on the use of NGMA data as a one portion of a principal evaluation system.	Spring 2010			
Include this indicator as an element in the data submission tool.	Fall 2010			
Report summary data on NDE website.	Spring 2011*			

*If a decision is made to report this element through the Nevada Report Card, the data will be reported for the first time in August of 2011.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Milestones	Date	Obstacles	Reports	Funds
Determine most cost-effective and efficient manner in which to collect the data for this element.	Summer 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$4,000 Source(s): Title IIA Activities Funds
Develop programming to extract or collect data for this element	Spring 2011			
Develop programming to report data on NDE website.	Spring 2011		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	
Report summary data on NDE website.	August 2011			

II. Assurance (b): Improving Collection and Use of Data

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Milestones	Date	Obstacles	Reports	Funds
COMPETES Element #10 – Student-level college readiness test scores (1) In conjunction with System of Higher Education, establish relationship with college readiness test vendors	Fall 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$4,000 plus undetermined vendor contract costs Source(s): ARRA SLDS Grant Funds
(2) Define collection process and modify Student data system	Spring 2011			
(3) Test data collection	Summer 2011			
(4) Complete Implementation	09/30/2011			

Indicator (b)(2) Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, 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.

Milestones	Date	Obstacles	Reports	Funds
Create design and parameters of teacher reports described in this indicator.	Spring 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$8,000 Source(s): Undetermined
Develop programming to extract data for this element	Summer/Fall 2010			
Disseminate teacher reports or provide links to reports as determined.	Spring 2011			

Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Milestones	Date	Obstacles	Reports	Funds
Create design and parameters of teacher reports described in this indicator using existing summative results (i.e., absolute proficiency and growth metrics).	Spring 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$16,000 Source(s): Undetermined
Call advisory committee to recommend dissemination.	Fall 2010			
Develop programming to extract data summative results.	Summer/Fall 2010			
Disseminate teacher reports or provide links to reports as determined.	Spring 2011			
Create design and parameters of teacher reports described in this indicator using summative results (i.e., absolute proficiency and growth metrics) resulting from common standards.	Spring 2012			
Adjust programming to extract data for new summative results.	Summer/Fall 2012			

III. Assurance (c): Standards and Assessments

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Milestones	Date	Obstacles	Reports	Funds
Produce beta reports to test logic deployed in the development of the iMart four-year adjusted cohort graduation rate for districts and schools.	August 2009			
Validation of four-year adjusted cohort graduation rate for Class of 2009: Disaggregated by AYP subgroup, school and district level.	August 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$8,000 Source(s): Federal Assessment
Present the disaggregated four-year adjusted cohort graduation rate data on report cards containing 2010-2011 assessment results	August 2011			

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

See memo from Vice Chancellor Jane Nichols. Estimated Cost: \$4,000. Source(s): Federal Assessment; ARRA SLDS Grant

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

See memo from Vice Chancellor Jane Nichols. Estimated Cost: \$4,000. Source(s): Federal Assessment; ARRA SLDS Grant.

On an annual basis following graduation, the Nevada Department of Education provides to NSHE a data set that includes all 12th grade completers and non-completers included in the graduating class of that year. This data set is used to establish a cohort and matched to the NSHE data warehouse. This cohort is then tracked in the NSHE data warehouse and National Student Clearinghouse where the System can identify enrollment and course information for each student, enabling NSHE to report on continuation to higher education (instate and other) and course enrollment (instate). For the indicators identified in the application (c)(11) & (c)(12), the cohort of any given graduation class will be tracked for continuation to higher education and completion of a specific number of credits according to the timeline required by the Department of Education.

Specifically:

(c)(11) – data on students who “...enroll in an institution of higher education...within 16 months of receiving a regular high school diploma.” A student who received a diploma in June 2009 for example, would be reported as of September 2010. The database containing September 2010 enrollments will be updated in October of that year - consequently this data would be posted by December 2010.

(c)(12) – data on students who enroll in a public IHE “...in the state within 16 months of receiving a regular high school diploma...” and “...who complete at least one year’s worth of college credit within two years of enrollment...” A student who received a diploma in June 2008 for example, would be reported as enrolling by September 2009 and completing one year’s worth of credit as of September 2011 (two years). Data that is available as of 9/30/2011 will be posted by then, with updates for additional data and future years posted as available.

Nevada System of Higher Education
Dr. Jane A. Nichols
Vice Chancellor for Academic & Student Affairs

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System Administration
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MEMORANDUM

TO: Dr. Keith Rheault
Superintendent of Public Instruction

Jane A. Nichols

FROM: Jane A. Nichols, Vice Chancellor for Academic and Student Affairs

DATE: March 16, 2010

RE: ARRA State Fiscal Stabilization Fund Application Data

The purpose of this memo is to confirm that the Nevada System of Higher Education (NSHE) will be providing the data necessary for indicator (c)(11) and (c)(12) of the ARRA State Fiscal Stabilization Fund application. Specifically:

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

NSHE will provide this data to the Nevada Department of Education beginning with the Class of 2009, and updated annually thereafter for subsequent classes. Sixteen month data for the Class of 2009 will be available in the fall of 2010.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

NSHE will provide this data to the Nevada Department of Education beginning with the Class of 2008, and updated annually thereafter for subsequent classes. Forty month data for the Class of 2008 will be available in the fall of 2011.

If you have any questions, please contact either myself or Vic Redding at 775-784-4901.

Cc: Chancellor Daniel Klaich
Jim Wells, Nevada Department of Education

IV. Assurance (d): Supporting Struggling Schools

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Milestones	Date	Obstacles	Reports	Funds
Apply to all Title I schools, the calculations for progress.	Annually, beginning August 2010			
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning September 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Post results of this analysis on NV Department of Education website.	Annually, beginning December 2010			

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Milestones	Date	Obstacles	Reports	Funds
Apply to all Title I schools, the calculations for progress.	Annually, beginning August 2010			
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning September 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Post results of this analysis on NV Department of Education website.	Annually, beginning December 2010			

Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Milestones	Date	Obstacles	Reports	Funds
Apply to all Title I schools, the definition established under Descriptor (d)(1).	Annually, beginning August 2010			
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning September 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Post results of this analysis on NV Department of Education website.	Annually, beginning December 2010			

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

Milestones	Date	Obstacles	Reports	Funds
Compile list of schools as identified above.	Annually, beginning June 2011		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning July 2011			
Post results of this analysis on NV Department of Education website.	Annually, beginning August 2011			

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Milestones	Date	Obstacles	Reports	Funds
Collect data from school districts with regard to which schools are eligible for Title I funding but are not served.	Annually, beginning July 2010		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning September 2010			
Post results of this analysis on NV Department of Education website.	Annually, beginning December 2010			

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Milestones	Date	Obstacles	Reports	Funds
Compile list of schools as identified above.	Annually, beginning June 2011		Progress will be updated quarterly on the NDE Website: http://www.doe.nv.gov/Recovery/	Estimated Cost: \$1,500 Source(s): Title I
Provide preliminary results to Nevada school districts for purposes of validation.	Annually, beginning July 2011			
Post results of this analysis on NV Department of Education website.	Annually, beginning August 2011			

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Milestones	Date	Obstacles	Reports	Funds
Determine necessary changes to design and programming of the Nevada Report Card to report the number and percent of charter schools, disaggregated by State and district that make progress on State assessments.	08/2010		www.nevadareportcard.com	Estimated Cost: \$1,500 Source(s): State System for Accountability Information in Nevada
Implement the necessary changes to design and programming of the Nevada Report Card to report the number and percent of charter schools, disaggregated by State and district that make progress on State assessments.	08/11/2011			

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Milestones	Date	Obstacles	Reports	Funds
Determine necessary changes to design and programming of the Nevada Report Card to report the number and percent of charter schools, disaggregated by State and district that make progress on State assessments.	08/2010		www.nevadareportcard.com	Estimated Cost: \$1,500 Source(s): State System for Accountability Information in Nevada
Implement the necessary changes to design and programming of the Nevada Report Card to report the number and percent of charter schools, disaggregated by State and district that make progress on State assessments.	08/2011			

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

The Nevada Department of Education, by February 1, 2010, will post at http://nde.doe.nv.gov/SD_CharterSchools.htm#CSD the names of schools that closed in 2009, 2008, 2007, 2006 and 2005. The information will be updated annually during the month of January.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

The Nevada Department of Education, by February 1, 2010, will post at http://nde.doe.nv.gov/SD_CharterSchools.htm#CSD the reasons for each charter school's closure during 2009, 2008, 2007, 2006, and 2005. The information will be updated annually during the month of January.

ATTACHMENT 3

NEVADA DEPARTMENT OF EDUCATION DATA COLLABORATIVE

Nevada Department of Education

DATA COLLABORATIVE

Decision Based Data Making

TABLE OF CONTENTS

To Be Developed

DRAFT

REVISION HISTORY

Date	Name	Description
07.24.09	Steve Canavero	Initial draft version 1.0
11.10.09	Steve Canavero	Revised: Edited content based on meeting with Julian Montoya.

RELATED DOCUMENTS

Name	Date	Document Title	Comments

DOCUMENTS TO BE DEVELOPED

Name	Date	Document Title	Comments
		IT Security	
		What is SAIN: Idiots Guide	
		Data Request Review Process	

IMPORTANT TERMS

A number of terms will be used throughout this document that may be unfamiliar. Below is a list of terms and their definitions for your reference.

Term	Meaning
<p>Business Rule</p>	<p>A statement expressing a policy or condition that governs business actions and establishes data integrity guidelines. Example: Grade level Business Rule – To be considered eligible for Kindergarten the student must be five years old by a specific date that is determined by the state.</p>
<p>Data Definition</p>	<p>The description or meaning for a data field. Example: Grade level Definition – A level of academic development to which a particular student is assigned.</p>
<p>Data Element Name</p>	<p>Name of a distinct piece of data. Example: Grade Level data element name = GradeLevel.</p>
<p>Program Director</p>	<p>The NDE director of a Department (or team) that has requested collection of a particular set of data or is assigned responsibility for a particular set of data.</p>
<p>Data Owner</p>	<p>The NDE employee, assigned by a Director (often the Director), to be responsible for the data related to a specific program area. A business subject matter expert designated and accountable for assisting with analysis, quality, and use of the data as well as documentation of appropriate metadata.</p>

Term	Meaning
Data Request	A request from an internal or external customer for data to be supplied in a specified format for a specific reason such as a report, analysis, comparison, research, etc.
Division Representative	Division Representatives are a subgroup of Data Owners. This small group of individuals attends regularly scheduled meetings that deal with the business of the Data Owners (e.g., call Data Owner meetings, establish the Data Owners agenda, carry recommendations from the Data Owners to the Data Governance Board).
EDEN	Education Data Exchange Network. The online portal used to submit data files for the EDFacts initiative.
EDFacts	EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. EDFacts centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management.
Enterprise Data System	System for effective capture, cleansing, transformation, storage, definition, and use of data.

Term	Meaning
Metadata	A term used for data that describes a specific element or set of data. The term refers to all of the characteristics that need to be known about data in order to build databases and applications, and to effectively use data for policy and decision making.
Permitted Value	Specific values that may be contained in a field. Example: Grade Level Permitted Values - K, 01, 02, 04, 05, 06, 07, 08, 09, 10, 11, 12.
Subject Matter Expert	A business person who has significant experience, responsibility, and knowledge of a given business subject or function.
Transformation	The process for changing data values from one form on the source system to another form in the target systems. <u>Example</u> KIDS Permitted Value for Kindergarten grade level = K EDEN Permitted Value for Kindergarten grade level = 00 Transformation – K → 00
USDE	United States Department of Education
<p>EXAMPLES USED IN THESE TERM DEFINITIONS ARE FOR DEMONSTRATION PURPOSES ONLY (i.e.: EDEN kindergarten grade level may not actually be 00.)</p>	

OVERVIEW

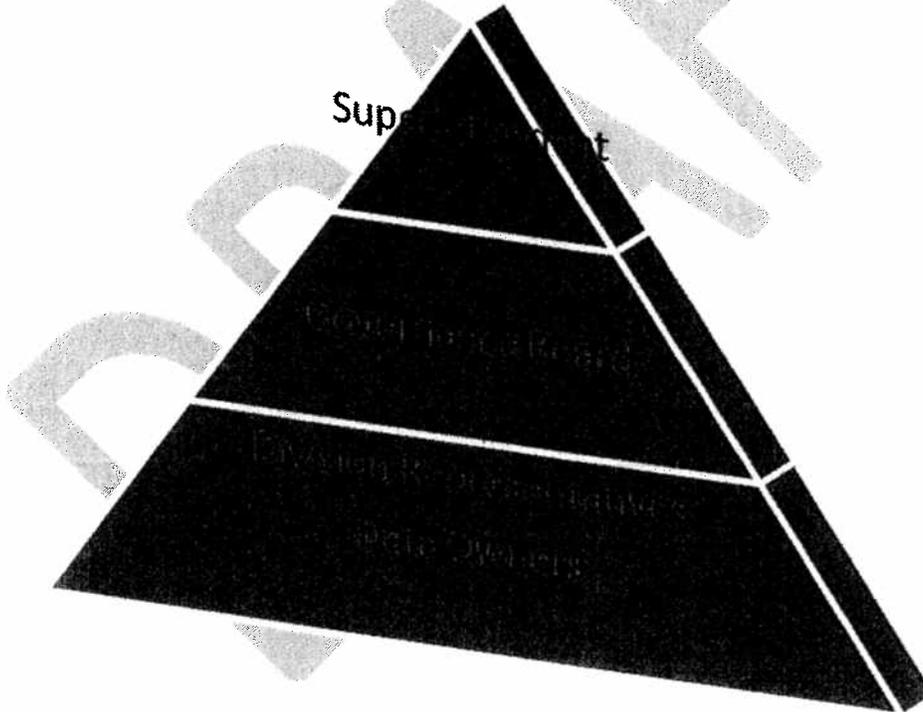
Introduction

Organizations have long had processes in place for managing financial and physical assets including equipment, money, land, personnel, etc. However, more and more organizations are recognizing the importance of managing data and information as an asset. NDE has implemented this Data Collaborative Program in recognition of the critical nature that data plays in the “business” of education.

Definition of a Data Collaborative Program:

The individuals and process with responsibility for establishing and enforcing policies and guidance involving data.

Below is a visual representation of the NDE Data Collaborative Program



Relationship, Membership and Roles of Data Governance

Superintendent

The Superintendent has overall responsibility for all areas, subjects, and requests for data at NDE.

Governance Board

The responsibility for all areas, subjects, and requests for data is delegated to the Data Governance Board for action, execution, and management. The Data Governance Board is made up of Departmental (or team) Directors, Deputy Superintendent(s), and others at the request of the Superintendent.

Division Representatives / Data Owner

Data Owners are assigned by a Director or Division Representative, to be responsible for the data related to a specific program area. Owners are typically business subject matter experts designated and accountable for assisting with analysis, quality, and use of the data as well as documentation of appropriate metadata.

Division Representatives are a subgroup of Data Owners. This small group of individuals attends regularly scheduled meetings that deal with the business of the Data Owners (e.g., call Data Owner meetings, establish the Data Owners agenda, carry recommendations from the Data Owners to the Data Governance Board).

Escalation

Data Owners have day-to-day responsibilities regarding data. Issues that may arise related to these responsibilities are escalated and shared at the regularly scheduled Data Owners Meeting. If this individual and group cannot resolve the issue, then it is escalated to the appropriate Director by way of the Division Representative. If the Director is unable to resolve the issue, it is escalated to the Data Governance Board. The Data Governance Board may escalate issues to the Superintendent which has ultimate responsibility for resolution.

Alternatively, for issues that may arise regarding a data request, escalation is to Data Owner Meetings, the Director, the Data Governance Board, and finally, to the Superintendent, if necessary.

Data Collaborative Participants

NDE Department or Team	Data Governance Board	Director (Director or Designee)	Data Owner (* indicates Division Rep)
Instructional, Research, and Evaluative Services	Gloria Dopf		
Administrative and Fiscal Services	Jim Wells		
Information Technology			
Child Nutrition and School Health	Donnell Barton		
Department Operations			
Fiscal Accountability	Vacant		
Fiscal Services	Rick Larson		

Special Education, ESEA and School Improvement	Rorie Fitzpatrick		
Assessments, Program Accountability & Curriculum	Carol Crothers		
Career, Technical, and Adult Education	Phyllis Dryden		
Teacher Licensure	Jerry Barbee		

DATA GOVERNANCE BOARD HANDBOOK

Mission of the Data Governance Board

The mission of the NDE Data Governance Board is to establish and enforce policies related to agency data management.

Guiding Principals:

- Ethics and security will be a part of every decision the group makes.
- Members have the authority and commitment to make policy recommendations and decisions.

Goals & Objectives of the Data Governance Board

- Achieve consistency in collecting and reporting data across various Agency teams and source systems;
- Achieve high quality data in our collection, analysis, and reporting; and
- Respond in a timely manner to data issues that are escalated to the DGB.

Scope & Responsibilities of the Data Governance Board Members

The scope of responsibilities for the Data Governance Board includes all data across the agency. This may include:

- source data collections;
- NDE Data Warehouse;
- reporting access including federal and legislative, local, and research requests;
- security of data;
- data verification;
- deadlines;
- communication regarding data and policy; and
- establishing certification requirements.

NDE's Data Governance Board is made up of Directors and may include others at NDE with a high level of responsibility regarding data.

Directors – Directors of departments or teams which are responsible for applications and their associated data. In this role, Directors are the individuals responsible for ensuring protection of, and authorizing access to, applications and their associated data.

The Director is responsible for and authorized to:

- define and approve all access to information and computing assets under his or her responsibility;
- judge the value of the data assets and identify the data classification;
- regularly review each application's data access and classification;
- communicate each application's data access requirements and data classification to the custodian; and
- safeguard the confidentiality, privacy, and security of any information that has been entrusted to his/her team for business purposes.

All members of the Data Governance Board are responsible to:

- Attend and participate in scheduled Data Governance Board meetings. If the individual is unable to attend it is his/her responsibility to send a representative so that the program area is represented.
- Report to the DGB regarding data issues, new data regulations, and new policies affecting data;
- Communicate with their program area teams regarding activities and decisions of the DGB; and
- Support and advocate data management and governance practices to agency staff.

DATA OWNER HANDBOOK

Data Owners are designated by the Director or Division Representative to carry out day-to-day responsibilities, actions, and management regarding the data within his/her area of responsibility. The Data Owner Workgroup is a collaboration of all NDE Data Owners and is managed and coordinated by the Division Representatives.

Mission of the Data Owner Workgroup

Support data owners within NDE –

- Act as a source of knowledge and advocacy for data initiatives.
- Ensure data projects maintain focus and meet deadlines.
- Bring issues to the group that need to be addressed and help propose resolutions.
- Escalate issues, as necessary, to the appropriate entity.
- Ensure data quality and data timeliness through collaboration with the workgroup and others throughout the Agency.
- Foster an environment of learning and sharing expertise in relation to data stewardship.
- Share tools and resources.
- Track federal and state legislation involving data elements and translate this impact for the Agency.
- The data owner is accountable for making sure responsibilities are carried out by the designated data stewards.

Goals & Objectives of the Data Owners Workgroup

The goals and objectives of the data owner program are listed below:

- In most cases, the people identified for these roles are staff that are already working closely with the data and have reporting responsibilities. These responsibilities will be more formalized and recognized through the Data Owner Program.
- Data Owners are provided the knowledge, tools, forums, and processes to become effective and efficient in this role.
- To improve accountability for data accuracy.

- To attain a “single point of truth” for data (identify the “master” source of data, who is the true “owner” of data, and to minimize redundancy in data collection).
- To improve productivity. By having a central electronic data reporting process in place, we can reduce duplication of effort and redundancy.
- To improve reusability of data.
- To improve understanding of data.
- To improve reporting capability and timeliness of reporting.
- To improve data quality.
- Improved data quality will reduce the cost of work efforts in relation to data clean up and analysis.
- To understand and communicate with necessary staff any federal and state legislation that will impact NDE data.
- Monthly data owner workgroup meetings will facilitate a connection between the owners in the agency, help owners to build capacity, and have the opportunity to discuss current issues.

Overall data owner responsibilities may include:

- A data owner is an existing employee that, as part of their every day job, is accountable for managing the definition, production, accountability, and usage of data.
- The time commitment of the data owner will vary depending on the maturity of the data domains & projects (“ramp up” phases will take longer than after a program is established), and the number of data management activities in which they are involved. It also will depend on the reporting cycle for the data.
- Being a data owner will require a commitment to focus on maximizing data quality and efficiently managing the data.
- In many cases, the work load of a data owner will not increase, but rather the focus of the work will change.
- Data ownership will become a part of everyday work processes.
- Provide data analysis related to individuals specific program area.
- Regularly evaluate the quality of the data.
- Identify opportunities to share and re-use data.
- Enforce data quality standards.
- Identify & resolve data quality issues -
 - integrity, timeliness, accuracy, completeness, etc.
- Communicate data quality issues & problems to individuals that can influence change, if necessary.
- Communicate new & changed data requirements to necessary individuals.
- Communicate business needs for data security.
- Communicate criteria for archiving data.

- Track federal and state legislation involving data elements and translate this impact for the agency.
- Receive and review emails related to Federal Register Notices. Act upon the Notices as necessary.
- Attend monthly Data Owner Workgroup meetings.

Integrating Data Owners into System Development

NDE will integrate and involve data owners into the system development project framework as subject matter experts. This will enable the data owners' expertise to be used right from the beginning planning stages. The system development framework phases are listed below:

- Planning (identify roles, time commitments, tasks, etc).
- Develop requirements documentation.
- Analysis of business requirements.
- Design of the new system.
- Develop the new system.
- Test the new system.
- Implement the new system.
- Provide ongoing maintenance.
- Perform any necessary enhancements to the system.

ATTACHMENT 4

NEVADA DEPARTMENT OF EDUCATION DATA ACCESS AND USE POLICY

Nevada Department of Education (NDE)

Data Access and Use Policy (DAUP)
for
Personally-Identifiable Student Information

**If you have questions about this document,
please call NDE's Security Team: 775-687-9138**

CONTENTS

I.	Policy Statement	5
II.	Purpose	5
III.	Definitions	5
IV.	Information Maintained	7
V.	Measures to Maintain The Confidentiality of Student Information	9
VI.	Disclosure of Data for Research	10
VII.	Record of Access	11
VIII.	Destruction of Data	11
IX.	Access to Student Records By Parents	11
X.	Process for Handling Information Requests	12
XI.	Directions For Application to Conduct Research with Student Level Data Collected by the Nevada Department of Education (NDE)	16
XII.	Criteria for Release of Confidential Information	17
XIII.	Sample Research Project Confidentiality Agreement for Use of Personally-Identifiable Student Information	18
XIV.	Research Proposal Application	18
XV.	Acknowledgment of Confidentiality Requirements	18

Data Access and Use Policy (DAUP) for Personally-Identifiable Student Information

I. POLICY STATEMENT

The Nevada Department of Education (NDE) does not permit access to, or the disclosure of, student education records or personally-identifiable information contained therein except for purposes authorized under the Family Educational Rights and Privacy Act (FERPA).

II. PURPOSE

This policy establishes the procedures and protocols for collecting, maintaining, disclosing, and disposing of education records containing personally-identifiable information about students. It is intended to be consistent with the disclosure provisions of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.

III. DEFINITIONS

- A. "Disclose" or "Disclosure" means to permit access to, or to release, transfer, or otherwise communicate, personally-identifiable information contained in education records to any party, by any means, including oral, written, or electronic means to individuals/organizations inside or outside the NDE. See 34 C.F.R. 99.3.
- B. "Education Records" means any information or data recorded in any medium, including but not limited to handwriting, print, tapes, film, microfilm, microfiche, and electronic which contain information directly related to a student and which are maintained by an educational agency or institution or a person acting for such agency or institution. See 20 U.S.C. 1232g(a)(4)(A); 34 C.F.R. 99.3
- C. "Maintain the Confidentiality" means to preserve the secrecy of information by not disclosing the information.
- D. "Personally-identifiable" means data or a record that includes any of the following:
 - 1. The name of a student or staff, the student's parent or other family member;
 - 2. The address of the student or staff;
 - 3. A personal identifier, such as the student or staff's social security number or an assigned student number;
 - 4. List of personal characteristics which makes the student or staff's identity easily traceable; or
 - 5. Other information which makes the student or staff's identity easily traceable. See 34 C.F.R. 99.3.

- E. "Security" means technical procedures that are implemented to ensure that records are not lost, stolen, vandalized, illegally accessed, or improperly disclosed.
- F. "Student" means any person who is or has attended a public or accredited nonpublic school and for whom an educational agency or institution maintains education records. See 34 C.F.R. 99.3.
- G. "Teacher" means any staff member employed at any district or state sponsored charter school.
- H. "NDE Staff" means any staff member employed at the NDE.

IV. INFORMATION MAINTAINED

NDE collects and maintains personally-identifiable information from education records of Nevada students and teachers, including:

- A. Personal data which identify each student. These data may include, but are not limited to name, student identification number, address, race/ethnicity, gender, date of birth, place of birth, social security number (voluntary), name of parent or lawful custodian;
- B. Attendance and enrollment data;
- C. Data regarding student progress, including, but not limited to, grade level completed, school attended, academic work completed, courses enrolled and completed, grades earned, type of completion certificate, and date of graduation;
- D. Assessment data;
- E. Data regarding eligibility for other compensatory programs and special program services provided to the student;
- F. Data regarding being a member of various program groups including, but not limited to, nutrition, English language learners, migrant, transient, new in country, special education, national school lunch, and other various programs.
- G. Data personally identifying teachers such as, but not limited to, name, license number, social security number, gender, ethnicity, license information, test results, and education data.

Student and teacher information may be maintained in one or more student data systems. All systems shall be subject to this policy.

V. MEASURES TO MAINTAIN THE CONFIDENTIALITY OF STUDENT INFORMATION

NDE shall utilize various procedures and security measures to ensure the confidentiality of student records. These procedures shall include assignment of a unique identifier to each student, a system of restricted access to data, and statistical cutoff procedures.

- A. A unique student identification number (ID) is assigned to each Nevada student. The student ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
- B. Security protocols shall be designed and implemented by the NDE. They shall limit who has access to the data and for what purposes.
- C. The NDE shall use the “n” size of 10 for statistical cutoff procedures for data that is confidentially maintained. This will apply to all aggregation reporting that is based on confidential data.
- D. All NDE personnel collecting or using personally-identifiable student information shall have a background check preformed and be provided instruction regarding procedures adopted in accordance with this policy.
- E. NDE shall maintain a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal links.

VI. DISCLOSURE OF DATA FOR RESEARCH

The NDE may disclose confidential, personally-identifiable information of students to organizations for research and analysis purposes to improve instruction in public schools. Any such disclosure shall be made only if the following requirements are met.

- A. The conditions in FERPA regulation 34 CFR 99.31(a)(6) are met.
- B. The research project is approved by the NDE management, utilizing NDE's criteria for approving research requests.
- C. The recipient organization has signed the Acknowledgement of Confidentiality Requirements and is under direct contract with the NDE.

VII. Data use for evaluation of teachers.

Data that is maintained as a result of linking students to teachers must be used for the purpose of improving the achievement of pupils and improving classroom instruction but must not be used for the purpose of evaluating an individual teacher or paraprofessional.

VII. RECORD OF ACCESS

In compliance with FERPA guidelines, NDE shall maintain a record indicating the name of any individual or organization external to NDE that requests and is allowed access to students' educational records. The record of access shall indicate the interest such person or organization had in obtaining the information, as well as the date the requested data were disclosed. See 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4).

VIII. DESTRUCTION OF DATA

Any entity receiving personally-identifiable information must destroy such information when it is no longer needed for the purpose specified in the request for disclosure. The manner of destruction shall protect the confidentiality of the information.

IX. ACCESS TO STUDENT RECORDS BY PARENTS

The NDE shall provide parents of students and students who are adults access to education records. Any request for access to records must be made in writing.

- A. The NDE will require proof of identity and relationship to the student before access to records is granted.
- B. Any proper request for access to inspect and review any personally-identifiable data by the student or the student's parents will be granted without unnecessary delay and, in no case, more than 45 days after the request is made and the right to access is established by a proof of identity.
- C. If any record includes data on more than one child, the parents shall be allowed to inspect and review only those records relevant to their child.
- D. Parents shall be provided a response to reasonable requests for explanation or interpretation of the data.

X. PROCESS FOR HANDLING INFORMATION REQUESTS

Over the past several years, the NDE has received a growing number of information and data requests. Traditionally, these requests were handled on a case-by-case basis. However, as the number of such requests has grown, it has become necessary for the NDE to standardize the request approval process in order to handle these requests in a timely manner. A description of the process follows.

- A. External data requests for specific information will not be honored unless one of the following is true:
 1. The material requested has already been published or has been collected and can be easily put into a distribution format that protects confidential information and

does not disclose personally-identifiable information. In these cases, information can be provided without the NDE's management review.

2. The requestor completes the process for conducting research with NDE data and has his/her proposal accepted by the NDE management. (See sections X, XIV, and XV)

B. Proposals submitted to the NDE management will be subject to the following:

1. Before review by management, proposals may be forwarded to appropriate staff within NDE for their comments and recommendations. Information provided by NDE staff will be considered in the proposal review.
2. The limited amount of NDE staff resources will limit the number of requests that can be honored during a fiscal year. Thus, some worthy studies that receive management approval may need to be postponed until resources are available.
3. Research proposals that fall under the NDE's primary mission statement or the State Board of Education's goals will receive first priority.
4. There may be a charge associated with a data request/research proposal, even those approved by the NDE management. The charge for conducting data selection/analysis tasks associated with a research proposal will vary but will not exceed \$105 per hour. Cost estimates, if available, will be provided to the researcher.
5. A conference will be held, by phone or in person, with researchers whose proposals have been accepted. During the conference, the NDE management and the Researcher(s) will come to an agreement on such things as, but not limited to objectives, end products, timelines, areas of responsibility, data security arrangements, authorship credit, and costs. A written contract, outlining the terms of the agreement, will be signed by the Researcher and the NDE management.
6. The NDE management will meet to consider proposals received. Researchers will need to plan their timelines accordingly. There is no guarantee when a proposal will be considered.
7. Researchers will provide a copy of any and all products resulting from the research (e.g., publication, report, book).

C. Documentation of all research requests will be maintained.

1. NDE staff will track progress on each research project and data request.
2. Files sent and technical assistance given to researchers will be included in the tracking documentation.

3. NDE staff will attach a copy of the end result(s) of a research project (e.g., publication, report, book) or a link to the material to the tracking documentation.

XI. DIRECTIONS FOR APPLICATION TO CONDUCT RESEARCH WITH STUDENT LEVEL DATA COLLECTED BY THE NDE

Under FERPA regulations, student level data can be released only to researchers from agencies under the *direct control* of NDE or to those with parent or eligible student consent to obtain the data. *Direct control*, in this context, means that the agent is under contract with the department to conduct research on behalf of the department. Researchers who are interested in such arrangements should comply with the following directions.

- A. Researcher must read the Criteria for Release of Confidential Information, complete the Research Proposal Application and the Acknowledgment of Confidentiality Requirements documents (see sections XIV & XV in this document), and submit both forms to the office of APAC, Nevada State Department of Education, 700 East Fifth Street, Carson City, NV 89701.
- B. Research proposals received will be reviewed by the NDE. As necessary, the NDE legal staff and program staff from the department most closely connected to the research topic may be included in the review process. Researchers will be informed of the NDE's decision about acceptance/rejection of the proposal in as timely a manner as possible.
- C. Once a proposal is accepted, Researchers and the appointed NDE office will conference for the purpose of developing an agreement related to objectives, end products, timelines, areas of responsibility, data security arrangements, authorship credit, and costs. This agreement must be in writing and signed by the Researcher and the NDE management.
- D. Once the research agreement has been signed, access to data will be granted.
- E. Questions about directions or procedures for research may be addressed to NDE's APAC office.

XII. CRITERIA FOR RELEASE OF CONFIDENTIAL INFORMATION

Personally-identifiable student data held at the NDE will be released for research purposes only after the following factors have been considered:

- A. The degree to which the research may improve Nevada public elementary and secondary education;

- B. The degree to which the research question(s) cannot be answered without the personally-identifiable data;
- C. The experience of the requesting Research Organization in performing similar research projects and ability to conduct the proposed research project;
- D. The capacity of the requesting Research Organization to keep the data secure; and
- E. The availability of the NDE staff to fulfill the data request for the research project and monitor the research activities.
- F. Such data will not be released unless the data are requested by an organization that (a) has developed a research proposal that has been approved by NDE, (b) has completed an Acknowledgement of Confidentiality Requirements, and (c) is under contract with NDE.

SAMPLE

XIII. SAMPLE RESEARCH PROJECT CONFIDENTIALITY AGREEMENT FOR USE OF PERSONALLY-IDENTIFIABLE STUDENT INFORMATION

WHEREAS, the Nevada Department of Education (NDE) has collected certain data that contain confidential personally-identifiable information, and NDE is mandated by federal and state law to protect the confidentiality of such data;

WHEREAS, the Nevada Department of Education is willing to make such data available for research and analysis purposes to improve instruction in public elementary and secondary schools, but only if the data are used and protected in accordance with the terms and conditions stated in this Agreement;

NOW, THEREFORE, it is hereby agreed between

SAMPLE

(Typed name and address of Researcher and/or Research Organization, hereinafter referred to as the “Researcher”) and NDE that:

I. DATA PROVIDED

NDE will provide Researcher with the following data:

(List specific data elements requested here)

II. INFORMATION SUBJECT TO THIS AGREEMENT

- A. All data containing personally-identifiable information collected by or on behalf of the NDE that are provided to the Researcher and all information derived from those data, and all data resulting from merges, matches, or other uses of the data provided by the NDE with other data, are subject to this Agreement (referred to herein as the “target data”). The target data under this Agreement may be provided in various forms including but not limited to written or printed documents, computer tapes, diskettes, CD-ROMs, hard copy, or encrypted files.
- B. The Researcher may use the target data only for the purposes stated in the Research Proposal Application which is attached hereto and made a part of this Agreement as though set forth fully therein (marked as Attachment 1), and is subject to the limitations imposed under the provisions of this Agreement. The Researcher is further limited by the provisions of this Agreement and the attached Federal Educational Rights and Privacy Act (FERPA) Addendum.

SAMPLE

III. INDIVIDUALS WHO MAY HAVE ACCESS TO TARGET DATA

Researcher agrees to limit and restrict access to the target data to the following three categories of individuals:

- A. The Project Leader in charge of the day-to-day operations of the research and who are the research liaisons with the NDE.
- B. The Professional/Technical staff in charge of the research under this Agreement.
- C. Support staff including secretaries, typists, computer technicians, etc., but only to the extent necessary to support the research.

IV. LIMITATIONS ON DISCLOSURE

- A. The Researcher shall not use or disclose the target data for any purpose not expressly stated in the Research Proposal Application approved by the NDE, unless the Researcher has obtained advance written approval from the NDE.
- B. The Researcher may publish the results, analysis, or other information developed as a result of any research based on the target data made available under this Agreement only in summary or aggregate form, ensuring that no personally-identifiable information is disclosed. The NDE has established 10 as the minimal cell size that maybe reported or published.

V. PROCEDURAL REQUIREMENTS

- A. The research and analysis conducted under this Agreement shall be limited to, and consistent with, the purposes stated in the Research Proposal Application.
- B. Notice of and training on confidentiality and nondisclosure.
 1. The Researcher shall notify and train each of its employees who will have access to the target data of the strict confidentiality of such data, and shall require each of those employees to execute an Acknowledgement of Confidentiality Requirements.
 2. The Researcher shall maintain each executed Acknowledgement of Confidentiality Requirements at its facility and shall allow inspection of the same by the NDE upon request.
 3. The Researcher shall promptly notify the NDE in writing when the access to the target data by any individual is terminated, giving the date of the termination and the reason for the termination.

SAMPLE

- C. Publications made available to the NDE.
 - 1. Copies of each proposed publication or document containing or based upon the target data shall be provided to the NDE before the publication or document is finalized. The NDE shall advise the Researcher whether disclosure is authorized.
 - 2. The Researcher shall provide the NDE a copy of each publication containing information based on the target data or other data product based on the target data made available through the NDE.
- D. The Researcher shall immediately notify the NDE in writing upon receipt of any request or demand for disclosure of the target data.
- E. The Researcher shall immediately notify the NDE in writing upon discovering any breach or suspected breach of security or of any disclosure of the target data to any unauthorized individual or entity.

VI. SECURITY REQUIREMENTS

- A. Maintenance of, and access to, the target data.
 - 1. The Researcher shall retain the original version of the target data at a single location and shall not make a copy or extract of the target data available to anyone except individuals specified in paragraph III above.
 - 2. The Researcher shall maintain the target data, (whether maintained on a mainframe facility, central server, personal computer, print, or any other medium) in an area that has limited access to authorized personnel only. The Researcher shall not permit removal of any target data from the limited access area. Only those individuals who have executed an Acknowledgment of Confidentiality Requirements shall be admitted to the storage area.
 - 3. The Researcher shall ensure that access to the target data maintained in computer files or databases is controlled by password protection. The Researcher shall maintain all printouts, diskettes, or other physical products containing individually-identifiable information derived from target data in locked cabinets, file drawers, or other secure locations when not in use.
 - 4. The Researcher shall ensure that all printouts, tabulations, and reports are edited for any possible disclosure of personally-identifiable target data and that cell sizes are 10 or more.

SAMPLE

5. The Researcher shall establish procedures to ensure that the target data cannot be extracted from a computer file or database by unauthorized individuals.

B. Retention of target data.

1. The Researcher shall destroy the target data including all copies, whether electronic or paper, when the research that is the target of this Agreement has been completed or this Agreement terminates, whichever occurs first.

VII. TERMINATION OF THIS AGREEMENT

- A. This Agreement shall terminate at the time stated in the Research Proposal. The Agreement, however, may be extended by written agreement of the parties.
- B. Any violation of the terms and conditions of this Agreement may result in the immediate revocation of this Agreement by the NDE.
 1. The NDE may initiate revocation of this Agreement by written notice to the Researcher.
 2. Upon receipt of the written notice of revocation, the Researcher shall immediately cease all research activity related to the Agreement until the issue is resolved. The Researcher will have 3 business days to submit a written Response to the NDE, indicating why this Agreement should not be revoked.
 3. The NDE shall decide whether to revoke this Agreement based on all the information available to it. The NDE shall provide written notice of its decision to the Researcher within 10 business days after receipt of the Response. These timeframes may be extended for good cause.

VIII. MISCELLANEOUS PROVISIONS

- A. The provisions found in the Contractual Provisions Attachment (Form DA-146a), which is attached hereto as Appendix B, are hereby incorporated into this Agreement and made a part thereof.
- B. The provisions found in the Federal Educational Rights and Privacy Act (FERPA) Addendum, which is attached hereto, are hereby incorporated into this Agreement and made a part thereof.

SAMPLE
SIGNATURE PAGE

By signing below, the official of the Research Organization certifies that he or she has the authority to bind the Research Organization to the terms of this Agreement and that the Research Organization has the capability to undertake the commitments in this Agreement.

1. Location at which the target data will be maintained and analyzed. <p style="text-align: center;"><i>SAMPLE</i></p>	
2. Signature of the Official of the Research Organization	3. Date
4. Type/Print Name of Official	5. email
6. Title	7. Telephone
8. Mailing Address	
9. Signature of the Principal Research Analyst	10. Date
11. Type/Print Name of Principal Research Analyst	12. email
13. Title	14. Telephone
15. Mailing Address	
16. Signature of NDE Research Liaison	17. Date
18. Type/Print Name of NDE Research Liaison	19. email
20. Title	21. Telephone
22. Mailing Address	

XIV. RESEARCH PROPOSAL APPLICATION

Title of Proposed Research Project:	
Research Organization Name:	
Address:	
Name of Primary Researcher:	
Title:	
Phone:	E-mail:

Attach a description of the research to be performed, including the research question(s) to be addressed and potential improvements or benefits to Nevada education of answering the questions; the organization sponsoring the research; research timeline; the specific data variables that will be requested from the Nevada Department of Education (NDE); other data that will be collected for the research and from whom; how the data will be used and analyzed;¹ how the analysis will be reported and to whom; the names and titles of the professional and support staff who will conduct the research and analysis;² the estimated time the data from the NDE will be needed; and the desired medium of data release from the NDE (e.g., CD). Also, provide a detailed description of how the data will be kept secure, including computer security, physical handling and storage of data, and transportation of data and the secure destruction of the data.

Fax to: 775-687-9118, Attn: NDE APAC Office (Include the Acknowledgment of Confidentiality Requirements page below and research staff vitae) **or mail to:**

Nevada Department of Education
APAC
700 East Fifth Street
Carson City, NV 89701

¹ Data must only be used for purposes associated with the data collection and analysis specified in this research proposal.

² Attach research staff vitae.

XV. ACKNOWLEDGMENT OF CONFIDENTIALITY REQUIREMENTS

I, _____
hereby acknowledge that I may be given access to confidential, personally-identifiable information as part of this Nevada Department of Education (NDE) supported Research Project and I hereby acknowledge that I:

1. Cannot use, reveal, or in any other manner disclose any personally-identifiable information furnished, acquired, retrieved, derived, or assembled by me or others for any purpose other than those purposes specified in the Research Proposal Application for this Research Project; and
2. Must comply with Federal Education Rights and Privacy Act (FERPA) [20 U.S.C 1232g; 34 C.F.R. Part 99].

I also pledge to adhere to all data security guidelines applicable to this Research Project. I understand that I am subject to disciplinary action by my employer or civil penalties for disclosing this information to any unauthorized individual or entity.

Signature: _____

Printed Name: _____

Title: _____

Organization: _____

Date: _____

Research Project: _____

For information about these forms, please call 775-687-9180.

Fax to: 775-687-9118, Attn: NDE APAC (along with the Research Proposal Application, description of the research for which Personally-Identifiable Student Information is requested, and research staff vitae) **or mail to:**

Nevada Department of Education
APAC
700 East Fifth Street
Carson City, NV 89701

ATTACHMENT 6

STATEWIDE LONGITUDINAL DATA SYSTEMS NARRATIVE

NARRATIVE

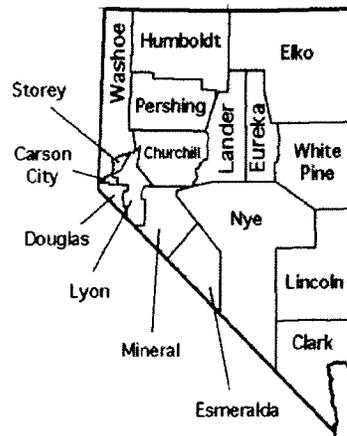
Background - Population / Geography

Of the 17 Nevada counties, three are designated "urban"; Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three counties are designated "rural" (Douglas, Lyon, Storey), and the remaining 11 are "frontier"¹. Nevada is composed of 17 school districts whose boundary lines are concordant with the boundary lines of Nevada's 17 counties. From 2005 to 2008, 14 counties have experienced annual population growth from 1% to more than 5.5%; for eight of the last 10 years, frontier Nye County has been per capita the fastest growing in the nation at 5.0% annual population growth.

Nevada faces unique challenges posed by the distribution and influx of population, job availability, and geography. For 10 years until 2006 and again in 2007 -2008, Nevada has been the state with the fastest growing population, and among the four fastest-growing states in each of the last 24 years. In addition to Clark and Washoe counties, rural/frontier counties also experienced unprecedented growth and are coping with geographical and technological barriers, while struggling to expand the collection, analysis, and use of data to improve services for students. For example, Nye County School District (NCSD) is located in south central Nevada, in the third geographically largest county in area in the contiguous United States (18,159 square miles), with a 2007 population estimated to be 46,308. Nye is larger than the combined total area of Massachusetts, Rhode Island, New Jersey, and Delaware, with 7,000 students in 17 elementary, middle, and high schools. Elko County School District (ECSD) is located in eastern Nevada and as of 2007, the population of Elko County was estimated at 50,434. Geographically, Elko County is the fourth largest in the contiguous United States, right behind Nye. The county has a total area of 17,203 square miles; most of the county lies within the Great Basin. Elko is home to Great Basin College, a community college with a service area that covers 62,000 square miles, two time zones, and six of Nevada's largest rural counties.

Figure 1. The 17 Nevada Counties and PreK-12 Local Education Agencies (LEAs) Organized by Counties

- 0H Carson City
- 1H Churchill
- 2H Clark
- 3H Douglas
- 4H Elko
- 5H Esmeralda
- 6H Eureka
- 7H Humboldt
- 8H Lander
- 9H Lincoln
- 10H Lyon
- 11H Mineral
- 12H Nye
- 13H Pershing
- 14H Storey
- 15H Washoe



¹ The U.S. Census Bureau defines "urban" as counties that have at least one population center exceeding 50,000 people; "frontier" as having less than 6 persons per square mile; "rural" is undefined as the number of persons per square mile that falls between the other two.

Background - Education

Due to the current economic crisis, in 2008 the Nevada population growth rate slowed by 1.8%, yet still Nevada at eighth still ranks in the top ten states in the nation for population increase (U.S. Census Bureau, December 22, 2008). The statewide population statistics are reflected in the growth rate of PreK-20 public school student populations. Nevada experienced a statewide K-12 student growth rate of 4.7% in 2002, averaging ~10,000 new students annually in Clark County School District (CCSD, Las Vegas metropolitan area); that trend continues today. Despite an anomaly of a minor enrollment dip in 2009 of 0.2% correlated to the recent economic trend, in the last four years the K-12 Nevada statewide public school student population experienced an influx of nearly 40,000 students to the current number of 436,614 (*Nevada Report Card, 2008-09*). CCSD with a 2008-09 student population of 311,039 and nearly 72% of the total Nevada K-12 student population is the sixth largest LEA in the nation as documented in *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2006–07* (Institute of Education Sciences, June, 2009). All ethnic/racial sub-populations are growing substantially; the combined minority sub-populations now comprise the ethnic/racial majority of students. Hispanic students are expected to be the majority based on growth projections. Table 1 lists the statewide K-12 student enrollment by demographic sub-populations.

Table 1. Nevada K-12 Student Demographics

State Enrollment 436,814 students	American Indian / Alaskan Native	Asian/Pacific Islander	Hispanic	Black	White
Percent %	1.5	8.1	36.9	11.3	42.2
Number	6,656	35,248	161,131	49,280	184,499

In the past, the Nevada economy and geographical barriers contributed to the low number of individuals pursuing higher education. Jobs were plentiful and in 2005 more than one-third of the population was employed in the entertainment and construction industries while the unemployment rate was lower than the national average and the Nevada per capita income was higher; 10th in the nation². However, the Nevada economy is changing at the same time an increasing State deficit over the past three years forced significant and substantial cuts in the budgets of secondary and post-secondary education. 2006-2016 projected changes in the Nevada workforce require a more highly educated population than in the past. The current and future Nevada workforce will need post-secondary degrees, licenses, and/or certifications in emerging high-demand fields, including healthcare, computer engineering and other computer technology, education, science, engineering, and public safety (DETR, *Nevada - Demand Occupations, 2006-2016*). Yet, Nevada is ranked 49th in the number of 18 to 24 year olds enrolled in college and 50th in the percent of adults ages 25 to 34 with an Associate degree or higher³. Nevada ranks 49th in the transition and completion of students from 9th grade to college. For every 100 Nevada 9th graders, 9.8 will graduate from college within 150% time⁴. In 2008, Nevada was 17.4

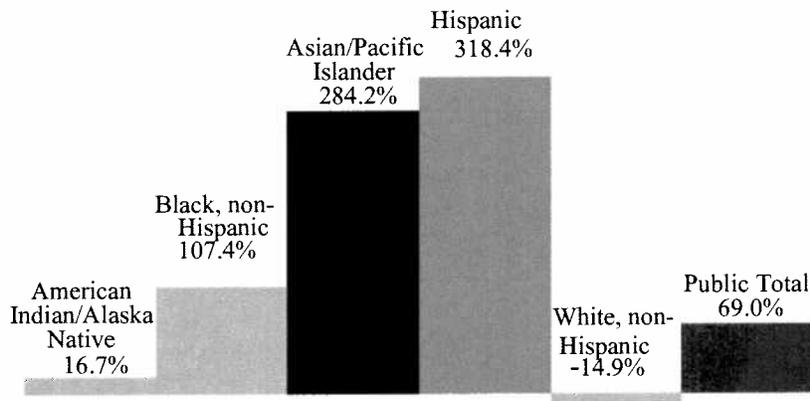
² Retrieved from (http://www.census.gov/compendia/statab/cats/income_expenditures_poverty_wealth.html).

³ Retrieved from higherinfo.org/dbrowser/index.php?measure=104 and higherinfo.org/dbrowser/index.php?measure=93

⁴ Retrieved from higherinfo.org/dbrowser/index.php?measer=72

percentage points behind the national college continuation rate⁵. In 2008, Nevada ranked 50th in the college participation rate of students from low-income families⁶. NSHE captures only 45% of Nevada high school graduates. Of those, more than one-third require remediation in English and/or math⁷.

**Figure 2. Percent Change in Public High School Graduation by Race/Ethnicity
2006-07 Projected to 2021-22**



Background - Workforce

In the past the Nevada economy contributed to the low number of individuals pursuing higher education, because jobs were plentiful and a college education was not necessarily required to earn a suitable income; in 2005, over one-third (~34%) of the population was employed in the entertainment and construction industries. The unemployment rate was lower than the national average at the same time the Nevada per capita income was higher, ranked 18th in the nation. The past trend is no longer the norm as the nationwide economic crisis has severely impacted Nevada and forced substantial, drastic cuts in education budgets at all levels. According to the *State of Nevada Executive Budget in Brief, 2009-2011 Biennium* (p. I), as of January, 2009, Nevada had a \$2.3 billion dollar deficit. The Nevada Department of Employment, Training, and Rehabilitation (DETR) article, *Nevada's Unemployment Rate Continues to Break Records, Hitting 13.2 Percent in August* (2009, September 18), describes the Nevada unemployment rate compared to the nationwide rate of 9.8%. The number of people in the Nevada workforce counted as unemployed is currently 183,000. In September, 2008, the Nevada unemployment rate was 7%, and in 2007, it was 5.2%; an 8% increase in only two years. The official unemployment rate does not reflect the actual number of unemployed, the latter including people who are underemployed, working part-time or seasonal instead of full-time, are not registered with DETR, have ceased to look for work, or have left Nevada to search for or take jobs in other states.

⁵ NSHE calculated college continuation rates for Nevada and Post-secondary Education Opportunity, Number 203, May 2009 for the national figure

⁶ Post-secondary Education Opportunity, Number 206, August 2009

⁷ Office of Academic and Student Affairs (2009, January). *Summer and fall 2008 remedial/developmental report*. Reno, NV: Nevada System of Higher Education, pp. 15, 25.

A. NEED for PROJECT

Need - Economic

As a result of the Nevada budget shortfall coupled with PreK-20 education and employment needs, statewide funding for PreK-20 education is uncertain. The expansion and enhancement of the Nevada statewide longitudinal data system (SLDS) is a priority in order to meet PreK-20 education needs. With statewide education budget cuts from 4.6% to potentially as much as 14% over the next biennium, Nevada education system priorities may be at risk as programs compete for State funds. It is imperative that Nevada supplement limited State funds with Federal funds and other resources in order to support education priorities, which include the expansion and enhancement of the Nevada SLDS to comply with Federal education reporting regulations (e.g., Education Data Exchange Network - EDEN), ensure eligibility for State Fiscal Stabilization Fund Education Phase II funding, and to increase capacity to address the requirements of the Nevada Department of Education (NDE), Nevada System of Higher Education (NSHE), LEAs, educators and researchers, and the public. As the lead applicant and fiscal agent of this grant project, the NDE requests Statewide Longitudinal Data System-ARRA discretionary grant funds of **\$9,020,175** over **three years** to be allocated as supplemental support for a collaborative project by three State agencies for a Nevada statewide priority to continue to improve the collection, analysis, use, and reporting of statewide PreK-20 and workforce data, as well as implement a priority program for data informed decision-making for school improvement.

Need - Federal Phase II, Education Fund, State Fiscal Stabilization Fund (SFSF)

In order to be eligible to apply for funding under Phase II of the Education Fund of the SFSF, Nevada must meet the data collection, public reporting, and planning assurances, including the indicators and descriptors. Although currently in the process of expansion, the NDE System of Accountability Information in Nevada (eSAIN) cannot provide the extensive, disaggregated data for Nevada to meet the requirements. Each of the four assurances requires the collection, reporting, and use of statewide longitudinal data to provide indicators that a state meets the federal program assurances. The four assurances are 1) *Achieving Equity in Teacher Distribution* for which Nevada must collect extensive disaggregated data on low-income and minority children's access to high quality teachers and programs, 2) *Improving Collection and Use of Data* for which Nevada must ". . . provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871)", 3) *Standards and Assessments* which will require Nevada "To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems . . .", and 4) *Supporting Struggling Schools* which will require Nevada to ". . . provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds . . . [and] on the operation and performance of its charter schools" (CFDA 84.394, Application for Funding, pp. 4-5).

Need - Policy Improvements and Success Rates

The expanded capacity of the SLDS is the foundation for Nevada PreK-12, NSHE, and DETR to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. An educated population entering the workforce

and/or establishing business ownership should contribute to improvement in statewide education and business/industry policy decisions. Valid, reliable, current, and consistently produced data that can be accessed by a diverse and broad group of end-users should ultimately result in data based decision-making and relevant research that results in statewide economic and legislative policy changes and success rates of students. In order to use data effectively to inform decision-making, people at all levels must be trained and have access to technical assistance and support in how to analyze and use data, and have access to valid data to inform policy and action decisions. This grant project is an ambitious, realistic, and feasible statewide effort to address those needs for State legislators and agency leaders and staff, PreK-20 education administrators and faculty, researchers, business/industry owners and leaders, and parents and students. Education reform at all levels must be based on realistic and student centered changes in policies and strategies to improve PreK-12 student achievement and post-secondary recruitment, retention, and graduation rates, while decreasing the secondary and post-secondary remedial rates. To accomplish the changes, this grant project proposes to accomplish a PreK-20 through workforce pipeline of extensive and valid data to inform and support decision-making regarding school improvement planning and implementation of programs, curricula design and instructional delivery, shared test content and results, and implementation of successful research based programs to address specific and unique needs of student sub-populations. Systemic change is anticipated to result from the collaboration of the NDE, NSHE, and DETR in a shared mission to impact statewide policy decisions and student and workforce success rates.

Need - System Expansion and Enhancement (References: APPENDICES A, C)

In order to ensure the data necessary for a thorough evaluation of the problems facing the Nevada education system are accessible to persons who can institute changes, there must be an expansion of the data exchange scenario. The NDE collaborates regularly with NSHE institutions (APPENDIX A) and the NSHE System office to provide data for the reporting required for federally funded programs. Automating these reports and making them accessible to the individuals required to do the reporting will facilitate the timeliness of the reports and create efficiencies in the workload of personnel involved in producing the data and reports. Data and reports highlight problems that must be mitigated including, but not limited to, approximately one-third of graduating high school students who require remediation in English and/or math in their transition to post-secondary education, less than 50% of Nevada students matriculating to Nevada post-secondary institutions, lack of an educated workforce to fill highly skilled and technical jobs, and inconsistency in data reporting and availability. The data are too often inconsistent and inaccessible to potential users, discouraging its use to drive decision-making about programs and services.

Adequate funding and resources have prevented implementation of a database that can support data from all three agencies on a larger scale and allow for standard and ad hoc reports to be accessed by diverse people including, but not limited to, LEA and school leaders and policy-makers; PreK-12 teachers; NDE personnel; workforce officials; Federal, State, and local legislators; and higher education faculty, administrators, and Board members. Decisions about current education and workforce needs of the unemployed and underemployed should be based on valid, reliable, relevant data. Construction of a database with an advanced data matching tool that links data from all three agencies, accompanied by a strong data access and reporting tool, will enable data to be accessed and used for the improvement of the entire Nevada education system.

Following the success of the current Nevada SLDS project, the NDE, NSHE, and DETR have conducted needs analyses to determine the priorities for the next phase of the system expansion and enhancement. To fulfill grant requirements for system capabilities and elements; comply with Federal and State reporting requirements; track students from the time they enter the Nevada public education system through their entry into the workforce; ensure that the NDE, NSHE, and DETR systems and data are valid, aligned, and end-user friendly for longitudinal analysis; and meet eligibility criteria are met for the Phase II Education Fund State Fiscal Stabilization Fund-Education Phase II, goals and outcomes are described in detail in this Narrative (pp. 14-23) and provided as required in APPENDIX C.

A.1. Summarize the current status of the Nevada SLDS

NDE - Current status of the Nevada Department of Education Data System

The System of Accountability Information in Nevada (eSAIN) is a statewide longitudinal data system that consists of nightly data collections from 17 Nevada local education agencies (LEAs) and 12 State sponsored charter schools. The eSAIN processes all data based on metadata and standards, populates student, school, and teacher data into the operational data store (ODS), runs data validation checks, sends error reports to all LEAs, and loads State mandated assessment data. The data warehouse (iMart) is then loaded every week from the ODS. Both the ODS and iMart have implemented unique State student and educator IDs that link students to teachers; adopted and implemented NCES pilot course codes; contains all state mandated assessment data; required demographic and program data; Adequate Yearly Progress (AYP) designations; student and teacher schedules; student period (if applicable) and daily attendance; and student course transcript information. Students are tracked on a daily basis, providing Nevada with the capacity to produce State required reports that support AYP, compliance with *The No Child Left Behind Act* (NCLB), accountability reporting, and State and Federal mandated reporting requirements, such as EDEN reporting and the Nevada Annual Report of Accountability (ARC), also known as the *Nevada Report Card*.

In 2007, the NDE was awarded a three year U.S. Department of Education SLDS grant for approximately \$6 million to supplement existing State funding. It is anticipated the grant project will accomplish the project goals and objectives; however, due to the current economic crisis and the limited scope of the 2007 grant, substantial additional funding is necessary to further expand the NDE system and include NSHE and DETR as partners. Seven major objectives were articulated in the 2007 grant project and a comprehensive Project Charter was developed to further define the scope of work, authorities, roles, and responsibilities; call for the formation of a governance body; and define the scope of the SLDS as a statewide resource. To improve and expand the eSAIN system in the 2007 project, the NDE selected seven priority objectives, listed below with a brief note about the current status of each one. The current status of the Nevada SLDS is outlined in more detail in the *Executive Summary* (2009, June 30).

1. *Creation of a Federal EDEN reporting system* Using the initial version of the Nevada EDEN Reporting System, the NDE earned its first national EDFacts Award for *excellence* in the submission of EDEN data. In one reporting year, the Nevada submission efficiency improved from 46% to 98% of the required 160 files.

2. *Addition of new data elements* The Information Needs Analysis determined whether objectives could be achieved by derivatives of existing data elements or whether additional data elements were actually required.

3. *Inclusion of a teacher unique identification system* Integration of the Teacher Unique Identification (TUID) system with the Teacher Licensure databases began initial testing and will continue.

4. *Integration of teacher licensure data* See #3 above.

5. *Incorporation of fiscal data* Initial meetings were held to identify data sources and to assess their availability. As a result of the initial assessments, the incorporation of fiscal data will begin in the third year (2010) of the 2007 SLDS grant project.

6. *Training* eSAIN training was developed and delivered on a number of topics and to 20 NDE staff, 20 LEA technical staff, and 43 LEA administrative staff.

7. *Building an interface* This objective formed a foundation which provides the resources, functionality, capacity, and performance necessary to fulfill all other objectives.

- a) Develop the technical infrastructure.
- b) The replacement of the custom, proprietary portal with contemporary Commercial-Off-the-Shelf (COTS) products began early. The COTS products include Microsoft Server 2008, SQL Server 2008 database, and SharePoint Server 2007 Enterprise portal server.
- c) Develop the security infrastructure.
- d) Custom security components were developed to ensure user permissions and authorities were derived at the time they log into the portal. The derived permissions and authorities restrict user access to only the information/areas authorized for that individual user.
- e) Develop the portal user interface.

The portal user interface (Bighorn) was created to administer/manage the system (NDE area):

- a) NDE site: NDE overarching site that contains confidential data libraries and provides sub-sites to manage the Bighorn portal and eSAIN, and support NDE staff and operations.
- b) Bighorn end-users site: The Bighorn site collection provides the end-users portal user interface (UI) and provides sub-sites to perform the end-users' business functions.
- c) Future expansions and/or enhancements to the Bighorn portal
 - i. Integrate career and technical education data with the SLDS.
 - ii. Electronic student data exchange among K-12 schools.
 - iii. Business intelligence interface for data mining and longitudinal analysis.

The NDE has developed an architecture that allows common encrypted authentication and web layer to all applications. This architecture ensures that Nevada complies with the Family Educational Rights and Privacy Act (FERPA) and Nevada Department of Information Technology (DoIT) Information Security Office requirements. This architecture has allowed the NDE to have automated data validation reports (DVRs), an authenticated web based portal (Bighorn portal) that houses custom applications such as schools and LEA demographic application, federal reporting data store, 160+ user driven student data, teacher data, and school/LEA demographic reports, problem and resolution tracking, common documentation repository, asset inventory, project management application, and many sites for online collaboration involving the NDE leadership, the NDE program offices, LEAs, and schools.

NSHE - Current status of the Nevada System of Higher Education Data System

NSHE has had data sharing agreements for several years with the NDE and DETR. The purpose of these agreements is to conduct research to improve education through longitudinal analysis of student data from PreK-12 through post-secondary education and into the workforce. NSHE also has in place data sharing agreements with individual Nevada LEAs. LEAs request specific information and must provide additional data to be matched to the NSHE data

warehouse in order to respond to their requests. NSHE also uses this data to improve its own reporting on the status of student continuation into higher education. The NSHE System office and its institutions currently exchange data with the NDE for tracking students as part of the statewide Career and Technical Education program. Current reporting efforts by NSHE using the shared data include college continuation rate calculations and tailored high school feedback reports that provide LEAs with information that includes, but is not limited to 1) performance of their students at NSHE institutions, 2) high school English and math coursework tied to the first English or math course taken at a NSHE institution (including remedial), and 3) information on remedial enrollment. NSHE institutions currently collect the student high school identifiers issued by a Nevada high school to help facilitate matching them to the data provided by the Nevada Department of Education.

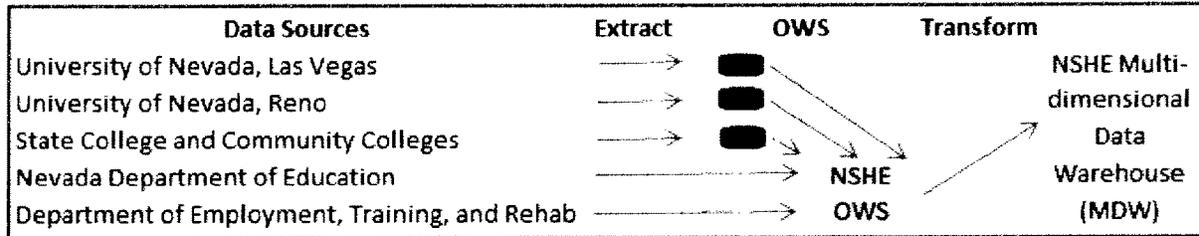
In December 2008, the Western Interstate Commission for Higher Education (WICHE) held a meeting in Boulder, Colorado, *Fostering Collaborative State-Level Education and Workforce Database Development*. The NDE, NSHE, and DETR were all represented at the meeting, and agreed as a State priority to collaborate to build a longitudinal database. The parties involved have already committed to the project and it has been the goal of NSHE for several years to build that database. Despite efforts that have helped to establish relationships necessary to exchange data, the current data exchange and matching process is manual and inefficient. The NDE currently uses a manual transfer process to provide student data from the graduating class of each academic year to NSHE. These students are matched to the NSHE data warehouse using a series of access queries and a tremendous amount of manual effort on the part of NSHE. Although NSHE has been able to produce some very useful reports (e.g., *High School Feedback Reports*), the dataset is currently stored on a secure hard drive inaccessible to all but one designated individual responsible for the production of reports as time allows. The data are contained in a number of access databases according to data source and year. The result of this structure is data reporting that is tedious and limited in both what can be reported and who can access the data.

Improving the number of students who continue from high school to post-secondary education, particularly minority and low income students, is a high priority for the state. Jobs in the construction and tourism industries have been a challenge to this goal in the past. The economic decline of these industries has given NSHE an opportunity to change the college going culture of the state and provide a highly skilled workforce in high demand industries. The first step in achieving this important goal is enabling policy makers and others in the position to make improvements to our educational system to access data that will help in understanding the current issues that prevent more students from continuing to college. A robust reporting tool with up-to-date data will enable school districts access to the data they need to evaluate and improve student preparation. Higher education enrollments in high demand fields will help DETR forecast future workforce shortages in high need industries such as healthcare, STEM, and teaching.

Streamlining the process for students to transition from high school to post-secondary education may clear the hurdles some students perceive as obstacles or insurmountable barriers to continue to college. To receive a high school diploma a student must pass a proficiency exam, after which college placement exams are required to determine English and math course placement. Identifying weaknesses in a student's preparation early enough for she or he to obtain an adequate level of preparation prior to entering college will help alleviate the need for remediation; a significant, major hurdle to success in college. Mitigation of the need for remediation must be a multi-faceted, proactive strategy, supported and guided by data on

evaluation of high school coursework, performance on English and math placement tests, and subsequent performance in college courses. The data on which to base remediation mitigations should provide substantial information for educators to align curricula and exams, improve student course-taking patterns in high school to prepare them for college courses, and subsequently reduce the need for remediation.

Figure 3. Current NSHE Data System and Sharing



OWS = Operational Warehouse Staging

The statewide longitudinal data warehouse will be populated with data from NDE, NSHE, and DETR. Data from the NSHE institutions, NDE, and DETR will be staged in an Operational Warehouse Staging (OWS) layer. The data will then be transformed and loaded into the longitudinal data warehouse. A constituent data hub will provide advanced matching technology and management of multiple identification numbers to enable tracking of students throughout PreK-12, NSHE, and DETR. The Oracle Business Intelligence Enterprise Edition (OBIEE) will enable row-level secured access to PreK-12, post-secondary, and workforce data, reports, and customizable dashboards enabling research that can be used to significantly improve the Nevada education system and increase the number of individuals employed in current and emerging high-demand fields, including healthcare, science, technology, engineering, and teaching. The ability to link teachers trained at a NSHE institution to the students they teach in the PreK-12 system will produce data that will enable NSHE institutions to evaluate and identify areas for improvement in teacher pre- and post-baccalaureate and training programs.

A.1.a. Demonstrate the system lacks one or more required capabilities and/or several key elements (Reference: APPENDIX C)

As required, APPENDIX C provides a list of the Capabilities (C) and Elements (E) that will be addressed in this SLDS grant project. **C 3 and E 7 and 8 are not applicable to this grant project; they are addressed in the 2007 NDE SLDS project.** One *Goal* is described for each of the 16 C and E, and one or more project *Outcomes* are aligned to each C and E goal. For example, C1.3 references Capability 1, Goal, Outcome 3. As required, the NDE and NSHE budgets are correlated to each C and E (BUDGET NARRATIVES). **SECTION B** describes in detail the required C and E to be developed or improved through this grant, incorporating required **SECTION C, TIMELINE.**

Data-based decision-making is a key to: understanding how and why students progress at different rates; inform policy change for school improvement, particularly for high-needs schools; how curricula can be developed to enhance student progress and improve student achievement; how instructional delivery can be correlated and modified to individual student needs; how to mitigate remediation and determine appropriate course placement in post-secondary education; and how to guide secondary and post-secondary students and graduates

toward appropriate careers based on workforce needs. In order to effectively and efficiently use data to assess summative and formative student progress, appropriately place students at all levels, and track students PreK-20 through their entry into the workforce, education and workforce personnel and the public statewide need access to training, technical assistance, and support to understand how to collect, analyze, use, and report data. Personnel include pre-K-20 faculty, researchers, and paraprofessionals; PreK-12 and post-secondary administrators; and NDE, NSHE, and DETR personnel. Ongoing training at all levels is expected to achieve goals and outcomes, as well as produce a statewide body of educators and State agency personnel with a consistent, coherent, useable level of knowledge and data use proficiency.

The power and availability of longitudinal data has been so successful that it has overwhelmed the NDE capability to meet the demand for data requests, data access tools (C1.3), and training on the use of data (C1.1-1.2, C5.1). In addition, the NDE technical staff have struggled to develop and maintain an infrastructure which meets the ever-increasing demands for data and information (C6.1-6.3). Since the overall purpose of the SLDS is to improve student achievement by analyzing data to allow educators to make data driven decisions, the NDE must expand this area to leverage current data and existing resources to enable the NDE to achieve these goals and outcomes.

While manual data exchanges between the NDE and NSHE have been successful, fully integrated data exchange must occur in a timely and automated manner. The NDE and NSHE must develop and implement an automated data process that facilitates a seamless PreK-20 data system (C1.5, C2.1-2.2, C5.3, E1.1, E2.1-2.2, E3.1, E4.1-4.2, E5.1-5.2, E11.1-11.2, E12.1). In addition to this data synchronization, the NDE needs to develop a mechanism to exchange data with other entities outside of NDE and NSHE (C2.3).

Through the use of 2007 SLDS grant funds, the NDE is in the process of linking teachers to their students. Through this linkage, Nevada has recognized that long-term substitute teachers who stay in classrooms for more than 20 days are not accounted for in LEA student information systems (SIS). It is imperative that these long-term substitute teachers are tracked and the significance on student achievement is studied (C3.1). Nevada currently does not track some teacher licensure information or post-degree professional development that is not tied to recertification, and does not provide online methods to access this information (C4.1, C4.2, E8.1). The teacher licensure system is an outdated client server system that is only used at the NDE.

The Nevada online accountability report card (ARC) is not integrated into the newly architected secure Bighorn portal and does not provide information on all meaningful aggregations of students. This limits the ability of the public to analyze the data from many perspectives (C5.2-5.3). Several data elements that are required by federal or state mandate or are needed to educators in analysis are not included in the eSAIN (C7.1-7.3, E6.2, E8.1). The eSAIN only contains the basic special education data and migrant information on students. The migrant and special education directors collect this missing data directly from the LEAs (E2.3). The eSAIN currently does not have the data or have any way to load tests other than state mandated assessments (E6.1, E10.1-10.2).

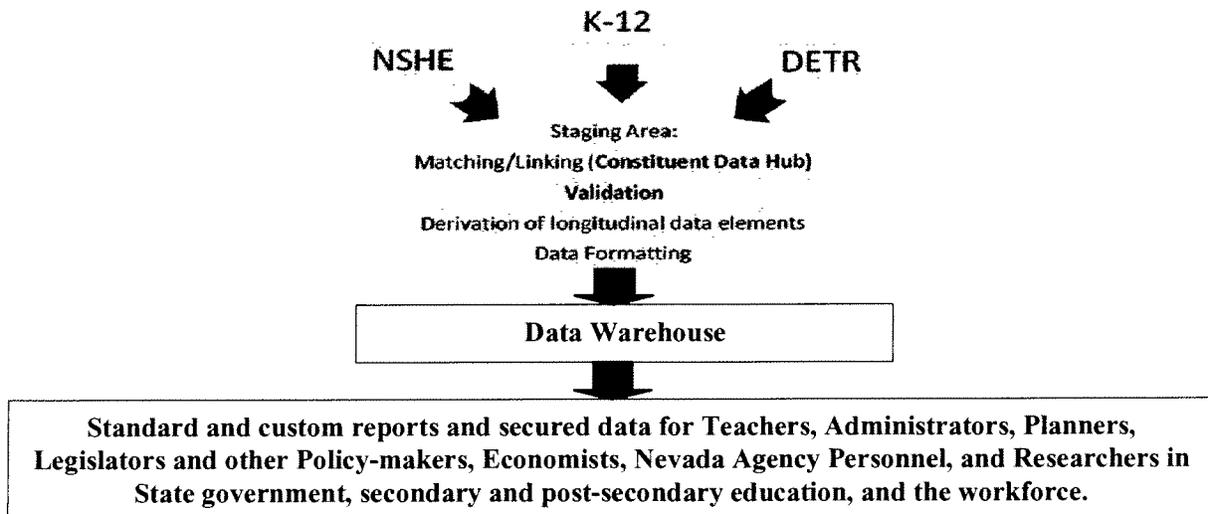
Nevada adopted the 1995 NCES pilot for standardized course numbers (E9.1) and in 2007 NCES published the NCES *Secondary School Course Classification System*. This new system is much easier to use and will result in improved identification of courses statewide.

A.1.b. Convincing case that the project is necessary to accelerate Nevada development and implementation of the SLDS

The expanded capacity of the statewide data system is the foundation for Nevada PreK-12, NSHE, and DETR to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. Systems, policies, and strategies must change to improve recruitment, retention, and graduation rates, while decreasing the secondary and post-secondary remedial rates. In part to accomplish the changes, a PreK-20 to workforce pipeline of extensive and valid data must support decision-making regarding secondary and post-secondary school improvement planning and implementation, curricula design and instructional delivery, shared test content and results, and implementation of programs to address specific and unique needs of growing student sub-populations. An aligned data system will enable outcomes that include, but are not limited to,

- Evaluation of the effect of high school enrollment patterns on remedial and college-level placement and performance, including establishment of a relationship between high school enrollment patterns and college continuation and performance (e.g., retention and graduation).
- Establishment of a relationship between student performance on high school proficiency exams (HSPE), high school course enrollment patterns, scores on post-secondary entrance and placement exams, and performance in post-secondary English and math coursework.
- Detailed, customizable reports produced on enrollment progression based on demographic, PreK-20, and workforce variables, including analysis of data that provides information on why students do/do not continue into post-secondary education.
- Analysis of data to inform decision-making on how to address workforce needs and determine if Nevada students who receive degrees in high-need fields remain in Nevada for employment (high-need includes nursing, other healthcare, STEM, education).
-

Figure 4. Nevada Statewide Longitudinal Data System



A.1.c. Why failure to meet project goals would seriously threaten or impede significant Nevada progress toward establishment and use of an effective SLDS

As described in Section A.6 (p. 14) and the notice for Federal Phase II, Education Fund, State Fiscal Stabilization Fund (SFSF), in order to be eligible to apply for funding Nevada must meet the data collection, public reporting, and planning assurances, including the indicators and descriptors. To expand and enhance a complete SLDS is imperative to 1) meet all of the requirements of Phase II of the SFSF; 2) meet required State and Federal reporting mandates, capabilities, and elements; and 3) ensure that valid and reliable data are used at all levels of Nevada education and by all appropriate personnel to improve Nevada educational and workforce needs. Through the use of State and other resources, Nevada expects to be able to sustain the system beyond the grant period; however, without this Federal SLDS-ARRA three year initial investment of supplemental funding, Nevada will be impeded in efforts to ensure progress in the expansion and improvement of the Nevada SLDS beyond its current capacity.

A.2. Required Capabilities and key Elements to be developed or improved through this grant (References: APPENDIX C; NARRATIVE Section B, pp. 14-22)

As described in Section A.1.a.: As required, APPENDIX C provides a list of the Capabilities (C) and Elements (E) that will be addressed in this SLDS grant project. C 3 and E 7 and 8 are not applicable to this grant project; they are addressed in the 2007 NDE SLDS project. One *Goal* is described for each of the 16 C and E, and one or more project *Outcomes* are aligned to each C and E goal. For example, C1.3 references Capability 1, Goal, Outcome 3. As required, the NDE and NSHE budgets are correlated to each C and E (BUDGET NARRATIVE). **SECTION B** describes in detail the required Capabilities (C) and Elements (E) to be developed or improved through this grant, incorporating required **SECTION C, TIMELINE**.

A.3. How these Capabilities and key Elements will support Nevada education improvement efforts, goals, and accountability system

A high priority for Nevada is to improve the number of students, particularly minority and low-income students, who continue from high school to post-secondary education. In the past, jobs in the construction and tourism industries have posed a challenge for this goal. The economic decline of these industries has given NSHE an opportunity to change the college going culture of Nevada and provide a highly skilled workforce in high demand industries. The first step to achieve this important goal is to enable policy-makers and leaders in the position to make improvements to our educational system to access data that will facilitate understanding the current issues that prevent more students from continuing to college. A robust reporting tool with current data will enable LEA access to the data necessary to evaluate and improve student preparation. Higher education enrollments in high demand fields will assist DETR to forecast future workforce shortages in high-need industries such as healthcare, STEM, and teaching.

Streamlining the process for students to transition from high school to post-secondary education may clear the hurdles some students perceive as obstacles or insurmountable barriers to continue to college. To receive a high school diploma a student must pass a proficiency exam, after which college placement exams are required to determine English and math course placement. Identifying weaknesses in a student's preparation early enough for she or he to obtain an adequate level of preparation prior to entering college will help alleviate the need for remediation; a significant, major hurdle to success in college. Mitigation of the need for remediation must be a multi-faceted, pro-active strategy, supported and guided by data on high school coursework, evaluation of performance on standardized exams throughout high school,

performance on English and math placement tests, and subsequent performance in college courses. The data on which to base remediation mitigations should provide substantial information for educators to align curricula and exams, improve student course-taking patterns in high school to prepare them for college courses, and subsequently reduce the need for remediation.

Nevada has many of the capabilities and elements in place in the current SLDS or in process of being developed through state and Federal funds. Nevada still needs to enhance certain areas to meet all the requirements of ARRA and SLDS. These enhancements will allow Nevada to use better data for decision-making, fully meet State accountability requirements, meet all Federal reporting requirements, and support school improvement.

A.4. Current capacity in Nevada to use the data system to support improvement efforts

Nevada currently is able to longitudinally track students within the PreK-12 system. As stated above, there are certain capabilities and elements that Nevada must enhance to fully meet the needs of Nevada stakeholders, State reporting requirements, Federal reporting requirements, and ARRA fund requirements.

NSHE has had data sharing agreements for several years with the NDE and DETR. The purpose of these agreements is to conduct research to improve education through longitudinal analysis of student data from PreK-12 through post-secondary education and into the workforce. NSHE also has in place data sharing agreements with individual Nevada LEAs. LEAs request specific information and must provide additional data to be matched to the NSHE data warehouse in order to respond to their requests. NSHE also uses this data to improve its own reporting on the status of student continuation into higher education. NSHE currently exchanges data with the NDE for tracking students as part of the statewide Career and Technical Education program. Current reporting efforts by NSHE using the shared data include college continuation rate calculations and tailored high school feedback reports that provide LEAs with information that includes, but is not limited to, 1) performance of their students at NSHE institutions, 2) high school English and math coursework completed tied to the first math or English course taken at a NSHE institution (including remedial), and information on remedial enrollment.

The Western Interstate Commission for Higher Education (WICHE) has begun a pilot effort to develop a collaborative multi-state data exchange with four states (Washington, Oregon, Idaho, Hawaii). This exchange would enable participating states to more completely track the production and flow of human capital throughout a region, with evidence drawn from the linking of data across state lines, to answer two principal policy questions: How are former high school students from participating states performing in post-secondary education and/or the workforce? How are former post-secondary students from participating states performing in the workforce? As a member of WICHE, Nevada will not only have access to the lessons learned from this project, but will also look for opportunities to appropriately collaborate with this pilot effort as it moves forward.

A. 5. Training or technical assistance needs to be addressed (*Reference: APPENDIX C*)

Ongoing support during the grant project and sustained beyond the grant period, training, technical assistance, and support will be provided for statewide educators and NDE and NSHE personnel. Training, technical assistance, and support will be provided online through the NDE website, as well as on-site.

Goal C1: Create the technical infrastructure and train Nevada educators and NSHE personnel to analyze and assess student progress pre-K-12 through post-secondary education and/or into the workforce, and train NDE personnel in the use and operation of the SLDS.

Outcome C1.1: Online and on-site training delivered to pre-K-20 Nevada educators to use data to inform decision-making related to assessment, curriculum development, and instructional delivery.

Outcome C1.2: Development of interfaces/reports (based on a Quintile Regression technique to estimate Student Growth Percentiles) to assist educators in analyzing student growth.

Outcome C1.3: Development of online training for all Pre-K-20 Nevada educators to use longitudinal data to inform decision-making in best practices, identify student needs, and determine appropriate course placement.

Outcome C1.4: Technical training provided for NDE staff in development, maintenance, and use of the expanded data system to ensure NDE long-term operational success and supportability.

Outcome C1.5: NSHE technical infrastructure created that allows access to data for the purpose of assessing PreK-12 student progress through post-secondary education and/or into the workforce to improve college continuation and graduation rates.

A.6. How Nevada will use the system to address requirements of the State Fiscal Stabilization Fund.

ARRA stipulates that every state accepting state fiscal stabilization funds must build data systems that connect early childhood, K-12, post-secondary, and workforce data. On April 28, 2009, Nevada Governor Jim Gibbons signed and submitted the *Application for Initial Funding under the State Fiscal Stabilization Fund Program*, CFDA 84.394 Education Stabilization Fund and 84.397 Government Services Fund. Dr. Keith Rheault, Nevada Superintendent of Public Instruction also signed the application signifying the NDE ". . . will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program." In order to be eligible to apply for funding under Phase II of the Education Fund of the SFSF, Nevada must meet the data collection, public reporting, and planning assurances, including the indicators and descriptors. Although in the process of expansion, the eSAIN cannot currently provide the extensive, disaggregated data for Nevada to meet the requirements. Each of the four assurances requires the collection, reporting, and use of statewide longitudinal data to provide indicators that a state meets the Federal program assurances. The SLDS-ARRA grant supplemental funding will provide Nevada with the initial investment to develop the infrastructure to build a data system and reporting tool enabling Nevada to comply at the highest level with these data driven and data intensive assurances.

B. PROJECT OUTCOMES RELATED to SYSTEM REQUIREMENTS and IMPLEMENTATION

C. C. TIMELINE for PROJECT OUTCOMES is included in Section B, integrated with project outcomes to avoid duplication of information in two sections and adhere to the 30 page Narrative limit. The anticipated project start date is May, 2010 or the grant award date, ending April, 2013 or three years from the project grant award date.

PD = Project Director NSHE-PD = Project Director for NSHE Sub-award TBH = To Be Hired

B.1. List proposed goals, measurable outcomes with products, features, and benchmarks for each system requirement (Capabilities, Elements) addressed and funded in this grant project. Goals and Outcomes described here are aligned to required Capabilities (C) and Elements (E) (e.g., Goal C1 and Outcome C1.1-C1.5 are aligned to required Capability 1 (C 1)).

Capabilities (C)

C 1. Examine student progress and outcomes over time.

Goal C1 Create the technical infrastructure and train Nevada educators and NSHE personnel to analyze and assess student progress pre-K-12 through post-secondary education and/or into the workforce, and train NDE personnel in the use and operation of the SLDS.

Outcome C1.1 Online and on-site training delivered to pre-K-20 Nevada educators to use data to inform decision-making related to assessment, curriculum development, and instructional delivery.

Supporting Event or Task Online and on-site statewide training; workshops, technical assistance, support.

Estimated Dates *Initiate* May 2012 *Complete* Apr. 2013

Key Person(s) 2 School Improvement/Data Trainers (yrs. 2, 3) and 2 Trainer/Online Developers, NDE budget line items 1c, 6d.

Responsibilities Create, develop, implement, and evaluate the effectiveness of on-site training, technical assistance, and support for Nevada PreK-20 administrators and other educators aligned to and correlated with online training. Extensive travel by the School Improvement/Data Trainers to LEAs and NSHE institutions to ensure that educators statewide receive appropriate training in collection, analysis, use, and reporting of data. Trainers/Online Developers will work out of the NDE office and travel when necessary to provide technical assistance and support as needed by the School Improvement/Data Trainers. The four key personnel will evaluate and report on the effectiveness of trainings. Responsibilities may include providing workshops for State legislators and State agency personnel, as well as providing technical assistance and support as needed.

Outcome C1.2 Development of interfaces/reports (based on a Quintile Regression technique to estimate Student Growth Percentiles) to assist educators in analyzing student growth.

Supporting Event or Task Interfaces and reports will be developed to support educators in analyzing student growth by looking in-depth at Colorado and other states' interfaces to determine what can be applied to the Nevada system.

Estimated Dates *Initiate* Aug. 2011 *Complete* Feb. 2012

Key Person(s) 2 School Improvement/Data Trainers (yrs. 2, 3) and 2 Trainer/Online Developers, NDE budget line items 1c, 6d.

Responsibilities Develop interfaces/reports based on Nevada stakeholder input.

Outcome C1.3 Development of online training for all Pre-K-20 Nevada educators to use longitudinal data to inform decision-making in best practices, identify student needs, and determine appropriate course placement.

Supporting Event or Task Create, produce, test, and implement online courses for PreK-12 LEA and school administrators and other educators, and create a system of ongoing training, technical assistance, and support on the use of technical tools and applied use of data.

Estimated Dates *Initiate* Oct. 2010 *Complete* Aug. 2012

Key Person(s) 2 Trainer/Online Developers and 2 School Improvement/Data Trainers (yrs. 2, 3), NDE budget line items 1c, 6d.

Responsibilities Create, develop, implement, and evaluate the effectiveness of online training, technical assistance, and support for Nevada PreK-12 educators. Evaluate and report on the effectiveness of trainings. May include development of training for State legislators, State agency personnel, and the public, as well as providing technical assistance as needed.

Outcome C1.4: Technical training provided for NDE staff in development, maintenance, and use of the expanded data system to ensure NDE long-term operational success and supportability.

Supporting Event or Task Create, develop, and implement specific training for NDE technical staff so the staff can maintain and continue improvement of the SLDS during and beyond the grant period.

Estimated Dates *Initiate* Dec. 2010 *Complete* Dec. 2012

Key Person(s) Project Manager IV, NDE budget line item 6a.

Responsibilities Schedule, facilitate, oversee, and evaluate technical training.

Outcome C1.5 NSHE technical infrastructure created that allows access to data for the purpose of assessing PreK-12 student progress through post-secondary education and/or into the workforce to improve college continuation and graduation rates.

Supporting Event or Task Implement the data warehouse.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2011

Key Person(s) PD and EPM Developer/Architect, NSHE budget line item 1b.

Responsibilities Acquire additional infrastructure. Install additional infrastructure to existing. Identify data and format of data to be imported from NDE and DETR. Needs analysis. Design of data structure, load process. Test load process and audit data. Extract data from NDE and DETR. Transform data if necessary. Load data to data warehouse. Document data elements and ETL process. Train SCS employees on ETL process

C 2. Facilitate and enable exchange of data among agencies and institutions within Nevada and between states.

Goal C2 Exchange data between NDE, NSHE, and DETR.

Outcome C2.1 NDE and NSHE: Development of interfaces that will allow data exchange through the use of Extended Markup Language (XML) formatted-files (once data-exchange standards/definitions are established). Standards for data definitions/ transport/exchange and all metadata will be included in the final versions published by the National Center for Education Statistics (NCES), Post-secondary Electronic Standards Council (PESC), National Education Data Model of the National Forum on Education Statistics, and the U.S. Department of Education (USED). In process of being defined as described in the grant RFA, page 6.

Supporting Event or Task Development of communication mechanisms and dissemination of information based on stated standards.

Estimated Dates *Initiate* Aug. 2012 *Complete* Apr. 2013

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Design and develop the transport technologies.

Outcome C2.2 Technical infrastructure and staff resources that enable the exchange of data between NDE, NSHE, and DETR to expand and enhance the statewide longitudinal database.

Supporting Event or Task Acquire necessary personnel and implement the data warehouse.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2011

Key Person(s) NSHE-PD; EPM Developer/Architect, NSHE budget line item 1b.

Responsibilities NSHE-PD: Conduct searches for necessary personnel. EMP Developer / Architect: acquisition and installation of additional infrastructure; identification of data and format of data to be imported; needs analysis; design of data structure and load process; test load process; audit data; extract data from data sources; transform and load data; document data elements and ETL process; train SCS employees on ETL process.

C 4. Match teachers with information about their certification and teacher preparation programs, including institutions where they received training.

Goal C4 Assess Nevada pre- and post-baccalaureate teacher preparation programs.

Outcome C4.1 Development of a Pre-K-12 teacher licensure system for online tracking and maintenance of licenses, endorsements, teacher preparation (e.g., induction and mentoring programs), post-degree professional development, and highly qualified teacher (HQT) status.

Supporting Event or Task Analyze, design, and develop online system to track teacher data.

Estimated Dates *Initiate* Aug. 2010 *Complete* Dec. 2012

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Design and develop teacher licensure system.

Outcome C4.2 NSHE generated data enables NSHE institutions to identify needed improvements in teacher preparation programs through analysis of teacher preparation in NSHE institutions related to student performance in high school.

Supporting Event or Task Implement technical infrastructure for data warehouse (see C1.5) and data constituent hub for matching and identification management (see E1.1)

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2012

Key Person(s) NSHE-PD; EPM Developer/Architect and Constituent Data Hub Implementation Consultant, NSHE budget line items 1b, 8b.

Responsibilities See C1.5 and E1.1.

C 5. Enable data to be easily generated for continuous improvement and decision-making (timely student achievement data reporting to parents, teachers, school leaders).

Goal C5 Enable decision-makers at PreK-12, NSHE, and DETR to access data and reports necessary to evaluate the effectiveness of policies, practices, and student preparation and performance.

Outcome C5.1 Integration of the Nevada Accountability Report Card (ARC) website into Bighorn (NDE portal).

Supporting Event or Task Adapt current code to be integrated into the new infrastructure that was developed through the current 2007 SLDS grant project.

Estimated Dates *Initiate* Sep. 2011 *Complete* May 2012

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Convert existing code into new architecture.

Outcome C5.2 Expansion of ARC to report each meaningful aggregation of accountability data.

Supporting Event or Task Redesign ARC database and reporting interface to more completely represent data.

Estimated Dates *Initiate* May 2012 *Complete* Aug. 2013

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Create new reporting cubes and update ARC to use existing and new data.

Outcome C5.3: NDE and NSHE expansion of reporting and business intelligence tools that will allow access to NDE PreK-12, NSHE, and DETR data for analysis to improve policy, practice, and student performance.

Supporting Event or Task Implement Business Intelligence tool, define access levels (e.g., DETR, NSHE, NDE, LEAs), assign a generic identifier to de-identify data where access does not allow identifiable data to be viewed.

Estimated Dates *Initiate* Jul. 1, 2011 *Complete* June 30, 2012

Key Person(s) Business Intelligence Developer, NSHE budget line item 1a.

Responsibilities Acquisition and installation of additional infrastructure; analysis of reporting requirements; design, develop, test, and deploy reports and dashboards; develop security and documentation; train SCS employees on OBIEE maintenance; provide end-user training on data reporting and acquisition.

C 6. Ensure quality and integrity of system data.

Goal C6 Ensure quality and integrity of system data.

Outcome C6.1: Improved online and system resources, including but not limited to, online training modules, procedural documentation, and additional automatic data validation reports (DVRs), to improve data quality from entry point to use of data by a diverse group of end-users.

Supporting Event or Task Work with Data Collaborative group in developing enhanced documentation and online training for data staff. Enhance the current DVR process to further validate incoming data.

Estimated Dates *Initiate* Aug. 2010 *Complete* Aug. 2012

Key Person(s) 2 Business Process Analysts and Data Quality Manager, NDE budget line items 1a, 1b.

Responsibilities Analyze, define, and implement data quality procedures.

Outcome C6.2 Completion of an audit of the security and infrastructure that ensures the Nevada SLDS is adequate and secure according to Nevada Department of Information Technology (DoIT) standards, and Federal data standards and regulations (e.g., FERPA).

Supporting Event or Task Developer/Architect-IT Pro IV will work with DoIT staff to conduct complete audit of hardware, software, and architecture of eSAIN.

Estimated Dates *Initiate* Feb. 2013 *Complete* Apr. 2013

Key Person(s) Project Manager, NDE budget line item 6a.

Responsibilities Oversight of security audit by Nevada DoIT, Office of Information Security.

Outcome C6.3: Staffing of a Data Quality Manager who provides oversight for the continuing data improvement efforts.

Supporting Event or Task Implement and complete the hiring process as established through the Nevada staff procurement process.

Estimated Dates *Initiate* Aug. 2010 *Complete* Dec. 2010

Key Person(s) Project Manager, NDE budget line item 6a.

Responsibilities Establish new NDE position, evaluate, and hire candidate.

C 7. Provide Nevada with ability to meet reporting requirement of U.S. Dept. of Education.

Goal C7: Provide Nevada with the capability to meet PreK-12 U.S. Department of Education reporting requirements.

Outcome C7.1: Improvement of the Educational Data Exchange Network (EDEN) reporting system to meet new Federal requirements.

Supporting Event or Task Enhance existing system to ensure capacity to comply with new requirements for the Federal EDEN reporting system.

Estimated Dates *Initiate* Aug. 2011 *Complete* Aug. 2012

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Analyze, expand, and implement changes to the Nevada EDEN system.

Outcome C7.2 Expansion of the current data warehouse to include additional Annual Yearly Progress (AYP), special education, and migrant data.

Supporting Event or Task Enhance current schema to allow additional data elements around AYP.

Estimated Dates *Initiate* Dec. 2010 *Complete* June 2011

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Analyze, expand, and implement additions to the Operational Data Store (ODS) and Nevada data warehouse.

Outcome C7.3: Development of additional validating, calculating, and reporting of the four (4) year adjusted cohort graduation data.

Supporting Event or Task Enhance current eSAIN to allow for additional calculations, including but not limited to, additional audits and validations of data across schools and LEAs, and addition of a five year rate.

Estimated Dates *Initiate* June 2011 *Complete* Dec. 2012

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Develop new calculations and populate new variables in the eSAIN.

Elements (E)

E 1, P-20. Unique student identificatio (UID) does not allow student to be individually identified by users of the system, except as allowed by Federal and Nevada law.

Goal E1 Ensure every student entering the Nevada education system has a unique student identifier (UID).

Outcome E1.1 NSHE use of a constituent data hub for advanced search/match and identification management capabilities, link student records associated with the unique PreK-12 UID and NSHE UID to identify and track students in all roles throughout the PreK through workforce longitudinal database.

Supporting Event or Task Implement the constituent data hub for advanced search/match and UID management capabilities enabling individual records to be linked and students to be identified in all roles and tracked as they progress through PreK-12 and post-secondary education, and into the workforce.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2011

Key Person(s) NSHE-PD; Constituent Data Hub Implementation Consultant, NSHE budget line item 8b.

Responsibilities Map data elements and define structure; establish effective dating; identify affiliation and status; correlate and persist student data from NDE, NSHE, and DETR; test and

audit; migrate UID and affiliated data to data warehouse; load UID from hub to data warehouse; document data loading process and hub maintenance; train SCS employees on data loading process and hub maintenance.

E 2, P-20. Student-level enrollment, demographic, and program participation information.

Goal E2 Develop interfaces that enable users to access data to produce student-level enrollment, demographic, and program participation information. (Outcomes E2.1 and E2.2 combined here).

Outcome E2.1 NSHE detailed, customizable reports produced on enrollment progression based on demographic, preK-20, and workforce variables, including analysis of data that provides information on why students do/do not continue into post-secondary education.

Outcome E2.2 NSHE analysis of data guides decision-making on how to address workforce needs and determine if Nevada students who receive degrees in high-need fields remain in Nevada for employment (high-need includes nursing, other healthcare, STEM, education).

Supporting Event or Task Implement Business Intelligence reporting tool (see C5.3). Build standard queries and reports to meet specific needs.

Estimated Dates *Initiate* July 1, 2012 or upon completion of C5.3 *Complete* June 30, 2013

Key Person(s) Business Intelligence Developer, NSHE budget line item 1a.

Responsibilities: Implement BI reporting tool (see 5.3) and build standard queries and reports.

E 3, P-20. Student-level information on student movement through P-16 education programs (exit, transfer in and out, drop out, complete).

Goal E3 Develop interfaces that enable users to access data to produce student-level information on student movement through preK-20 education programs (exit, transfer in and out, drop out, complete).

Outcome E3.1 NSHE identification of factors that contribute to student performance, continuation, and completion in post-secondary education, including the impact of progression between post-secondary institutions.

Supporting Event or Task Establish Business Intelligence reporting tool (see C5.3). Produce detailed, customizable reports on enrollment progression, based on demographic, PreK-20, and workforce variables including analysis of data that provides information on why students do/do not continue into postsecondary education.

Estimated Dates *Initiate* July 1, 2012 or upon completion of C5.3 *Complete* June 30, 2013

Key Person(s) Business Intelligence Developer, NSHE budget line item 1a.

Responsibilities Establish Business Intelligence reporting tool (see C5.3). Produce detailed, customizable reports on enrollment progression, based on demographic, PreK-20, and workforce variables including analysis of data that provides information on why students do/do not continue into postsecondary education.

E 4, P-20. Capacity to communicate with higher education.

Goal E4 Increase resources that will facilitate the exchange of data between preK-12, NSHE, and the workforce. (Outcomes E4.1 and E4.2 combined here)

Outcome E4.1 NSHE technical infrastructure established to pull NDE and DETR data into a single NSHE data warehouse utilizing advanced matching capabilities as described in E-1.

Supporting Event or Task Implement technical infrastructure and data warehouse (see C1.5).

Outcome E4.2 NSHE advanced reporting capabilities established that will allow access to data and reports controlled by role-level security.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2011

Key Person(s) EPM Developer/Architect, NSHE budget line item 1b.
Responsibilities See C1.5

E 5, P-20. Nevada data audit system assessing data quality, validity, reliability.

Goal E5 Redesign and realign the NSHE data audit system and metadata to incorporate Pre-K-12 and workforce data elements.

Outcome E5.1 NSHE creation of an integrated Pre-K-post-secondary dictionary of metadata that can be accessed by users of the statewide longitudinal data system.

Supporting Event or Task Validate and cleanse data as it is imported into the data warehouse. Create integrated Pre-K through post-secondary dictionary of metadata.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2013

Key Person(s): NSHE-PD; EPM Developer/Architect and Project Administrator, NSHE budget line items 1b, 1d.

Responsibilities: Validate and cleanse data as it is imported into the data warehouse. Form data warehouse work group. Create integrated Pre-K through post-secondary dictionary of metadata.

Outcome E5.2 NSHE creation of an integrated Pre-K-post-secondary data audit system that can be used to validate data elements according to defined metadata as described in outcome E5.1.

Supporting Event or Task Form data warehouse work group. Develop mechanism for quarterly audit of data elements.

Estimated Dates *Initiate* July 1, 2010 *Complete* June 30, 2013

Key Person(s) NSHE-PD; EPM Developer/Architect and Project Administrator, NSHE budget line items 1b, 1d.

Responsibilities Form data warehouse work group. Develop mechanism for quarterly audit of data elements.

E 6, P-12. Yearly test records of individual students with respect to assessments under Sec. 111(b) ESEA 1965.

Goal E6 Improve and expand the quantity and quality of student assessment data per ESEA.

Outcome E6.1 Improved assessment loading by development of a load interface that will allow the NDE to include local assessments and college readiness tests to the extent data are available.

Supporting Event or Task Enhance existing assessment load system to allow loading of additional non-state mandated tests.

Estimated Dates *Initiate* Dec. 2012 *Complete* Jan. 2013

Key Person(s) Developer/Architect and 2 DBA/Programmers, NDE budget line items 6b, 6c.

Responsibilities Modify existing code to accommodate new requirements.

Outcome E6.2 Expansion of the measurements that are tracked as required by the *No Child Left Behind Act* (NCLB) for assessments to include a percentile rank growth variable.

Supporting Event or Task Enhance eSAIN schema to accommodate additional measurements for student-level assessment results.

Estimated Dates *Initiate* Feb. 2011 *Complete* Aug. 2011

Key Person(s) Developer/Architect-IT Pro IV, NDE budget line item 6b.

Responsibilities Modify current schema and load to accommodate new requirements.

E 9, P-12. Student-level transcript information, including courses completed, grades earned.

Goal E9 Upgrade, correlate, and align student-level transcript information to standards.

Outcome E9.1 Completed revision of Nevada course numbers from NCES 1995 pilot version to the most current 2007 NCES Secondary School Course Classification System.

Supporting Event or Task Work with LEAs to convert codes to new conventions.

Estimated Dates *Initiate* Aug. 2010 *Complete* Feb. 2011

Key Person(s) 2 Business Process Analysts and Data Quality Manager, NDE budget line items 1a, 1b.

Responsibilities Work with Nevada LEAs to implement the conversion to the new NCES standards.

E 10, P-12. Student-level college readiness test scores.

Goal E10 Correlate testing to student UID to ensure accuracy and timeliness of test reporting.

Outcome E10.1 Establishment of a partnership with College Board and ACT, Inc. (formerly American College Testing Program) to incorporate unique student identifier (UID) in testing and to deliver ACT/SAT/PSAT results to the NDE and NSHE.

Supporting Event or Task Work with vendors to include Nevada state UID in their assessment procedures.

Estimated Dates *Initiate* Feb. 2011 *Complete* Feb. 2012

Key Person(s) 2 Business Process Analysts and Data Quality Manager, NDE budget line items 1a, 1b.

Responsibilities Establish partnership with testing entities to use Nevada state UID.

E 11, Post-secondary. Data; extent to which students transition successfully from secondary to post-secondary, including remedial coursework.

Goal E11 Utilize course level data to improve the transition from secondary to post-secondary education. (Outcomes E11.1 and E11.2 combined here).

Outcome E11.1 NSHE evaluation of the effect of high school enrollment patterns on remedial and college-level placement and performance.

Outcome E11.2 NSHE establishment of a relationship between high school enrollment patterns and college continuation and performance including retention and graduation.

Supporting Event or Task Implement technical infrastructure and data warehouse (see C1.5), implement BI reporting tool (see C5.3), implement constituent data hub (see E1.1). Link PreK-12 and NSHE course-level data in data warehouse. Analyze course alignment, adequate preparation, course placement, and demographic variables.

Estimated Dates *Initiate* July 1, 2012 or upon completion of C5.3 *Complete* June 30, 2013

Key Person(s) NSHE-PD; Business Intelligence Developer, NSHE budget line item 1a.

Responsibilities: Implement technical infrastructure and data warehouse (see C1.5), implement BI reporting tool (see C5.3), implement constituent data hub (see E1.1). Link PreK-12 & NSHE course-level data in data warehouse. Analyze course alignment, adequate preparation, course placement, and demographic variables.

E 12, Post-secondary. Data; information necessary to address alignment and adequate preparation for success.

Goal E12: Link Pre-K-12 and post-secondary coursework to address alignment and adequate preparation for successful preparation for and transition to post-secondary education.

Outcome E12.1 NSHE establishment of a relationship between student performance on high school proficiency exams (HSPE), high school course enrollment patterns, scores on post-secondary entrance and placement exams, and performance in post-secondary math and English.

Outcome E12.2 Analyze student performance on high school proficiency exams, high school course enrollment, and subsequent scores on higher education entrance and placement exams.

Supporting Event or Task Implement technical infrastructure and data warehouse (see C1.5), implement BI reporting tool (see C5.3), implement constituent data hub (see E1.1). Analyze student performance on high school proficiency exams, enrollment and performance in high school English and math, and subsequent scores on placement exams and placement into college-level English and math. Identify preparation in English and math early enough in high school would allow students to enroll in the necessary curriculum to avoid remedial enrollment in college-level courses. Link test scores such as the HS proficiency exam, SAT and ACT scores, and placement and performance in English and math scores.

Estimated Dates *Initiate* July 1, 2012 or upon completion of C5.3 *Complete* June 30, 2013

Key Person(s) NSHE-PD; Business Intelligence Developer, NSHE budget line item 1a.

Responsibilities Analyze student performance on high school proficiency exams, enrollment and performance in high school English and math, and subsequent scores on placement exams and placement into college-level English and math. Identify preparation in English and math early enough in high school would allow students to enroll in the necessary curriculum to avoid remedial enrollment in college-level courses. Link test scores such as the HS proficiency exam, SAT and ACT scores, and placement and performance in English and math scores.

C.1. How activities supported by this grant will be coordinated with activities supported by an existing grant, especially how duplication will be avoided.

The governance structure will ensure that the grant program requirements, goals, and outcomes of the Nevada SLDS will be met through the most timely and cost-effective means possible. All goals and outcomes of this grant project will be completed in conjunction with the project work currently in progress. Project leadership will ensure that no duplication or wasted effort will exist throughout the expansion, enhancement, and improvement of the SLDS project. The Inter-agency Data Council comprised of NDE, NSHE, and DETR leadership will ensure that this grant project will not be implemented in isolation, but rather will be conducted and completed as a statewide project (see Section A.1. Summarize the current status of the Nevada SLDS, pp. 6-9).

D. PROJECT MANAGEMENT and GOVERNANCE PLAN

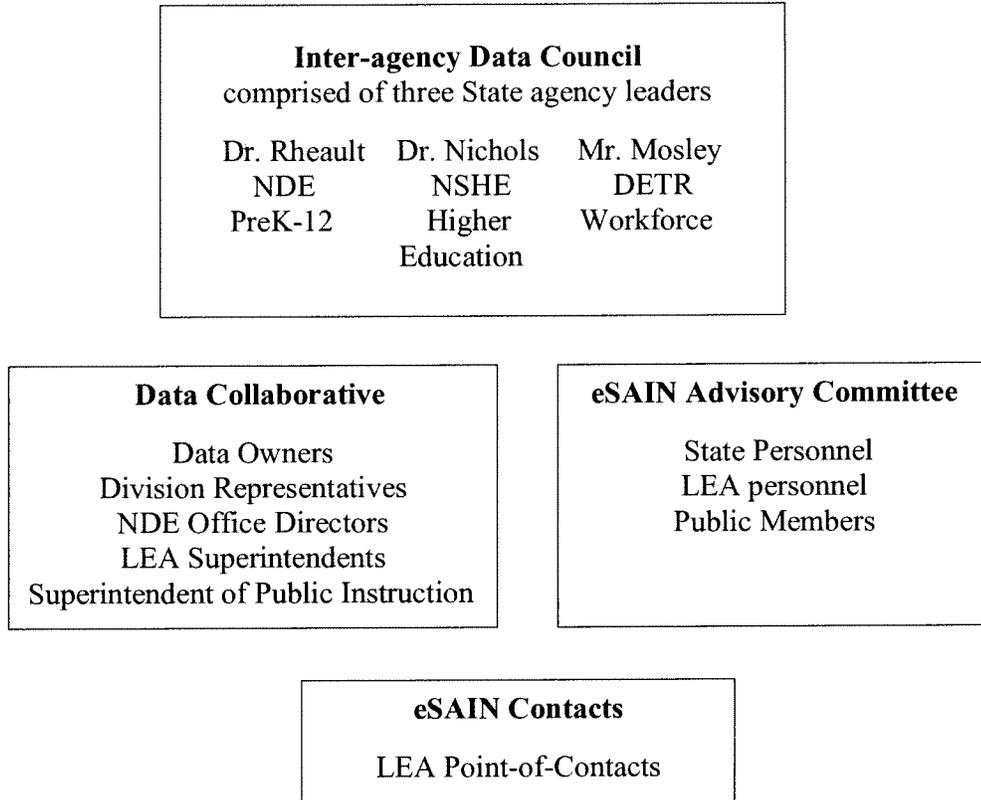
D.1. Indicate where the project is located within the organizational structure of the State education agency.

The NDE is the project lead applicant (grantee) and fiscal agent. The NDE will provide a sub-grant to the NSHE to collaborate in the development of the statewide longitudinal data system (SLDS). The NSHE will provide a sub-award to DETR to hire personnel who will work directly with the NDE and NSHE to assist with the project to ensure capabilities and elements are addressed and Nevada produces an integrated, updated, SLDS.

State and local stakeholders will comprise the key governance structure during and beyond the grant period (system sustainability). The current NDE and NSHE staff comprises the long-term, core governance group for the Nevada SLDS. Once the initial funding has supported the expansion and enhancement of the system, these full-time and part-time experts who are NSHE

administrative staff or State employees will continue beyond the grant period to guide, facilitate, and maintain data system expansion, enhancement, and training.

Figure 5. Organizational Structure of the Nevada SLDS Project



Through this grant the NDE will create and maintain the **Inter-agency Data Council** which will have **oversight in all aspects that relate to the SLDS and data sharing between NDE, NSHE, and DETR.** The three agency leaders will be supported by the appropriate staff from their respective agencies. The Council will meet quarterly throughout the grant period and will continue to meet after the grant period as necessary to ensure consensus and resolve issues. The Council will be comprised of three governing members who represent each project agency:

- Dr. Keith Reault, Nevada Superintendent of Public Instruction
- Dr. Jane Nichols, Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education
- Mr. Larry Mosely, Director, Department of Employment, Training, and Rehabilitation

The NDE currently is in the final stages of redefining our **Data Collaborative** group which **manages and governs all metadata, processes regarding data, use of data, and program office involvement in data initiatives.** This group is organized by four distinct levels, each one having representation from all program offices at the NDE. The first level group is the *data owners*. This group is charged with all the detail level research and decisions that will be recommended to the next three groups in the governance hierarchy. The second level is the *division representatives* who govern the data owners and prepare recommendations to the

governance board. The third level is the *NDE Office Directors and the LEA Superintendents*. The last level is the *Superintendent of Public Instruction*, who has the final approval on all aspects of data.

The **eSAIN Advisory Committee** is established by legislation, Nevada Revised Statute (NRS) 386.650 and is involved with **direction and policy**. The committee will remain the key steering group for oversight and evaluation of the functionality and success of the expanded system. This group is comprised of State, LEA, and public members.

Nevada maintains State **eSAIN Contacts** involved with **daily operations and operation-based functions**, assigned by each LEA superintendent. They meet with the NDE on a weekly basis via telephone conference.

D.2. Key Personnel (Reference: APPENDIX B)

NDE - Nevada Department of Education

Dr. Keith Rheault, Superintendent of Public Instruction, 0.01 FTE (1%). Final authority regarding all project outcomes for goals and activities. Legislative liaison. Key member of the Inter-agency Data Council.

Ms. Gloria Dopf, Deputy Superintendent of Instructional, Research, and Evaluative Services, 0.03 FTE (3%). Oversight of all project outcomes for goals and activities, evaluation of personnel. Legislative liaison.

Mr. James Wells, Deputy Superintendent of Administrative and Fiscal Services, 0.03 FTE (3%). Oversight of project fiscal accountability to ensure the project is completed within budget and in compliance with Federal and State fiscal mandates. Legislative liaison.

Mr. Shawn Franklin, Assistant Director of Information Technology, 1.00 FTE (100%). SLDS grant Project Director. Inter-agency liaison. Oversight and authority for NDE project outcomes.

Business Process Analysts, TBH, 2 @ 1.00 (100%) FTE each. See Budget Narrative (p. 1) for detailed job description.

Data Quality Manager, TBH, 1 @ 1.00 (100%) FTE. See Budget Narrative (p. 1) for detailed job description.

School Improvement/Data Trainers, TBH, 2 Yr. 2; 3 Yr. 3 @ 1.00 (100%) FTE each. See Budget Narrative (p. 2) for detailed job description.

Project Manager IV, TBH, MSA, 1 @ 1.00 (100%) FTE. See Budget Narrative (pp. 13-14) for detailed job description.

Developer/Architect IT Pro IV, TBH, SLA, 1 @ 1.00 (100%) FTE. See Budget Narrative (p. 14) for detailed job description.

DBA/Programmers, TBH, MSA, 2 @ 1.00 (100%) FTE each. See Budget Narrative (pp.14-15) for detailed job description.

Trainer/Online Developers, TBH, MSA, 2 Yr. 2; 1 Yr. 3 @ 1.00 (100%) FTE each. See Budget Narrative (p.15) for detailed job description.

NSHE - Nevada System of Higher Education

Dr. Jane Nichols, Vice Chancellor for Academic and Student Affairs, Executive Sponsor. 0.01 FTE (1%). Final authority regarding all NSHE project outcomes for goals and activities; legislative liaison. Key member of the Inter-agency Data Council.

Ms. Robyn Render, Vice Chancellor for Information Technology, 0.01 FTE (1%). Oversight of technical infrastructure implementation.

Ms. Linda Heiss, Director of Institutional Research, 0.20 FTE (20%). NSHE Project Director (NSHE-PD). Inter-agency liaison. Oversight and authority for NSHE project outcomes.

Business Intelligence Developer, TBH, 1.00 (100%) FTE. See Budget Narrative (pp. 22-23) for detailed job description.

EPM Architect/Developer, TBH, 1.00 (100%) FTE. See Budget Narrative (p. 23) for detailed job description.

Senior Systems Analyst, TBH, 1.00 (100%) FTE. See Budget Narrative (p. 23) for detailed job description.

Project Administrator, TBH, 1.00 (100%) FTE. See Budget Narrative (p. 24) for detailed job description.

DETR - Nevada Department of Employment, Training, and Rehabilitation

Mr. Larry Mosely, Director, 0.01 FTE (1%). Final authority regarding all DETR project decisions. Legislative liaison. Key member of the Inter-agency Data Council.

William Anderson, Chief Economist for the Research and Analysis Bureau, 0.02% FTE (2%). Inter-agency liaison. Oversight of DETR project decisions and partnership activities.

Economist, TBH, 0.50 (50%) FTE. See Budget Narrative (pp. 31-32) for detailed job description.

D.3. How partnerships or other working agreements will be funded (*Reference: APPENDICES A, D*)

In addition to this grant project supplemental funding, the NDE, NSHE, and DETR leadership have agreed to fund this project partnership as related to their agency participation through current and anticipated State funding and other non-Federal resources. The eSAIN Advisory Committee (Section D1, p. 25) meets regularly to discuss and gather input from all stakeholders to provide their recommendations and guidance on aspects of the Nevada SLDS. This information will be provided to the Inter-agency Data Council for guidance in their decisions. The NDE and NSHE have an Interlocal Agreement of cooperation and the NSHE and DETR have an Intrastate Interlocal Contract Between Public Agencies (APPENDIX D). Letters of Commitment from the leaders of the three agencies are included (APPENDIX A). These documents establish the intent for cooperation and collaboration among the grant project agencies who will leverage their existing non-Federal funding and other resources to ensure achievement of project goals and outcomes, as well as the intent to sustain the system beyond the grant period.

D.4. How input of teachers and other educators will be obtained and utilized.

Through the established governance structure (Section D1, pp. 23-25), as well as ongoing evaluation of training, technical assistance, and support, the input of teachers and other educators will be solicited, collected, analyzed, and reported. The input will guide creation, development, implementation, and modification of relevant project outcome activities to support a process of continuous improvement. This Nevada SLDS project is a statewide venture and monetary investment that will welcome and rely on the input and feedback of all stakeholders (e.g., educators at all levels) to ensure success and achievement of project goals, outcomes, and sustainability.

E. STAFFING - Professional qualifications, and qualifications to manage and implement project activities (Reference: APPENDIX B; BUDGET NARRATIVE for qualifications of staff to be hired)

NDE - Nevada Department of Education

Dr. Keith Rheault, Nevada Superintendent of Public Instruction

Dr. Rheault was appointed as Nevada Superintendent of Public Instruction in March, 2004, and continues to serve the state in that capacity. Prior to his appointment as Superintendent of Public Instruction, Dr. Rheault had been employed with the Nevada Department of Education since 1986. During his tenure with the Department of Education, he has served as the Agriculture Education Consultant and State FFA Advisor for five years, Assistant Director and Director of the Office of Occupational and Continuing Education for four years, and as Deputy Superintendent for Instructional, Research, and Evaluative Services for nine years.

Dr. Rheault received his Bachelor of Science and Master of Science degrees in Agricultural Education from North Dakota State University in 1976 and 1980, respectively. He earned his Doctorate from Iowa State University in Agricultural Education in 1985. While completing his Doctorate at Iowa State University, Dr. Rheault worked as an Adjunct Professor in the Agricultural Engineering Department teaching a variety of agriculture mechanics courses. (résumé included)

Ms. Gloria Dopf, Deputy Superintendent of Instructional, Research, and Evaluative Services

Ms. Dopf was appointed Deputy Superintendent of Instructional, Research and Evaluative Services for the Nevada Department of Education March, 2003. She has been an employee of the Nevada Department Education since January, 1977. Prior to that she was an administrator for the Bureau of Speech Improvement of the New York City Board of Education. She received her degrees from the City University of New York. Having been present for the first implementation of the “new federal special education law – PL 94-142,” she has personally experienced the evolution of special education in the State of Nevada. Ms. Dopf is the President of the Deputy Leadership Commission of the Council of Chief State School Officers and serves on Task Forces including Smithsonian and the Policy Advisory for NAGB.

Prior to her appointment as Deputy Superintendent, Ms. Dopf served as the Assistant Deputy Superintendent for the Department, coordinating the implementation of the No Child Left Behind Act (NCLB) in the state. At this time she was also appointed as Federal Liaison Representative to the Council of Chief State School Officers to link to national and other state initiatives implementing the complexities of NCLB. She also served as Director of the Office of Special Education, Elementary and Secondary Education, and School Improvement Programs overseeing state and federal programs providing educational opportunities for students with diverse learning needs. In this capacity she was an active member of the National Association of State Directors of Special Education (NASDSE). Ms. Dopf is the mother of four children who have been or still are consumers of Nevada’s system of public education.

Mr. James Wells, NDE Deputy Superintendent for Fiscal and Administrative Services

Mr. Wells earned his B.S. in 1989 in Business Administration and Accounting, from the University of Nevada, Reno He is a licensed Certified Public Accountant (CPA). He received his B.S. in Business Administration from the University of Nevada, Reno in 1989. Mr. Wells is responsible for the all of the NDE budgeting, purchasing, grant management and accounting areas, financial and statistical reporting, child nutrition and health education programs, charter schools, state programs, indirect cost proposals, and the Department’s audit functions. Prior to

his appointment in July 2006, Mr. Wells was the Chief Financial Officer for the State of Nevada Public Employees' Benefits Program where he oversaw rate setting, premium billing, budgeting, and financial reporting functions. He previously served as the Chief Deputy Controller for the State and worked for the Nevada Housing Division and the University of Nevada, Reno. Other professional experiences include working for the accounting firm Deloitte and Touche, and the City of Roanoke, Virginia. Mr. Wells is a member of the Government Finance Officer's Association and the Association of Government Accountants. (résumé included)

**Mr. Shawn Franklin, System of Accountability Information for Nevada (eSAIN)
Information Technology Project Manager**

Mr. Franklin has been involved with student management systems for the past 11 years. He is experienced with organization, design, and implementation of data systems at the following levels: site/school, district, state, and program. He has experience with large-scale software development and deployment. Mr. Franklin has had formal training in technology project management and has managed several large-scale technology implementations. He is familiar with the Nevada state reporting program and is a past member of the eSAIN advisory board. Mr. Franklin held a seat on the Commission on Educational Technology, established by legislation; all district state technology funding passes through this group. He wrote/managed all technology grants for Lyon County School District and implemented new SIS and state reporting programs in Lyon County School District. (résumé included)

NSHE - Nevada System of Higher Education

Dr. Jane Nichols, Vice Chancellor for Academic and Student Affairs

A native of Memphis, Tennessee, Jane Nichols was appointed by Chancellor James E. Rogers to serve as Vice Chancellor of Academic and Student Affairs on September 1, 2005. Prior to her re-appointment, she had served as Chancellor from 2000 to 2004 and as Vice Chancellor for Academic and Student Affairs for three years. She is currently serving as one of Nevada's three Commissioners on the Western Interstate Commission for Higher Education and is the Chair-elect of that regional Commission. Prior to joining the NSHE in 1997, Dr. Nichols was an associate dean for the College of Education at the University of Nevada, Reno. From 1990 to 1995, she was coordinator for the university core curriculum and university assessment and was an associate professor in the Department of Social Work from 1984 to 1990.

Dr. Nichols earned an Ed.D. in higher education with a concentration in administration and statistics from the University of Tennessee, Knoxville. She also holds a Masters degree in social work with emphasis in administration and casework from the University of North Carolina, Chapel Hill; and a B.A. (with distinction) in psychology from Southwestern at Memphis (now Rhodes College). (résumé included)

Ms. Robyn R. Render, Vice Chancellor for Information Technology

A native of Cincinnati, Ohio, Robyn Render was appointed on August 6, 2009, by the NSHE Board of Regents to serve as Vice Chancellor for Information Technology. Ms. Render oversees the operation of System Computing Services (SCS), which provides Systemwide information technology services aligned with NSHE and its institutions, affiliates, and partners. In addition to her Vice Chancellor duties, Ms. Render serves as iNtegrate project director and IT strategist for the NSHE, a position she has held since July, 2008. In this capacity, she oversees the implementation of the \$30 million PeopleSoft Campus Solutions and related applications for seven NSHE institutions. Previously, Ms. Render held the position of Vice President for Information Resources and Chief Information Officer for the University of North Carolina, Chapel Hill. She earned an A.S. and B.S. in information systems from the University of

Cincinnati, as well as an M.A. in organizational management from the University of Phoenix. Ms. Render and her husband, Michael, have two grown children who are married and live in North Carolina. (résumé included)

Ms. Linda Heiss, Director of Institutional Research

Linda Heiss directs research and analytical studies that support informed decision-making, planning, and accountability efforts on behalf of the Board of Regents, Chancellor, and System Administration. Ms. Heiss collects and reports official system-wide enrollment data, utilizes the NSHE data warehouse and other State and national data resources to conduct analytical studies measuring student success, and develops information and reports to meet annual reporting requirements, including data related to remedial enrollment, diversity, and faculty workload. She works with the Nevada Department of Education and school districts to produce high school feedback reports. She has a comprehensive knowledge of research methodologies and analytical approaches, is proficient at managing, retrieving, analyzing, and summarizing information from large relational databases, and has an established record of meeting deadlines and working within budgets. Ms. Heiss has a Master's degree in Educational Leadership from the University of Nevada, Reno, received a Fulbright to Germany in 2000, and has been employed in Nevada's higher education system since 1991. The focus of Ms. Heiss' dissertation is the alignment of high school to college-level mathematics. Ms. Heiss wrote and administered U.S.A.I.D. grants for the University of Nevada, Reno to develop and host training programs for Eastern European groups on topics such as banking and finance and building democracy. (résumé included)

DETR - Nevada Department of Employment, Training, and Rehabilitation

Mr. Larry Mosley, Director

Larry Mosley was appointed Director for the Department of Employment, Training & Rehabilitation (DETR) in July 2007 by Governor Jim Gibbons. As Director, Mr. Mosley serves as a member of the Governor's cabinet, which advises the Governor on policies affecting the State. He oversees the daily operations of DETR, managing its budget of \$900 million and a staff of nearly 800. DETR encompasses the Employment Security Division, Rehabilitation Division, Equal Rights Commission, the Research and Analysis Bureau and the Information Development and Processing Division.

Prior to his appointment, Mr. Mosley served as the Director of Diversity for the College of Southern Nevada. In that role he provided leadership in the development, coordination and implementation of programs that promote equity, diversity and inclusion at the College. Also prior to his appointment, he served as interim CEO of the Las Vegas-Clark County Urban League. Mr. Mosley's career spans more than 30 years, with emphasis on marketing and sales, business development, program management, government and business relations, and strategic planning. He spent the majority of his career with IBM, holding numerous executive level positions. He served as a Business Development Executive, Marketing and Sales Executive, and a Diversity and Minority and Women Business Enterprise Executive.

A skilled communicator and accomplished leader, Mr. Mosley has received numerous awards, including the Urban Chamber of Commerce Community Enrichment Award, the Don Braden's Leadership and Community Service Award, Clark County School District Excellence in Education Hall of Fame Award, National Organization of Black County Officials Community Leadership Award, National Black Law Enforcement Executive Community Achievement Award, IBM Global Government World Wide Outstanding Performer Award, IBM Marketing

Excellence Award, and IBM Educational Salesman of the Year Award. Additionally, Mosley has been asked to speak before a number of groups and has served as the IBM guest lecturer in South Africa and at the University of British Columbia.

Mr. Mosley graduated with honors with a Bachelor of Arts Degree in History from the University of California, Davis. He also graduated with honors with a Master of Arts Degree in Urban Studies from Occidental College in Los Angeles, CA. He completed all but his thesis in the doctoral program at the University of California, Davis, before beginning his career at IBM.

Mr. William Anderson, Chief Economist for the Research and Analysis Bureau

William Anderson has served as Chief Economist for the Research and Analysis Bureau since October 2006. In this position he supervises the labor market and economic research activities of a staff of 30; administers the Bureau's \$4 million budget and provides useful analyses to departmental senior staff, other executive branch managers, public policymakers, the general public, and the media. Mr. Anderson earned his Master of Arts degree from Wayne State University and his Bachelor of Arts degree from the University of Michigan. (résumé included)

Sustainability (Reference: BUDGET NARRATIVE, pp. 18, 33)

Referenced document sections provide a more detailed description of sustainability. It is the intent of the NDE and NSHE, as well as a requirement by Nevada Revised Statute law (NRS 386.650) to sustain the Nevada SLDS. The NDE, NSHE, and DETR have made substantial investments of Federal, State, and/or other non-Federal resources to expand, enhance, and improve the SLDS. After the grant period ends, the Inter-agency Data Council will continue to meet as needed to provide oversight and ensure that consensus in decision-making and actions is reached on issues that may arise. The sustainability expectation is that a significant cadre of personnel with the knowledge, experience, and expertise with the Nevada SLDS will either continue employment with the NDE, NSHE, and/or DETR, or continue to be available through the State procurement process on an as needed basis.

NDE - The NDE has made a substantial investment in State funds, as well as funding and personnel with the 2007 SLDS grant project. In anticipation of projected workload and the end of Federally funded grant project periods, in November, 2009, a new NDE Office of Information Technology was created, which will be staffed by State funded personnel; one new IT Manager and one new Programmer in addition to the existing State funded NDE IT staff (BUDGET NARRATIVE, p. 18).

NSHE - The NSHE System Computer Services (SCS) will maintain the SLDS data warehouse and the constituent data hub as part of its data warehouse suite that includes the system-wide NSHE and institutional data warehouses. The roles of the grant funded consultants and employees will include knowledge transfer via mentoring and training during the SLDS three year grant period enabling SCS staff to seamlessly continue maintenance of the SLDS (BUDGET NARRATIVE, p. 33).

DETR - Beyond the grant period, the Nevada Department of Employment, Training, and Rehabilitation will use non-Federal existing funding and resources to continue work with the NDE and NSHE to ensure current, reliable, and valid data is produced and used to inform decision-making at all levels. Mr. Mosley will remain a member of the Inter-agency Data Council and will continue to work with NSHE to provide current data to inform student career decision-making at the post-secondary level.

ATTACHMENT 7

Statewide Longitudinal Data System, Appendix C

APPENDIX C - Current Status of Nevada Longitudinal Data System

C = Completed IP = In Progress PNB = Planned, Not Begun NP = Not Planned
 EGU = Existing Grant in Use [specify funding source] EGNU = Existing Grant Not in Use
 Outcome "C" designation = Capability (e.g., C1.1)
 Outcome "E" designation = Element (e.g., E1.1)
 NDE = Nevada Department of Education
 NSHE = Nevada System of Higher Education
 DETR = Nevada Department of Employment, Training, and Rehabilitation
 SLDS = Nevada Statewide Longitudinal Data System

GOALS and OUTCOMES are described in the Narrative, pp. 14-23. (NOTE: per the SLDS grant program officer, Goals and Outcomes in this table can be listed by number only, with descriptions placed in the Narrative)

Table 2. Current Status of Nevada Longitudinal Data System

Required Data System Capabilities	Current Resources Used in Design or Development	Goals and Outcomes
1. Examine student progress and outcomes over time.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: IP; Personnel time	Goal C1 Outcomes C1.1, C1.2, C1.3, C1.4, C1.5
2. Facilitate and enable exchange of data among agencies and institutions within Nevada and between states.	NDE: PNB – EGNU; State funds, personnel time NSHE: IP; Personnel time	Goal C2 Outcomes C2.1, C2.2
3. Link student data with teachers.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: N/A	Defined in the current 2007 SLDS grant project; N/A to this project.
4. Match teachers with information about their certification and teacher preparation programs, including institutions where they received training.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time. NSHE: PNB; Resources to be determined.	Goal C4 Outcomes C4.1, C4.2

5. Enable data to be easily generated for continuous improvement and decision-making (timely student achievement data reporting to parents, teachers, school leaders).	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: PNB; Resources to be determined	Goal C5 Outcomes C5.1, C5.2, C5.3
6. Ensure quality and integrity of system data.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: IP; Personnel time	Goal C6 Outcomes C6.1, C6.2, C6.3
7. Provide Nevada with ability to meet reporting requirement of U.S. Dept. of Education.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: N/A	Goal C7 Outcomes C7.1, C7.2, C7.3

Required Data System Elements	Current Resources Used in Design or Development	Goals and Outcomes
1. P-20: Unique student I.D. (does not allow student to be individually identified by users of the system, except as allowed by Federal and Nevada law).	NDE: C – PNB - EGU; Federal assessment grant, State funds, personnel time NSHE: PNB; Resources to be determined	Goal E1 Outcome E1.1
2. P-20: Student-level enrollment, demographic, and program participation information.	NDE: C – PNB - EGU; Federal assessment grant, State funds NSHE: IP; Personnel time	Goal E2 Outcomes E2.1, E2.2
3. P-20: Student-level information on student movement through P-16 education programs (exit, transfer in and out, drop out, complete).	NDE: C – PNB; Federal assessment grant, State funds, personnel time NSHE: IP; Personnel time	Goal E3 Outcome E3.1

4. P-20: Capacity to communicate with higher education data systems.	NDE: PNB – EGU; Federal assessment grant, State funds, personnel time NSHE: IP; Personnel time	Goal E4 Outcomes E4.1, E4.2
5. P-20: Nevada data audit system assessing data quality, validity, reliability.	NDE: IP - EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: IP; Personnel time	Goal E5 Outcomes E5.1, E5.2
6. P-12: Yearly test records of individual students with respect to assessments under Sec. 111(b) ESEA 1965.	NDE: C – EGU; Federal assessment grant, State funds NSHE: N/A	Goal E6 Outcomes E6.1, E6.2
7. P-12: Students not tested, by grade and subject.	NDE: C – EGU; Federal assessment grant, State funds NSHE: N/A	Defined in the current 2007 SLDS grant project; N/A to this project.
8. P-12: Teacher I.D. system with ability to match teachers and students.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant NSHE: N/A	Defined in the current 2007 SLDS grant project; N/A to this project.
9. P-12: Student-level transcript information, including courses completed, grades earned.	NDE: IP – EGU; Federal assessment grant, State funds, 2007 SLDS grant, personnel time NSHE: N/A	Goal E9 Outcome E9.1
10. P-12: Student-level college readiness test scores.	NDE: PNB - EGUN NSHE: N/A	Goal E10 Outcome E10.1
11. Post-secondary: Data; extent to which students transition successfully from secondary to post-secondary, including remedial coursework.	NDE: PNB – EGU; Federal Assessment Funds, State funds, personnel time NSHE: IP; Personnel time	Goal E11 Outcomes E11.1, E11.2
12. Post-secondary: Data; information necessary to address alignment and adequate preparation for success.	NDE: PNB – EGU; Federal Assessment Funds, State funds NSHE: IP; Personnel time	Goal E12 Outcome E12.1