



**DEPARTMENT OF ADMINISTRATION
ADMINISTRATIVE SERVICES DIVISION**

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January 20, 2010

Dr. Joseph C. Conaty
Director, Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E314
Washington, D.C. 20202

SUBJECT: Nevada State Fiscal Stabilization Fund Phase II Application

Dear Dr. Conaty,

Enclosed is an original and two copies of a revised application. The original application was submitted on January 11, 2010. The revised pages include parts 2A, 2B and 3C. Pursuant to the direction offered by Jessica McKinney, Education Program Specialist, the entire application is provided with these revisions.

Sincerely,

A handwritten signature in cursive script that reads "Evan Dale".

Evan Dale
Administrator

**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
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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.

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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. 7301a); (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

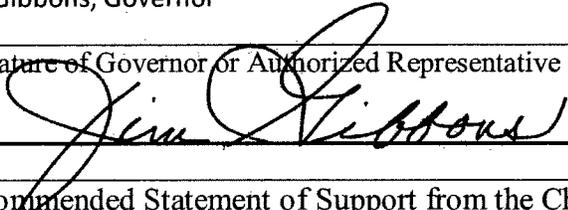
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- 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: 01/20/2010
Recommended Statement of Support from the Chief State School Officer (Optional): 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 –

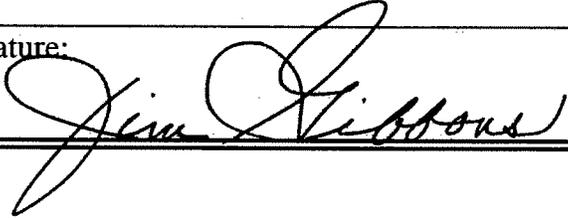
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

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: 01/20/2010

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.

For FY 2010 and 2011

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

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

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
- 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?

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?

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?

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 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.

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.

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?

Yes, the State collects this information.

If Yes, please respond (check one):

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.](#)

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.](#)

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.

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?

Yes, the State collects this information.

If Yes, please respond (check one):

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.](#)

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.](#)

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.

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?

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 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.](#)

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.

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?

Yes, the status is correct.

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):

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

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

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-cl.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?

- Yes, the information is correct.
 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: [Click here to enter text.](#)

Please respond (check one):

- 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
 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.](#)
 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?

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

Please respond (check one):

- 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>
- 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.](#)
- 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?

Yes, the data are correct.

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):

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

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.](#)

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

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>
- 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-cl.xls>, correct?

Yes, the information is correct.

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?

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>

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.](#)

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?

- Yes, the data are correct.
 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):

- 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
 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.](#)
 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?

Yes, the data are correct.

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):

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: http://inde.doe.nv.gov/Assessment_NV_ReportCard.htm

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: [Click here to enter text.](#)

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

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 111(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))?

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 (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.](#)

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.

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 111(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))?

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)(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.](#)

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 111(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.

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 111(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?

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

→ Provide the definition here:² [Click here to enter text.](#)

If Yes, please respond (check one):

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

→ Provide the State website where the definition is publicly available:⁴ [Click here to enter text.](#)

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.

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.

**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?

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)(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.](#)

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)(3)" 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)(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):

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)(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.](#)

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)(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 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?

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)(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.](#)

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.

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/SchoolsDistricts/Charter/AA-Charter_School_Directory.pdf

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):

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 “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.](#)

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)(9)” 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)(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?

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 “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ ⁵ Provide the State website where the most recently updated information is provided by the State to the public: [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)(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 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 [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) (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 [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)(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 (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (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
Descriptor (d)(1)		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
Indicator (d)(11)		X
Indicator (d)(12)		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 Element</u>	<u>Must be addressed in plan</u>	<u>Does not need to be addressed in 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

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.

- (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.

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	Allocating staff time to develop format and submission tool.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	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 on the NDE Website under the location for the Nevada Stabilization Plan	Federal Assessment and SLDS Funds
Begin focus groups on the use of NGMA data as a one portion of a teacher evaluation system.	Spring 2010	Current Nevada Revised Statutes prohibit the use of student assessment data in teacher evaluations.		Federal Assessment and Title IIA Funds
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 on the NDE Website	
Develop programming to extract or collect data for this element	Spring 2011*	Allocating staff time for programming or to develop district submission tool.	under the location for the Nevada Stabilization Plan	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	Allocating staff time to make edits to NDE website.	Progress will be updated on the NDE Website	Title IIA Activities Funds
Report summary data on NDE website.	August 2011		under the location for the Nevada Stabilization Plan	

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	Allocating staff time to develop format and submission tool.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	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	None noted.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Federal Assessment and SLDS Funds
Begin focus groups on the use of NGMA data as a one portion of a principal evaluation system.	Spring 2010			Federal Assessment and Title IIA Funds
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 on the NDE Website under the location for the Nevada Stabilization Plan	Title IIA Activities Funds
Develop programming to extract or collect data for this element	Spring 2011	Allocating staff time for programming or to develop district submission tool.		
Develop programming to report data on NDE website.	Spring 2011	Allocating staff time to make edits to NDE website.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	
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(c)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Milestones	Date	Obstacles	Reports	Funds
(10) Student-level college readiness test scores	01/31/2013	Establishing new relationship with college readiness test vendors.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	ARRA SLDS Grant Funds

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	Allocating staff time for programming.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	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.	Spring 2010	Allocating staff time for programming.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Undetermined
Develop programming to extract data for this element	Summer/Fall 2010			
Disseminate teacher reports or provide links to reports as determined.	Spring 2011			

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	Completed		
Validation of four-year adjusted cohort graduation rate for Class of 2009: Disaggregated by AYP subgroup, school and district level.	August 2010	In process, on track for completion.	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Assessment and Accountability
Present the disaggregated four-year adjusted cohort graduation rate data on report cards containing 2010-2011 assessment results	August 2011	Validation of beta four-year adjusted cohort graduation rate completed and changes made to production (if necessary).		

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.

Data currently available at the Nevada System of Higher Education; it will be available on the centralized reporting website on 09/30/2011.

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.

Data for the high school graduating class of 2009 will be available by September 2011 on the centralized website, and reported annually thereafter.

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
State legislation passed mandating development of growth model for state use.	June 2009	Capacity (i.e., time and funds)	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	State Assessment
Produce initial Nevada Growth Model of Achievement (NGMA) for 2008-09 student sample based on data from 2005-06 to 2008-09.	November 2009			
Complete preparation for final pilot analysis (adjustments, evaluation, reruns of analysis, reviews of process, quality assurance plan).	June 2010			
Present final recommendations to stakeholder groups.	July 2010			
Implement system for public reporting.	January 2011			

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 111(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
State legislation passed mandating development of growth model for state use.	June 2009	Capacity (i.e., time and funds)	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	State Assessment
Produce initial Nevada Growth Model of Achievement (NGMA) for 2008-09 student sample based on data from 2005-06 to 2008-09.	November 2009			
Complete preparation for final pilot analysis (adjustments, evaluation, reruns of analysis, reviews of process, quality assurance plan).	June 2010			
Present final recommendations to stakeholder groups.	July 2010			
Implement system for public reporting.	January 2011			

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.

Milestones	Date	Obstacles	Reports	Funds
Analyze for the purpose of this descriptor, the appropriateness of using the definition that was created to determine the schools eligible under the State Improvement Grant (SIG) 1003(g) funds.	August 2010	None anticipated	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Title I
Attain public input on proposed definition.	September 2010	Gaining stakeholder buy-in		
Bring forth a recommendation to the State Board of Education for adoption in the Nevada Administrative Code (i.e., state regulation).	December 2010	Mandated timelines for adoption of regulations		

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 in August			
Provide preliminary results to Nevada school districts and provide technical assistance to help districts understand the schools' designations.	Annually in September	Staff capacity (i.e., personnel shortages)	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Title I
Post results of this analysis on NV Department of Education website.	Annually in October			

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
Analyze student achievement against established criteria (per NFR).	Annually in September			
Provide preliminary results to Nevada school districts and provide technical assistance to help districts understand the schools' designations.	Annually in October	Staff capacity (i.e., personnel shortages)	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Title I
Post results of this analysis on NV Department of Education website.	Annually in November			

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 in July	Staff capacity (i.e., personnel shortages) to validate, clean, and analyze data	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Title I
Include these schools in the analysis of the persistently lowest-achieving schools per the definition described in (d)(1).	Annually in August			
Post results of this analysis on NV Department of Education website.	Annually in October			

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
Analyze student achievement against established criteria (per NFR).	Annually in September	Staff capacity (i.e., personnel shortages)	Progress will be updated on the NDE Website under the location for the Nevada Stabilization Plan	Title I
Provide preliminary results to Nevada school districts and provide technical assistance to help districts understand the schools' designations.	Annually in October			
Post results of this analysis on NV Department of Education website.	Annually in November			

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. 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.	08/2010	None noted.	www.nevadareportcard.com	System for Accountability Information in Nevada
	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. 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.	08/2010	None noted.	www.nevadareportcard.com	System for Accountability Information in Nevada
	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.

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

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 attached document: NDE Data Access and Use Policy**

- (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 attached document: NDE Data Collaborative.**

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
EXAMPLES USED IN THESE TERM DEFINITIONS ARE FOR DEMONSTRATION PURPOSES ONLY (i.e.: EDEN kindergarten grade level may not actually be 00.)	

OVERVIEW

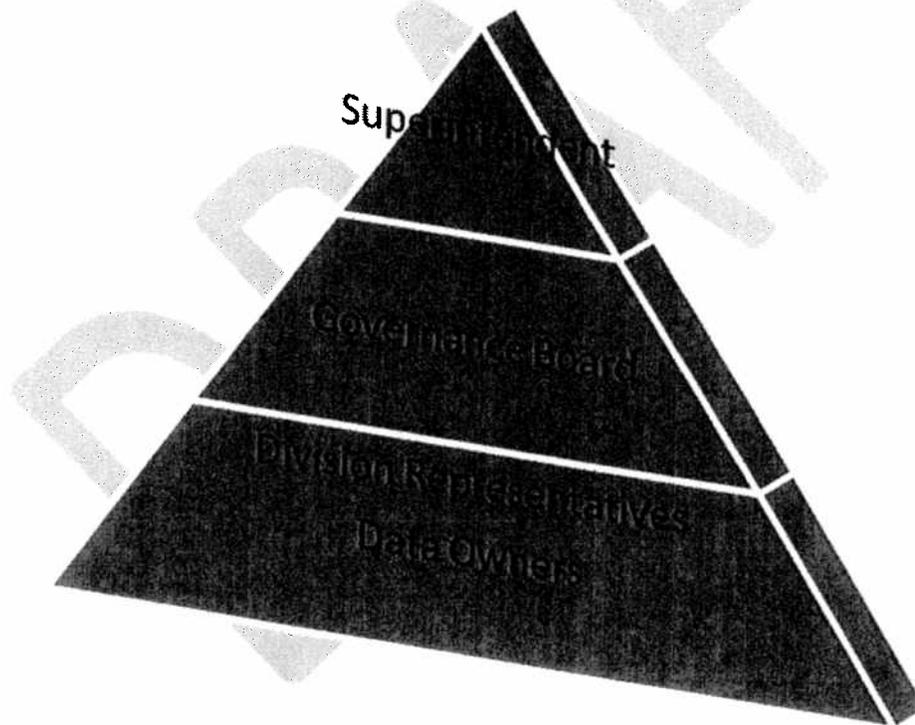
Introduction

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**

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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. <i>SAMPLE</i>	

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 5

MAINTENANCE OF EFFORT WAIVER

**Request for a Waiver of the Maintenance-of-Effort (MOE)
Requirements Governing the State Fiscal Stabilization Fund Program**

The State of Nevada requests a waiver of the following Stabilization program MOE requirements (check applicable lines):

- _____ The FY 2009 elementary and secondary education MOE requirement.
- _____ The FY 2009 public IHE MOE requirement.
- _____ The FY 2010 elementary and secondary education MOE requirement.
- X The FY 2010 public IHE MOE requirement.
- _____ The FY 2011 elementary and secondary education MOE requirement.
- X The FY 2011 public IHE MOE requirement.

In support of this request, the State provides the following data:

1. For waivers of a FY 2009 MOE requirement:

- \$ _____ The aggregate level of State support for elementary, secondary, and public higher education for FY 2009.
- \$ _____ The total revenues available to the State (for education and other purposes) for FY 2009.
- \$ _____ The aggregate level of State support for elementary, secondary, and public higher education for FY 2008.
- \$ _____ The total revenues available to the State (for education and other purposes) for FY 2008.

2. For waivers of a FY 2010 MOE requirement:

\$1,697,437,268	The aggregate level of State support for elementary, secondary, and public higher education for FY 2010.
\$3,244,871,571	The total revenues available to the State (for education and other purposes) for FY 2010.
\$1,945,858,331	The aggregate level of State support for elementary, secondary, and public higher education for FY 2009.
\$3,775,965,461	The total revenues available to the State (for education and other purposes) for FY 2009.

3. For waivers of a FY 2011 MOE requirement:

\$1,763,319,421	The aggregate level of State support for elementary, secondary, and public higher education for FY 2011.
\$3,366,977,011	The total revenues available to the State (for education and other purposes) for FY 2011.
\$1,697,437,268	The aggregate level of State support for elementary, secondary, and public higher education for FY 2010.
\$3,244,871,571	The total revenues available to the State (for education and other purposes) for FY 2010.

I assure that (1) the State of Nevada has available for inspection documentation that demonstrates that these data are accurate, valid; and reliable; and (2) to the best of my knowledge and belief, any subsequent revisions to the data would not affect the State's ability to meet the criterion for an MOE waiver.

Governor or Authorized Representative of the Governor (Printed Name): Andrew Clinger, Director, Department of Administration	
Signature: 	Date: 1/11/10

State of Nevada
 Schedule of State Support for
 Elementary and Secondary Education
 Fiscal Years 2006, 2008 - 2011

State Support	Actual FY 2006	Actual FY 2008	Prior Enacted FY 2009	Projected FY 2009	Actual FY 2009	Legislature Approved FY 2010	Legislature Approved FY 2011
General Fund Appropriations							
Regular Appropriations	\$ 849,687,448	\$ 1,041,362,589	\$ 1,090,795,262	\$ 1,090,795,262	\$ 1,090,795,262	\$ 1,201,169,591	\$ 1,267,051,744
SB 5, 25th Special Session	-	-	(47,995,713)	(47,995,713)	(47,995,713)	-	-
SB 166 Sec. 3.5, 2007 Regular Session	-	18,078	18,798	18,798	18,798	-	-
Supplemental Appropriations	-	-	323,802,183	323,802,183	323,802,183	-	-
Appropriations Transferred btw '08 & '09	(97,244,558)	85,874,930	(85,874,930)	(85,874,930)	(85,874,930)	-	-
Appropriations Transferred btw '09 & '10	-	-	-	-	18,917,900	-	-
Appropriation Reserve for Reversion	-	(22,253,203)	-	(87,837,705)	(131,190,421)	-	-
Appropriation Transfer to Incentives Act.	-	-	-	-	(31,070,767)	-	-
Reversion of unspent funds	(91,201)	-	-	-	-	-	-
Total General Fund Appropriations	\$ 752,351,689	\$ 1,105,002,394	\$ 1,280,745,600	\$ 1,192,907,895	\$ 1,137,402,312	\$ 1,201,169,591	\$ 1,267,051,744
Dedicated State Revenues							
Local School Support Tax	\$ 1,081,214,352	\$ 1,047,328,217	\$ 943,454,801	\$ 918,405,535	\$ 910,835,345	\$ 1,003,847,235	\$ 1,046,365,261
Local School Share of Slot Tax	36,757,113	34,945,244	35,494,480	35,494,480	34,617,391	35,888,197	36,554,830
Prior Year Refunds	91,201	6,687,926	35,787	35,787	35,788	-	-
Estate Tax	3,335,978	3,981	-	-	16	100	100
Permanent School Fund	8,281,185	14,063,745	13,100,000	13,100,000	13,118,714	13,100,000	13,100,000
Other	163,688	-	1,754,260	1,754,260	-	1,000,000	1,000,000
Balance Forward unspent funds	-	(5,313,518)	30,691	30,691	-	-	-
Total Dedicated State Revenues	\$ 1,129,843,517	\$ 1,097,715,595	\$ 993,870,019	\$ 968,820,753	\$ 958,607,254	\$ 1,053,835,532	\$ 1,097,020,191
Categorical Funding							
High Impact Retirement Credit	\$ (18,118,592)	\$ (17,629,058)	\$ (31,070,767)	\$ (31,070,767)	\$ -	\$ -	\$ -
Remediation Trust Fund	(6,818,788)	-	-	-	-	-	-
Regional Professional Development	(10,329,114)	(13,089,638)	(11,938,010)	(11,938,010)	(11,854,119)	(7,897,804)	(7,897,804)
Adult Education	(18,430,209)	(21,302,940)	(22,438,700)	(22,438,700)	(22,385,170)	(21,170,456)	(22,673,833)
Early Childhood Education	(3,032,172)	(3,208,584)	(3,315,646)	(3,315,646)	(3,313,939)	(3,338,875)	(3,338,875)
Other Categorical Funding	24,030	(2,189,482)	(1,730,668)	(1,730,668)	(1,730,657)	(1,791,009)	(1,795,897)
Total Categorical Funding	\$ (56,704,845)	\$ (57,419,702)	\$ (70,493,791)	\$ (70,493,791)	\$ (39,283,884)	\$ (34,198,144)	\$ (35,706,409)
Total State Support	\$ 1,825,490,361	\$ 2,145,298,287	\$ 2,204,121,828	\$ 2,091,234,857	\$ 2,056,725,681	\$ 2,220,806,979	\$ 2,328,365,526
Federal Education Stabilization Fund	\$ -	\$ -	\$ -	\$ -	\$ 139,626,106		
Total State and ARRA Support	\$ 1,825,490,361	\$ 2,145,298,287	\$ 2,204,121,828	\$ 2,091,234,857	\$ 2,196,351,787	\$ 2,220,806,979	\$ 2,328,365,526

State of Nevada
 Schedule of State Support for
 Elementary and Secondary Education
 Fiscal Years 2006, 2008 - 2011

	Actual FY 2006	Actual FY 2008	Prior Enacted FY 2009	Projected FY 2009	Actual FY 2009	Legislature Approved FY 2010	Legislature Approved FY 2011
State Expenditures							
Primary Funding Formula							
Basic Support	\$1,804,659,376	\$2,145,245,539	\$2,212,704,453	\$2,099,817,482	\$2,208,661,125	\$2,235,193,631	\$2,318,399,593
Class Size Reduction	125,552,187	141,209,596	153,710,996	153,710,996	153,710,996	144,263,320	145,935,501
Special Education	97,617,555	111,303,886	121,250,664	121,250,664	121,250,664	121,252,632	121,252,632
Total Primary Funding Formula	\$2,027,829,118	\$2,397,759,021	\$2,487,666,113	\$2,374,779,142	\$2,483,622,785	\$2,500,709,583	\$2,585,587,726
Non-State Revenue							
Property Tax	\$ (194,730,572)	\$ (243,790,316)	\$ (262,950,715)	\$ (262,950,715)	\$ (265,661,665)	\$ (253,196,604)	\$ (231,116,201)
Federal Mineral Land Lease Revenue	(7,608,185)	(8,670,418)	(20,593,570)	(20,593,570)	(21,609,333)	(10,706,000)	(10,706,000)
Transfers from Clark County funds	-	-	-	-	-	(16,000,000)	(15,400,000)
Total Non-State Revenue	\$ (202,338,757)	\$ (252,460,734)	\$ (283,544,285)	\$ (283,544,285)	\$ (287,270,998)	\$ (279,902,604)	\$ (257,222,201)
Total State Expenditures	\$1,825,490,361	\$2,145,298,287	\$2,204,121,828	\$2,091,234,857	\$2,196,351,787	\$2,220,806,979	\$2,328,365,525
Net State & ARRA Support less State Expenditures	\$ -	\$ -	\$ -	\$ -	\$ 0	\$ -	\$ 1

State of Nevada
**Schedule of State Support and Maintenance-of-Effort Baseline for
 Nevada Institutions of Higher Education (IHES)**
 Fiscal Years 2006, 2008 - 2011

	Actual FY 2006	Actual FY 2008	Projected FY 2009	Actual FY 2009	Legislature Approves FY 2010	Legislature Approves FY 2011
Level of State Support						
General Fund Appropriations (<i>less research</i>)	544,343,783	625,425,174	645,669,222	645,669,222	496,267,677	496,267,677
Supplemental Appropriation				110,800		
Appropriation to Board of Examiners for Salary Increases	9,472,641	10,292,858	33,633,223	31,485,576	-	-
Appropriations for Research	4,220,199	5,207,537	4,516,132	4,516,132	3,798,433	3,798,433
Appropriation Reserve for Reversion	-	(20,445,875)	(58,301,533)	(58,301,533)	-	-
Reversion of unspent funds	(2,167,745)	(659,379)	-	(167,792)	-	-
Total Level of State Support	<u>555,868,878</u>	<u>619,820,315</u>	<u>625,517,044</u>	<u>623,312,405</u>	<u>500,066,110</u>	<u>500,066,110</u>
Total Level of State Support Less Research	<u>551,648,679</u>	<u>614,612,778</u>	<u>621,000,912</u>	<u>618,796,273</u>	<u>496,267,677</u>	<u>496,267,677</u>

**ARRA Waiver MOE
FY 2009-11 Maintenance of Effort Waiver Test Percentage Calculations**

	Projected FY 2009	Legislatively Approved FY 2010	Legislatively Approved FY 2011
Appropriations:			
General Operating Appropriations	3,487,132,623	3,211,464,895	3,336,977,011
Onetime Appropriations	15,259,234	2,256,676	-
Restoration of Fund Balances	-	16,150,000	-
Borrowing Repayment	-	15,000,000	15,000,000
Supplemental Appropriation - DSA	323,802,183	-	-
Supplemental Appropriation - NSHE	110,800	-	-
Supplemental Appropriation - Other	3,060,941	-	-
Appropriation Transfers Between FY 08 & FY 09	(87,498,139)	-	-
Appropriation Transfers Between FY 09 & FY 10	19,097,819	-	-
Cost of 2009 Session	15,000,000	-	-
Cost of 2010 Session	-	-	15,000,000
Total Appropriations	<u>\$ 3,775,965,461</u>	<u>\$ 3,244,871,571</u>	<u>\$ 3,366,977,011</u>
Appropriations for Education			
Distributive School Account Appropriations	1,268,592,733	1,201,169,591	1,267,051,744
NSHE Appropriations	677,265,598	496,267,677	496,267,677
Total Appropriations for Education	<u>\$ 1,945,858,331</u>	<u>\$ 1,697,437,268</u>	<u>\$ 1,763,319,421</u>
% of Appropriations Supporting Education	51.53%	52.31%	52.37%
Required MOE		\$ (25,266,152)	\$ (2,007,106)